

March 22, 2023

The Honorable Robert Aderholt
Chairman
House Appropriations Subcommittee on Labor,
Health and Human Services, Education, and
Related Agencies

The Honorable Tammy Baldwin
Chairwoman
Senate Appropriations Subcommittee on
Labor, Health and Human Services,
Education, and Related Agencies

The Honorable Rosa DeLauro
Ranking Member
House Appropriations Subcommittee on Labor,
Health and Human Services, Education, and
Related Agencies

The Shelley Moore Capito
Ranking Member
Senate Appropriations Subcommittee on
Labor, Health and Human Services,
Education, and Related Agencies

Dear Chairman Aderholt, Ranking Member DeLauro, Chairwoman Baldwin, and Ranking Member Capito,

As 56 organizations, institutions, and advocates committed to promoting the postsecondary success of college students with children, we are writing to express our strong support for increasing funding for the Child Care Access Means Parents in School (CCAMPIS) Program to \$500 million—the amount needed to provide child care support to approximately 6 percent of Pell-eligible parenting students of children ages 0-5. CCAMPIS offers vital support for the participation and success of low-income parents in postsecondary education through the provision of subsidized child care and is widely recognized as one of the most important supports for parenting college students.

Parenting students—many of whom are also working parents—are striving to provide a better life for themselves and their children. Unfortunately, parenting students, particularly those who are single, face acute financial, work, or caregiving demands that can complicate their ability to persist to graduation. The many challenges they face balancing child care, academics, one job or several jobs, and precarious finances can often become barriers to their ability to persist in higher education. [Recent data](#) from the 2020 Gallup-Lumina Student Study demonstrate that parenting students are more likely to cancel or pause their educational journeys than students without children. Yet, a recent [Congressional Research Report](#) showed that parenting students with access to reliable and affordable childcare through CCAMPIS funding had a persistence rate of 78% compared to the 75.5% persistent rate of all students. **Increasing CCAMPIS funding to \$500 million in the Labor-HHS-ED appropriations bill would ensure that roughly 100,000 more parenting college students receive the child care assistance they need to continue their educational journeys and be successful in college.**

As is highlighted in the recently passed S. Res. 777 designating September as [National Student Parent Month](#), parenting students are a growing student population, uniquely motivated to excel in their programs of study, despite the many challenges they face. Nearly 4 million college students are parents of dependent children, representing more than one in five undergraduates in the United States, and of those 4 million, 1.8 million are Pell Grant recipients. Many of these parenting students are balancing college and parenting without the support of a spouse or partner: 1.7 million women in college are single mothers. Parenting students are more likely than other students to live in poverty and incur substantial student debt—largely due to the high cost of child care. Parenting students also spend significant time providing

care, with 21 percent of community college students spending more than 20 hours per week caring for dependents, according to the [2020 Community College Survey of Student Engagement](#).

Access to affordable child care is essential to help parenting students succeed in college. Data from one community college show, for example, that usage of the campus child care center led to a 21 percent increase in degree attainment over the rate for parenting students who did not access the center. According to a [recent survey](#) of roughly 23,000 parenting students, 70 percent of respondents reported that their child care arrangement was unaffordable. Without affordable child care, parenting students are often forced to make tough decisions about their enrollment. In 2020, 28 percent of community college students reported that they are likely or very likely to leave school due to their caregiving responsibilities.

In the recently published [CRS report](#), 3,300 parenting students received help to cover the cost of childcare through CCAMPIS during the 2016-2017 school year, while there were more than 4,000 left on the waiting list. While the median cost of childcare for all parenting students was around \$500 a month, CCAMPIS funds kept the median cost for childcare around \$160 a month for low income parenting students. This significant cost difference could impact whether or not a student persists and completes their program of study or has to withdraw. Helping parenting students succeed in their postsecondary and career goals has a long-term and larger impact. Research shows that a [\\$3,000 increase](#) in a parent's earnings during early childhood yields a 17 percent increase in a child's future earnings, providing dividends for the family unit and the American economy.

The CCAMPIS program is the only federal program dedicated solely to providing child care assistance for low-income students in postsecondary settings. Other available child care assistance, such as subsidies provided through the Child Care and Development Block Grant, are important sources of support but can be challenging for parenting students to access due to restrictive eligibility rules such as work requirements and degree limitations. CCAMPIS has no work requirements and helps meet students' need for low-cost, high-quality child care. This support enables them to persist toward, and complete postsecondary credentials critical to their families' economic well-being and are associated with various multigenerational benefits. Scaling up this program to serve a larger percentage of Pell-eligible students with young children would allow CCAMPIS to reach 100,000 more students, significantly improving their chances of postsecondary success. This critical investment will also stabilize the campus child care sector, which provides a lifeline to college opportunities for students with children.

We are thankful for the progress Congress has made in recent years to move CCAMPIS funding closer to this goal and continue to strongly support increased funding for the CCAMPIS Program to \$500 million in the FY2024 Labor-H appropriations bill.

Sincerely,

Higher Learning Advocates
Achieving the Dream
Ascend at the Aspen Institute
Buckner Children and Family Services
California Competes
Clearinghouse on Womens' Issues

Council for Adult and Experiential Learning
Center for First-generation Student Success
Feminist Majority
First Focus Campaign for Children
Generation Hope
Institute for Childhood Preparedness
Institute for Higher Education Policy
Institute for Women's Policy Research
Jamestown Community College
Jeremiah Program
Jobs for the Future
John Burton Advocates for Youth
Lane Community College
Linn Benton Community College
LeadMN - College Students Connecting for Change
Mothers of Color in Academia
NASPA-Student Affairs Administrators in Higher Education
National Association of State Student Grant and Aid Programs
National Skills Coalition
National Women's Law Center
New America
Oregon State University Cascades
Partners for Rural Impact
Portland Community College Child Development Center
Raise the Barr
Save the Children
SchoolHouse Connection
State Higher Education Executive Officers Association
Student Basic Needs Coalition
Student Parent HELP Center U of M
Students United
Student Veterans of America
Teamer Strategy Group
The Education Trust
The Graduate! Network
The Hope Center for College, Community, and Justice
The Institute for College Access & Success
The JED Foundation
Tragedy Assistance Program for Survivors (TAPS)
uAspire
University of Hawaii Student Parents At Manoa
UPCEA
Student Veterans of America
The Institute for College Access & Success
Women Employed
Young Invincibles

Individuals

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Pam Eddinger, President, Bunker Hill Community College
Theresa Anderson, Principal Research Associate, Urban Institute