

Pathways to Postsecondary Education for Pregnant and Parenting Teens

Working Paper

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For
The Institute for Women's Policy Research



About This Report

This report examines trends in educational attainment for pregnant and parenting teens, as well as programmatic approaches and policy initiatives for improving their high school completion and college enrollment rates. This report is a product of IWPR's Student Parent Success Initiative, a multifaceted project designed to share knowledge, raise awareness, and improve public policies to support positive outcomes for low-income student parents seeking higher education.

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Acknowledgements

This report was written by Cynthia B. Costello, of Costello Consulting. IWPR wishes to thank the Bill & Melinda Gates Foundation, for their support of IWPR's Student Parent Success Initiative. Special thanks are due to several colleagues who provided careful comments on an earlier draft of this report: Andrea Kane and Lisa Shuger of The National Campaign to Prevent Teen and Unplanned Pregnancy; Lara S. Kaufmann of the National Women's Law Center; and Pat Paluzzi of Healthy Teen Network. We thank Pat Paluzzi and Gina Desiderio for sending the on-line survey on programs for pregnant and parenting teens to members of the organization's listserv.

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IWPR #C418, May 2014
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We are especially grateful to the experts consulted for this report: Trudy Adair-Verbais of the Santa Barbara County Education Office; Kristine Andrews of Child Trends; Sue Carparelli and Suzanne Banning of Florence Crittenton Services of Colorado; Rachael Bradley, formerly of Endicott College; Diana Bruce, Andrea DeSantis and Andrea B. Shore of the District of Columbia Public Schools; Barbara Burton of Florence Crittenton’s Center for Pregnant & Parenting Teens of Montana; Andrea Kane, Jennifer Drake Fantroy, and Lisa Shuger of The National Campaign to Prevent Teen and Unplanned Pregnancy; Evelyn Kappeler of the Office of Adolescent Health at the U.S. Department of Health and Human Services; Lara S. Kaufmann of the National Women’s Law Center; Nicole Lynn Lewis of Generation Hope; Jeannette Pai-Espinosa of The National Crittenton Foundation; Pat Paluzzi of Healthy Teen Network; Elizabeth Peck of the Massachusetts Alliance on Teen Pregnancy; Gloria Perez of the Jeremiah Program; Anne Teschner of The Care Center in Holyoke; and Susan Warfield of The Student Parent HELP Center. We also appreciate the research and evaluations on the Cal-SAFE program provided by Caroline Fernandez and Brenda LeTendre.

A number of IWPR staff contributed to the report and provided feedback, including Barbara Gault, who conceived the study and provided overall guidance, and Tiffany Boiman, Rhiana Gunn-Wright, and Stephanie Román.

Finally, IWPR extends its appreciation to the Bill & Melinda Gates Foundation for its support of this research, as well as the Annie E. Casey Foundation and the W.K. Kellogg Foundation for their support for IWPR’s work on student parents and postsecondary education.

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EXECUTIVE SUMMARY

This report focuses on pathways to postsecondary education (PSE), including high school completion, for pregnant and parenting teens. Although birth rates among teens have declined in the United States over the last 20 years, one in seven adolescent females (14.4 percent) is expected to give birth before age 20 with females of color (24 percent of Hispanics and 21 percent of African Americans) more than twice as likely to have a child when compared with white females (10 percent) (OAH 2014). For too many of these adolescents, parenthood marks the end of their high school careers and aspirations for attending college. This is unfortunate because completing high school and earning a postsecondary degree or credential are critical for the economic well-being of both teen parents and their children.

Very little is known about pathways to PSE for pregnant and parenting teens. Although some studies have focused on programs to prevent subsequent pregnancies among teen parents (Klerman 2004), research is lacking on effective approaches for preparing these students for college. This report represents a first step towards filling that gap. Drawing on a literature and program review, analysis of a small online survey conducted with Health Teen Network (HTN), and consultations with experts in the field, *Pathways to Postsecondary Education* examines barriers and promising approaches to support educational success for pregnant and parenting teens. Findings include the following:

- More than two out of three young single mothers aged 18 to 24 are poor, and almost half of their children are poor.
- Only about half of teen mothers receive a high school diploma by the age of 22, compared with about nine in ten women who do not have a child during their teen years.
- A survey supported by the Bill and Melinda Gates Foundation found that a third of the young women surveyed reported that becoming a parent played a major role in their decision to leave school.
- Only two percent of young teen mothers (aged 17 and younger) and three percent of older teen mothers (aged 18 to 19) earn a four-year college degree by the age of 30, compared with nine percent of women who had their first child at age 20-21.
- Postsecondary education can provide a dual generation strategy for attaining economic security for teen mothers and their children, especially if these women focus on degrees or certificates with high labor market value.
- While teen parents confront many of the same obstacles to PSE as other disadvantaged students—including inadequate academic preparation and the cost of college—they also face unique challenges such as limited child care options, discrimination in educational institutions, and the risk of having another child.
- Most of the programs responding to the online survey conducted with HTN provide supports to encourage PSE pathways among pregnant and parenting teens, although some supports (e.g., as child care and outreach about college) are more common than

others (e.g., assistance with college entrance exams and opportunities to earn college credit).

This report features eight programs that provide a range of academic and other supports and services to support pathways to PSE, including high school completion, among pregnant and parenting teens. Highlights from these diverse programs include the following:

- An emphasis on academic achievement and comprehensive wrap-around services, including subsidized child care in a highly rated, on-site child care center, at **Florence Crittenton High School** (FCHS), a stand-alone, public school in Denver, CO.
- Multiple components to support expectant and parenting teens to complete high school and prepare for postsecondary options, including college, at two programs located primarily in mainstream high schools: **Cal-SAFE** in California and **New Heights** in Washington, DC.
- Academic innovations including dual enrollment courses, a focus on the humanities, and bridge programs to support single mothers to complete their GEDs and successfully transition to community college at **The Care Center** in Holyoke, MA.
- Proactive outreach to expectant and parenting teens in area high schools to educate them about postsecondary options that include conferences and workshops on college campuses by two college-based programs: **Keys to Degrees** at Endicott College in Massachusetts and the **Student Parent HELP Center** (SPHC) at the University of Minnesota.
- Scholarships and mentors providing intensive one-on-one support for high school and college students through **Generation Hope**, a program started by a former teen mother in Washington, DC.
- Extensive academic and support services to encourage young, single mothers to complete college degrees and ensure that their children receive a high quality preschool education at **The Jeremiah Program**, a residential program in the twin cities of Minnesota.

Improving the educational attainment of pregnant and parenting teens will require concerted action on several fronts. Future data collection and research are needed to develop a clear picture of this population; the barriers to and factors associated with their academic success; and the program components associated with high school completion and the transition to college. This research is important for guiding program and policy action to improve educational outcomes among pregnant and parenting teens. In addition, stronger public policies are required to encourage pathways to PSE for these adolescents—ranging from financial support and child care programs to protections against discrimination and new public investments in programs.

INTRODUCTION

Creating a pathway to PSE for pregnant and parenting teens can help to break the cycle of poverty for these adolescents and their children. Educational attainment is closely tied to income. Many teen mothers have parents who did not complete high school themselves (Kearney and Levine 2012; Hofferth, Reid, and Mott 2001). As a group, teen mothers have low rates of high school completion and college enrollment. **Only half of teen mothers receive a high school diploma by the time they turn 22 (Perper, Peterson, and Manlove 2010), and only between two and three percent of them earn a four-year college degree by the age of 30 (Hoffman 2006).** Without a postsecondary degree or credential, the probability that teen parents and their children will remain poor is quite high.

Research shows that a high school degree is no longer sufficient to support a family. Over the past decade, the wages of recent high school graduates dropped by 12 percent to just \$19,400 annually in 2011, which is below the poverty threshold for a family of four (Carnevale, Jayasundera, and Hanson 2012). **For women, the returns to a postsecondary education are substantial: while those with a high school diploma have median lifetime earnings of \$1,117,000, women with an associate's degree have median lifetime earnings of \$1,544,000 and those with a bachelor's degree have \$1,939,000 (Carnevale, Rose, and Cheah 2011).**

Still, it is important to note that women with similar levels of education as men have median earnings that are considerably lower than the earnings of their male counterparts. Overall, female full-time workers had median weekly earnings of \$691 in 2012, compared with \$854 for men (Hegewisch and Matite 2013). Analyses conducted by the Institute for Women's Policy Research (IWPR) show that **a major cause of women's lower earnings relative to men is persistent sex segregation in the labor market, with women concentrated in lower paying fields (Hegewisch et al. 2010).** For example, the teaching field (which requires a bachelor's degree) is populated largely by women and pays less than the field of civil engineering, which is populated by men with bachelor's degrees. In 2009, women who worked as elementary or middle school teachers had median annual earnings of \$46,029, while men who worked as civil engineers had median annual earnings of 78,327 (Costello 2012).

One important factor in the sex segregation of jobs, and the associated gender wage gap, is that women and men enter different fields of study in PSE and training programs. **At each level of PSE, women are concentrated in fields that are linked to sex segregated occupations that pay lower wages when compared with the educational fields and occupations where men predominate (NCWGE and NCWJIT 2013; Moughari, Gunn-Wright, and Gault 2012; and Corbett and Hill 2012).** One strategy for improving women's wages is to encourage them to earn postsecondary credentials and degrees in fields where men predominate—such as science, technology, engineering, and math (STEM) fields. A report from IWPR found that while women represented only about three in ten computer support specialists (an occupation requiring an associate's degree), their median annual

earnings (for those working full-time) in these positions was \$46,859 in 2009, considerably higher than women's median earnings overall of \$35,633 (Costello 2012).

Encouraging teen parents to pursue postsecondary degrees and credentials—especially those with high labor market value—can improve prospects for their own economic security as well as future opportunities for their children. Research has demonstrated a strong link between parents' educational level and children's well-being: Children with more educated parents tend to have better cognitive skills and higher academic achievement than children with less educated parents (Pew Research Center 2013). There is also evidence that children are more likely to acquire a postsecondary education if their mothers have pursued higher education. Attewell and Lavin (2007) found that children of low-income women who had attended and graduated from the City University of New York were more likely to succeed in college than children of mothers who had not graduated from college.

Given the importance of higher education for pregnant and parenting teens, it is surprising that so little is known about what it takes to encourage, prepare, and support these adolescents to transition to PSE. A number of programs across the country concentrate on the important goals of helping pregnant and parenting teens to complete high school and avoid a second pregnancy, but fewer focus intensively on preparing them for what comes next (Klerman 2004). This report is a step toward assessing what is known about programmatic approaches to support pathways to PSE, including high school completion, for pregnant and parenting teens. It draws on information obtained through a literature and program review, interviews with 21 experts from 16 organizations,¹ and results from a small online survey conducted with Healthy Teen Network (HTN), a national organization focused on adolescent health and well-being with an emphasis on teen pregnancy prevention, teen pregnancy, and teen parenting.

Part I describes the population of pregnant and parenting teens and their educational attainment. Part II summarizes the research on barriers to PSE for low-income students and highlights the special challenges confronted by pregnant and parenting teens. Part III presents the results of the on-line survey conducted with HTN, followed by profiles of promising programs that support pathways to PSE for pregnant and parenting teens. The report concludes with programmatic, research, and policy recommendations for preparing and supporting pregnant and parenting teens for postsecondary success.

Note: Although young men who become fathers as teenagers often face significant challenges to educational success, the focus here is primarily on the experience of pregnant and parenting girls and young women unless otherwise noted. Where studies or programs focus on teen fathers, or both adolescent fathers and mothers, this is noted in the report. Those

¹ See the Appendix for a list of the experts interviewed for this report.

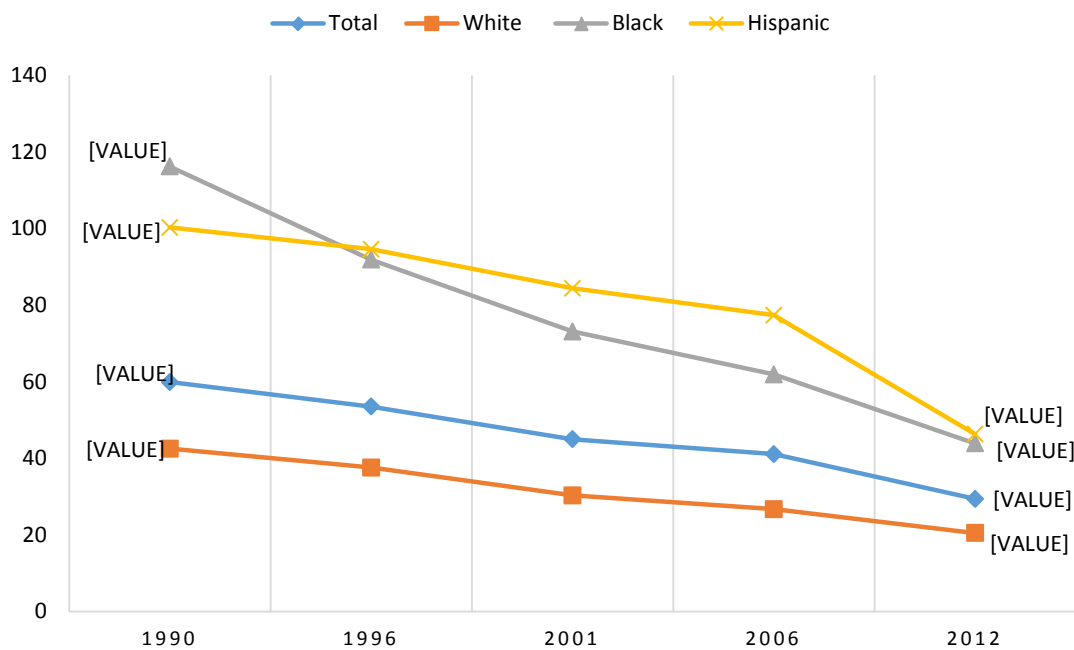
programs serving both males and females typically describe their target population as expectant and parenting teens.

PART I: BACKGROUND—PREGNANT AND PARENTING TEENS AND EDUCATIONAL ATTAINMENT

Teen births

According to estimates from 2010 data, one in seven adolescent females (14.4 percent) in the United States is expected to give birth before age 20; young women of color (24 percent of Hispanics and 21 percent of African Americans) are more than twice as likely to have a child before they turn 20 when compared with white females (10 percent) (OAH 2014). In 2012, 305,420 babies were born to females between the ages of 15 and 19 in the United States with the majority (72 percent) born to older females aged 18 to 19 (OAH 2014). The good news is that over the last 20 years, the teen birth rate has been declining in the United States (see Figure 1). From 1990 to 2012, the teen birth rate declined from 59.9 births to 29.4 births for every 1,000 adolescent females, although teen birth rates were much higher in 2012 among Latinas (46.3 births per thousand teens) and African Americans (43.9 births per thousand teens) when compared with white teens (20.5 births per thousand teens).

Figure 1. Birth Rates Per 1,000 Females Aged 15-19, by Race/Ethnicity, 1990-2012



Source: Hamilton, B. E., Martin, J. A., & Ventura, S. J.(2013). *Births: Preliminary data for 2012*. Hyattsville, MD: National Center for Health Statistics.

Many teen parents go on to have one or more additional births before they turn 20. An analysis of 2010 data from the National Vital Statistics System (NVSS) from all 50 states and the District of Columbia found that almost one in five (18.3 percent) births to teens in 2010 were repeat births (CDC 2013). African American, Hispanic and

American Indian teens are about 1.5 times more likely to have a repeat birth when compared with white teens (CDC 2013). Infants born to teens who already have one or more children are more likely to be premature and have low birth weight, which can contribute to health problems for the baby. One of the causes of repeat births is that, although the majority (91 percent) of sexually active teen mothers use birth control in the postpartum period, only about one in five (22 percent) of them use the most effective methods of contraception (CDC 2013).

Having a baby as a teen is associated with a number of factors. Living in low-income households and communities makes it more likely that a teen will have a child (Kearney and Levine 2012). Teen childbirth is associated with weak links to school and chronic school absences (Manlove 1998). And having a mother with low levels of education increases the probability that a young female will have a birth in her teen years (Martinez, Copen, and Abma 2011).

A research brief from Child Trends underscores the prevalence of poverty among young parents and their children (Redd et al. 2011).² In 2010, the poverty rate for single mothers aged 18–24 was more than twice as high as the poverty rate among married-couple families with children in the same age group (67 percent versus 27.9 percent). Comparisons of single mother households across age groups found that poverty rates were the highest among households headed by the youngest mothers: the poverty rate in single households with mothers aged 18–24 was 67 percent while poverty rates were 48.7 percent for single mothers aged 25–34; 34 percent for single mothers aged 35–44; and 30.1 percent for single mothers aged 45–54. **The children in families headed by young single mothers are at significant risk of poverty: In 2010, almost half of children (46.9 percent) growing up with single-mothers between the ages of 18 and 24 were poor and almost three-quarters were low-income (Redd et al. 2011).**

Educational attainment of teen parents

Teen parents have lower rates of high school completion than their peers who do not have children as adolescents. A report from Child Trends found that only about 50 percent of teen mothers receive a high school diploma by the age of 22, compared with 89 percent of women who do not have a child during their teen years (Perper, Peterson, and Manlove 2010). **Teen mothers who are African American are more likely (67 percent) than their counterparts who are white (55 percent) or Hispanic (46 percent) to earn a diploma or GED by age 22.** Younger teen mothers are at high risk for not completing high school: only 38 percent of teen mothers who have a child before age 18 have a high school diploma by age 22 when compared with 60 percent of teen mothers who have their first child at age 18 or 19.

² This Child Trends research brief uses the official poverty threshold, which was \$22,113 for a family of four with related children under age 18 in 2010. Low-income households were those with incomes below 200 percent of the federal poverty line (Redd et al. 2011).

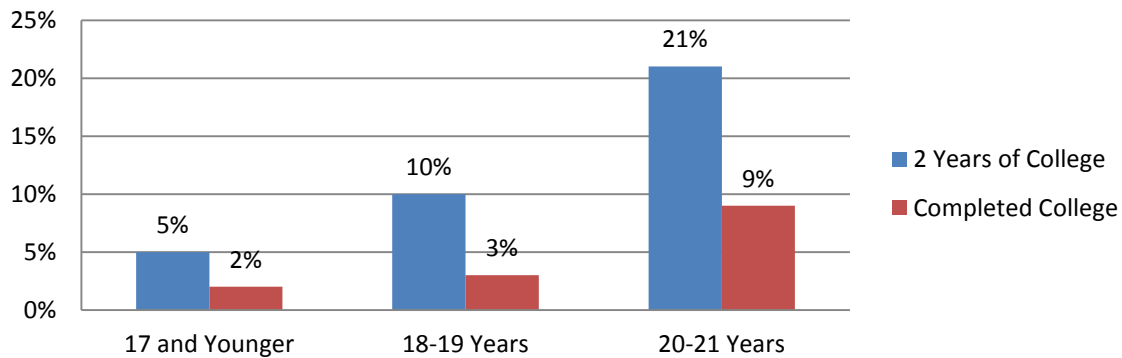
One in three teen mothers does not receive a high school diploma or GED at all (Perper, Peterson, and Manlove 2010).

A survey supported by the Bill and Melinda Gates Foundation found that a third of the young women surveyed reported that becoming a parent played a major role in their decision to leave school (Bridgeland, Dilulio, and Morison 2006). Many of these young women said that they dropped out of school when the pressure of being a mother and keeping up with their studies was too much to handle. Conversely, studies have shown that completing high school reduces the risk of a subsequent teen pregnancy (Perper, Peterson, and Manlove 2010; Manlove et al. 1997)

Studies have identified negative educational consequences for the children of teen mothers. Mollborn and Dennis (2010) reported that children of teen parents score more poorly on measures of school readiness when compared with children born to older mothers, although the authors' analysis shows significant variation on school readiness measures among the children born to teen parents. Analyses conducted by Manlove et al. (2008) show that the standardized test scores at kindergarten entry are lower for children of teen mothers in comparison with test scores for children born to mothers at age 20 to 21. This analysis also found that the adolescent daughters of teen mothers had lower high school graduation rates than their counterparts born to mothers aged 20 to 21.

Given the low rates of high school completion for teen mothers, it is not surprising that these women have low rates of college completion as well. Hoffman (2006) reported that **only two percent of young teen mothers (aged 17 or younger) and three percent of older teen mothers (aged 18 to 19) had earned a four-year college degree by the age of 30, compared with nine percent of women who had their first child at age 20-21.** The author also looked at the proportion of teen mothers who had completed two years of college by age 30, and found that twice as many older teen mothers (10 percent) had completed two years of college when compared with the younger teen mothers (5 percent). A much higher proportion of women (21 percent) who had their first child at age 20-21 had completed two years of college by age 30 (see Figure 2).

Figure 2. College Attendance and Completion by Age 30 Among Teen Mothers and Mothers Aged 20-21



Source: Saul D. Hoffman. 2006. *By the Numbers: The Public Costs of Teen Childbearing*. The National Campaign to Prevent Teen Pregnancy, Figure 7.

While Hoffman’s (2006) analysis looked at **college completion** by teen mothers, a second study analyzed the National Longitudinal Survey of the Labor Market Experience of Youth and the Panel Study of Income Dynamics to predict **college attendance rates of at least one year** by age 30 for four groups of women: 1) teen mothers; 2) mothers who gave birth in their early 20s; 3) mothers who gave birth in their late 20s; and 4) women who had not given birth by age 30. The authors predicted that 29 percent of teen mothers would attend college for at least one year, compared with 41 percent of mothers who gave birth in their early 20s; 70 percent of mothers who gave birth in their late 20s; and 73 percent of mothers who had not given birth by age 30 (Hofferth, Reid, and Mott 2001). The fact that this study predicted a significantly higher college attendance rate (of at least one year) for teen mothers (29 percent) than Hoffman’s (2006) prediction of between 5 and 10 percent of teen mothers attending college for two years suggests that there may be significant attrition from PSE for teen mothers after the first year of college. Further research is needed to determine if this is the case, and the reasons behind college attrition for teen mothers.

Research on the educational attainment and experience of pregnant and parenting teens is sparse, and focuses primarily on high school completion as well as college attendance and completion. These are not the only measures of whether teen parents can succeed in PSE. For example, data on the cognitive abilities of teen parents could provide an indicator of the proportion of these adolescents who are ready for college. One data set that captures cognitive aptitude is the Armed Forces Qualifying Test (AFQT), which was administered to all respondents in the National Longitudinal Survey of Youth (NLSY) in 1981. While the AFQT has been used to predict the probability of success in the military as well as the civilian labor force, this test could be a marker of college readiness as well. Hotz, McElroy, and Sanders (2008) report that teen mothers had an average AFQT score of 25.81, which was almost one standard deviation below the average score of 49.58 for comparable women who were not teen mothers. It would be helpful to know the percentage of teen mothers who

scored at the higher percentile levels on the AFQT as one indicator of the proportion of teen mothers with the cognitive aptitude to succeed in PSE.

A few studies have looked at the educational and career aspirations of adolescent parents. One recent study of 257 pregnant teen girls reported that 59 percent aspired to a career that required at least a college degree (Phipps et al. 2011). A second study focused on the transition into and first year of college for traditional-age (18–21), low-income, female and male students in Wisconsin (including both parenting and non-parenting students). The authors reported that the student parents were more likely to start college with specific career goals and plans, compared with non-parenting students (Goldrick-Rab, Minikel-Lacocque, and Kinsley 2011). Whatever their aspirations and goals, pregnant and parenting teens often confront barriers that stand in the way of their completing high school and successfully transitioning to college.

PART II: BARRIERS TO POSTSECONDARY EDUCATION

Higher education experts have stressed the importance of encouraging students—especially low-income students—to transition to college right after high school graduation. Low-income students are less likely to enroll in college in the few years following high school, when compared with their higher-income counterparts. Ashtiana and Feliciano (2012) used Add Health data to analyze college enrollment among low-income young adults (below 185 percent of the federal poverty line) between the ages of 18 and 22 and their higher-income counterparts (above 185 percent of the poverty line). **The authors found that a much higher proportion of low-income young adults (70 percent) aged 18 to 22 were not enrolled in postsecondary institutions when compared with their higher-income counterparts, 41 percent of whom were not enrolled in college.** The study also tracked those who did not enroll in college between the ages of 18 and 22 to determine the likelihood that they would enroll in college over the next six years. The results showed that a much higher proportion of low-income students who had not enrolled in PSE between the ages of 18 and 22 remained out of college six years later (64 percent) when compared with their higher-income counterparts, 52 percent of whom remained out of college (Ashtiana and Feliciano 2012).

Barriers to PSE for low-income students

There are a number of steps that students must take to successfully enroll in a postsecondary institution. They must complete high school with the requisite courses and grade point average (GPA), identify and apply to college(s), and figure out how to pay for tuition and living expenses. Low-income students confront a number of barriers to successfully navigating the pathway to PSE including the cost of college, the complexity of the financial aid process, limited information, low educational expectations, academic coursework, and competing obligations outside of school.

One of the principal barriers to enrolling in college after high school is its cost. The cost of college has been increasing faster than most family incomes, which has made it increasingly difficult for low- and middle-income families to send their children to college (White House Task Force on Middle Class Families n.d.). To pay for college, many students and families are incurring large amounts of debt. A report from the Pew Research Center found that, from 2007 to 2010, the average outstanding loan balance in households owing student debt increased by more than \$3,000 from \$23,349 to \$26,682 (Fry 2012). This study concluded that lower-income families bear the brunt of the debt burden: In 2010, households in the lowest fifth of annual income had outstanding student debt that was nearly a quarter (24 percent) of their household income (Fry 2012). **Analyses conducted by IWPR found that single student parents have especially high levels of student debt: one year after graduation, single student parents had between 20 and 30 percent more student debt than other students** (Miller 2012).

The goal of financial aid is to remove financial barriers and encourage college enrollment and completion. However, the amount of financial aid available to most students has not kept pace with the rising cost of college attendance. As the principal source of federal student aid for low- and middle-income postsecondary students, Pell Grants currently provide up to \$5,500 per year (or \$2,775 per semester) for full-time students, depending on the number of credit hours a student is taking. Students who attend college part-time receive much smaller Pell grants – up to a maximum of \$2775 per year (U.S. Department of Education n.d.). Analyses of the 2007–2008 Postsecondary Student Aid Survey conducted by IWPR (Miller 2012) found that **the unmet financial need (after accounting for all aid, including loans) for college was much larger for single parents (\$5,507) in comparison to the amount of unmet need for students without children (\$3,156) and married parents (\$2,904).**

Applying for financial aid can be daunting, requiring students and families to fill out forms that require detailed income and expense information by certain deadlines (Cohen et al. 2012). The complexity of financial aid forms can discourage low-income students from applying for financial aid. Many of the parents of low-income students did not attend college themselves and sometimes find it difficult to assist their children with college and financial aid applications. Also, college counselors at high schools attended by lower-income students often have more students to counsel, less training, and fewer resources to assist students with the college and financial aid application process (White House Task Force on Middle Class Families n.d.).

Other barriers to accessing PSE for low-income students include lower expectations for these students, perceptions of parents' expectations, and the courses taken in high school. Feliciano and Ashtiani's (2012) analysis of Add Health data showed that a portion of the effect of low-income background on PSE enrollment was explained by lower educational expectations and lower perceptions of parents' expectations. Oseguera (2012) analyzed a national cohort of students to examine the impact of socioeconomic status and high school coursework on postsecondary pathways. This study found that students in poverty were less likely to complete college preparatory courses in high school when compared with their peers who were not poor. One striking conclusion from Oseguera's (2012) analysis was that **completion of college preparatory coursework had less of an impact on postsecondary enrollment outcomes for low-income students when compared with outcomes for non-poor students.**

Finally, competing obligations and life experiences outside of school can influence college enrollment. Feliciano and Ashtiani (2012) reported that post-high school experiences—full-time employment, joining the military, and/or childbearing—were more important factors in explaining the low rates of college enrollment and completion among young adults from low-income families than were lower educational ambitions and academic achievement (see Roksa and Velez 2012). The authors concluded that **“in order to understand the influence of socioeconomic background on higher education attainment,**

we need to continue to focus attention on the process of schooling but we also need to recognize how competing obligations and life experiences outside of school can influence educational opportunities (Feliciano and Ashtiani, 2012, p. 26).”

Barriers to PSE for pregnant and parenting teens

In addition to the obstacles faced by other low-income students, pregnant and parenting teens often face additional challenges to preparing for and attending college: limited access to affordable child care, discrimination in educational institutions, and the risk of having another child.

Lack of affordable, quality child care

Lack of quality, affordable child care can be a major barrier to completing high school and transitioning to PSE. For adolescent parents who typically come from low-income families, the cost of child care can be prohibitive. Depending on place of residence, age of the child, and type of care, the annual cost of full-time child care ranges from \$3900 to \$15,000 (Schulman and Blank 2012). Eligible teen parents may qualify for child care vouchers made available to low-income parents through federal or state programs. However, long waiting lists for child care prevent many eligible teen parents from receiving child care assistance (NWLC 2012). A few studies have looked at the impact of comprehensive, school-based child care programs on the retention and academic performance of adolescent mothers in high school. For example, a study of teen mothers in the Cal-SAFE program (one of the programs profiled in the next section) reported that attendance and grade point averages in high school were significantly higher among participants who utilized child care services when compared with those who did not use these services (Fernandez 2012).

The challenge of finding quality, affordable child care continues after a teen parent completes high school. A report by IWPR found that **only 17 percent of postsecondary institutions around the country offer child care to students on campus** (Miller, Gault, and Thorman 2011). Annual funding for the federal Child Care Access Means Parents in School (CCAMPIS) program, the primary federal program supporting child care for low-income student parents, is limited to \$16 million. IWPR’s survey of campus child care centers found that, on average, waiting lists were 85 percent the size of a center’s enrollment and six months to a year-long (Miller, Gault, and Thorman 2011).

Discrimination against pregnant and parenting teens

Discrimination is another obstacle to high school graduation and enrollment in PSE for pregnant and parenting teens. Prior to 1975, school systems were legally permitted to require a pregnant teenager to leave school (Hofferth, Reid, and Mott 2001). Passage of *Title IX of the Educational Amendments Act* in 1975 eliminated pregnancy as a legitimate reason for expelling a student from school. Title IX prohibits discrimination against pregnant and

parenting teens and “requires schools to give all students who might be, are, or have been pregnant (whether currently parenting or not) equal access to school programs and extracurricular activities, and to treat pregnant and parenting students in the same way that they treat other students who are similarly able or unable to participate in school activities (NWLC 2012, p. 8)”.

In a report entitled *A Pregnancy Test for Schools: The Impact of Education Laws on Pregnant and Parenting Students*, the National Women’s Law Center (2012) found that **school systems have continued to discriminate against pregnant and parenting teens by placing them in unequal, alternative, or separate schools and through inflexible and punitive policies.** Title IX requires that separate programs or schools for pregnant and parenting students must be completely voluntary and offer equivalent academics and opportunities to those offered for non-pregnant or parenting students. According to the Center for Assessment and Policy Development (CAPD), many stand-alone schools provide support services to pregnant and parenting teens such as child care, parenting classes, and links to social services, but these separate schools typically offer fewer educational options to those offered in comprehensive high schools (Stephens, Wolf, and Batten 1999).³

Today, there are some stand-alone schools that provide high-quality academic programs and opportunities for adolescent mothers, one of which—*Florence Crittenton High School*—is profiled in the next section. Given the history of stand-alone schools, advocates argue that care must be taken to ensure that separate schools are truly “equal” (NCWGE 2012). It is also important that mainstream schools put in place the supports and programs to help pregnant and parenting teens be successful academically while also providing child care supports or programs for their children.

Inflexible and punitive policies are another form of discrimination encountered by pregnant and parenting teens in middle and high schools. Absences from school due to pregnancy, childbirth, and a child’s illness can make it difficult for pregnant and parenting teens to stay on track academically. **Title IX requires schools to excuse absences due to pregnancy, childbirth, and pregnancy-related conditions for as long as these absences are deemed medically necessary by a student’s doctor—and requires schools to provide students with a reasonable amount of time to make up any work they have missed due to these absences** ((NWLC 2012). NWLC has received a number of pregnancy-related complaints from teen parents including complaints that schools pressured students to attend lower-quality, alternative programs or schools as well as complaints that schools refused 1) to excuse absences related to pregnancy and childbirth; 2) to allow students to make up tests and

³ The National Women’s Law Center (2012) reports that from the 1960s until 2007, New York City operated separate schools for pregnant and parenting teens. The city closed these schools in 2007 and integrated services for pregnant and parenting teens into mainstream public schools.

coursework missed due to pregnancy-related absences; and 3) to provide homebound instruction services that are provided to other students with other temporary disabilities (NWLC 2012).

Risk of subsequent pregnancy

Helping teen parents delay or space subsequent pregnancies can contribute to their ability to finish high school, transition to PSE, and complete a postsecondary program. According to a recent analysis by Child Trends, unplanned births account for nearly one in ten community college dropouts among female students (Prentice, Storin, and Robin 2012). Although the proportion of these births that were first or subsequent births is unknown, **it stands to reason that having a subsequent birth while working on a postsecondary certificate or degree would compound the challenges arising from juggling academic requirements, financial pressures, and child care arrangements.**

In sum, the pathway to PSE for pregnant and parenting teens is littered with many of the obstacles faced by disadvantaged students overall as well as by special challenges arising from their family status. Research conducted by IWPR found that student parents, especially single student parents, enrolled in PSE face a number of obstacles to success including literacy deficits and a greater likelihood of needing to take remedial classes, in comparison with college students who are not parents (Miller 2010). The good news is that a number of programs around the country are working to improve educational outcomes for parenting teens. The next section describes some of these programs.

PART III: PROGRAMS TO SUPPORT PATHWAYS TO POSTSECONDARY SUCCESS

More than a decade ago, the Center for Assessment and Policy Development (CAPD) identified six core components that comprehensive programs serving pregnant and parenting teens in high school should include: flexible, quality educational options; affordable, quality child care; access to prenatal and family planning services; case management; family support services that include a student's parents and the father of the child; parenting education; support services such as transportation; and *support in transitioning to a postsecondary education or career* (Stephens, Wolf, and Batten 1999).

A recent report from an expert workgroup convened by the Office of Adolescent Health (OAH 2012), U.S. Department of Health and Human Services, noted that there is a scarcity of programs for pregnant and parenting teens, and limited knowledge about the core components of successful programs. OAH recommended that programs for these adolescents provide comprehensive education, including college and workforce preparation, along with comprehensive services such as child care and health education. The workgroup concluded that, rather than focus on high school completion as the final goal, a stronger focus on postsecondary education is needed. **The OAH work group recommended that programs serving pregnant and parenting teens communicate high expectations about the importance of PSE; provide rich educational opportunities; showcase success through models of college students who are (or were) teen parents; encourage collaborations between school districts and leaders in postsecondary institutions; and provide wraparound services such as child care and housing** (OAH 2012).

Part III of this report begins with a brief summary of the program evaluation literature focused on pregnant and parenting teens, followed by discussion of the results of an on-line survey of programs conducted with HTN. This section then profiles eight programs that support pathways to PSE, including high school completion, for pregnant and parenting teens. The featured programs were selected on the basis of a review of the program literature and interviews with 21 experts from 16 organizations (see Appendix). Although the programs highlighted below have not been rigorously evaluated, they provide examples of promising approaches and a starting point for replication and evaluation.

Program evaluation literature

The primary goal of many programs serving pregnant and parenting teens is to prevent subsequent pregnancies and/or to improve health outcomes for the children born to adolescents, although a number of programs include educational goals (typically tied to high school completion) among the targeted outcomes. Klerman's (2004) assessment of the evaluation literature pointed to the importance of family planning (especially long-acting contraception), as well as a strong relationship between the teen mother and the program professional working with her in preventing repeat pregnancies. The author notes that although more than half of the 19 studies reported that the evaluated programs had postponed

additional pregnancies or births to teen mothers for some time period, only three of these studies had utilized randomized, controlled designs: two home visiting programs and one program in a medical setting.

A more recent analysis of home visiting programs by Child Trends found that the *Three Generations Project* had positive educational outcomes with respect to high school graduation rates for adolescent mothers (Chrisler and Moore 2012). This home visiting, mentoring program teaches adolescent mothers effective parenting strategies and encourages education, utilization of health care services, and contraception use. Child Trends reported that parents in the treatment group returned to school and graduated from high school at higher rates than their control counterparts (Chrisler and Moore 2012).

The *Second Chance Homes* run by the Georgia Campaign for Adolescent Power and Potential (G-CAPP) in Atlanta provide an example of another type of program focused on preventing subsequent pregnancies and encouraging high school completion. In 2008, G-CAPP was awarded funding from the U.S. Department of Health and Human Services, Administration on Children, Youth and Families to implement an Intensive Transitional Living Support program as part of their Second Chance Home Network. Participants in the Intensive Transitional Living Support program receive comprehensive case management services as well as parenting and life skills instruction. The goals of the program are to provide affordable, safe and stable housing; increase completion of high school or a GED; increase enrollment in postsecondary education; improve employability prospects; improve healthy parenting and life skills; and prevent subsequent teen pregnancies (G-CAPP 2012). Andrews and Moore (2011) note that, to date, studies of Second Chance Homes have been mostly descriptive, focusing on the number of mothers and children served by the homes, the needs of young mothers, and methods of service delivery.

Healthy Teen Network (HTN) conducted a review of the program evaluation literature in 2007 to identify school-based programs serving teen mothers that included components meant to increase rates of school return, school attendance, graduation rates (high school and GED), job training, and employment. All of the school-based programs reviewed by HTN showed positive results on different outcomes related to high school completion and employment. This review noted that two components appeared to be the most important in supporting educational outcomes. The first was the location of the program on a high school campus, which encouraged the teen's transition back to high school after the birth of her child. The second component was utilization of empathetic case managers and other staff who provide teen mothers with individualized support to meet parenting and educational goals (Knowles 2007).

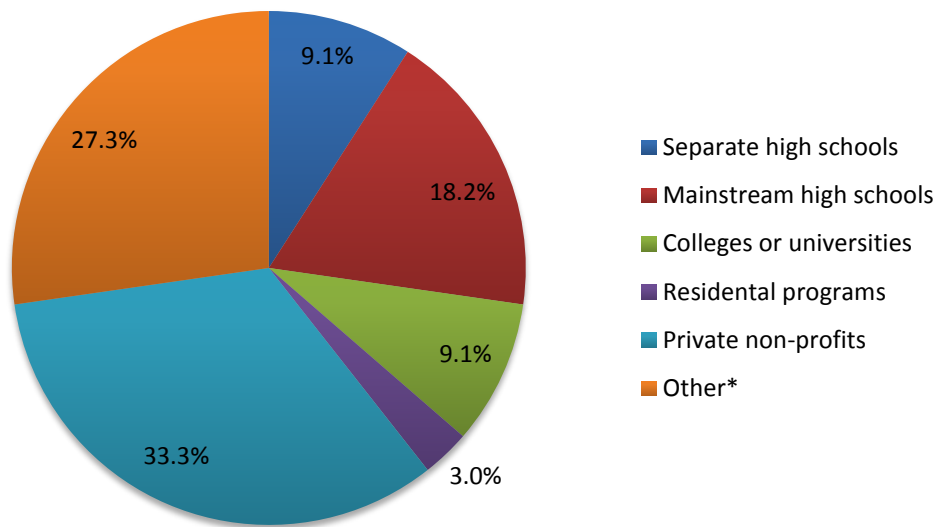
Ohio's *Learning, Earning, and Parenting (LEAP) Program* is another example of a school-based intervention for teen parents with educational goals among its target outcomes. As part of its evaluation of different approaches to welfare reform, MDRC conducted a random assignment study of LEAP from 1989 (when the program started) to 1997 (when the program ended). The goals of LEAP were to promote academic progress, increase high

school diploma and GED receipt, and produce higher employment and lower welfare dependence later on. Financial incentives and penalties were used to achieve these goals. Starting in mid-1989, nearly 10,000 eligible teens were randomly assigned to a program group—with LEAP’s rules, bonuses, and penalties—or a control group. Both the program group and the control group included “initially enrolled” adolescents who were enrolled in school when the program started as well as “not initially enrolled” adolescents who had dropped out of school before LEAP began. Teens who complied with LEAP rules had bonuses added to their monthly welfare grant — \$62 for school enrollment and \$62 for regular school attendance — whereas teens who did not comply (without an acceptable reason) had \$62 deducted from their welfare grant. Evaluation results show that LEAP had a positive impact on “initially enrolled” teen parents by increasing their school attendance, GED receipt, and work experience while the impacts for the “not initially enrolled” teen parents were limited to school enrollment and attendance (Bos and Fellerath 1997).

On-line survey results of programs serving pregnant and parenting teens

To learn more about what programs are doing to support educational pathways for pregnant and parenting teens, IWPR partnered with Health Teen Network (HTN) to conduct a brief on-line survey with members of their listserv. Administered in February 2013, this survey included questions about program setting and size; gender of participants; program components to support educational pathways; and the proportion of program participants that completed high school, intended to go on to college, and enrolled in college. Thirty-three organizations responded to the survey. Because the sample was small and relied on self-reports, it is not representative of programs serving pregnant and parenting teens. Nevertheless, the results provide a snapshot of programmatic approaches for this population.

Figure 3. Proportion of Programs in Different Settings

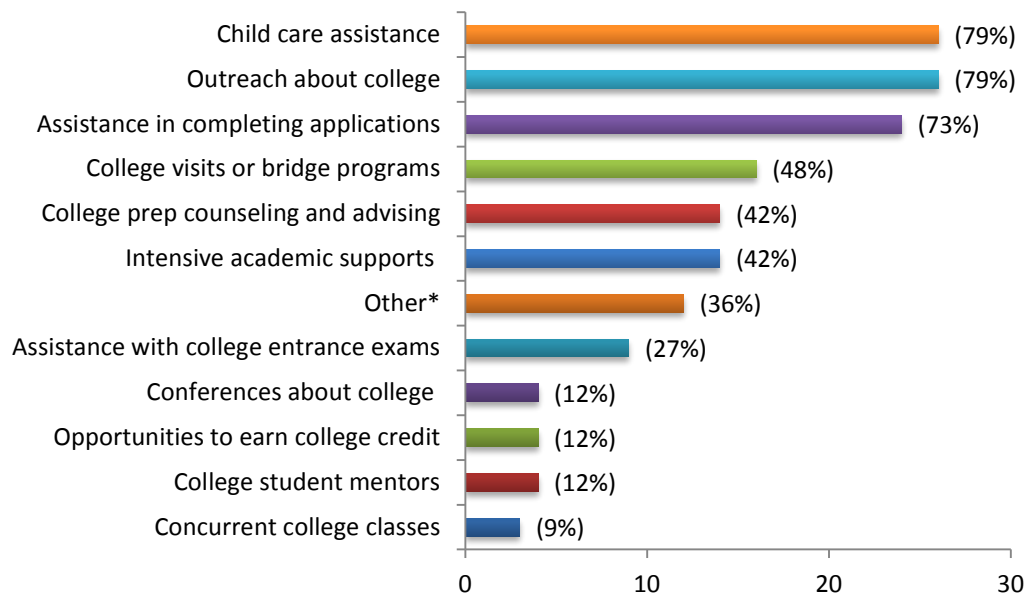


Source: IWPR calculations of data from survey of Health Teen Network listserv.

*Note: Other settings include a county program, a local public health program, and a home visiting program.

The surveyed organizations provide programs in a variety of settings. Figure 3 shows that the majority of the programs are situated in either private non-profits (33.3 percent) or “other settings” (27.3 percent) such as programs run by the county or public health system, including home visiting programs. Approximately one in five (18.2 percent) of the programs are located in mainstream high schools while nine percent are in separate high schools, nine percent are in colleges, and three percent are in residential settings. Programs responding to the survey were located in New England, the southern states, the mountain region, and the west—and the majority of these programs work exclusively or primarily with girls and young women. **Most of the programs are quite small, with 61 percent serving 50 or fewer participants in a year.**

Figure 4. Number of Programs with Different Educational Supports



Note: Other supports include goal setting activities, college scholarships, and role models.

Source: IWPR calculations of data from survey of Health Teen Network listserv.

All of the 33 organizations responding to the on-line survey indicated that they offer educational activities, supports, and opportunities to program participants. Figure 4 shows that certain educational supports are more common than others. A large percentage of the programs provide outreach about college to participants (79 percent) and assistance in filling out college and financial aid applications (73 percent). Nearly eight in ten of the programs (79 percent) provide child care services, subsidies, vouchers, or assistance finding child care. This is encouraging given how important child care is to the educational success of teen parents. Respondents were not asked about whether this child care is fully subsidized, high quality, or conveniently located—or whether these programs provide assistance with child care options for those teen parents who transition to college.

Other educational components that appear to be important to supporting pathways to PSE were less common. Fewer than half of these programs provide intensive academic supports to graduate from high school or earn a GED (42 percent); college visits/bridge programs (48 percent); or college prep counseling and advising (42 percent). And less than one in three programs offer assistance with college entrance exams (27 percent); opportunities to earn college credit (12 percent); college student mentors (12 percent); conferences on college campuses (12 percent); or concurrent college and high school classes (9 percent). The small size of many of these programs may limit the range of educational activities and supports provided to participants.

The organizations responding to this survey reported mixed outcomes for high school graduation rates among their participants. Of the 23 organizations answering the question about the number of participants who graduated from high school, **more than half (16 organizations) reported that 60 percent or more of participants who were eligible to graduate earned a high school diploma.** The small size of this survey, and the fact that the data comes from programs with varying numbers of participants, means that this survey data is not directly comparable to national data showing that only about half of teen mothers receive a high school diploma by age 22 (Perper, Peterson, and Manlove 2012).

Respondents were asked to estimate the percentage of program participants that intend to go on to college as well as the percentage that actually do enroll in college. **Almost half of the organizations answering the question about college intentions (12 out of 26 organizations) reported that 60 percent or more of their program participants intend to go on to college. By contrast, only four out of 24 organizations answering the question about college enrollment reported that 60 percent or more of their participants had actually enrolled in college.** One in three organizations (8 out of 24) reported that fewer than 20 percent enrolled in college. These survey results are consistent with studies showing that many more high school students report an intention to enroll in college than actually do enroll in PSE (Roderick et al. 2008).

Given the small number of programs responding to this survey, the results should be interpreted cautiously. Still, it is encouraging that all 33 programs indicated that they provide a range of activities and supports to encourage PSE pathways, including high school completion, among pregnant and parenting teens. What is not known is whether certain components are more important than others in influencing outcomes for high school graduation, college intentions, and college enrollment. Also, a number of the programs responding to this survey indicated that college enrollment is not tracked, which may be the result of limited resources available for this purpose. Further research with large samples and multi-method approaches is needed to determine which programmatic approaches and components are most important in supporting pregnant and parenting teens to complete high school and successfully transition to PSE.

Promising Programs⁴

The eight programs profiled below focus on supporting pathways to PSE for pregnant and parenting teens (or young parents who had their child as teens) in different settings. Florence Crittenton High School (FCHS) is a **stand-alone, public school** in Denver, CO.⁵ Unlike many of the “separate” high schools for pregnant and parenting teens with limited

⁴ Unless otherwise noted, the information included in the profiles below is drawn from interviews with program staff conducted by the author between November 2012 and March 2013. These program staff reviewed the profiles to ensure accuracy.

⁵ Discovery Fit & Health TV ran an unscripted series about the young mothers enrolled at Denver’s Florence Crittenton High School in August and September 2012.

academic programs and opportunities, FCHS emphasizes academic achievement and provides comprehensive wraparound services, including subsidized child care in a highly rated, on-site child care center.⁶

Two of the programs—Cal-SAFE in California and New Heights in Washington, DC—provide supports and services to expectant and parenting teens (both female and male), principally within **mainstream high schools**.⁷ Both of these school-based programs employ multiple components to support participants to complete high school and prepare for postsecondary options including college. A third program, The Care Center in Holyoke MA, is an **alternative education program** for teen mothers who have dropped out of high school that offers GED preparation along with opportunities and supports to prepare women for transitioning to community college.

Three of the programs were designed to recruit and/or support student parents in college, but they also conduct **outreach to pregnant and parenting teens in high schools**. Keys to Degrees at Endicott College in Massachusetts and the Student Parent HELP Center (SPHC) at the University of Minnesota conduct proactive outreach to educate pregnant and parenting teens in the community about postsecondary options through workshops and on-campus conferences. Generation Hope is a unique program started by a former teen mother in Washington, DC, which provides scholarships (through individual and corporate sponsorships), mentors, and multiple supports to help young parents transition to and succeed in college, while conducting outreach to area teen parents to encourage their pursuit of college. The final program is the Jeremiah Program, a residential program located in the twin cities of Minnesota, providing young, single parents (most of whom had their child as a teen) with stable housing and high quality child care to anchor their transition to and completion of two- or four-year degrees that lead to successful careers.

Across diverse settings, these eight programs employ a variety of strategies to support pathways to PSE, including high school completion, for pregnant and parenting teens. As noted in Part II, affordable, quality child care is important to keeping teen parents on track for

⁶ The Polly T. McCabe Center is another stand-alone high school for pregnant and parenting girls in New Haven, CT. The Center provides door-to-door bus service, on-site child care, child rearing classes, in-school visits from prenatal experts, intensive support from case workers, and home visits from teachers. Halpern (2011) reported that in 2010, 80 percent of McCabe students graduated from high school and 50 percent were looking forward to filling out their college applications (see also Gunn-Wright n.d.)

⁷ Another program in mainstream high schools is the New Mexico GRADS program, which prepares pregnant and parenting students for high school graduation, PSE, and careers. The state is instituting a GRADS PLUS Case Management Model with funding provided by the Pregnancy Assistance Fund at OAH to the New Mexico Public Education Department. This model: (1) provides GRADS students with the opportunity to participate in career planning activities; (2) increases student understanding about linkages between educational courses, college pre-requisites and career options, including dual credit classes and career cluster classes; (3) monitors student attendance and academic performance in school; (4) increases the knowledge of GRADS teachers about college admissions requirements; (5) takes GRADS students on field trips to local colleges; and (3) offers small college scholarships to pay for books, etc. (information provided by Jessica Aufrichtig, Teen Parent Support Coordinator, School and Family Support Bureau, New Mexico Public Education Department on February 5, 2013).

high school graduation and college enrollment. **Most of the programs provide assistance and/or guidance in securing child care for the children of program participants, and several provide subsidized child care on site or nearby, or assistance in locating child care centers and subsidies.**

All of the programs deliver a strong message about the importance of educational achievement. A few are explicit about the importance of completing a college program that leads to a self-supporting wage. Program directors emphasized that most teen parents have had little or no exposure to college, and many have limited experience with setting and meeting goals. While many adolescents find it difficult to plan for their futures, pregnant and parenting teens face the additional challenge of needing to plan for their child's future as well as their own.

One-on-one guidance, counseling, and advising from supportive adults are essential features of all the programs profiled below. Some programs have dedicated case managers; others have individual counselors, specialists, coordinators, and/or life skills coaches. Although specific responsibilities vary from program to program, these professionals coordinate services and provide guidance, tutoring, mentoring, and assistance when teens encounter difficulties in school, relationships, work, or parenting. Several of the programs employ a number of staff to support teen parents' success, some of whom were teen parents themselves and can serve as role models for success.

Most of these programs provide intensive academic supports and opportunities to help pregnant and parenting teens prepare for and successfully transition to PSE. Some offer college preparatory classes and/or concurrent college and high school classes (also called dual enrollment courses) that offer students opportunities to take college-level classes and earn college credit while still in high school. Several provide assistance with college and financial aid applications, along with visits to college campuses and help in identifying child care, housing, and sources of financial support for college students with children. A few programs provide incentives for teen participation and positive performance in program activities and/or academics, either through cash awards or bonus points that can be used to "purchase" items needed by the student's child.

Several programs that primarily serve young parents who are enrolled in college also conduct outreach and host conferences on college campuses for pregnant and parenting teens in their community. Typically, this outreach includes presentations by student parents (who are, or were, teen parents themselves) and information about postsecondary educational options, financial aid, housing, and child care options. And a few programs provide bridge programs that support the student's transition to college with planned activities on college campuses to familiarize them with the college environment and resources.

Finally, **most of these programs stress the importance of family planning and delaying a subsequent pregnancy.** Several programs employ a health professional who provides family planning services on site. Others link women to family planning clinics in the community. A consistent message is conveyed about the importance of avoiding a second pregnancy in order to stay on track academically.

Florence Crittenton High School, Denver CO

Key components: quality, on-site early learning center; comprehensive wraparound services; parenting training; classes focused on career goals and planning; college trips, financial aid workshops; assistance with scholarship applications; dual enrollment classes; bridge to college program; and linkages to health services, including family planning.

Florence Crittenton High School (FCHS) is a non-residential public school in Denver for pregnant and parenting 9th to 12th grade girls and young women between the ages of 14 and 21. The school is operated by Florence Crittenton Services (FCS) of Colorado, a nonprofit agency that provides education, career guidance, and parenting training for pregnant and parenting teens. In a unique collaboration with Denver Public Schools, FCS helps teen mothers stay in school and graduate, give birth to healthy babies, learn how to be nurturing mothers, avoid a second pregnancy, pursue postsecondary education, and acquire marketable job skills. In addition, the agency provides early childhood education for infants and toddlers at its Qualistar-rated Early Learning Center as well as counseling, education, and parenting support to teen fathers and family members through its Student and Family Support Services program.

The capacity of FCHS is 175 pregnant and parenting teens per semester, and an average of 270 students attend the school throughout the year. On average, students attend the school for 18 to 25 months. During the academic year 2011-12, the student body was 84 percent Latina, 8 percent African American, 3 percent Caucasian, 1 percent Native American, and 1 percent Asian. Nine in 10 students were eligible for the federal free and reduced lunch program, which is available to low-income students. Most of the students who come to FCHS have faced many challenges including poverty, family instability and violence, abuse, mental health problems, and academic delays.

Although FCHS is part of the Denver Public School System, the principal is employed by FCS. The school employs a number of staff to provide students with strong academics and comprehensive wrap-around services. Staff members include teachers and paraprofessionals, an academic coordinator, counselors, a social worker, a registered nurse psychologist, an early childhood specialist, and early childhood educators. Plans are underway to establish a School Health Clinic on site, which will provide the full spectrum of primary services required by student parents (including family planning services) and their children.

FCS operates a highly rated Early Learning Center on site, which has the capacity to serve 70 infants and toddlers of student parents per semester. Two classrooms offer Early Head Start. Child care costs are largely subsidized by FCS, with students sometimes paying a small cost. According to data collected by FCS, 96 percent of the children enrolled in the Center for at least four months were at or above their expected developmental level. Like all new parents, the young mothers who attend FCHS benefit from parenting training, which is provided through courses and role modeling by the professional early childhood educators.

FCHS addresses the importance of delaying a second pregnancy in a number of ways. The importance of planning for the future is a centerpiece of the high school experience, with a strong emphasis on decision making about subsequent pregnancies in skill-building groups; individual and couples counseling; and health education. The nurse at FCHS provides information about pregnancy prevention and links students to health services including family planning services. According to FCS staff, the incidence of a second pregnancy for students that come to FCHS with only one child is four percent, well below the national average.

FCHS provides a number of programs to prepare teen mothers for success after high school, including a successful transition to a postsecondary institution. The 2011 Annual report for FCHS states that 83 percent of the students completed postsecondary readiness activities in classes or in daily meetings with advisers. The high school facilitates college trips, hosts FAFSA workshops, and helps students prepare scholarship applications. The career postsecondary specialist teaches a class, Future Choices, to help students think through career goals and the steps needed to reach them. Classes also address how to start a business, an option of special interest to many Latina students (some of whom are undocumented and face barriers to attending college). Critical to this preparation for what comes next is an emphasis on balancing work, parenthood, and education.

Students at FCHS can prepare for the transition to college by taking concurrent (or dual enrollment) college classes, which are offered through a partnership with The Community College of Denver. The state of Colorado allows high school students to take five years to graduate from high school, and during this period, students can take community college classes, earning concurrent high school and college credits. Importantly, these college-level classes are offered at no cost for students. Staff reported that taking a community college class and earning college credits before graduating from high school helps students feel successful and better prepared to enroll in college.

FCS's annual report (2012) states that among seniors at FCHS who were eligible to graduate, 72 percent earned a high school diploma. All of the 18 graduates in 2012 had plans for pursuing PSE and/or a full-time job, with 15 planning to go to college and three planning to work. Follow-up contacts with graduates conducted by FCHS staff showed that 10 students were enrolled in community or technical college and three were working, either in jobs or their own business. Staff was not able to reach three of the graduates.

This past summer, FCHS offered a bridge program for students who had just graduated and were planning to attend college. For most of these teen mothers, college can be intimidating because no one in their family has attended college. Graduates enrolled in the bridge program were taken to college campuses for scavenger hunts to familiarize them with the environment. Graduates were also introduced to college staff so that they would know who to consult for answers to specific problems. The bridge program encouraged graduates to draw on their network of supporters and fellow students as they transitioned to college.

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School-Age Families Education (Cal-SAFE) Program, California

Key components: free child care for Cal-SAFE students and child care subsidies for some students in college; use of Title IX protections to keep students in mainstream high schools; Early Education Specialist to assess students' needs and provide supports for academic success; role models of Cal-SAFE graduates who successfully transitioned to college; academic fairs and open houses at local colleges where students prepare applications; and visits to local colleges.

Starting in the 2000-01 school year, the state of California combined three programs that had previously served expectant and parenting teens (both female and male) into the School-Age Families Education (Cal-SAFE) Program. The goals of Cal-SAFE are to help teens graduate from high school, transition to a job or postsecondary institution, and delay a subsequent pregnancy. Since 2000, the program has enrolled over 120,342 female and male expectant and parenting students, along with 78,000 of their young children. Over the last five years, state budget crises have led to a significant reduction in the number of students served by Cal-SAFE from a peak of 13,270 students during the 2007-08 school year to an estimated 6,865 students during the 2011-12 school year. The 2013-14 budget passed by the

California state legislature and signed by the Governor in June 2013 eliminated the dedicated funding for the Cal-SAFE program. This means that each District operating a Cal-SAFE program may choose to continue to provide Cal-SAFE or use the funds for a different educational purpose.

Data collected from 2000-07 showed that over 94 percent of program participants were female. The typical Cal-SAFE student was single; Hispanic; age 16 or 17; in the 10th, 11th or 12th grade; under the guardianship of a parent; and living in a highly populated urban area. According to data collected from 2000-2012, only eight percent of the babies born to Cal-SAFE students were repeat births, a rate considerably lower than the 19 percent repeat birth rate reported for the nation in 2008. Many Cal-SAFE Programs are associated with Adolescent Family Life Programs (AFLP), which are administered by private, non-profit agencies that can provide contraceptive information to students. In 2010, the state of California received a grant through the Pregnancy Assistance Fund at the Office of Adolescent Health to link AFLP and Cal-SAFE programs and expand these programs to between four and eight high-need service areas across the state.

An evaluation of Cal-SAFE showed that, where comparable data was available (2001-02, 2002-03, 2003-04, 2008-09, 2009-10, 2010-11, 2011-12), almost three out of four (73 percent) Cal-SAFE students completed their high school education with 96 percent earning a high school diploma. Data from 2002-05 and 2009-12 showed that 38 percent of exiting students planned to enroll in a local community college. Several components of Cal-SAFE encourage expectant and parenting teens to graduate from high school and successfully transition to postsecondary education. Cal-SAFE administrators and coordinators use Title IX protections to keep a majority of program participants in mainstream high schools rather than sending them to separate high schools. Central to students' success is the Early Education Specialist who serves as coach, mentor, and advisor—and links students to needed social and support services including required parenting classes, where students learn about early brain development and the importance of reading to children, role modeling, and appropriate discipline.

Starting with a review of the student's academic record, the Early Education Specialist works with students to assess their needs and identify goals, barriers to success, and resources to support their success. The specialist tracks the academic performance of each student and works with the school district to provide tutors, homework support, and academic materials. In the past, Cal-SAFE students have received cash rewards for each semester that they remained in school and earned an acceptable GPA through Cal-LEARN, which is part of California's Temporary Assistance for Needy Families (TANF) program. Cutbacks in funding for Cal-LEARN over the last several years have resulted in the elimination of these incentives in many Cal-SAFE programs.

The free child care provided by Cal-SAFE to expectant and parenting teens is important for their successful graduation from high school and transition to postsecondary

education. While students are enrolled in Cal-SAFE, their children are eligible on a voluntary basis for free child development services until the child is age five or enters kindergarten, regardless of family income. From 2001-2012, just over 60 percent of the children of Cal-SAFE students attended a child care center funded by the program, the majority of which were housed on high school campuses to encourage bonding and breastfeeding. Some state agencies that administer Cal-SAFE programs have provided child care subsidies to Cal-SAFE graduates once they transition to college. Those graduates who meet income and eligibility requirements can receive subsidies until their child turns 12.⁸

Cal-SAFE provides a range of supports to familiarize students with college and encourage their successful transition to postsecondary institutions. Graduates of the program who are now college students are invited to speak about their experiences and to mentor current Cal-SAFE students. The program organizes open houses on college campuses and academic fairs in the community where college administrators and financial aid officers describe their programs and invite Cal-SAFE students to prepare applications on the spot. Finally, Cal-SAFE takes individual students to local colleges to meet with academic counselors and financial aid staff to jumpstart their transition to college. According to Ms. Adair-Verbais, Director for Child Development in the Santa Barbara County Education Office, it is essential to provide teen parents with concrete experiences to make college real: “If you tell young people that they can go to college, they need to [be able to] see and envision [college] to make [it] a reality.”

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⁸ In recent years, state funding for these subsidies has been cut back significantly, reducing the number of Cal-SAFE graduates who can receive child care support while attending college. (Information provided by Trudy Adair-Verbais, Director, Child Development Programs, Santa Barbara County Education Office in interview on January 9, 2012.)

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New Heights Program, Washington DC

Key components: supportive case management and linkages to services, including child care vouchers; educational life-skills workshops on range of topics including preparation for postsecondary options; assistance with applications for financial aid and college; and incentive program providing rewards for school attendance, grades, and workshop participation.

In the 1990s, the District of Columbia (DC) established the New Heights program—a school-based program for expectant and parenting students—in two public high schools with funding from the Temporary Assistance to Needy Families program (TANF). With support from the Pregnancy Assistance Fund at the Office of Adolescent Health, the New Heights program was expanded to 13 public and two charter high schools in 2010. The central goals of the program are to provide supports and services to expectant and parenting students (both female and male) in order to increase school attendance and high school graduation rates and to decrease subsequent pregnancies. During the academic year 2011-12, New Heights served nearly 600 expectant and parenting students. Of the 524 participants enrolled in the public schools with New Heights programs during the 2011-12 academic year, 14 percent were fathers, 88 percent were African American, 13 percent were Latino, 13 percent spoke Spanish at home, and six percent were lesbian, gay, or bisexual.

The New Heights program places a dedicated coordinator in each New Heights’ school whose role is to provide supportive case management, assist with securing services, and organize educational life-skills workshops to expectant and parenting students. The coordinator serves as an advocate for students, linking them with resources and services such as housing, child care vouchers, WIC, TANF, employment and job training opportunities, and college admissions offices. Coordinators help students navigate the process of applying for child care vouchers so that their children can attend day care in the community.⁹ In addition, coordinators collaborate with other school staff – home and hospital instructors, attendance coordinators, guidance counselors, and teachers – to ensure that students who miss school (because of maternity leave, health problems, or lack of child care) stay on track academically by receiving needed supports including on-line coursework, homework packets, mentoring, and tutors.

⁹ The New Heights program does not fund child care, but four DC high schools have on-site child care and two more are set to open. Child Care centers are provided by local, external providers. Although a number of DC high schools have on-site child care centers, and more are in the pipeline, there is currently more demand for child care than capacity allows. Some of these child care centers draw on Head Start funds, including early Head Start funds that support slots for children aged 0 to 3. As the DC Public School system (DCPS) modernizes its schools, plans are in the works to build onsite child care into most of them. There is recognition at DCPS that onsite childcare can be a strategy for keeping student parents engaged in school. (Information provided by Andrea DeSantis, New Heights Program Manager, Office of Youth Engagement, DCPS).

Individual case management provided by coordinators is tailored to the student and may include separate sessions focused on their postsecondary goals and plans. Coordinators help students think through and prepare for postsecondary options after high school including college, the Job Corps, and job training. Coordinators may work with guidance counselors to identify students' needs, including the identification of employment and college options, arrangement of visits to local campuses, and assistance with the college and financial aid application process. Additionally, coordinators may work with participants to identify their contraceptive options to delay future pregnancies, and may make appropriate referrals to a youth-friendly, community-based health provider or the School-Based Health Center, if applicable. In focus groups conducted in 2012, student participants said that New Heights had helped them become better parents and stay on track in school. Although there were many facets of the program valued by students, having a close relationship with the coordinator was at the top of the list.

The New Heights program collaborates with a number of community organizations that provide workshops on a variety of topics including pre-natal care, parenting, life skills, financial literacy, career planning, and college readiness and preparation. With its focus on youth development, New Heights engages its students in selecting workshop topics and providers. During the academic year 2011-12, more than 350 educational workshops were provided to expectant and parenting students, a number of which focused on developing plans for life after graduation. About 12 percent of the workshops focused on college and career readiness, although the percentages focused on these topics varied widely across the schools. These college and career readiness workshops included goal-setting around postsecondary plans, completing college or job applications, resume writing, or completing college financial aid applications. For example, New Heights partnered with Generation Hope, a non-profit organization that provides college scholarships to parenting students (see profile below), and DREAM Life DC, a mentoring and goal-setting organization for young mothers. The program also partners with organizations such as Wells-Fargo bank to provide financial literacy workshops and to support students in post-graduation financial planning.

Coordinators offer at least two reproductive health workshops to students each school year, and those workshops may cover such topics as knowing and caring for your body, prevention of Sexually Transmitted Infections (STIs), and male and female contraceptive options, including long-acting reversible contraceptives. An incentive program rewards students with points for attending class and workshops, earning good grades, and serving as mentors to other students. These points, called Baby Bonus Bucks, are redeemable for diapers, clothing, toys, equipment, and other items.

A pamphlet prepared by DCPS highlighted the importance of New Heights in supporting several students to envision a future that included a postsecondary education. One teen mother said that the help provided by New Heights gave her hope for a brighter future. Having recently graduated from high school, this student plans to attend Trinity University in the fall where she hopes to study forensic psychology and work with youth. She said, "I

know that I can pursue a career so my daughter doesn't have to live through what I did...Without New Heights, I would have dropped out." A second student, an 18-year-old mother of twins originally from Nigeria, said that completing high school seemed impossible until New Heights came to the rescue. Accepted by four colleges and universities, this young mother has received more than \$7,000 in scholarships. And a third teen mother explained that meeting DC Police Chief Cathy Lanier, who herself had been a teen parent, made this student understand that she, too, could train to become a police officer.

Initial evaluation results for New Heights' participants for the academic year 2011-12 showed that 80 percent (of those who were eligible to graduate) graduated from high school and 99 percent did not become pregnant or have an additional child. The program has seen an improvement in average daily attendance rates, in-seat attendance rates, and repeat pregnancy rates for enrolled students. An evaluation is underway to determine the impact of the New Heights program on these improvements. The program's goal is to become a model for school-based programs serving expectant and parenting students. Due to funding priorities and requirements, the program's work is focused on keeping expectant and parenting students on track through high school graduation without another pregnancy. In the future, the New Heights team would like to continue case management and workshops on postsecondary success through expansion of partnerships with local universities, academic support organizations, and organizations that grant scholarships.

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The Care Center, Holyoke, MA

Key components: strong message about importance of Postsecondary Education (PSE); small class sizes for GED preparation; dual enrollment courses with local colleges; skilled tutors; emphasis on athletics; free child care on site with subsidized child care available until age 21; transition to college counselors; Bridge to College courses; and comprehensive wrap-around services including on-site nurse practitioner.

Founded in 1986, The Care Center is an alternative education and GED program that has served thousands of pregnant and parenting teens aged 16 to 21 and their children in the Holyoke, Massachusetts area for over 25 years. Holyoke has the highest percentage of children living in poverty of all cities and towns in Massachusetts, as well as the highest teen birth rate and the second highest percentage of children living in single-parent families. The poverty rate in Holyoke is especially high among teenaged Latina mothers and their young children. About two-thirds of the funding for The Care Center is provided through contracts with the state of Massachusetts with the remainder coming from private grants or donations. On Nov. 2, 2011, First Lady Michelle Obama presented The Care Center with a Presidential Arts and Humanities Youth Program Award.

The primary goal of The Care Center is to provide teen mothers with a pathway to self-sufficiency along with opportunities for personal growth and development. About 120 young women are enrolled in The Care Center each year, with approximately 60 students enrolled at any one time. Most of the teen mothers at The Care Center are referred through the state's welfare system. Over the past five years, all of the students had household incomes at or below 50 percent of the poverty level and 85 percent of the women were Latina. Nearly two-thirds of the students had dropped out of high school by the tenth grade and the majority left school before becoming pregnant. Most of the women have challenging personal histories that include domestic violence, gang involvement, homelessness, and food insecurity.

The Care Center provides comprehensive wrap-around services including health and mental health services, free child care, transportation, and meals. A nurse practitioner is available free-of-charge on site every day who provides birth control information and contraceptives, and links students with family planning clinics where needed. Ongoing sex education classes are provided to students, and the importance of delaying a second pregnancy is a topic that comes up regularly as part of the program's overall goal-setting and future planning activities, particularly as students are working out the details of going to college.

An on-site child care center serves up to 25 infants and toddlers at a time. If a child care slot is not available on site, counselors help teen mothers find day care in the community. Child care is free for teen parents up until the age of 21 in Massachusetts through Teen Parent Child Care, a program funded by the state and tied to income eligibility. Program participants are encouraged to take advantage of Teen Parent Child Care while attending college. All students take parenting classes where staff model positive parenting

skills, explain different stages of child development, encourage mothers to read with their children, teach young mothers about nutrition, and demonstrate positive discipline.

The core elements in the GED preparation program are based on the quality education provided in the country's top preparatory schools including small class size, an assumption of and commitment to student success, and strong ongoing support for students. Students take two athletic classes each week selected from electives that include rowing, distance running, water aerobics, swimming, and yoga. Anne Teschner, Executive Director, emphasized that the Center delivers a strong message to students that higher education is critical for success: "This message is woven into the fabric of everything we do. These students have not done well in school, and the idea of college can be frightening. For most of the students, we are the first people to say, 'You need to go to college. You *can* go to college, and yes, you will have to work hard. But you can do it.' We talk about why going to college is important, the wages associated with different careers, and how to make college attainable."

The Care Center offers dual enrollment options through six different college courses, one of which is a two-semester humanities course focused on art history, moral philosophy, American history, and literature. Other college courses include two courses held on the campus of Holyoke Community College—Bridge to College and Women in Health—and a humanities course offered through Greenfield Community College. Small classes, together with support from skilled tutors who are students at Smith and Mt. Holyoke College, help Care Center students to build their confidence and improve their academic skills. In 2010, 25 percent of students earned college credits through collaborations with area colleges before completing their GEDs. In addition, students take field trips; creative writing workshops; classes in photography, painting, and drawing; and poetry workshops offered through a partnership with Smith College. These experiences help to break down barriers so that young mothers can begin to envision themselves as college students.

With offices at both The Care Center and Holyoke Community College, transition counselors are a centerpiece of the program to help students prepare for, transition to, and succeed in college. Transition counselors teach *College to Career*, a course that explores career and education options. They also mentor students taking college courses while earning their GEDs; walk students through the college application process; support students in completing financial aid forms to receive Pell grants; facilitate *Bridge to College* courses that prepare students for the realities of college life; and help students navigate life challenges that might interfere with enrolling in or completing college.

Once students have enrolled in college (most of the students go to Holyoke Community College), transition counselors assist with academic course selection; provide financial aid counseling; offer computer resources and training; provide academic support; and coordinate child care. If there are slots available, children can remain at the day care center located at The Care Center; otherwise the transition counselor helps mothers locate

child care in the community. In Massachusetts, teen mothers can use welfare support to attend college for 18 months.

The annual goal set by The Care Center is that 75 percent of students who earn their GEDs will enroll in college. According to Center staff, this goal has been met in each of the last five years. In 2012, fourteen out of 18 graduates enrolled in college. Transition counselors play a critical role in supporting teen mothers to succeed in their first semester of college, a time when the challenges arising from the need to navigate college, parenting, and the social service system can be overwhelming. Data for the last five years show that 44 percent of Care Center graduates who transitioned to college completed one semester, and half of those who completed one semester went on to complete a second semester.

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Keys to Degrees, Endicott College, Massachusetts

Key components: campus residence for young student parents and their children with high level of staff support and assistance with child care, academics, and financial aid/scholarships; outreach to pregnant and parenting teens in area high schools through (1) sharing of best practices with area teen providers, and (2) three-day campus retreat with role models, peer support, and workshops on pathways to PSE and other topics.

Keys to Degrees: Educating Two Generations Together provides academically-qualified single parents aged 18 to 24 with the opportunity to earn a bachelor's degree from Endicott College, a four-year liberal arts college in Beverly, Massachusetts. The primary goals of the program are to empower young parents to become committed parents; earn a baccalaureate degree at Endicott College; and become economically self-sufficient in a chosen career. Keys to Degrees conducts outreach to educate pregnant and parenting teens in local communities about postsecondary options through collaboration with teen parent providers in the area and an annual summer retreat at Endicott College.

Open to single mothers and fathers, approximately 10 single parents are enrolled in Keys to Degrees at any one time. The average age upon admission to the program is 19, and half of the incoming students are 18. According to data collected by the college from 1993 to the present, 72 percent of the students are white/non-Hispanic, 12 percent are African American/non-Hispanic, 10 percent are Hispanic, and 2 percent are Asian/Pacific Islander. At least 13 percent of the Keys to Degrees students and graduates are first generation college students. Eighty percent of the students who graduated before 2010 are employed and 50 percent are continuing their education.

One of the attractive features of Keys to Degrees is the opportunity for student parents to live on campus year-round with their children in apartment-style accommodations while receiving a high level of staff support and individual attention. Student parents work closely with the director of the program who serves as advisor, liaison, and advocate to facilitate student learning and support. The director coordinates workshops on parenting, finances, cooking, and other life skills as well as a mentoring program and peer support groups for student parents. The director also links students to academic support and tutoring, career counseling, mentoring programs, and internship options. Students work with the program director to find educationally enriching child care placements that fit their academic schedules. Qualifying students receive state and local vouchers to pay for child care; those who do not qualify for vouchers pay for a portion of child care costs and the college contributes as well. Working with the financial aid staff at the college, the program director helps students apply for Pell grants, loans, and college scholarships.

Keys to Degrees conducts outreach to programs serving teen parents in surrounding communities with high poverty and teen pregnancy rates. In January of each year, the director meets with the teen parent provider consortium—a network of organizations serving teen parents and their children in area high schools and communities—to brainstorm and coordinate efforts aimed at supporting students' transition to postsecondary education. Best practices are shared on how to support teen parents to prepare for higher education. This meeting serves as an opportunity to discuss the Keys to Degrees model as well as other postsecondary programs that support single parents around the country. Providers of teen parent programs are encouraged to refer teen parents to the annual summer retreat held for the last eight years by Keys to Degrees on the Endicott campus.

This annual summer retreat provides a unique opportunity for young single parents to spend three days on the Endicott campus with their children learning about postsecondary opportunities and participating in a broad array of workshops. This weekend is open to teen parents from low-income communities in Brockton, Lawrence, and Lynn—many of whom have never visited a college campus before. The summer retreat exposes these young parents to role models and college life, and provides them with information and resources about navigating the transition to postsecondary vocational and educational opportunities. Over the last six years, approximately 135 teen parents and children have participated in these summer retreats.

Current students enrolled in Keys to Degrees volunteer at the retreat each summer and participate in panel discussions and workshops, providing young parents from area high schools with role models of teen parents who have successfully transitioned to college. Workshops focus on a range of topics including career building, resume development, healthy relationships and living, domestic violence, and pathways to higher education from community college to liberal arts and four-year state colleges. Rachel Bradley, the former Director of Keys to Degrees, said that many of the teen parents who come to the retreat currently lack the educational qualifications for admission to Endicott: "I encourage many of

the teen parents who attend the retreat to start their college education at a local community college and then think about applying to Keys to Degrees.”

Endicott College plans to cohost the next summer retreat with Young Mother’s Dream, a non-profit organization located in New York City. Fifteen different workshops will be offered to teen parents on topics ranging from college and vocational options to developing a personal brand, etiquette, and healthy relationships. In recognition of the Keys to Degrees program, the Ascend Program at the Aspen Institute named Dr. Richard Wylie, President of Endicott College, as an Ascend Fellow in 2012. Through a grant from the Kellogg Foundation, Keys to Degrees is working with other colleges to help them start residential college programs for single parents, starting with Eastern Michigan University.

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Wylie, Richard. *Keys to Degrees: Educating Two Generations Together.* Ascend Roundtable. March 29, 2011.

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The Student Parent HELP Center, University of Minnesota-Twin Cities

Key components: supports for student parents, including child care assistance, counseling and advocacy, and academic mentoring; outreach to teen parents in area high schools through workshops on PSE options; participation by local teen parents in day-long campus event that provides role models of successful student parents in college and information about postsecondary options, financial aid, scholarships, child care, and housing.

The Student Parent HELP Center (SPHC) was established at the University of Minnesota in 1967 as an academic support program for low-income students entering the University of Minnesota. The Center later evolved into a program serving only low-income students with children who attend the University. SPHC provides child care assistance; counseling and advocacy; academic and program planning, mentoring, and coaching;

resource and referral services; and weekly parent academic support groups. The Center's centrally-located campus facilities include a student parent lounge, a child friendly play area, a computer lab, and a designated study area. Student parents at the college have full access to the University's comprehensive health clinic including a women's specialty clinic.

SPHC funds and conducts the Teen Parent Outreach Program (TOP) to encourage teen parents to think about postsecondary options well before they finish high school. The Director of the Center makes presentations and holds trainings for national groups on the importance of college for teen parents. In the Twin Cities area, SPHC staff offer presentations and workshops to staff in programs serving teen parents and to teen parents themselves. Over the last 10 years, TOP has reached approximately 1,000 teen parents and teaching staff from area programs.

During outreach sessions with teen parents, SPHC staff share general application and admissions timelines for college as well as criteria for postsecondary enrollment in vocational, two-year, and four-year institutions. Information is provided on financial aid and scholarships; ACT/SAT preparation; resources and assistance for child care; affordable housing options; student parent support programs in Minnesota; and postsecondary education guidelines for welfare recipients. SPHC staff present college survival tips for student parents and review options for community connectedness and support. Teen parents are encouraged to think about their post-high school and college plans, and business cards from SPHC staff are distributed so that teen parents will know who to contact with questions.

A central component of TOP outreach sessions is a presentation by a student parent from SPHC who shares her personal story and answers questions about life as a college student and parent. Many of these student parents were formerly teen mothers themselves who have successfully navigated a pathway to higher education with limited financial means. This modeling of success by a student parent can help teen parents in high school begin to envision a pathway to college.

Each year, all of the teen parent programs that have hosted TOP sessions are invited to participate in SPHC's Student Parent Visibility Day (SPVD). Held on the campus of the University of Minnesota, the purposes of this day-long event are: 1) to raise awareness about the presence of undergraduate student parents at the University of Minnesota and on campuses across the nation, and 2) to break down barriers to envisioning PSE for teen parents who are currently in high school by exposing them to a college environment.

Approximately 100 teen parents participate in SPVD each year. This structured, day-long event provides teen parents with current, relevant information about financial aid, scholarships, child care, and campus and community-based housing. Student parents from SPVD provide tips and tools for how to make the leap from high school to college. Participating teens experience guided campus tours and short lectures by SPHC student parents (focusing on topics such as study abroad experiences) as well as a family-friendly,

campus resource fair that includes several family planning clinics. SPVD concludes with entertainment and a pizza lunch that provides teen parents from area high schools with an opportunity to learn about the college experience, major, and career interests of student parents at the University of Minnesota.

According to Susan Warfield, Director of the Center, exposure to a college campus can be the first step toward breaking down the financial, cultural, and academic barriers that can bar the door to college entry for low-income, teen parents. Spending time on campus can make college less intimidating and more accessible for young people who face the dual challenge of parenting at a young age and coming from groups typically underrepresented in higher education.

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Student Parent HELP Center. < <http://www.sphc.umn.edu/mission.html>> (accessed April 9, 2013).

University of Minnesota. Office for Student Affairs. *Student Parent Help Center*. (Brochure) n.d.

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Generation Hope, Washington, DC

Key components: scholarship and mentoring program; assistance navigating financial aid, child care, housing, and emergency needs; emphasis on life planning, including family planning; active outreach to teen parents through workshops; and an annual conference for current scholars and teen parents from area high schools that provides information about the college and financial aid application process, child care resources, and housing options.

Generation Hope, a nonprofit organization located in Washington, DC, was started by a former teen mother who had successfully graduated from college with a young child, and wanted to encourage other young parents to attend college. The goal of Generation Hope is to provide the financial and emotional support so that teen parents can transition to and complete college. Primary support comes from foundations and corporations as well as

individual donors. The organization provides direct sponsorships and one-on-one mentoring to young parents who plan to attend (or are attending) college in the Washington, DC area.

Scholars are referred to Generation Hope by individual referrals, area high schools, financial aid offices at local colleges or universities, nonprofits, community groups, churches, and local agencies. Open to teen fathers and mothers, qualifying applicants must be a teen parent (or a young parent who had their child as a teen) who is currently providing regular support and care for their child. Applicants must be seniors in high school or college students in the Washington D.C. metropolitan area, and under the age of 25. They must be seeking a Bachelor's or associate's degree, and have a minimum 2.5 grade point average. In its first two years, Generation Hope has sponsored between six and 10 new scholars each year, and plans to increase the number of sponsored scholars to 20 new scholars each year. During the organization's first two years, four scholars were recruited directly from high school and nine were already enrolled in college when they applied to the program.

Generation Hope identifies individual and corporate sponsors who provide tuition support and mentoring to scholars. The majority of sponsors are individuals—pediatricians, business owners, and other professionals working in health and other fields, some of whom started out as teen parents themselves. Area businesses such as Geico and the Fairfax County Office of Public/Private Partnerships have also provided financial support to Generation Hope scholars. Sponsors provide funds directly to Generation Hope to support scholars' tuition and the organization works with local colleges to apply 100 percent of these funds to tuition costs. Scholars who are attending a two-year college receive \$1,200 per year toward their tuition, while those attending a four-year college receive \$2,400 per year toward their tuition.

Scholars entering Generation Hope, along with their sponsors, are required to participate in a mandatory training in July, which covers tips and guidance on how to be effective mentors and mentees as well as the rules and requirements of the program. Additionally, mentors are given information on the specific needs of student parents and the types of problems that could arise with respect to academics, housing, child care, and relationships. Mentors are provided with information about reproductive health and guidance about how to talk with scholars about the importance of effective birth control in preventing subsequent pregnancies. Generation Hope organizes trainings for mentors and mentees: the spring 2013 in-service training was taught by a local OB-GYN who focused on family planning and reproductive health.

In addition to the sponsorships and mentorships, Generation Hope provides one-on-one guidance to scholars on financial aid, child care resources, housing options, and family planning. In crisis situations, emergency financial assistance is given to scholars. Generation Hope staff talk with scholars about how a second pregnancy could lead to financial problems and limit the student's time for academics, jeopardizing the attainment of a college degree. At the annual Hope Conference (described below), a workshop on STIs and pregnancy

prevention is held for current scholars. Nicole Lynn Lewis, founder and CEO of Generation Hope, said that the organization is very “hands-on” and sees itself as providing the “family support” that many student parents did not receive from their own families: “We do a lot more than provide mentoring and financial support... We address any need the scholars may have that could threaten their ability to succeed in school.”

Generation Hope actively reaches out to teen parents and the organizations that serve them in the Washington metropolitan area. The organization encourages schools and organizations serving pregnant and parenting teens to introduce students to Generation Hope. Generation Hope also conducts about 10 college readiness workshops each year for approximately 35-40 teen parents that provide information about different types of colleges, the admissions and financial aid processes, and what a teen parent can expect in college. Each workshop features a current scholar who talks about what it is like to be a young parent in college and encourages teen parents to believe that attending college is an option for them.

The organization holds an annual conference on the University of Maryland campus, called the Hope Conference, for current scholars and approximately 25-30 teen parents from area high schools. A special track provides teen parents from area high schools with the opportunity to learn about how to apply to college and navigate the financial aid application process. College staff and financial aid advisers are on hand to address the questions and concerns of teen parents. For many of these high school students, meeting a young parent who is also a college student is a first. Some of the high school attendees at this conference are currently preparing applications for Generation Hope scholarships. In response to inquiries received from teen parents and programs around the country, the organization plans to help start Generation Hope programs in other communities in the future.

Sources:

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Jenna Johnson. “College, 3 Jobs and a Toddler: Generation Hope Mentoring Program Helps Busy Teen Mom on Path to Success.” *The Washington Post*. December 22, 2011 (Pp. B1, 8).

“Generation Hope: Investing in a Generation of Successful Families.”

<<http://www.supportgenerationhope.org/become-a-gh-sponsor/>> (accessed April 9, 2013).

The Jeremiah Program, Minneapolis and St. Paul, Minnesota

Key components: stable, affordable housing; high-quality, on-site early childhood education; high expectations and support for career-track PSE; educational roundtables with local colleges; empowerment training; life skills education classes; peer support; and intensive coaching to help align women’s choices and activities with their goals for work, school, parenting, and relationships.

In 1998, the Jeremiah Program was established in Minneapolis, MN to help break the cycle of poverty for young, single women and their children. Seventy percent of the funding for the Jeremiah Program comes from contributions (grants, individual gifts, and events), with a small amount of government funding for child care assistance, food reimbursements, and rental assistance. The program is not affiliated with any religion or religious organization.

The goals of this residential, non-profit organization are 1) to support single mothers to succeed in higher education linked to self-supporting careers and 2) to provide their children with quality, preschool education that prepares them for kindergarten. The program currently has two campuses in Minneapolis and St. Paul, and serves 300 women and children at any one time. Stable, affordable housing is provided to residents who pay no more than 30 percent of their income for rent. Children aged six weeks through preschool attend quality educational programs at on-site child development centers. The High-Scope curriculum and individualized education plans for each child have helped these centers earn a four-star child care quality rating.

The Jeremiah Program serves low-income, single mothers who are at least 18 years of age. Although the average age of residents is 24, many of the women are 18 or 19 when they first enter the program, and most of them had their babies as teens. Sixty percent of participants and 90 percent of their children are African-American or Latina. Young women find the Jeremiah Program through teen parenting programs in area high schools, guidance offices at community colleges, or county early childhood services. Program participants must have a high school diploma or GED to be accepted for admission into the program.

Prior to admission for residency, applicants are required to complete eight weeks of a 16-week empowerment training program to help develop the self-esteem and qualities necessary for success in The Jeremiah Program. If a woman requires help with college selection or enrollment, a pre-admission coach provides guidance and support. Prior to moving into Jeremiah housing, a woman must be enrolled in an accredited two- or four-year college (including community and technical colleges) that provides career counseling, opportunities to improve students' economic prospects, and appropriate services for single mothers on campus.

At the orientation for incoming participants, program staff emphasize that the central goal for each woman is to acquire an education that will translate into a job with a self-supporting wage. A wage calculator is used to demonstrate that, at a minimum, women must earn \$21 an hour to support a family in Minnesota. Women participate in Life Skills education classes focused on career development, economic independence, physical and emotional health, healthy relationships, and parenting and child development. They also meet weekly in peer groups to discuss how to address challenges arising from school, jobs, and parenting.

Residents are assigned a personal life skills coach who provides guidance on goal setting, resource referral, advocacy, and crisis intervention. Each resident meets with her life skills coach once a month to discuss successes and challenges that may have arisen in recent weeks. The coach encourages each woman to set and meet goals in each area of her life and to align her activities with these goals. Goal-setting is discussed with respect to work, school, family life, relationships, parenting, and health, including family planning. An important topic for conversation is prevention of a subsequent pregnancy while students are in the Jeremiah program, since having another child could derail them from reaching their goals. While the Jeremiah program does not have a health clinic on site, life skills coaches refer women to family planning clinics and encourage them to see a family doctor annually.

Coaches also play a critical role in helping women understand the importance of attaining a postsecondary degree that will enable them to earn a living wage and monitor each woman's progress toward this goal. When a woman is having difficulties academically, the coach arranges a tutor to help her stay on track. The life skills coach also serves as a bridge to college support. An educational roundtable series is held for admissions directors and other key staff from postsecondary institutions to determine how to maximize campus services and financial assistance for Jeremiah students on their campuses.

Gloria Perez, President and CEO of the Jeremiah Program, emphasized that many of the women come into the program with a history of difficult relationships. One of the most important functions of the life skills coach is to help participants see that they have choices about relationships: "We talk about the fact that the world is a theatre and we say to each Jeremiah woman, 'you are the star of your own show. As the star, you get to decide who is going to be in the theatre...' We want them to choose people who will cheer them on...When we do this exercise, we ask, 'who is going to be in the front row?' They start to realize that they can have their life skills coach, their tutor, and their peers from the Jeremiah Program in the front row, and they understand that they are developing positive relationships."

Data collected by the Jeremiah Program in 2012 show that 84 percent of students achieved a GPA of 2.0 or greater; 47 percent of graduates had earned a four-year degree; and 53 percent had earned an associate's degree. Forty-one percent of alumnae reported that they were continuing their education after leaving the program. Those graduating in June 2012 were earning an average wage of \$22 an hour. In recognition of her leadership with The Jeremiah Program, the Aspen Institute awarded an Ascend Fellowship to Ms. Perez in 2012. A national expansion of the Jeremiah model is planned, starting with the opening of a residential program for single mothers in Austin, TX in 2013.

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PART IV: CONCLUSION AND RECOMMENDATIONS

This report has highlighted a number of promising programs that encourage educational success among pregnant and parenting teens. However, it appears that the number of programs focused intensively on supporting pathways to PSE is limited. Also, the results from the on-line survey with HTN suggests that many programs providing some supports for PSE may be quite small and serve a limited number of teens. Paving the way to PSE for significant numbers of pregnant and parenting teens will require action on several fronts. This final section provides recommendations for developing and strengthening programs, conducting research, and implementing policies to encourage pathways to PSE for pregnant and parenting teens.

Develop and Strengthen Programs for Pregnant and Parenting Teens

The programs described in this report point to a number of important components for supporting pathways to PSE for pregnant and parenting teens:

- quality, subsidized child care and wrap-around services;
- a strong and consistent message about the importance of PSE;
- one-on-one guidance, counseling, and advising from supportive adults;
- intensive academic supports and opportunities in high school;
- positive experiences with college while still in high school;
- linkages to financial aid, income supports, and housing options; and
- access to family planning to prevent subsequent pregnancies.

Provide quality, subsidized child care and wrap-around services

Pregnant and parenting teens require quality, subsidized child care and wrap-around services in order to successfully complete high school, prepare for PSE, and transition to college.

- Provide quality, affordable child care to pregnant and parenting teens in high school and/or assist young parents in applying for public support for child care.
- Inform young parents about child care resources and programs that may be available for student parents who are enrolled in college, including campus child care where it is available.
- Provide and/or link teen parents to wrap-around services such as housing, transportation, income support programs, and health care for themselves and their children (see discussion of family planning below).

Deliver a strong and consistent message about the importance of PSE

Given the high drop-out rates among teen parents, it is understandable that many programs focus on high school completion. However, these adolescents will have difficulty supporting themselves and their children without a PSE linked to jobs that pay a living wage.

- Emphasize the economic benefits of attending college, including community and technical colleges, and provide concrete examples of the wages attached to different jobs with a college degree or credential.
- Incorporate messages about the importance of PSE into all aspects of the program and train professional staff (e.g., case managers, teachers, and counselors) to engage teen parents on this topic.
- Provide peer workshops to build adolescents' self-esteem and reinforce the importance of PSE.

Provide one-on-one guidance, counseling, and advising

One-on-one guidance, counseling, and advising from supportive adults can reinforce the message about the importance of PSE and provide assistance when teens encounter difficulties in school, relationships, work, or parenting. These professionals may be case managers, teachers, guidance counselors, or life skills coaches.

- Provide dedicated professionals with the time, training, and resources to assess the academic performance of each student, and to offer regular guidance and supports so that students can complete high school and prepare for PSE.
- Hire trained counselors (or link teen parents to counselors) to support and guide teen parents in navigating the complex challenges encountered in school, relationships, and parenting.
- Offer one-on-one counseling about college options and direct assistance with college applications.
- Provide a dedicated professional to support students during the transition to PSE by encouraging their success; assisting with selection of majors and courses; and linking them to academic and other services including child care, housing, income support, and financial aid.

Offer intensive academic supports and opportunities in high school

Supporting teen parents to complete high school *and* prepare for college requires multiple academic supports and opportunities. These two goals should be woven into all aspects of the academic curricula and supports provided to pregnant and parenting teens.

- Develop individualized learning plans, track students' attendance and performance, and intervene with academic supports (e.g., tutors and mentors) and other supports (counselors) where needed.¹⁰
- Provide guidance and support to prepare for college entrance exams including tutors, mentors, and SAT/ACT preparation classes.
- Offer dual enrollment classes (also called concurrent college and high school classes) to introduce students to college-level courses and increase their confidence, knowledge, and skills.
- Provide incentives for participation and positive performance in academic and other program activities such as cash awards or bonus points that can be used to “purchase” items needed by the teen or her child.

Expose students to positive college experiences

Many pregnant and parenting teens have little or no familiarity with the college environment or college students who are (or were) teen parents themselves. Identifying possible colleges and exploring college options can seem like daunting tasks.

- Visit college campuses to expose students to the college environment and introduce them to young student parents who successfully navigated the transition to PSE.
- Partner with colleges and nonprofits that conduct outreach to teen parents to host college workshops in high schools and on college campuses that feature (former) teen parents who are now successful college students.
- Offer bridge programs between high school graduation and the start of college that introduce students to college guidance counselors, financial aid officers, faculty, and college students who are (or were) teen parents.

Provide linkages to financial aid and other supports.

In addition to child care challenges, one of the biggest barriers to college for pregnant and parenting teens is the cost. Programs can help students access the supports that are currently available.

- Provide individualized assistance in applying for financial aid, including Pell grants, scholarships, and (where appropriate) college loans.
- Link students to scholarship opportunities, including corporate and individual sponsorships in the community.

¹⁰ The American Youth Policy Forum held a briefing on February 15, 2013 focused on the use of individualized learning plans (ILPs) to help students become college and career ready. The forum highlighted longitudinal research on ILPs conducted by the Center for Workforce Development. See <http://www.aypf.org/resources/the-use-of-individualized-learning-plans-to-help-students-to-be-college-and-career-ready/>.

- Identify options for income support, housing, and transportation available to student parents attending college, and provide guidance in applying for that support.
- Provide peer support groups for student parents that reinforce effective strategies for managing finances, academics, jobs, relationships, and child care.

Provide access to family planning

Another pregnancy can compound the challenges faced by teen mothers, and derail their academic plans. There are a number of ways that programs can support pregnant and parenting teens to stay on track.

- Through peer and one-on-one counseling, discuss the importance of delaying a subsequent pregnancy until academic and other goals are reached.
- Counsel young women (and men) about the importance of birth spacing; the most effective forms of contraception; and the importance of consistent use of contraception over time.
- Provide family planning services on site and/or direct access to family planning services with health professionals experienced in serving adolescents.

Support Research on Postsecondary Pathways for Pregnant and Parenting Teens

Very little research has focused on pregnant and parenting teens beyond the data collected by the U.S. Department of Health and Human Services on teen pregnancy and birth rates, and the studies examining linkages between teen births and income, education, and family background. There are no national surveys tracking the numbers of pregnant and parenting teens that are enrolled in secondary or postsecondary education or their educational outcomes. In 2009, only 11 states collected data about the number of pregnant and parenting students in schools (NWLC 2012). Also, most of the evaluation research focuses on programs designed to prevent a first pregnancy with a smaller number of studies focused on preventing subsequent pregnancies (Kirby 2007; Klerman 2004). To date, there is no body of program evaluation research focused on supporting pathways to PSE for pregnant and parenting teens.

Quantitative studies, qualitative research, and program evaluations are needed to develop a clear picture of the population of expectant and parenting teens; barriers to their educational success; and the program components associated with pathways to PSE. It is important that this research address experiences and outcomes for different groups of adolescents including males as well as females; younger and older teens; and students from different income, family, educational, and race/ethnic backgrounds. A number of research questions deserve attention:

- Do expectant and parenting teens consider PSE an option—or do they assume that college is off the table for them? What are the reasons for these assumptions?

- To what extent do high schools and community programs support expectant and parenting teens to prepare for and transition to PSE? What assumptions are held by professionals and parents about whether college is an appropriate or attainable goal for these adolescents?
- What role do academic coursework, academic supports, and college experiences play in the ability of expectant and parenting teens to prepare for and transition to college? What is the role of child care, family planning, and other wrap-around services in educational outcomes for these adolescents?
- How important are the different supports available to student parents in college (e.g., quality, affordable child care; financial aid; housing, etc.) in the decisions of expectant and parenting teens to prepare for and transition to college?

Research and analysis are needed to address these and other questions, and to guide program and policy action that can support pathways to PSE for pregnant and parenting teens.

It is also important that studies evaluate the program approaches and components associated with high school completion and successful enrollment in PSE by pregnant and parenting teens. Specifically, rigorous experimental and quasi-experimental evaluations of promising program models should be undertaken to assess the impact of these models and program components on academic outcomes for different groups of pregnant and parenting teens. One promising development is the evaluation of the Pregnancy Assistance Fund grantees that is currently underway, which incorporates education-related performance measures into the evaluation design. Given how few programs focus intensively on pathways to PSE for these adolescents, new program models should be developed, implemented, and evaluated to build the research base in this area.

Implement Public Policies

Stronger public policies will be required if the educational pathway for pregnant and parenting teens is to include the transition to college. Although state and local policy-makers can play an important role in this area—for example, by supporting high school programs that emphasize academic success and by providing financial assistance to low-income students to attend college¹¹—this report focuses on federal policy. Federal policymakers must send a strong message about the critical importance of PSE for pregnant and parenting students and support policies to encourage postsecondary success among these students. Several of the most important federal policies are described below:

¹¹ Washington is one of the few states providing an early commitment of financial aid for college to low-income students. Established in 2007, Washington's College Bound Scholarship program provides financial assistance to low-income students who want to prepare for college. The scholarship (covering tuition at Washington state universities and comparable public colleges, some fees, and a small book allowance) is available to students in the 7th and 8th grades who are in foster care, eligible for the free and reduced price lunch program, or whose family's income meets the guidelines. A goal of the College Bound program is to lessen the financial barriers that often discourage low-income students from considering college as an option. Since 2007, more than 150,000 students have applied for the program. See <http://www.wsac.wa.gov/college-bound>.

- **Expand federal child care assistance for teen parents.** The primary source of federal funding for child care assistance for low-income families is the Child Care and Development Block Grant (CCDBG) program. The Temporary Assistance for Needy Families (TANF) block grants provide another important source of funding by allowing states to use up to 30 percent of their federal funds for child care (Schulman and Blank 2012). Teen parents' access to child care assistance is constrained by limited funding for these programs and by state eligibility requirements that often consider the income of the larger family (including the teen's parents) when determining eligibility (NWLC 2012).¹² It is critical that federal funding of child care assistance be expanded, and that state eligibility criteria be structured so that teen parents can readily access child care supports.
- **Increase funding for the Child Care Access Means Parents in Schools Program (CCAMPIS).** Administered through the U.S. Department of Education, CCAMPIS is the principal federal program providing direct support to college students for child care. Unfortunately, CCAMPIS funding falls far short of the demand for child care among student parents enrolled in college and flaws in the funding formula penalize low-income students at community colleges (Miller, Gault, and Thorman 2011). The following changes are recommended to better meet the needs of teen parents and other student parents: (1) increase CCAMPIS funding overall to provide child care funding to more low-income students on college campuses and (2) make changes in the CCAMPIS grant formula to serve a higher proportion of low-income students enrolled in community colleges.
- **Monitor and enforce Title IX provisions.** Discrimination and bias in educational institutions pose a continuing obstacle to educational success for pregnant and parenting teens. It is important that the federal government (1) gather state-by-state data on discrimination against pregnant and parenting teens in schools and postsecondary institutions, (2) examine the policies and factors that lie behind this discrimination, (3) establish clear guidelines and enforcement mechanisms to ensure compliance with Title IX protections for pregnant and parenting teens, and (4) provide technical assistance to state education departments, school districts, and postsecondary institutions to improve compliance with Title IX as applied to pregnant and parenting teens (see NWLC 2012).
- **Pass *The Pregnant and Parenting Students Access to Education Act (PPSAE)*.** First introduced in the U.S. House of Representatives in July 2011, this Act authorizes the U.S. Secretary of Education to make state and local grants to promote education for pregnant and parenting students. These grants would support states to develop a plan for educating pregnant and parenting students, provide professional development and technical assistance to school districts, and coordinate services with other state agencies. These grants would also ensure Title IX compliance and support rigorous program evaluation together with the collection and reporting of data on pregnant and parenting students,

¹² Schulman and Blank (2012) report that total funding for child care assistance has declined since 2001 with funding from CCDBG and TANF estimated at approximately 8.17 billion in FY 2012. More than twenty states have waiting lists for child care assistance, and families on the waiting list may not receive child care assistance for months, if at all.

including data on educational outcomes (NCWGE 2012). Senator Tom Udall (D-NM) and Senator Mazie Hirono (D-HI) joined with Representative Jared Polis (D-CO) to introduce PPSAE into the 113th Congress on May 7, 2013.

- **Protect funding for The Pregnancy Assistance Fund (PAF).** The Office of Adolescent Health (OAH) administers the Pregnancy Assistance Fund (PAF), a competitive grant program to States and tribes made available through the *Patient Protection and Affordable Care Act (ACA)*.¹³ PAF has a mandatory appropriation—that is, an automatic ten-year guaranteed appropriation of \$25 million each year for fiscal years 2010-2019. The first round of awards was made in 2010 to 17 states and tribes for up to three years. The goal of these grants is to provide pregnant and parenting teens and women with a seamless network of supportive services to help them complete high school or postsecondary degrees and gain access to health care, child care, family housing, and other critical supports. Funds can also be used to improve services for pregnant women who are victims of domestic violence, sexual violence, sexual assault, and stalking. OAH made a second round of 17 grants to states and tribes in July 2013 for a period of four years. Unless there is some additional Congressional action, FY 2019 will mark the final year of funding for the PAF program. Because PAF is one of the only federal grant programs targeted to pregnant and parenting teens, it is critical that Congress take action to continue funding for this important grant program after 2019.
- **Support pregnant and parenting teens through the Elementary and Secondary Education Act (ESEA).** Title I Part D of ESEA is a grant program for neglected, delinquent, and at-risk youth. Although pregnant and parenting students are included in the legislative definition of youth who are at-risk, it is up to states and local school districts to target funds to different at-risk groups and many areas do not invest in programs or supports for pregnant and parenting students (NWLC 2012). Reauthorization of ESEA should require that 1) a portion of ESEA funds be targeted to pregnant and parenting teens and 2) the federal government track state and local expenditures on pregnant and parenting teens and other at-risk groups.
- **Increase Pell grants.** Administered by the U.S. Department of Education, Pell Grants provide critical financial supports to low-income students to attend postsecondary institutions. However, the size of Pell grants (a maximum two-semester award of \$5500 for full-time students and \$2775 for part-time students) is insufficient to cover the costs of higher education for many students. To better meet the financial needs of teen parents and other low-income students, the following changes are needed: (1) increase the maximum Pell award amount to accurately reflect what it costs to attend college, including the costs of housing, food, child care, and transportation, and (2) increase the amount of Pell awards for part-time students.
- **Increase funding for GEAR UP.** Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal grant program administered by the US

¹³ The website for the Office of Adolescent Health (OAH) Pregnancy Assistance Fund (PAF) describes the grants and projects that are currently funded by the agency, and provides resource information for individuals and groups working with pregnant and parenting teens (see <http://www.hhs.gov/ash/oah/oah-initiatives/paf/index.html>).

Department of Education. Established in 1998 (through amendments to the Higher Education Act of 1965), the purpose of this discretionary competitive grant program is to increase the number of low-income students who are prepared to enter and succeed in postsecondary education through an intervention component and a scholarship component. GEAR UP provides six-year grants to states and partnerships to provide services to students at high-poverty middle and high schools beginning no later than the seventh grade and continuing through high school. In FY 2013, total federal program funding was \$286,434,520 serving 617,437 students (see <http://www2.ed.gov/programs/gearup/index.html>). To increase the numbers of low-income students, including pregnant and parenting teens, who are prepared to succeed in college, federal funding for GEAR UP should be increased. Since early parenting can derail educational plans, it would also be advisable for GEAR UP to require a teen pregnancy prevention component aimed at preventing first and repeat pregnancies.

- **Prioritize higher education through Temporary Assistance for Needy Families (TANF).** In 2008, the U.S. Department of Health and Human Services (HHS) issued regulations allowing welfare participants to pursue PSE (including vocational education) for 12 months and to count undergraduate and graduate courses as work activities. After 12 months, continued receipt of cash assistance is dependent on working at least 20 hours per week. Given the importance of transitioning to PSE for teen parents and other low-income students, changes are needed in TANF to: (1) create incentives that encourage states to adopt and prioritize higher education programs for TANF recipients, (2) allow recipients to pursue postsecondary education for the full TANF eligibility period (rather than only for 12 months), and (3) allow class and study time, as well as federal work-study programs, to count towards TANF work requirements (Negrey et al. 2001).
- **Protect access to family planning.** Access to contraception enables pregnant and parenting teens to avoid another pregnancy and stay on track academically. Contraceptive services are funded through public and private sources. Enacted in 1970, Title X of the Public Health Service Act authorizes the federal Family Planning program to provide individuals with comprehensive family planning and related preventive health services, with priority given to persons from low-income families. The passage of the *Patient Protection and Affordable Care Act (ACA)* in March 2010 expanded access to family planning under Medicaid by giving states the flexibility to expand family planning services without first having to obtain a federal waiver (NWLC 2010). In addition, ACA requires most private insurance plans to cover all methods of contraception, without copayments or deductibles, and it requires private insurance companies to provide coverage for family dependents up until the age of 26. Access to contraceptive services for adolescents depends upon continued funding for Title X clinics, state expansions of family planning through Medicaid, and protection of contraception coverage through private insurance plans.

In conclusion, creating pathways to PSE is especially important for pregnant and parenting teens because higher education can provide a route to economic security for two generations at once (see Aspen Institute 2012). An important next step is to invest in

programs that show promise for improving outcomes with respect to high school completion and college enrollment for these adolescents. Because so little is known about “what works” in this area, rigorous research is needed on the factors that encourage PSE for teen parents. At the same time, public policies and funding are required to support programs at the secondary and postsecondary levels that encourage teen parents to enroll in college programs that can prepare them for careers with good wages and opportunities for mobility. As policymakers, elected officials, and private-sector leaders consider options for improving college enrollment and completion rates, it is critical that teen parents be targeted along with other disadvantaged groups. The economic well-being of both teen parents and their children depends on it.

APPENDIX: Experts Consulted

Trudy Adair-Verbais, Director, Child Development Programs, *Santa Barbara County Education Office* at Santa Barbara Partners in Education

Kristine Andrews, Senior Research Scientist, Child Trends

Suzanne Banning, Vice-President for Development and Marketing, Florence Crittenton Services of Colorado

Rachael Bradley, Former Director, Keys to Degrees Program, Endicott College

Diana Bruce, Director of Health and Wellness, Office of Youth Engagement, District of Columbia Public Schools

Barbara Burton, Director, Florence Crittenton's Center for Pregnant & Parenting Teens of Montana

Sue Carparelli, President and CEO, Florence Crittenton Services of Colorado

Andrea DeSantis, New Heights Program Manager, Office of Youth Engagement, District of Columbia Public Schools

Jennifer Drake Fantroy, Senior Manager for State Support, The National Campaign to Prevent Teen and Unplanned Pregnancy

Andrea Kane, Senior Director for Public Policy, The National Campaign to Prevent Teen and Unplanned Pregnancy

Evelyn Kappeler, Director, Office of Adolescent Health, U.S. Department of Health and Human Services

Lara S. Kaufmann, Senior Counsel and Director of Education Policy for At-Risk Students, National Women's Law Center

Nicole Lynn Lewis, Founder and CEO, Generation Hope

Jeannette Pai-Espinosa, President, The National Crittenton Foundation

Pat Paluzzi, President and CEO, Healthy Teen Network

Elizabeth Peck, Public Policy Director, Massachusetts Alliance on Teen Pregnancy

Gloria Perez, President and CEO, Jeremiah Program

Andrea B. Shore, Program Manager for Health Services, Office of Youth Engagement, District of Columbia Public Schools

Lisa Shuger, Director for Policy, The National Campaign to Prevent Teen and Unplanned Pregnancy

Anne Teschner, Executive Director, The Care Center in Holyoke

Susan Warfield, Program Director, Student Parent HELP Center, University of Minnesota

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