CREATING COLLECTIVE RESPONSIBILITY FOR PARENTS' POST-SECONDARY SUCCESS

Convening Summary

JULY 20, 2022

DUNAMIS SYNERGY

westelmwood
HOUSING DEVELOPMENT CORPORATION

Convening Obejctives

The purpose of the convening was to bring together a diverse group of stakeholders and parent leaders to begin planning how we can collectively support parenting students to achieve their postsecondary education goals and aspirations in the state of RI. Meeting objectives include 1)Learning about and acknowledging challenges facing parenting students and best practices to address key issues; 2)Securing commitment from stakeholders to develop an initial 3-year plan to advance our goal of tripling the number of parenting students in Providence and statewide earning postsecondary credentials while ensuring that their children are healthy and prepared to learn over the next decade, 3) Starting work to collectively identify potential goals and strategies; 4) Establishing the Dunamis Synergy Collaborative as an intermediary to move the group's collective work forward as the COVID-19 pandemic recedes, and 5) including student parent leaders in the planning process as critically important resources. Based on feedback from meeting participants following the event, the convening helped advance all of the above objectives.

Thank You for Attending

- **Candace Harper**, Executive Director, West Elmwood Housing Development Corp.

- **Maciel Varona**, Parent Leader

- **Emmeline Orellana**, Parent Leader

- **Joanah Imarhiagbe**, Parent Leader

- **Melissa Macedo**, Parent Leader

- **Elizabeth Colon**, Parent Leader

- **Ines Palmarin**, Boston Fed/Working Cities Challenge

- **Kyle Bennett**, United Way of RI (UWRI)

- **Nellie Gorbea**, Secretary of State RI

- **Patricia Martinez**, Central Falls School District

- **Kimberly Rauch**, RI Dep. of Human Service

- **Rosa Felix-Pichardo**, Commerce RI

- **Bernadette Tavares**, Foster Forward

- **Raymond Neirinckx**, State of RI Housing Resources Commission

- **Dr. Tammy Vargas Warner**, RI Office of Post-Sec Commissioner (RIOPC)

- **Omar Reyes**, RIOPC

Thank You for Attending

- **Khadija Lewis Khan,** Beautiful Beginnings

- **Joelle Kanter,** RI Public TransitAuthority

- **Leanne Barrett,** KIDS Count RI

- **Debra Overly,** Equus Workforce Solutions

- **Joshua Segui,** Latino Policy Insititute

- **Chris Dickson,** College Unbound

- **Sophie Tan,** RI Dept. of Education

- **Erica Campbell,** Mini Kids Entrepreneur Fair of RI

- **Meghan Nhar,** Comprehensive Community Action Plan

  (CCAP)

- **K A Simons,** CCAP

- **Catherine Green,** RI Dept. of Human Services

- **Bonnie Clarke,** UWRI

- **Nancy Rabidoux,** University of Rhode Island

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Dunamis Synergy

Who we are

Dunamis Synergy is a 2 Generation collective impact initiative that seeks to triple the number of parenting students in Rhode Island over the next decade! We do this work by supporting parents with young children to acquire postsecondary credentials and career-track employment while preparing their children for successful futures.
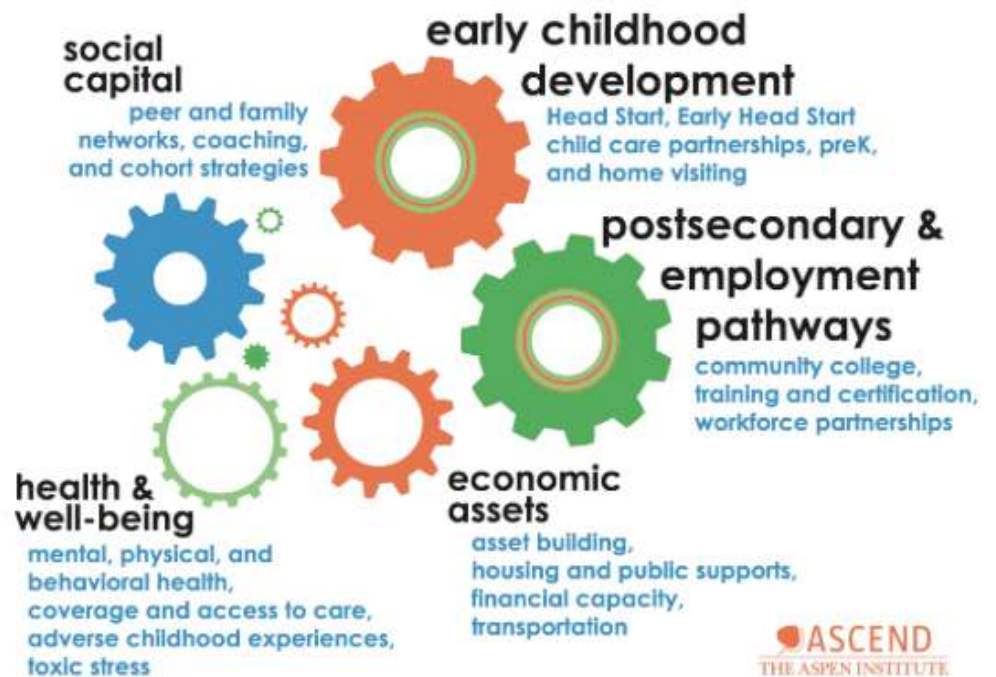
Our Vision

Our Vision is to establish a learning community where parents and their children strive together to achieve their educational aspirations, realize positive economic outcomes, and find a legacy of prosperity that passes from one generation to the next.

2 Generation Framework

Dunamis Synergy utilizes the Aspen Institute's ASCEND Framework, which establishes a two-generation approach that focuses on children and their parents. The framework sets forth that postsecondary and early education, economic support, social capital development, and health and well-being are the core elements required to achieve our vision of successfully creating an intergenerational cycle of opportunity.

social capital
peer and family networks, coaching, and cohort strategies

early childhood development
Head Start, Early Head Start child care partnerships, preK, and home visiting

postsecondary & employment pathways
community college, training and certification, workforce partnerships

health & well-being
mental, physical, and behavioral health, coverage and access to care, adverse childhood experiences, toxic stress

economic assets
asset building, housing and public supports, financial capacity, transportation

ASCEND
THE ASPEN INSTITUTE

Dunamis Synergy Programs & Services

01 **Family Coach**

Dunamis Synergy Family Coaches provide high-quality academic planning, navigation, and counseling tied to career pathways. All participants meet regularly with their Family Coach to monitor progress towards their educational goals, support financial aid/FASFA application, assist with navigating the education system, and make referrals to existing support services on campus and in the community.

02 **Parent Leadership**

Comprised of young and expecting parents from partnering post-secondary institutions, the Parent Leadership Team (PLT) provides strategic guidance to the Dunamis Leadership team and partners. The PLT plays a significant role in the initiative by assisting with designing activities to increase social capital and helping to guide the industry to ensure it meets the needs of student parents and their families. PLT members receive a monthly stipend for their time and efforts.

03 Resource Center

The Dunamis Synergy Resource Center provides commonly needed parenting supplies that are required to keep new families healthy and safe. Examples of items include baby supplies, hygiene products, portable cribs, toys, clothing, etc.

04 Parent Leadership Academy

The Parent Leadership Academy is a 10-week college-accredited course taught in partnership with College Unbound. Through this course, parents learn about policy, advocacy, conflict resolution, and other leadership skills required to become effective change agents for themselves, their families, and their communities!

Policy Changes

Kimberly Rausch, TANF/RI Works Administrator at the Rhode Island Department of Health and Dunamis Synergy Steering Committee member, welcomed participants and shared recently won legislative gains to support parenting students and their children. Recent changes include:

Allowing College as a Sole RI Work Activity: The State Budget includes funding that allows RI Works (TANF) recipients to continue the second year of postsecondary education as a sole RIW activity.

Extending Child Care Assistance for Low-Income Students Attending Public Institution of Higher Education: The State Budget includes funding to expand child care assistance to families with incomes below 200% of federal poverty level (FPL) when aid is necessary for a member of these families to enroll or maintain enrollment in a RI public institution of higher education.

Increasing Access to the Child Care Assistance Program for Families: The State Budget includes funding to extend CCAP benefits to families at or below 200% of the FPL and will be extended until income exceeds 300% of FPL.

Increasing the Tiered Reimbursement Rate for Child Care Center Providers: The State Budget includes funding to increase the maximum weekly reimbursement rate for licensed child care centers across every tier. With this funding, childcare center providers will have more resources to make facility improvements, pay higher wages, or make other program improvements.

Retention Bonuses for Early Educators, Creation of a Workforce Registry, and Start-Up Family Child Care Grants: The State Budget includes funding for retention bonuses for early educators, the creation of a workforce registry, start-up grants for new family child care providers, and TEACH grant funding. As the child care sector recovers from the financial impact of the pandemic, these investments will help revitalize the industry and help stabilize the availability of child care services for working Rhode Island families and student parents.

Increase in Rhode Island Works Allowable Resource Limit: The State Budget includes funding to increase the resource limit for Rhode Island Works households. As a result, RI Works households will be able to have up to $5,000 in resources to support their families while maintaining eligibility.

Increase Rhode Island Works Time Limit to 60 months: The State Budget includes funding to increase the Rhode Island Works continuous time limit to 60 months from 48 months before applying for hardship. The RI Works time limit increase will further support families that need additional time to stabilize their finances.

Student Parent Portraits of Success- Roundtable Discussion

Moderator: Tammy Vargas Warner, Ph.D. Commissioner of Postsecondary Academic and Student Affairs

Panelists: Elizabeth Colon, Emmeline Orellana, and Asiata Teah

Dr. Vargas Warner, a former parenting student, led the student-parent panel discussion. The panel illustrated the experience of three student-parent participants, each with unique stories and similar challenges. First, attendees heard from Elizabeth Colon, who became a teen mom and a strong community advocate after one of her children become lead poisoned. After years of working in the community, Colon returned to school to obtain her college degree to open up more opportunities: "I had six kids of my own and raised 13 foster kids. My degrees took 29 years to earn because I was raising kids, and I never put my educational needs first."

Emmeline Orellana, a single mother who works two jobs and recently applied for Masters's in Public Administration at Johnson & Wales University, relates to the stressors of being a parent while also trying to return to school. The federal poverty guideline prohibits her from gaining childcare: "I finally found an apartment and continue to work 2 to 3 jobs…my biggest struggle is childcare. I make too much to get subsidized care but cannot pay for it. I am stuck." Even with the new changes to the FPL statute, she does not qualify for the help. In addition to everyday needs like access to childcare and stable housing, there were nuanced conversations on assessing student needs. For example, the panelist expressed how colleges and universities cater to traditional straight out-of-high school students. However, non-traditional students with multiple competing responsibilities, such as parents, are not provided enough information to access campus and community resources. For example, offering students who are newcomers, English Language Learners, and returning students with tech navigation support, "I came from Liberia and am going to college here. Young [students] kids who don't have [technology] barriers were doing ok, but I wasn't assisted," Asiata Teah.

"Just because you become a parent doesn't mean you don't have goals," Emmeline Orellana, Parent Leader.

As employers seek candidates with a higher level of education to fill roles, it will be critical for higher-education institutions to assess properly where students are and how to meet their needs to succeed. Parents also expressed the need for flexibility from school and their employers. "Flexibility is the biggest issue, especially for women in the workforce with children. There are high expectations on us to be good parents, go to school, and work," said Elizabeth Colon. Dr. Vargas Warner emphasized the need for higher education institutions to see students as people. Although, parents require a robust support system and resources. They are competent individuals who add value to their communities, "Just because you become a parent doesn't mean you don't have goals," Orellana.

Suggestions that Emerged During the Discussion:

- Providing book vouchers to lessen the cost burden that parents face.
- Inquiring about the parental status on college applications or during enrollment to identify and match services to support student parents.
- Creating a need assessment survey that would be utilized for all state schools.
- Offering financial assistance for parents pursuing graduate degrees.
- Creating different learning opportunities outside a traditional four-year college track, e.g., Stackable Credits, where parents obtain credits for their lived and work experiences to minimize the time and money it'll take to earn a college degree.
- Ensuring parents are appropriately matched to their advisors and provided with on-campus and community resources. For example, RI Connect, where the student would be able to receive funding to support basic needs.
- Make college campuses family-friendly: activity rooms for children, dinners, and onsite childcare.
- Providing childcare reimbursement to friends and family members to watch student parents' children.

Parent Leadership, Policy, and Practice Solutions to Increase Student Parent Post-Secondary Success

Keynote Speaker:

S. Kwesi Rollins, VP of Leadership and Engagement, Institute for Educational Engagement

S. Kwesi Rollins presented national data on the profile of student parents. He explained that 1 out of 5 undergraduate students is a parent. Student parents are typically older than traditional students and are more likely to be a person of color. Additionally, parenting students are more likely to be enrolled at community colleges, are at higher risk of dropping out without the proper resources, and have nearly twice the student loan debt. Unsurprisingly, COVID had a significant effect on student parents, leading to a decline in community college enrollment by 10% as parents were navigating the instability exacerbated by the pandemic: food insecurities, loss of wages, challenges affording rent, and lack of access to childcare.

However, with proper support, parents can strive. Mr. Rollins reported that student parents like to do better and succeed in college when they provide the right wrap-around services and flexibility. Colleges and universities have the power to make it easier for parents to achieve by implementing rolling admissions, hiring faculty memebers who will provide guidance and clear expectations for degree completion, and emphasizing need-based financial aid.

Mr. Rollins had the stakeholders hold group discussions focusing on student voices. He asked participants to consider what stakeholders were missing from the conversation, realistic goals to meet the family's needs and missing data points that will provide a complete analysis of student parents. Participants noted that larger employers should be involved with these discussions. These employers should include state and local government, anchor institutions, nonprofits, and private sector businesses. For example, local chambers of commerce could help identify critical influential business leaders, advocate to advance policies that support parents, and demonstrate how these policies and procedures suit local workforce development and help boost the economy.

Not addressing parents' needs can severely affect their children's and communities' well-being. Studies have shown that children born into poverty are more likely to remain in poverty. Mr. Rollins suggested that the 2 Generation approach must be front and center when supporting these student families. Adding supports like access to Pre-K initiatives, early learning, and good quality childcare can give parents the help they need to help break the cycle of poverty.

Please refer to Mr. Rollins' presentation in the attachments for additional details.

When student parents are given the proper wrap-around services and flexibility, they are more likely to do better and succeed in college.

Keynote Q&A

Nancy Rabidoux from the University of RI: A few student parents mentioned how difficult it is to succeed. How could institutions of higher education help?

- One student parent suggested setting up committees for student parents where they can share knowledge. The process needs to be grounded and authentic, and schools must continually find ways to support parents; this could look like a student union for parenting students.

Omar Reyes from RIOPC: Do student parents engage first with stackable credentials and then attend postsecondary institutions?

- Mr. Rollins suggested looking into the ASPEN Institute/Ascend as a data source. Some sectors will honor lived experiences and prior learning. However, there isn't any current data he knows that could directly answer his question. Elizabeth Colon noted that College Unbound has started tracking that data for their students as part of their efforts to determine credit for prior learning.

Emerging Suggestions from the Panel and Keynote Discussions

- Employers and schools must provide parents with flexibility and ample time to complete their assignments.
- Employers should provide tuition assistance programs when possible.
- Schools should be more intentional with providing parents access to advisors, professors, and other faculty members willing to listen and work with parents.
- Schools should offer flexible courses, e.g., online and hybrid options.
- Schools should establish policies and practices to retain students and make it easier for students to reenroll should they take a leave of absence.
- Schools should offer programs and degrees that are affordable, easily transferable college credits, and provide credit for prior learning.

What We Know About Parenting Students in Rhode Island

DataSpark RI

Cas Wilkinson Saldana, Analyst, DataSpark RI

DataSpark is a program unit of Rhode Island's flagship public research university. For nearly 30 years, DataSpark has used data to inform, empower, and inspire creative decision-making and research. DataSpark built and now maintains and operates Rhode Island's Statewide Longitudinal Data System (RI SLDS), also known as the RI DataHUB. The RI SLDS links previously siloed data using a proprietary machine learning algorithm. (source DataSpark RI)

What We Know About Parenting Students In Rhode Island

IIn 2019, Dunamis Synergy contracted DataSpark to analyze outcomes of parents ages 15-25 who gave birth between 2010-2015. Utilizing a sample of 11,874, DataSpark tracked the outcomes of young women in various stages of their academic careers. Dunamis tapped into DataSpark once again to update their previous study. DataSpark found that young women who gave birth before entering college were more likely to drop out without obtaining a degree than those who had their children later in their college careers. In addition, roughly 5% of all female parents who enrolled in college completed their degree.

Only 5% of all female parents who enrolled in college completed their degree.

Women of color are more likely to drop out of college during their second year.

80% of the women were enrolled at Community College of RI.

Young mothers who gave birth after enrolling in higher education are more likely to graduate

The most common type of employment was in food & accommodation.

On average Black mothers annual wages were slightly less than White and Latina mothers.

Additional Parent Profile

- 63.5% are low income
- 20.7% have a disability
- 9.8% are English language learners
- 33% experienced homelessness
- 88.2% are unmarried
- 58.9% are 21 years or older at their child's birth

For the full presentation and previous study, please see the attached document.

Student Parent Survey

Michael Walker, Director of Institutional Research and Instructional Design, College Unbound

92% of the survey respondents were women

42% ages 30-39
29% ages 25-29
8%   ages 20-8
3%   ages 19 & below

In early 2022, Dunamis partnered with Professors Michael Walker's survey design class at College Unbound to generate a survey that would be administered to current and previous student parents in Rhode Island. Most of the students in the class were older adults and student parents. Before the survey went live, Professor Walker met with Dunamis Synergy's Parent Leadership Team members, who provided feedback and requested additional questions regarding mental health and learning disabilities. The survey was shared with multiple partners, including colleges and universities, funders, and hundreds of RI Department of Human Services program participants. At the time of the convening, 44 parents had responded. Respondents were overwhelmingly women, 92% and 42% were between the ages of 30-39, and 38% of the participants had children under eight years of age

Factors that Make You Unable to Attend Class or Complete Assignment

- 65% Childcare
- 67% Physical Health
- 67% Mental Health
- 52% Take Care of Family members (other than a child)
- 62% Public Assistance Requirement
- 63%Transportation

Notably, 67% of parents reported that they could not attend class or complete their assignments due to their physical and mental health. This revelation is an opportunity for policymakers to increase access to mental health services on campus and/or set up coordination of care between the parent's primary care physician for a smoother referral process to an off-campus therapist.

Factors that Prevented You from Enrolling

- 48% Financial Aid
- 25% Transcripts from Another School
- 48% Financial Hold
- 30% Academic Hold
- 38% Confidence in Coursework
- 40% Meeting Times

Parents who owe money to colleges or universities cannot access their official transcripts, which prevents them from obtaining their college credits. As a result, parents cannot claim and transfer those college credits. This year the RI House of Representatives introduced Bill 7061 (H-7061), sponsored by Rep. Baginski and six additional co-sponsors that would ban colleges and universities from withholding academic transcripts from students because of unpaid tuition fees. However, that bill is currently being held in committee for further study.

78% of parents enrolled in school reported that access to financial aid grants and loans was a top priority. In addition, 67% identified access to career advising and 65% academic support as crucial to their success. Given the figures, policymakers can enhance their career centers by leveraging and creating partnerships with business leaders to support parents in gaining employment and earning livable wages. Deepening relationships with business stakeholders outside the typical job fair offers institutions a real opportunity to ensure their students' success after graduation.
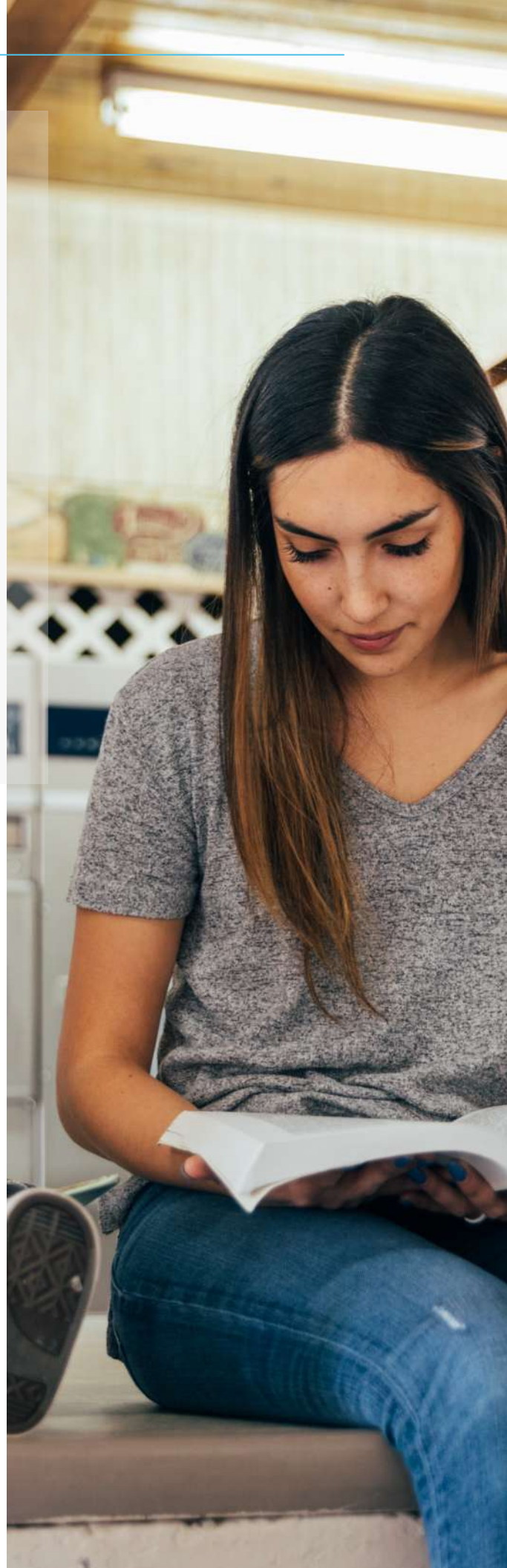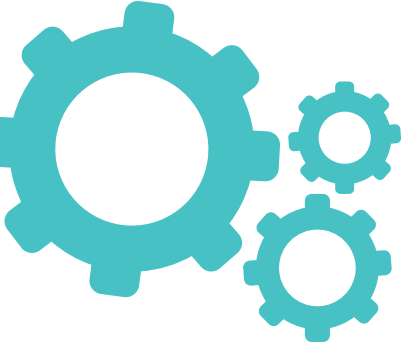
Goals and Actions Breakout Groups

Stakeholders and parent leaders were tasked with breaking into small table discussions based on one of four themes that had emerged through focus groups conducted with student parents before the convening. Themes included Housing, Post-secondary Supports, Childcare and Early Learning, and Parent Leadership and Advocacy. At the beginning of the exercise, both the Childcare and Parent Leadership tables decided to merge groups to discuss both themes. The groups were asked to reflect on student parent experiences, data, and the keynote presentation and to work as a group to answer the following two questions:

Q1. What system wide Goals would your table like to see achieved over the next 36 months in Rhode Island?

Q2. What are the most impactful actions that can be initiated or achieved over the next six-12 months to advance your desired goals?
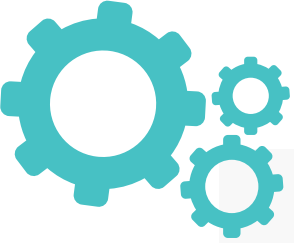
Housing

Goal	Action
Create more affordable housing options for parenting students that includes childcare and other "2 Gen" supports	Convene representatives from RI Housing, Post-Secondary Institutions, the Office of the Post-Secondary Commissioner and DHS with student parents to develop a plan/model.

Collect best practices from the Jeremiah Program (MN and National), the Family Scholar Initiative (KY), and MA Coop dorm for student parents to develop a student parent housing model (with on-site childcare) in Rhode Island.

Align and secure resources required to develop and implement the model and build new housing units for student parents.

Identify a suitable/accessible site to build the housing/childcare.

Determine if unfilled dorms can be used for student family housing at post secondary institutions. |
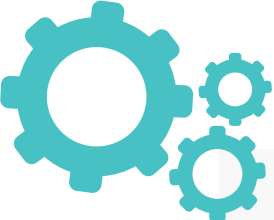
Childcare, Early Learning & Parent Leadership and Advocacy

Goal	Action
Increase access to childcare on campus with flexible scheduling/ Place CCAP sites at or near post secondary institutions.	Learn why childcare sites at institutes of higher education were closed in the past.
Increase funding for childcare (outside of the traditional sources).	ID current childcare providers near post secondary institutions.
Continue to improve eligibility and rates for CCAP to make the program more accessible.	Plan teacher/childcare strikes to show how vital the service is to the public.
Secure universal Pre-K in RI.	

Post-Secondary Supports

Goal	Action
Modify RI Promise requirements to address needs of student parents (credit hours and GPA). Increase flexibility for student parents via online and hybrid instruction at all post-secondary institutions. Expand use of Prior Learning Assessments (PLAs) and Credits for Prior Learning (CPL) to support retention/completion among student parents statewide. Improve processes/structure of admission process to collect data on incoming student parents and offer support Refund "Gateway to College"	Parents advocate for increase flexibility at schools/campaign for funds. Explore stackable vs general education requirements. Eliminate general education requirements for atypical students (i.e. Working parents) is to the public.

Next Steps

Building off of work started during this convening. This fall, Dunamis Synergy is launching a series of four strategic planning working sessions in collaboration with our stakeholders and parent leaders. The session will help determine how to best support parenting post-secondary students in Rhode Island.

If you want to learn more about Dunamis Synergy, contribute your perspective, knowledge, and experience. Please visit our website at www.westelmwood.org or get in contact with our team!

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Thank You to Our Incredible Sponsors

Appendix

Keynote speaker S. Kwesi Rollins' presentation

A Few Reminders

Undergraduate student parents:

- Represent one in five college students
- Are likely to attend community college
- Are more likely to be students of color than White
- Are older than nonparents
- Are likely to have children who are preschool-aged or younger
- Have nearly twice the student loan debt of students overall
- Have higher GPAs than students who are not parents

Key Findings – *Mostly Good News*

- Most returning adult students can persevere to completion, if given sufficient time and support.
- Completers usually meet or exceed the goals they set.
- Adult returners re-enroll for both personal and job-related reasons.
- Financial issues are crucial to returners.
- Postsecondary institutions can make a difference to adult re-enrollment.
- Institutional practices that meet the unique scheduling needs of adult returners contribute to their success.
- Clear academic pathways and policies help yield success.
- Returners' personal lives and circumstances provide motivation and support.

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A Tale of Two Sisters

Implications: Postsecondary Institutions

Student Parents Need… flexibility to re-enroll and complete a credential. This includes:

- Affordable degree programs, rolling admissions, clarity about requirements, and opportunities to transfer and/or earn credit for prior learning
- Courses offered online and/or at times and places accessible in their busy lives
- Policies that help them remain enrolled or to easily re-enroll if they run into new challenges
- Access to knowledgeable staff and faculty willing to work with them

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Implications: Policymakers

Student Parents Need Policies That…
- Focus on need-based aid
- Eliminate eligibility requirements based on age or length of time since HS graduation
- Allow state aid to be used for part-time enrollment and at community colleges
- Channel federal stimulus funds toward supporting institutions and services that promote success (child care options, training for workforce reentry, and basic needs support)
- Improve data collection across the state higher education system

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Implications: Employers

Student Parents need …

- Employer tuition assistance – they need more, not less and mechanisms that don't require reimbursement after expenses
- Flexibility and support

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Implications: *For All of Us*

- Collaboration and planning is a good first step
- Sustaining cross-sector, inter-agency partnerships are a must
- Being intentional about centering parent voice and student parent leaders in your collaboration and planning is critical
- Remember that two-generation (2Gen) approaches build family well-being by intentionally and simultaneously working with children and the adults in their lives together.
- Families come in all different shapes and sizes and must be able to define themselves

COVID-19's Impact

- Student parents have experienced compounded challenges triggered by the COVID-19 crisis.
- Student parents sit at the nexus of race, gender, and class equity issues that were exacerbated by COVID-19 given that they are likely to overlap with populations hardest hit by the pandemic.
- Student parents are likely to have experienced enrollment declines as a result of conditions created by COVID-19.
- As of the 2020-2021 academic year, enrollment at community colleges—where the largest share of student parents were previously enrolled—declined by nearly 10 percent.
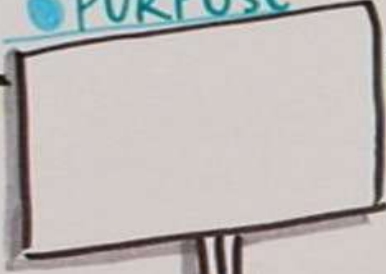
My challenge to you

- Uncover as many of your stories as you can and learn from them – *this process is about new stories*

- Don't forget about student fathers

- Remember that Covid-19 exacerbated racial inequities

- Remember that strategic planning is part of the work but it is not the work

- Don't get lost in abstract intellectual exercises and lofty language – bridge the gap between espoused values/desired outcomes and your current reality

- Staff the collaboration and plan now on how to sustain collaborative practices and partnerships beyond the life of the grant

Discussion Questions

- How can we center parent voice and student parent leadership throughout the process?

- How can we keep this planning process grounded and authentic?

- Who's missing from this conversation?

- Is the goal reasonable? Doable?

- What data is missing – what more do we need to know to achieve our goal?

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Thank You
&
Good Luck on Your Journey!

S. Kwesi Rollins,
Vice President for Leadership and Engagement

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Appendix

Young Mothers in RI DataSpark Presentation

YOUNG MOTHERS IN RHODE ISLAND
EDUCATION & EMPLOYMENT OUTCOMES

CASS WILKINSON SALDAÑA, DATA ANALYST

DataSpark & RI SLDS

DataSpark is a program unit of Rhode Island's flagship public research university. For **nearly 30 years**, DataSpark has used the power of data to inform, empower, and inspire innovative decision making and research.

DataSpark built and now maintains and operates Rhode Island's Statewide Longitudinal Data System (RI SLDS), also known as the RI DataHUB. The RI SLDS links previously siloed data using a proprietary **machine learning algorithm**.

Benefits to Rhode Island

The RI SLDS is a State resource, supporting the State's policy and decision-making priorities. DataSpark leverages the RI SLDS to answer policy questions and support research, evaluate programs and measure investment, and **improve the lives of Rhode Islanders**.
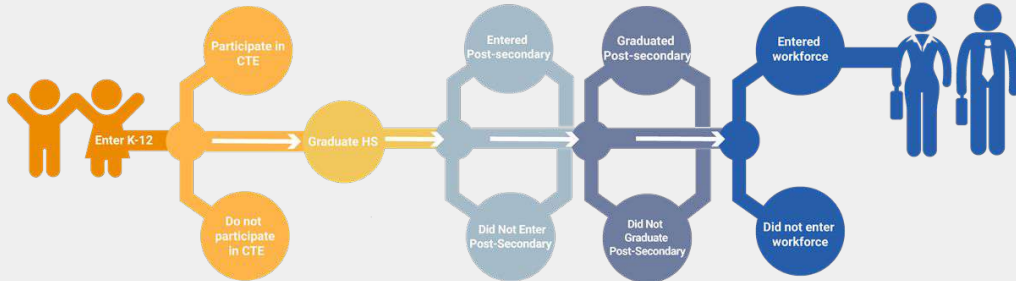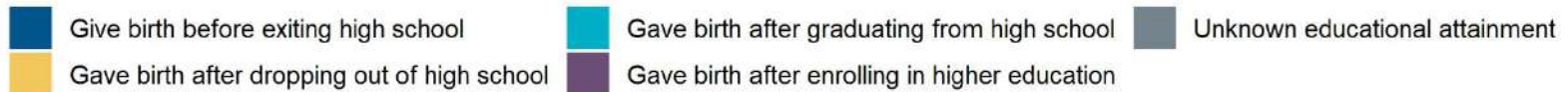
Education-to-Employment Pipeline
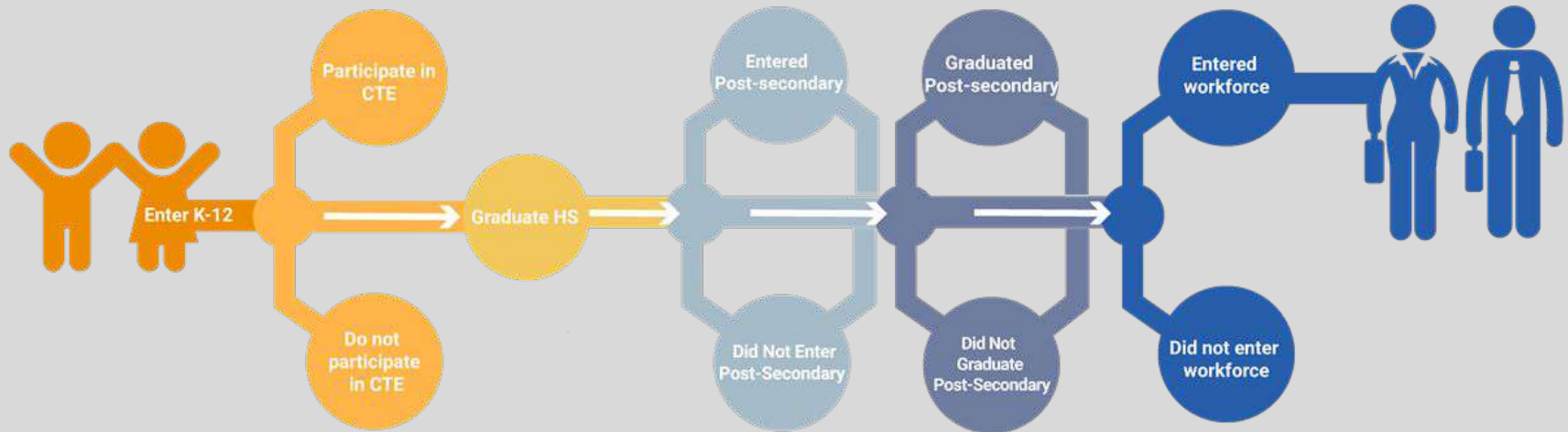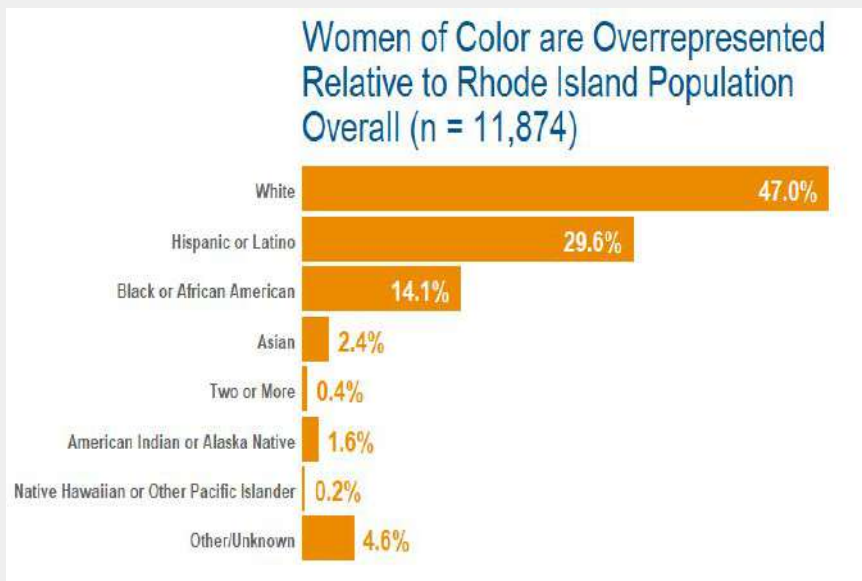
Methodology

11,874 young women

gave birth between the ages of 15 and 25
in the years 2010 through 2015
and before graduating from higher education

Methodology, cont.

Study Cohorts (n = 11,874)

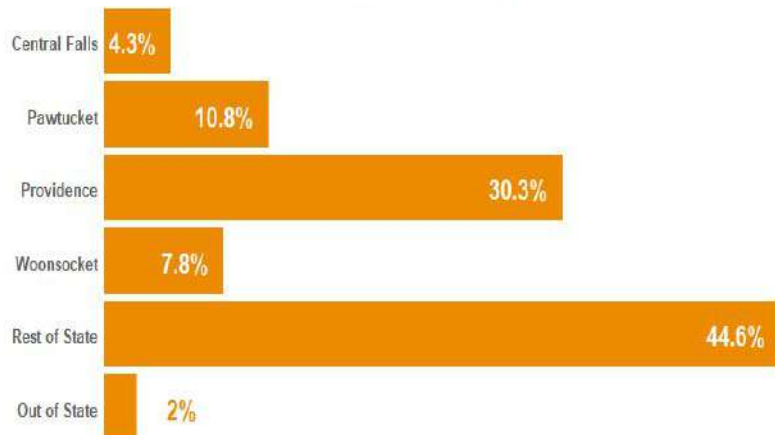| 1,031 | 2,699 | 3,309 | 4,288 | 547 |

- Give birth before exiting high school
- Gave birth after dropping out of high school
- Gave birth after graduating from high school
- Gave birth after enrolling in higher education
- Unknown educational attainment

Who are these Young Mothers?

Women of Color are Overrepresented Relative to Rhode Island Population Overall (n = 11,874)

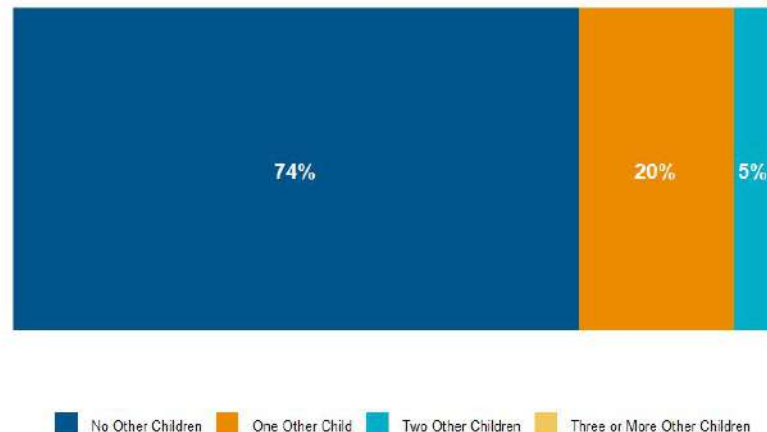|	
White	47.0%
Hispanic or Latino	29.6%
Black or African American	14.1%
Asian	2.4%
Two or More	0.4%
American Indian or Alaska Native	1.6%
Native Hawaiian or Other Pacific Islander	0.2%
Other/Unknown	4.6%

- 63.5% are low income
- 20.7% have a disability
- 9.8% are English language learners
- 33 experienced homelessness
- 88.2% are unmarried at their child's birth
- 58.9% are 21 years or older at their child's birth

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Who are these Young Mothers?

Nearly One Third of Mothers Lived in Providence at their Child's Birth (n = 11,874)

Central Falls	4.3%
Pawtucket	10.8%
Providence	30.3%
Woonsocket	7.8%
Rest of State	44.6%
Out of State	2%

Nearly Three Quarters of These Women are First-Time Mothers (n = 11,874)

74%   20%   5%

No Other Children   One Other Child   Two Other Children   Three or More Other Children
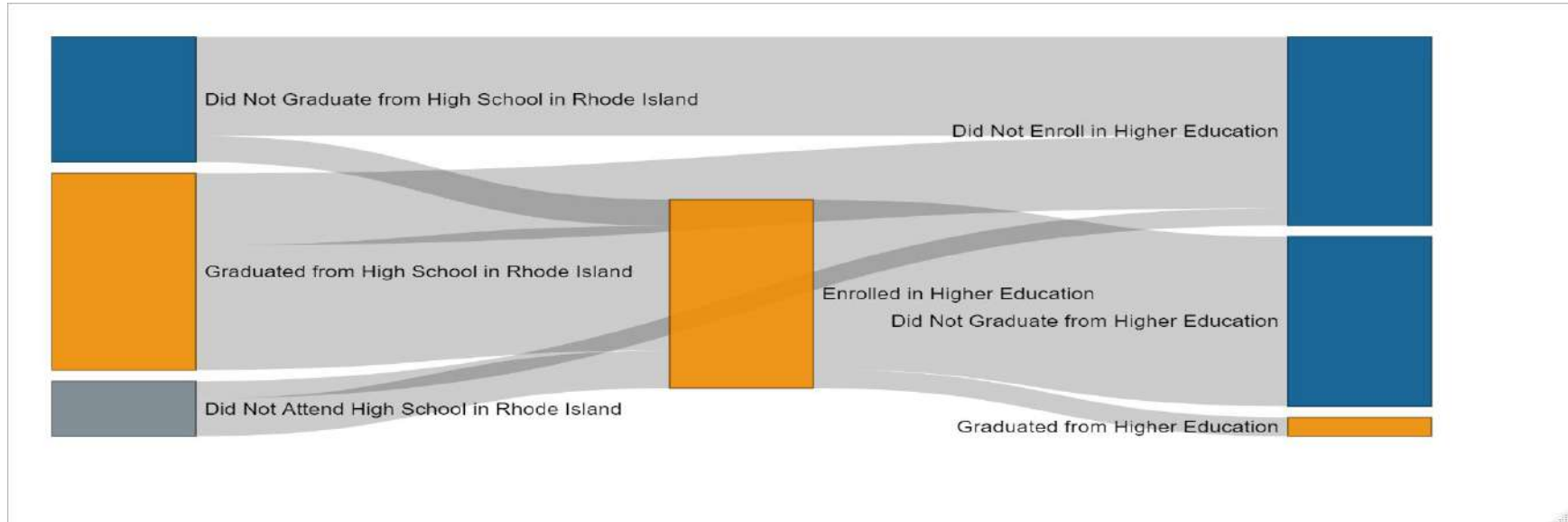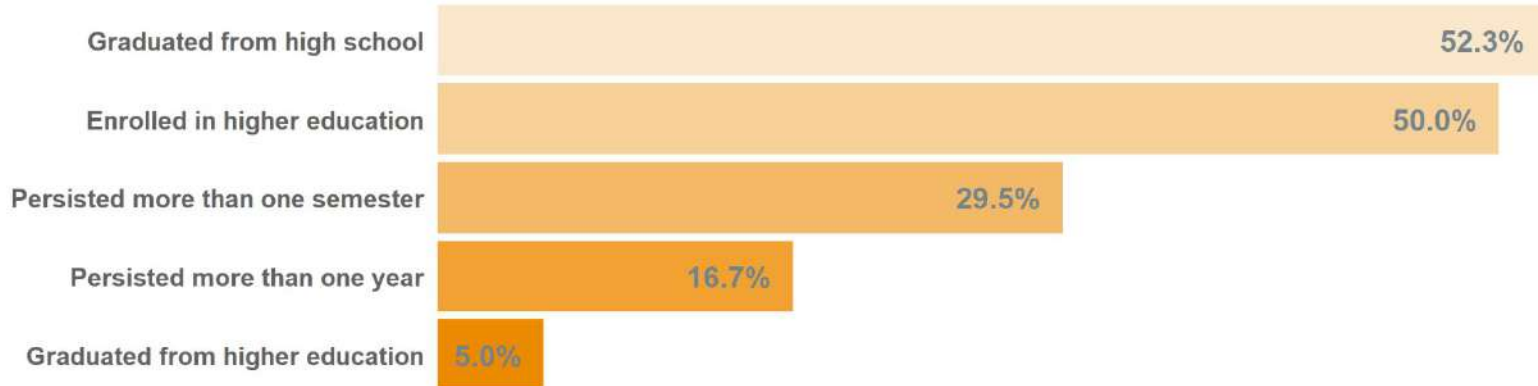
A Note about Fathers

340 fathers

- Only 42.8% whose race or ethnicity is known
- Only 84 are found in RI SLDS education records
- Only 161 are found in RI SLDS employment records

Educational Outcomes

Educational Outcomes

Only Five Percent of Young Monthers Graduated from Higher Education (n = 11,874)

Graduated from high school	52.3%
Enrolled in higher education	50.0%
Persisted more than one semester	29.5%
Persisted more than one year	16.7%
Graduated from higher education	5.0%

Postsecondary Characteristics

Enrolling Institutions (n = 5,940)

98.8% In-State

80.4% Two-Year

99.1% Public

80.4% Community College of Rhode Island

9.5% Rhode Island College

9.1% University of Rhode Island

0.2% New England Institute of Technology

Graduating Institutions (n = 592)

97.9% In-State

65.2% Two-Year

98.2% Public

64.9% Community College of Rhode Island

20.1% Rhode Island College

12.8% University of Rhode Island

Employment Outcomes

In the Five Years After Giving Birth, Young Mothers' Median Annual Wages Nearly Double (n = 11,000)
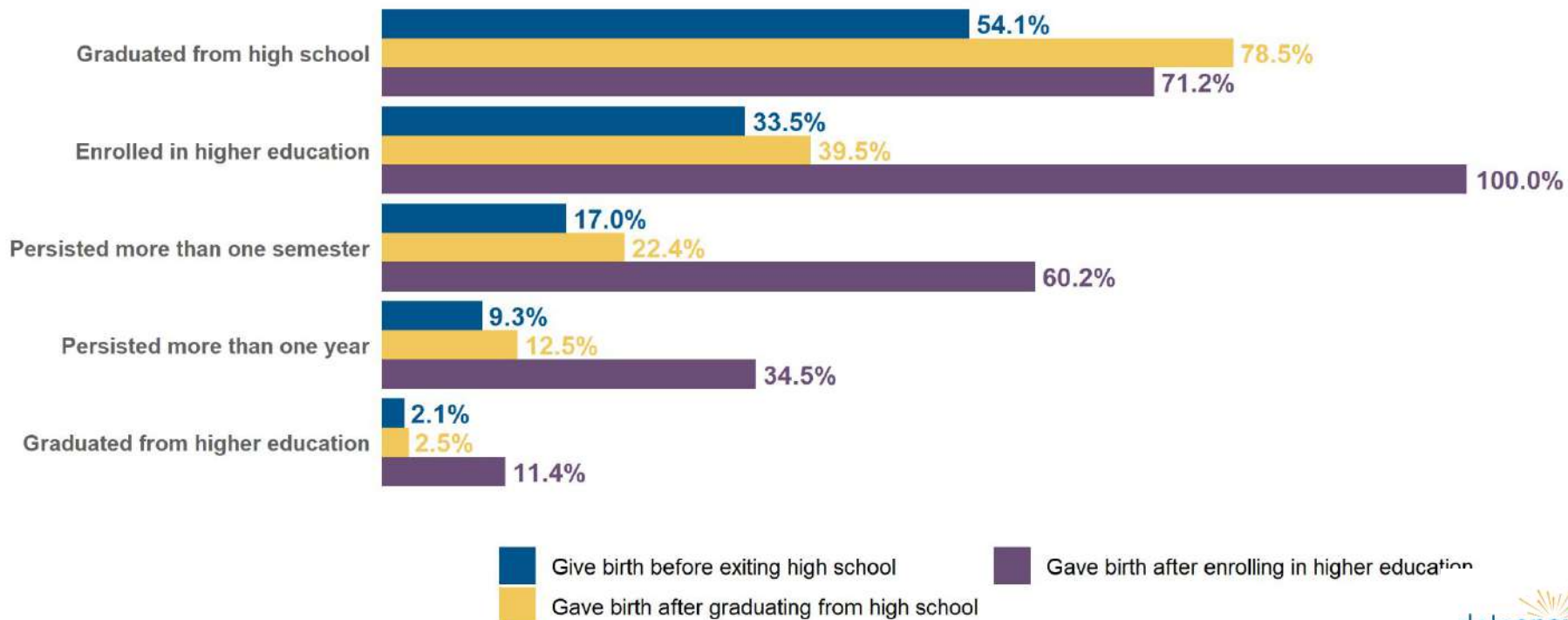
Two Years before Birth	Birth	One Year after Birth	Three Years after Birth	Five Years after Birth
$8,787.56		$9,445.84	$12,952.00	$16,189.38

Most Common Industries

Industry	Percentage of Mothers Ever Employed in this Industry (n = 11,000)
Accommodation and Food Services	64.5%
Retail Trade	58.7%
Healthcare and Social Assistance	54.3%
Administrative and Support and Waste Management and Remediation Services	41.9%
Other Services (except Public Administration)	17.0%

OUTCOMES BY COHORT

Young Mothers who Gave Birth after Enrolling in Higher Education are Most Likely to Graduate (n = 8,628)

Graduated from high school
- 54.1%
- 78.5%
- 71.2%

Enrolled in higher education
- 33.5%
- 39.5%
- 100.0%

Persisted more than one semester
- 17.0%
- 22.4%
- 60.2%

Persisted more than one year
- 9.3%
- 12.5%
- 34.5%

Graduated from higher education
- 2.1%
- 2.5%
- 11.4%

Legend:
- Give birth before exiting high school
- Gave birth after graduating from high school
- Gave birth after enrolling in higher education
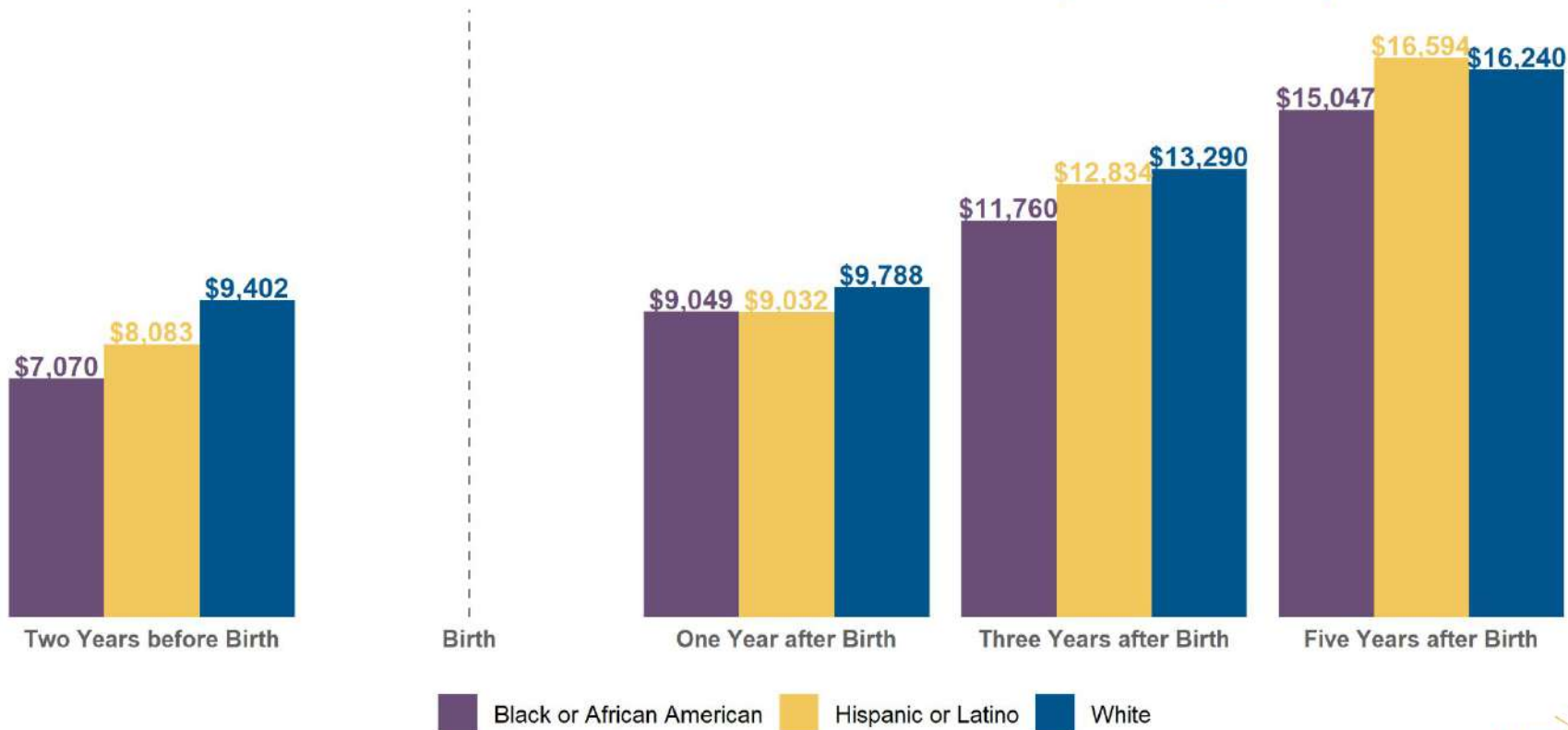
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THE UNIVERSITY OF RHODE ISLAND

OUTCOMES BY RACE & ETHNICITY

Young Women of Color are the Least Likely to Persist into a Second Year of Higher Education (n = 10,767)
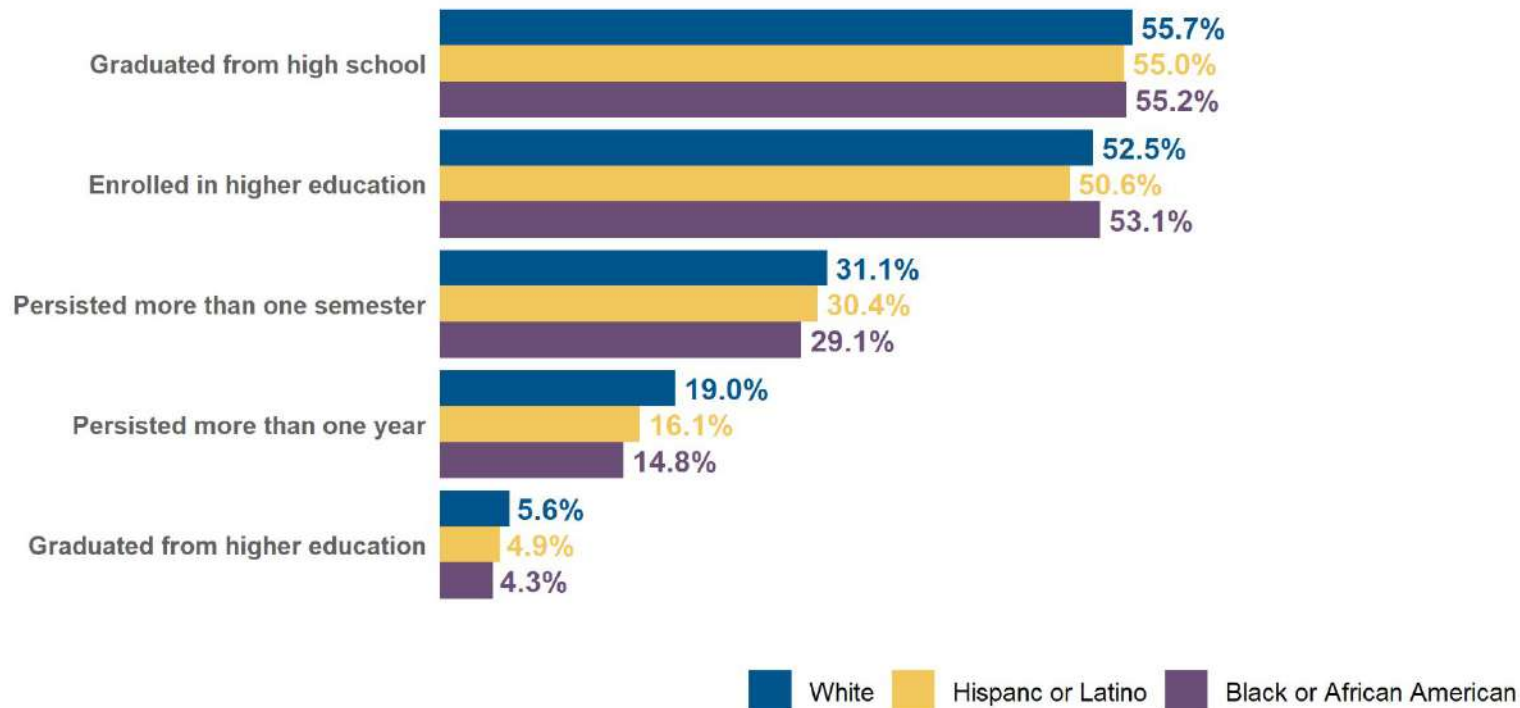
Differences in Median Annual Wages by Race/Ethnicity Are Most Pronounced Two Years before Birth (n = 10,767)

Learn More

- DataSpark, https://datasparkri.org/
- Young Mothers in Rhode Island, https://datasparkri.org/young-mothers-in-ri
- DataSpark & RI SLDS Prospectus, https://datasparkri.org/about-the-ri-slds
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What are your questions? What would you like to learn more about?