



Data-to-Action Campaign for Parenting Students

Using Data to Strengthen Your CCAMPIS Application

May 14, 2026



Theresa Anderson
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Welcome!



Afia
Adu-Gyamfi



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Theresa
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*The information shared also
builds on the work of
additional Data-to-Action
Team members:*

[urban.org/projects/
data-action-campaign-
parenting-students](https://urban.org/projects/data-action-campaign-parenting-students)



Please share your:

- Name
- College or Organization
- Role
- If you've received a CCAMPIS grant in the last 10 years
 - If so, one thing you've learned

Getting ready

To get the most out of this session:

- Open your CCAMPIS application draft or notes document and have it ready to jot down ideas
- Be ready to scan QR codes and save links
- Put questions in the Q&A – we may not get to these, but we will try!
- Schedule a meeting with your team to talk through any ideas that emerge
 - If you haven't already engaged with your institutional research office, be ready to call them up!

We do not have all the answers— But your colleagues might

- Get access to an ongoing conversations by joining the Student Parent Action through Research Knowledge (SPARK) Collaborative → studentparentaction.org/join-us
- Then you can be part of a CCAMPIS constellation—an online community for questions, idea-sharing, and collaboration hosted in the platform Circle: the-sporg.circle.so/c/ccampis



All the CCAMPIS information

- ED site: www.ed.gov/grants-and-programs/grants-special-populations/grants-economically-disadvantaged-students/child-care-access-means-parents-school-program-84335a
 - Includes webinar slides and FAQs
- Grants.gov posting: grants.gov/search-results-detail/361967
- Selection criteria: www.ecfr.gov/current/title-34/subtitle-A/part-75/subpart-D/subject-group-ECFR33307b241f927e7/section-75.210
- Past awards: tinyurl.com/CCAMPISawardssummaryUrban



A few key tips:
Use language from the solicitation exactly. Reviewers have flagged missing terms like “low-income student” as point losses.

Repeat the prompts in sentence form.

Write for a general audience. Many reviewers have been legislative staff in the past.

Present data visually where you can.

Disclaimer:

This session is for informational purposes only. The Urban Institute does not have advance knowledge of how applications will be scored by the US Department of Health and Human Services, and participation does not guarantee a funding award. All comments and suggestions are those of the presenter(s) and do not reflect official positions or recommendations of the Urban Institute.

Several data-driven elements of the solicitation

(a) Need for the project (24 points)

The Secretary considers the extent to which the applicant demonstrates, in its application, the need for campus-based child care services for low-income students, by including the following:

- (i) Information regarding student demographics.
- (ii) An assessment of child care capacity on or near campus, including information regarding the existence of waiting lists for existing child care.
- (iii) Information regarding additional needs created by concentrations of poverty or by geographic isolation.
- (iv) Other relevant data.

Several data-driven elements of the solicitation

(b) Quality of project design (36 points)

In determining the quality of the design of the proposed project, the Secretary considers the following:

(ii) The extent to which the design of the proposed project demonstrates meaningful community engagement and input to ensure that the project is appropriate to successfully address the needs of the target population or other identified needs and will be used to inform continuous improvement strategies.

(iii) The likely benefit to the intended recipients, as indicated by the logic model or other conceptual framework, of the services to be provided.

Several data-driven elements of the solicitation

(d) Quality of project evaluation (12 points)

In determining the quality of the project evaluation, the Secretary considers the following:

- (i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- (ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Need for the Project

This references the statutory scoring criteria, which differs slightly from the grant solicitation

Official scoring criteria

(2) In determining the need for the proposed project, the Secretary considers one or more of the following factors:

- (i) The data presented (including a comparison to local, State, regional, national, or international data) that demonstrates the issue, challenge, or opportunity to be addressed by the proposed project.
- (ii) The extent to which the proposed project demonstrates the magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.
- (iii) The extent to which the proposed project will provide support, resources, or services; or otherwise address the needs of the target population, including addressing the needs of underserved populations most affected by the issue, challenge, or opportunity, to be addressed by the proposed project and close gaps in educational opportunity.
- (iv) The extent to which the proposed project will focus on serving or otherwise addressing the needs of underserved populations.
- (v) The extent to which the specific nature and magnitude of gaps or challenges are identified and the extent to which these gaps or challenges will be addressed by the services, supports, infrastructure, or opportunities described in the proposed project.
- (vi) The extent to which the proposed project will prepare individuals from underserved populations for employment in fields and careers in which there are demonstrated shortages.

Questions to ask yourself

Can you identify
your parenting
students?

Can you identify
your parenting
students who
are *low income*?

Can you identify your parenting students?

FAFSA will not work!

urbn.is/NoMoreFAFSAforSPs



Ideal is routine data collection



Application



Routine Data Update:
Registration Intake or Nudge

Can you identify your parenting students?



DATA-TO-ACTION CAMPAIGN FOR PARENTING STUDENTS

URBAN INSTITUTE

How Should Colleges Collect Parenting Student Data? (Version 2.0)

An Updated Guide for Policymakers and Practitioners

Nathan Sick and Theresa Anderson
URBAN INSTITUTE
August 2025

Summary of Recommendations

- We recommend defining parenting students as follows: "A parenting student is someone who is enrolled in any level of education or training and is concurrently responsible for (or imminently will be responsible for) providing for a child of any age. They may be a biological parent, stepparent or unmarried coparent, adoptive parent, foster parent, guardian, grandparent, extended family member, or sibling caregiver."
- We present a two-question and a one-question approach to asking students about their parenting status, with an optional supplemental question to identify single parents.
- We recommend that colleges begin by collecting students' parenting status at initial application or enrollment.
- Colleges should update data from application or enrollment at least annually at universal student touchpoints, such as at course registration intake or through an enrollment form.
- Although surveys have some appealing benefits, we do not recommend that colleges use surveys as the primary method of collecting student parenting status.
- We do not recommend relying on external financial aid data.
- We also recommend avoiding manual data entry where possible.
- Colleges should also consider how to store data, minimize threats to students, engage students, inform students, reach out to faculty, and protect sensitive information.
- We summarize known challenges and present illustrative real-world examples of how colleges have approached data collection on students' parenting status.

URBAN INSTITUTE

How Colleges Can Ask Students About Parenting Status

Nathan Sick and Theresa Anderson
March 2026

This resource draws on insights from the Data-to-Action Campaign for Parenting Students and provides recommended question options colleges can use to collect parenting status data. It accompanies a longer guide to data collection (Sick and Anderson 2025) and presents options across varying levels of complexity. Some recommendations have been refined from prior publications.

THE DATA-TO-ACTION CAMPAIGN FOR PARENTING STUDENTS

The [Data-to-Action Campaign for Parenting Students \(D2A\)](#) has partnered with colleges in California, Illinois, Oregon, and Texas to strengthen data collection and supports for student parents. Participating institutions work with the Urban Institute to assess existing resources, gather student input, refine parenting-status questions, and implement data-informed strategies to improve student success. In Texas, institutions are also building leadership hubs to support colleges statewide.

Throughout this document, boxes along the side share examples of how Texas colleges and universities can implement the recommendations.

How to Define Parenting Status

"Parenting" takes many forms. We recommend the following inclusive definition of a parenting student (or student parent):

A parenting student is someone enrolled in education or training who is currently—or soon will be—responsible for providing care or support for a child of any age. This may include a biological parent, stepparent, unmarried coparent, adoptive parent, foster parent, guardian, grandparent, extended family member, or sibling caregiver.

This definition is designed to maximize inclusion and flexibility. It intentionally avoids restrictive criteria that can limit who identifies as a parent (see Sick et al. 2023). Some states, however, define "student parent" more narrowly in statute, including:

- California (Education Code §66025.81):** A student with a child under 18 who receives more than half of their support from the student.
- Illinois (110 ILCS 149):** The parent or legal guardian of a child under 18.
- Minnesota (HF 4024):** A student who is the parent or legal guardian of, or can claim as a dependent, a child under 18.
- Oregon (ORS 350.203):** A parent, person acting as a parent, or legal guardian.
- Texas (TEC §51.9357 referencing §51.982):** A student enrolled at an institution of higher education for the current academic year who is the parent or guardian of a child under 18.

These definitions may determine how specific questions are framed or worded for students. Colleges operating in states with specific statutory definitions can adapt the inclusive definition above as needed (for example, by specifying "a child under 18"). Or colleges can collect more expansive information, but it is likely important to be able to disaggregate the data to match the formal definition.

Please note that survey questions and response options should align with the definition, but the full definition is typically not presented to respondents.

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Can you identify your parenting students?

- Otherwise, in the short term, look to:
 - Student basic needs surveys
 - e.g., Trellis Strategies' Student Financial Wellness Survey or Hope Center's #RealCollege survey
 - Student life surveys
 - Service utilization data: child care, targeted grants, Title IX, TANF, student-parent services/offices
 - Data from other related offices – e.g., veterans services, transfer office, foster youth office, reenrollment/reentry offices

Tip: If your institution doesn't currently collect parenting status data, acknowledge this explicitly in the application and describe how CCAMPIS grant data collection will help fill that gap

Questions to ask yourself

Can you identify
your parenting
students?

Can you identify
your parenting
students *who
are low income?*

Can you identify your parenting students *who are low income?*



- Work with your IR office to cross-tab with:
 - Pell eligibility AND those who would otherwise be eligible for Pell if they were not:
 - Graduate students
 - In the US on a temporary basis
- Can proxy for Pell eligibility for an individual student by using a calculator to see if SAI is <\$7,000
 - <https://studentaid.gov/aid-estimator/>

Other key resources

Geographic isolation and concentrations of poverty

Poverty map by county and Census tract:

mtgis-portal.geo.census.gov/arcgis/apps/experiencebuilder/experience/?id=ad8ad0751e474f938fc98345462cdfbf

Rural-serving institutions:

www.regionalcolleges.org/map/rsi-map

High cost of living

Data down to the congressional district level:

www.urban.org/data-tools/american-affordability-tracker

Child care availability

Profile of existing resources, if you completed one:

familyfriendlycampus.org/the-toolkit/

Child care desert map:


www.americanprogress.org/feature/child-care-deserts/

Reach out to local child care centers to gather firsthand data (enrollment, costs, subsidy processes, waitlists) and/or contact your local CCR&R: www.childcareaware.org/resources/ccr-search/

Don't forget to assess year-round need, including summer!

Other key resources

Comparisons with other parenting students



SPARK Collaborative student-parent profiles:
studentparentaction.org/resources/data-insights




NPSAS 2020 data from DataLab: nces.ed.gov/datalab/



DataLab tutorial: studentparentaction.org/resources/datalab-tutorial

Magnitude of need for your students



Not every parent needs on-campus child care!
www.urban.org/research/publication/early-childhood-education-and-care-student-parent-families-center
→ Surveys, or listening sessions, can help you characterize what students actually want and need

SPARK Collaborative will release a child care guide for colleges later this year (keep an eye out!)

Testimonials by student parents have been powerful in past CCAMPIS applications!

Other key points

Under-served populations

Other cross-tabs:

Online learners, part-time students, working students, adult learners, veterans

Race/gender are probably not valuable to emphasize for this application

Show they are under-served!

Motivate with data on completion gaps—how does child care reduce these?

Example of a college analysis:

www.league.org/innovation-showcase/supporting-one-our-most-risk-populations-student-parents

Employment

Which programs are your low-income parenting students enrolled in?

How will completing those programs lead to better employment outcomes?

collegescorecard.ed.gov/

Look for local/state news articles about college credentials and/or unmet child care needs and the effects on employment



Activity: Jot down or skim your application draft

***Note: This list may not be exhaustive!**

- Are we identifying all our low-income parenting students as best we can right now?
 - Are there any other data sources we can triangulate with?
 - Are there ways we want to improve how we identify this population in the future?
- Do we convey other characteristics of our low-income parenting students?
- Do we compare with others at the national or state level?
- Do we make a data-informed case for the magnitude of need, including specific nature of gaps or challenges?
 - Do we have any data from students themselves (surveys, focus groups, intake forms) that speaks to child care barriers specifically?
 - Do we have firsthand data from local child care providers or CCR&Rs?
 - Can we get more insight to support this case, from existing sources or in quick new data collection activities?
- Have we described the local child care market (cost, availability, waitlists) and compared it to what our students can afford?
- How can the approach be linked to better employment outcomes?

Quality of Project Design

This references the statutory scoring criteria, which differs slightly from the grant solicitation

Official scoring criteria

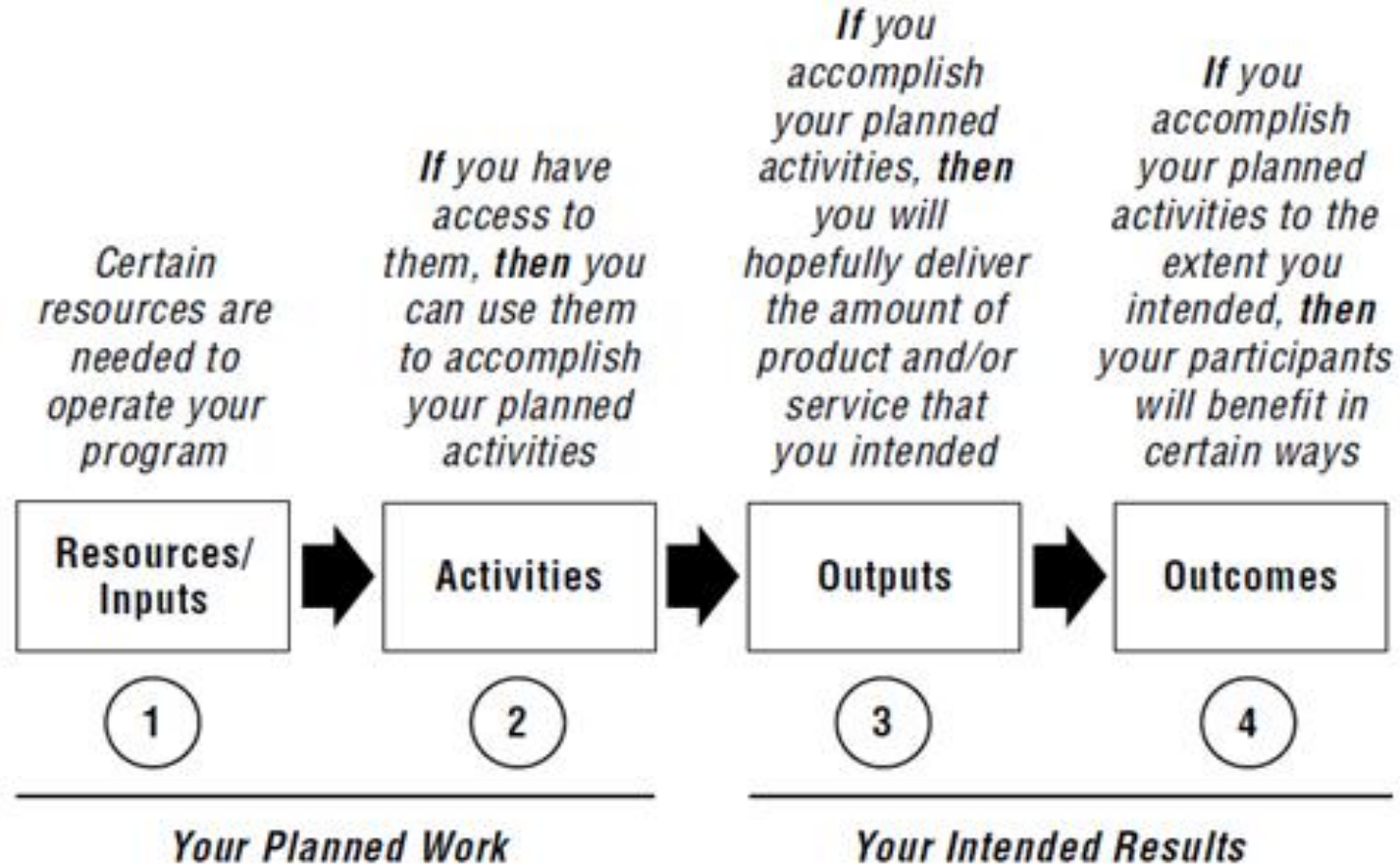
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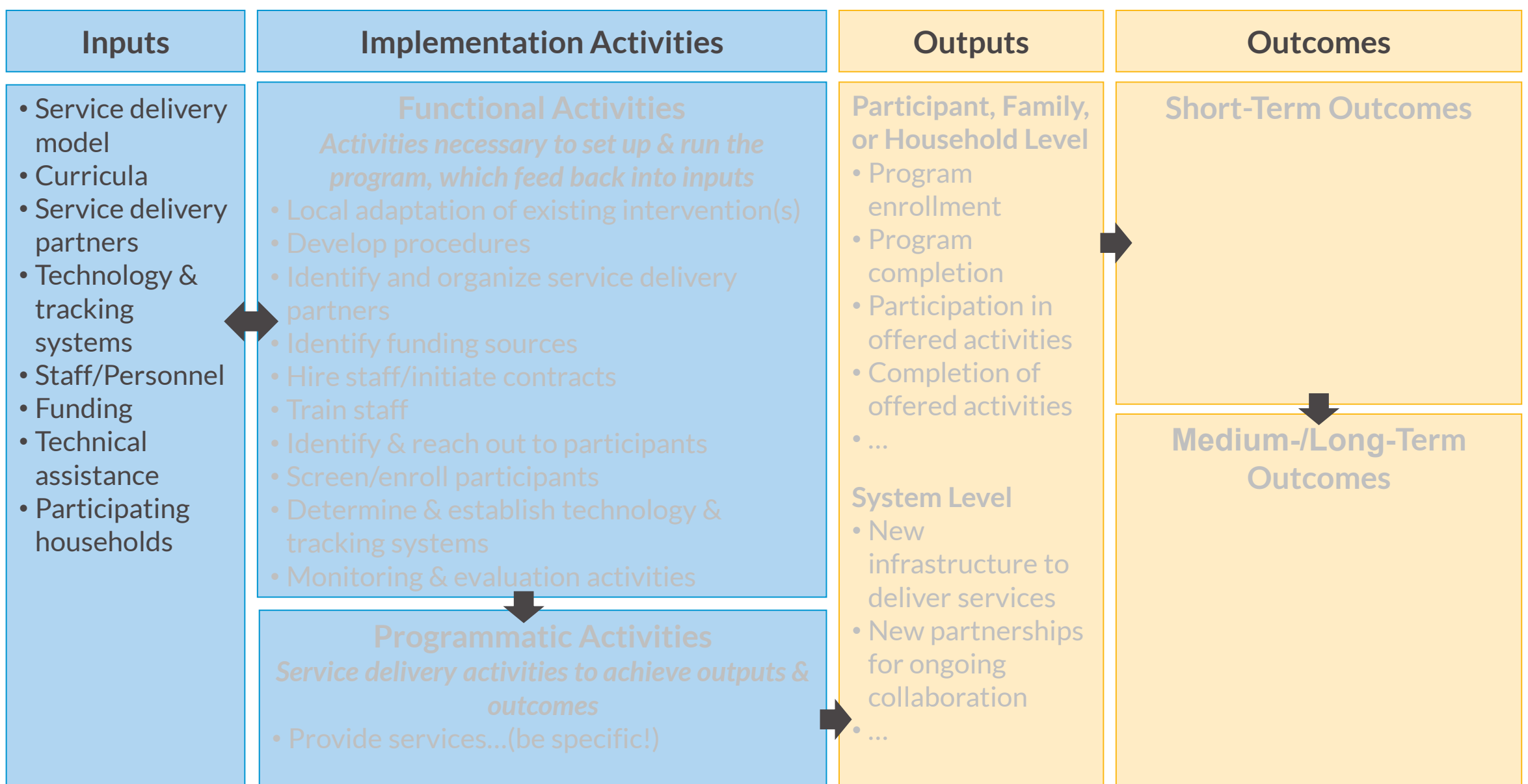
- (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, **measurable**, and ambitious yet achievable within the project period, and aligned with the purposes of the grant program.
- (ii) The extent to which the design of the proposed project demonstrates **meaningful community engagement and input** to ensure that the project is appropriate to successfully address the needs of the target population or other identified needs and will be used to inform continuous improvement strategies.
- (iii) The quality of the **logic model or other conceptual framework** underlying the proposed project, including how inputs are related to outcomes.
- (iv) The extent to which the proposed project's logic model or other conceptual framework was developed based on engagement of a broad range of community members and partners.
- (v) The extent to which the proposed project proposes specific, **measurable targets**, connected to strategies, activities, resources, outputs, and outcomes, and uses reliable **administrative data** to measure progress and inform continuous improvement...
- (xx) The extent to which **performance feedback and formative data** are integral to the design of the proposed project and will be used to inform continuous improvement.

Data can be your strongest casemaking tool

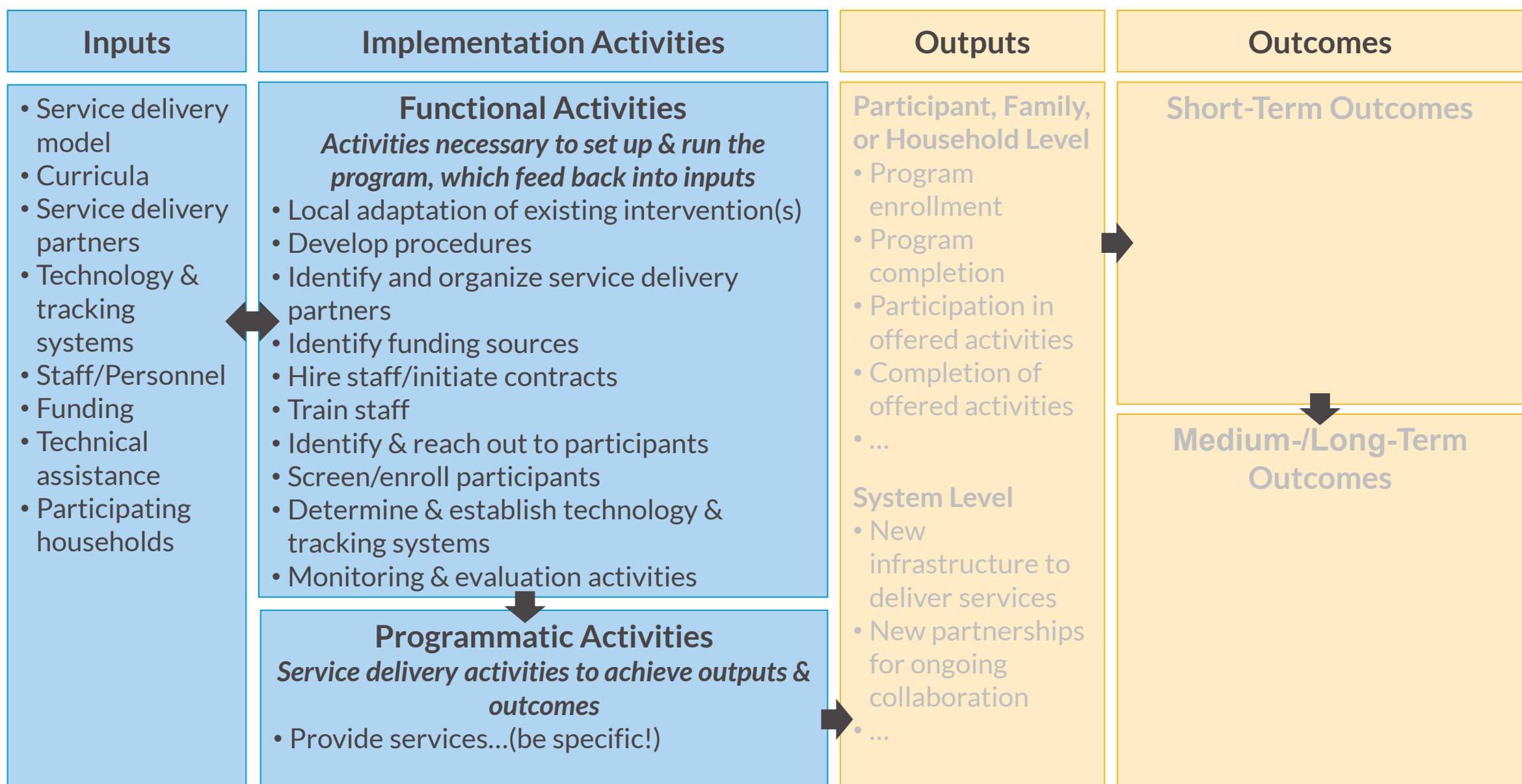
- You can likely make the case for almost any program approach if you have strong data to support it!
- If you have tried a version of it before (e.g., drop-in care), use data to show if it worked and how it can be stronger under this grant effort
 - If it didn't work before, why? Can it be improved?

Logic model structure

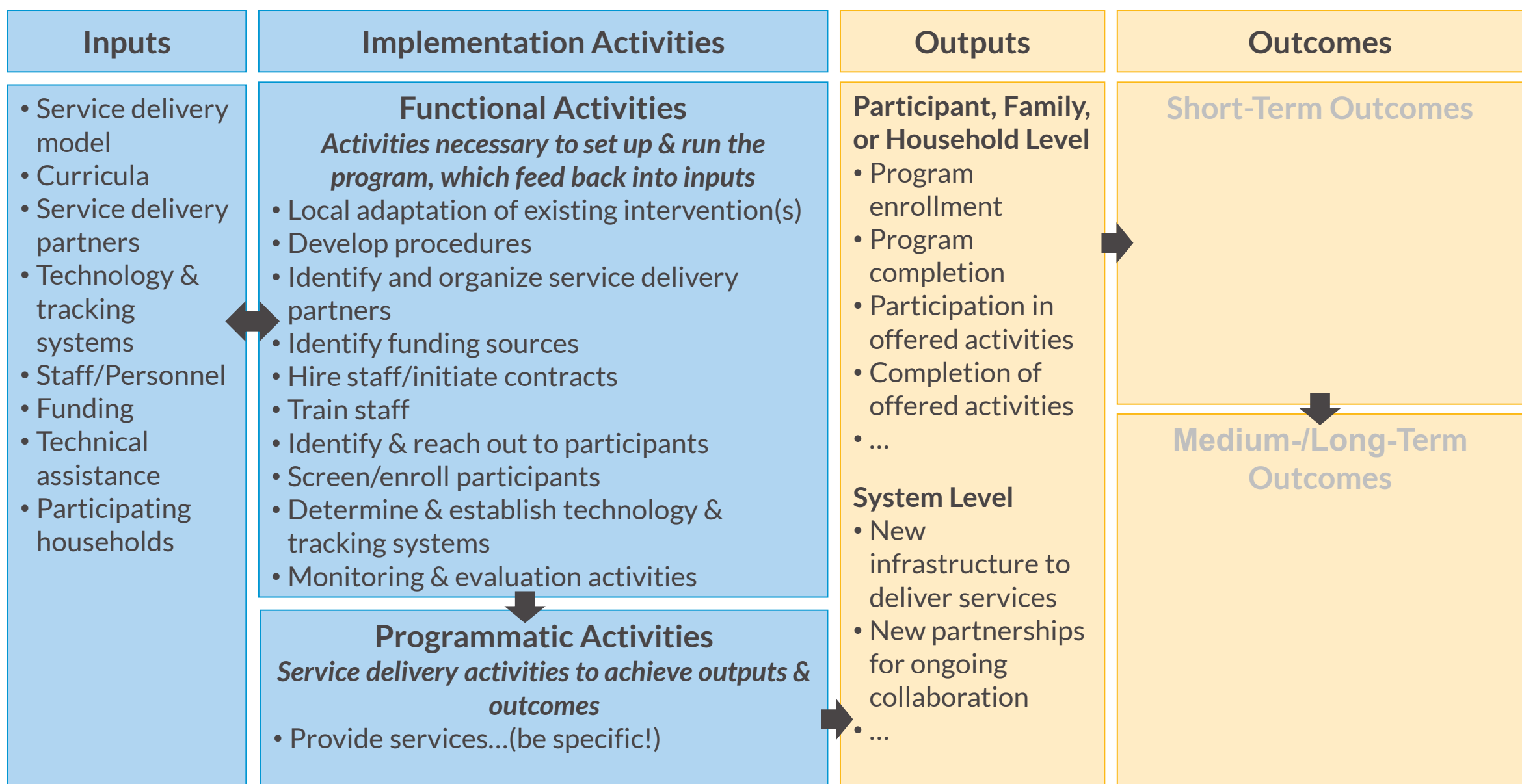




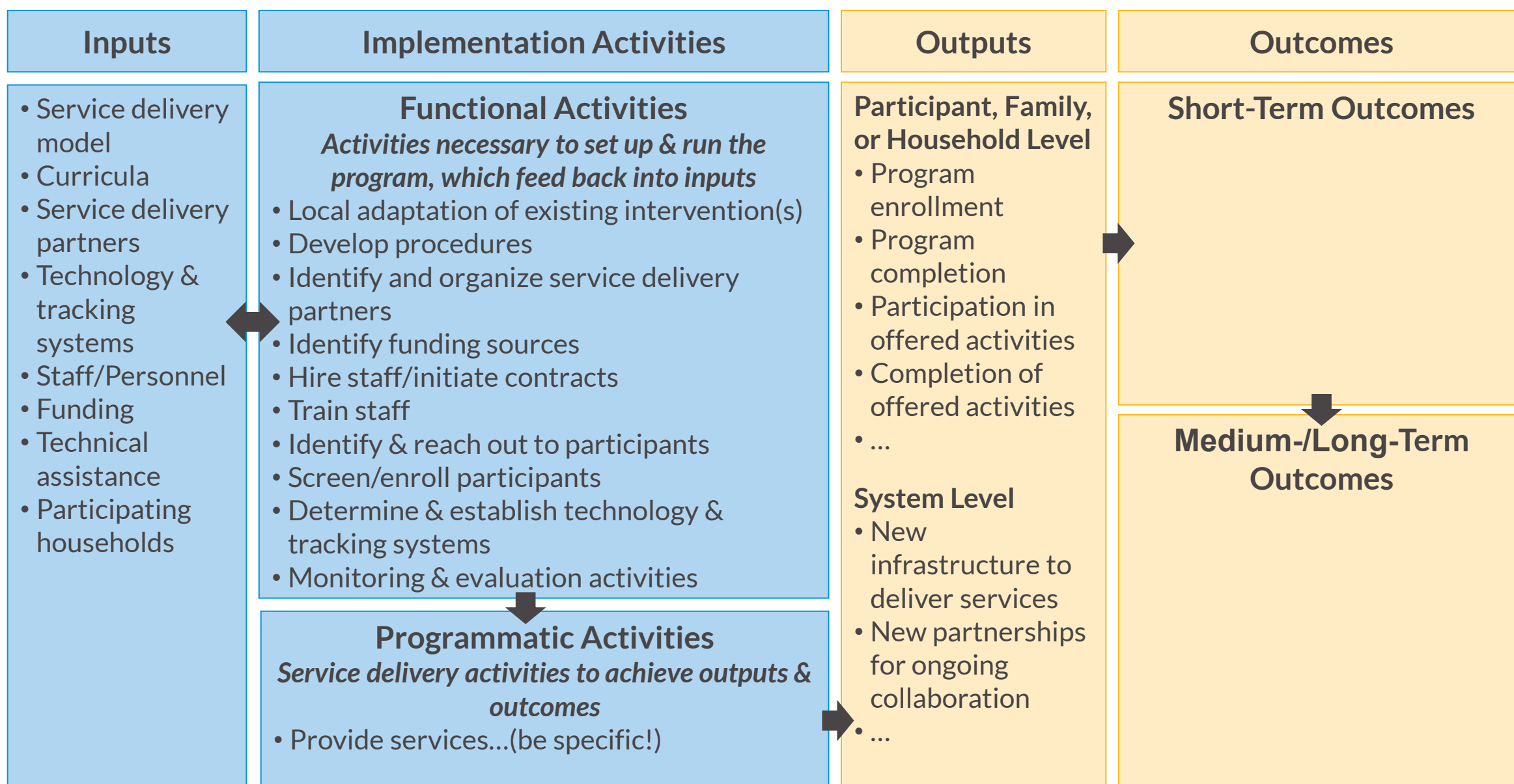
Contextual factors: Availability of licensed child care providers



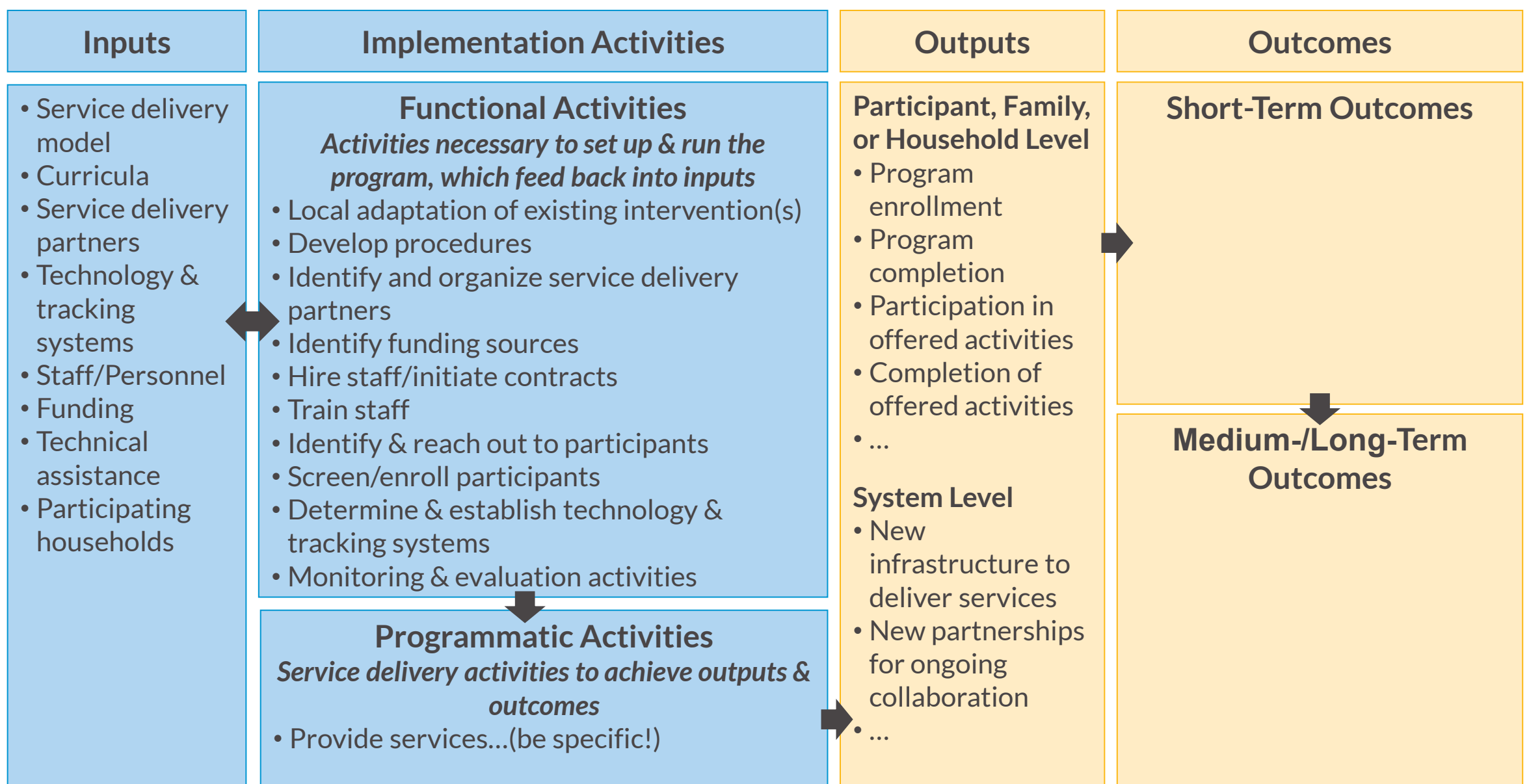
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Inputs	Functional/Administrative Activities	Programmatic Activities	Outputs	Outcomes

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<ul style="list-style-type: none"> • Federal CCAMPIS grant • Institutional matching funds • Participating community ChC providers (licensed family ChC homes, center-based programs—accredited or on track) • ChC navigator staff • Parenting support program staff or facilitators • Curricula/materials for parenting workshops • Student parent enrollment/eligibility data systems • Financial aid & student services infrastructure • On-campus office space • Virtual meeting tools (schedulers, platform) • Community partnerships (CCR&Rs, Head Start, local ChC coalitions) • Student parents & their children 	<ul style="list-style-type: none"> • Apply for & negotiate funding/grants • Develop subgrant agreements with community ChC providers • Establish eligibility criteria & application process for ChC subsidies • Hire & train ChC navigator(s) • Set up data tracking & case management systems • Develop outreach & recruitment materials • Identify & enroll parenting support program or curriculum • Coordinate with financial aid office on packaging & disbursement • Conduct monitoring & reporting activities (required federal reporting) 	<ul style="list-style-type: none"> • Conduct intake & eligibility screening for student parents • Match students with ChC providers based on need, location, & child age • Disburse subsidy payments to providers on behalf of students • Provide 1-on-1 ChC navigation • Facilitate parenting support workshops or programming • Connect student parents to wraparound campus & community resources (SNAP, WIC, housing, mental health) • Conduct follow-up check-ins with enrolled student parents 	<p><u>Participant Level</u></p> <ul style="list-style-type: none"> • # of students enrolled • # of children receiving subsidized care • # of ChC payments disbursed (total dollars, average per student) • # of participating community ChC providers • # of student parents receiving ChC navigation services • # of parenting support sessions held & attended • # of wraparound referrals made <p><u>System Level</u></p> <ul style="list-style-type: none"> • New or strengthened partnerships with community ChC providers • ChC provider quality improvement • Institutional data infrastructure to track student parent enrollment & outcomes • Campus policy or procedure changes to better support student parents 	<p><u>Short-Term</u></p> <ul style="list-style-type: none"> • Student parents report reduced stress • Student parents report increased ChC knowledge • Student parents report increased confidence as parents • Improved ChC stability (fewer disruptions) <p><u>Medium-/Long-Term</u></p> <ul style="list-style-type: none"> • Improved credit completion • Higher term-to-term retention • Increased degree or credential completion • Children experience higher quality ChC environments • Student parents build economic stability through credential attainment & employment

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<ul style="list-style-type: none"> • Federal CCAMPIS grant • Institutional matching funds • Participating community ChC providers (licensed family ChC homes, center-based programs—accredited or on track) • ChC navigator staff • Parenting support program staff or facilitators • Curricula/materials for parenting workshops • Student parent enrollment/eligibility data systems • Financial aid & student services infrastructure • On-campus office space • Virtual meeting tools (schedulers, platform) • Community partnerships (CCR&Rs, Head Start, local ChC coalitions) • Student parents & their children 	<ul style="list-style-type: none"> • Apply for & negotiate funding • Develop agreements with community ChC providers • Establish & apply ChC navigators • Hire & train navigators • Set up case management system • Develop recruitment materials • Identify support services • Coordinate financial aid or disbursement • Conduct reporting activities (required federal reporting) 	<ul style="list-style-type: none"> • Conduct intake & eligibility 	<p>Participant Level</p> <ul style="list-style-type: none"> • # of students enrolled • # of children receiving subsidized care • # of ChC payments disbursed (total dollars, average per student) • # of participating community ChC providers • # of student parents receiving ChC navigation services • # of parenting support sessions held & attended • # of wraparound referrals made <p>System Level</p> <ul style="list-style-type: none"> • New or strengthened partnerships with community ChC providers • ChC provider quality improvement • Institutional data infrastructure to track student parent enrollment & outcomes • Campus policy or procedure changes to better support student parents 	<p>Short-Term</p> <ul style="list-style-type: none"> • Student parents report reduced stress • Student parents report increased ChC knowledge • Student parents report increased confidence as parents • Improved ChC stability (fewer disruptions) <p>Medium-/Long-Term</p> <ul style="list-style-type: none"> • Improved credit completion • Higher term-to-term retention • Increased degree or credential completion • Children experience higher quality ChC environments • Student parents build economic stability through credential attainment & employment

Be as specific as possible – put in numbers and timing, say “who” will do each activity where possible

Useful for planning, developing job descriptions, making sure you have what you need to do this well

Also useful for aligning with the management plan section of the application

Inputs	Functional/Administrative Activities	Programmatic Activities	Outputs	Outcomes
<ul style="list-style-type: none"> • Federal CCAMPIS grant • Institutional matching funds • Participating community ChC providers (licensed family ChC homes, center-based programs—accredited or on track) • ChC navigator staff • Parenting support program staff or facilitators • Curricula/materials for parenting workshops • Student parent enrollment/eligibility data systems • Financial aid & student services infrastructure • On-campus office space • Virtual meeting tools (schedulers, platform) • Community partnerships (CCR&Rs, Head Start, local ChC coalitions) • Student parents & their children 	<ul style="list-style-type: none"> • Apply for & receive funding • Develop agreements with community ChC providers • Establish & apply ChC navigators • Hire & train navigators • Set up case management systems • Develop recruitment materials • Identify support services for students • Coordinate financial aid or other support • Conduct reporting (required) 	<p>Gather input from program participants and community members—surveys, community feedback sessions, or other mechanisms</p> <p>Track using program data as well</p> <p>When things do not appear to be happening as planned, is it an implementation problem, a measurement/data problem, or a problem with the model?</p> <p>Assess and refine</p> <p>You can seek a grant amendment in future years if it doesn't go as planned!</p>	<p>Participant Level</p> <ul style="list-style-type: none"> • # of students enrolled • # of children receiving subsidized care • # of ChC payments disbursed (total dollars, average per student) • # of participating community ChC providers • # of student parents receiving ChC navigation services • # of parenting support sessions held & attended • # of wraparound referrals made <p>System Level</p> <ul style="list-style-type: none"> • New or strengthened partnerships with community ChC providers • ChC provider quality improvement • Institutional data infrastructure to track student parent enrollment & outcomes • Campus policy or procedure changes to better support student parents 	<p>Short-Term</p> <ul style="list-style-type: none"> • Student parents report reduced stress • Student parents report increased ChC knowledge • Student parents report increased confidence as parents • Improved ChC stability (fewer disruptions) <p>Medium-/Long-Term</p> <ul style="list-style-type: none"> • Improved credit completion • Higher term-to-term retention • Increased degree or credential completion • Children experience higher quality ChC environments • Student parents build economic stability through credential attainment & employment

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Make sure these are measurable!
(More on this in the next section)

If you are interested in parenting student co-leadership and/or an advisory board for meaningful community engagement

[https://tinyurl.com/
D2A-SPrubric](https://tinyurl.com/D2A-SPrubric)



RUBRIC

Rubric for the Authentic Engagement of Student Parents

A Self-Assessment Opportunity for Partners Working with Student Parents

Kate Westaby, Kimberly Salazar, Afia Adu-Gyamfi, Alyssa Callender, Alex Davis, Elaina N. Frieson, Lynne Hamblin, Alexis Primo-Hawkins, Kevin Relf

October 18, 2024

[DOWNLOAD REPORT ↓](#)

(594.98 KB)

Activity: Jot down or skim your application draft

***Note: This list may not be exhaustive!**

- Do the data strongly motivate our proposed approach under this grant?
- Do we communicate our program model well:
 - Inputs
 - Activities
 - Outputs
 - Outcomes?
- Do we have a way to measure and track each of these, whether qualitative or quantitative?
- Do we have a way to gather meaningful community engagement and input in program design?
What about as the program is underway?
 - Could we bring parenting students in as co-leaders or advisors for this program?
- Do we have a way to feed insights back into the program design to continue to strengthen it over the grant period?

Quality of Project Evaluation

This references the statutory scoring criteria, which differs slightly from the grant solicitation

Official scoring criteria

(2) In determining the quality of the evaluation or other evidence-building, the Secretary considers one or more of the following factors:

- (i) The extent to which the methods of evaluation or other evidence-building are thorough, feasible, relevant, and appropriate to the goals, objectives, and outcomes of the proposed project.
- (ii) The extent to which the methods of evaluation or other evidence-building are appropriate to the context within which the project operates and the target population of the proposed project.
- (iii) The extent to which the methods of evaluation or other evidence-building are designed to measure the **fidelity** of implementation of the project.
- (iv) The extent to which the methods of evaluation or other evidence-building include the use of objective **performance measures** that are clearly related to the intended outcomes of the project and will produce quality data that are quantitative and qualitative.
- (v) The extent to which the methods of evaluation or other evidence-building will provide guidance for quality assurance and continuous improvement.
- (vi) The extent to which the methods of evaluation or other evidence-building will provide **performance feedback** and provide formative, diagnostic, or interim data that is a periodic assessment of progress toward achieving intended outcomes.
- (vii) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing and potential implementation in other settings.
- (viii) The extent to which the methods of evaluation will, if well implemented, produce **evidence about the effectiveness** of the project on relevant outcomes that would meet the **What Works Clearinghouse standards without reservations**, as described in the What Works Clearinghouse Handbooks.

This references the statutory scoring criteria, which differs slightly from the grant solicitation

Official scoring criteria

(2) In determining the quality of the evaluation or other evidence-building, the Secretary considers one or more of the following factors:

(ix) The extent to which the methods of evaluation will, if well implemented, produce evidence about the effectiveness of the project on relevant outcomes that would meet the **What Works Clearinghouse standards with or without reservations**, as described in the What Works Clearinghouse Handbooks.

(x) The extent to which the methods of evaluation include an experimental study, a quasi-experimental design study, or a correlational study with statistical controls for selection bias (such as regression methods to account for differences between a treatment group and a comparison group) to assess the effectiveness of the project on relevant outcomes.

(xi) The extent to which the evaluation employs an **appropriate analytic strategy** to build evidence about the relationship between key project components, mediators, and outcomes and inform decisions on which project components to continue, revise, or discontinue.

(xii) The quality of the evaluation plan for measuring fidelity of implementation, including thresholds for acceptable implementation, to inform how implementation is associated with outcomes.

(xiii) The extent to which the evaluation plan includes a **dissemination strategy** that is likely to promote others' learning from the project.

(xiv) The extent to which the evaluator has the qualifications, including the relevant training, experience, and independence, required to conduct an evaluation of the proposed project, including experience conducting evaluations of similar methodology as proposed and with evaluations for the proposed population and setting.

(xv) The extent to which the proposed project plan includes sufficient resources to conduct the project evaluation effectively.

(xvi) The extent to which the evaluation will **access and link high-quality administrative data** from authoritative sources to improve evaluation quality and comprehensiveness.

Inputs	Functional/Administrative Activities	Programmatic Activities	Outputs	Outcomes
<ul style="list-style-type: none"> • Federal CCAMPIS grant • Institutional matching funds • Participating community ChC providers (licensed family ChC homes, center-based programs—accredited or on track) • ChC navigator staff • Parenting support program staff or facilitators • Curricula/materials for parenting workshops • Student parent enrollment/eligibility data systems • Financial aid & student services infrastructure • On-campus office space • Virtual meeting tools (schedulers, platform) • Community partnerships (CCR&Rs, Head Start, local ChC coalitions) • Student parents & their children 	<ul style="list-style-type: none"> • Apply for & negotiate funding/grants • Develop subgrant agreements with community ChC providers • Establish eligibility criteria & application process for ChC subsidies • Hire & train ChC navigator(s) • Set up data tracking & case management systems • Develop outreach & recruitment materials • Identify & enroll parenting support program or curriculum • Coordinate with financial aid office on packaging & disbursement • Conduct monitoring & reporting activities (required federal reporting) 	<ul style="list-style-type: none"> • Conduct intake & eligibility screening for student parents • Match students with ChC providers based on need, location, & child age • Disburse subsidy payments to providers on behalf of students • Provide 1-on-1 ChC navigation • Facilitate parenting support workshops or programming • Connect student parents to wraparound campus & community resources (SNAP, WIC, housing, mental health) • Conduct follow-up check-ins with enrolled student parents 	<p><u>Participant Level</u></p> <ul style="list-style-type: none"> • # of students enrolled • # of children receiving subsidized care • # of ChC payments disbursed (total dollars, average per student) • # of participating community ChC providers • # of student parents receiving ChC navigation services • # of parenting support sessions held & attended • # of wraparound referrals made <p><u>System Level</u></p> <ul style="list-style-type: none"> • New or strengthened partnerships with community ChC providers • ChC provider quality improvement • Institutional data infrastructure to track student parent enrollment & outcomes • Campus policy or procedure changes to better support student parents 	<p><u>Short-Term</u></p> <ul style="list-style-type: none"> • Student parents report reduced stress • Student parents report increased ChC knowledge • Student parents report increased confidence as parents • Improved ChC stability (fewer disruptions) <p><u>Medium-/Long-Term</u></p> <ul style="list-style-type: none"> • Improved credit completion • Higher term-to-term retention • Increased degree or credential completion • Children experience higher quality ChC environments • Student parents build economic stability through credential attainment & employment

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Measuring that this is actually happening speaks to **fidelity**: Are you actually doing what your model was designed to do?

Explain in the evaluation plan how you'll document any deviations from the original model, and have a way to document program changes over time

Inputs	Functional/Administrative Activities	Programmatic Activities	Outputs	Outcomes
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These are your **performance measures**

Choose measures you can actually track in some way

Have a plan to monitor these—they will be necessary for grant reporting

This also speaks to program **dosage**—how much of the intervention are participants actually getting? And **participation patterns**—which aspects of the program are which participants receiving?

- Campus policy or procedure changes to better support student parents

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Can you do a semesterly survey/questionnaire?

Can you gather qualitative data?

(Quotes and testimonials can be helpful for the APR/renewal application)

• Student parents report reduced stress

• Student parents report increased ChC knowledge

• Student parents report increased confidence as parents

• Improved ChC stability (fewer disruptions)

• Children experience higher quality ChC environments

• Student parents build economic stability through credential attainment & employment

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Can you track with your institutional research office?

Make sure you know who to compare against! Ideally parenting students not participating but who are otherwise similar—could be concurrently enrolled or from earlier cohorts

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<p>Can you link to administrative data from National Student Clearinghouse?</p> <p>Can you link to state earnings records?</p>			<ul style="list-style-type: none"> • Infrastructure to track student parent enrollment & outcomes • Campus policy or procedure changes to better support student parents 	

Inputs	Functional/Administrative Activities	Programmatic Activities	Outputs	Outcomes
<ul style="list-style-type: none"> • Federal CCAMPIS grant • Institutional matching funds • Participating community ChC providers (licensed family ChC homes, center-based programs—accredited or on track) • ChC navigator staff • Parenting support program staff or facilitators • Curricula/materials for parenting workshops • Student parent enrollment/eligibility data systems • Financial aid & student services infrastructure • On-campus office space • Virtual meeting tools (schedulers, platform) • Community partnerships (CCR&Rs, Head Start, local ChC coalitions) • Student parents & their children 	<ul style="list-style-type: none"> • Apply for & negotiate funding/grants • Develop subgrant agreements with community ChC providers • Establish eligibility criteria & application process for ChC subsidies • Hire & train ChC navigator(s) • Set up data tracking & case management systems • Develop outreach & recruitment materials • Identify & enroll parenting support program or curriculum • Coordinate with financial aid office on packaging & disbursement • Conduct monitoring & reporting activities (required federal reporting) 	<ul style="list-style-type: none"> • Conduct intake & eligibility screening for student parents • Match students with ChC providers based on need, location, & child age • Disburse subsidy payments to providers on behalf of students • Provide 1-on-1 ChC navigator • Facilitate workshops • Connect wraparound community (SNAP, WIC, housing, mental health) • Conduct follow-up check-ins with enrolled student parents 	<p><u>Participant Level</u></p> <ul style="list-style-type: none"> • # of students enrolled • # of children receiving subsidized care • # of ChC payments disbursed (total dollars, average per student) • # of participating community ChC providers • # of student parents <p><u>System Level</u></p> <ul style="list-style-type: none"> • New or strengthened partnerships with community ChC providers • ChC provider quality improvement • Institutional data infrastructure to track student parent enrollment & outcomes • Campus policy or procedure changes to better support student parents 	<p><u>Short-Term</u></p> <ul style="list-style-type: none"> • Student parents report reduced stress • Student parents report increased ChC knowledge • Student parents report increased confidence as parents • Improved ChC stability (fewer disruptions) <p><u>Medium-/Long-Term</u></p> <ul style="list-style-type: none"> • Improved credit completion • Higher term-to-term retention • Increased degree or credential completion • Children experience higher quality ChC environments • Student parents build economic stability through credential attainment & employment

You might choose one key outcome that is meaningful and measurable and that you're fairly confident you can influence

What is the What Works Clearinghouse?

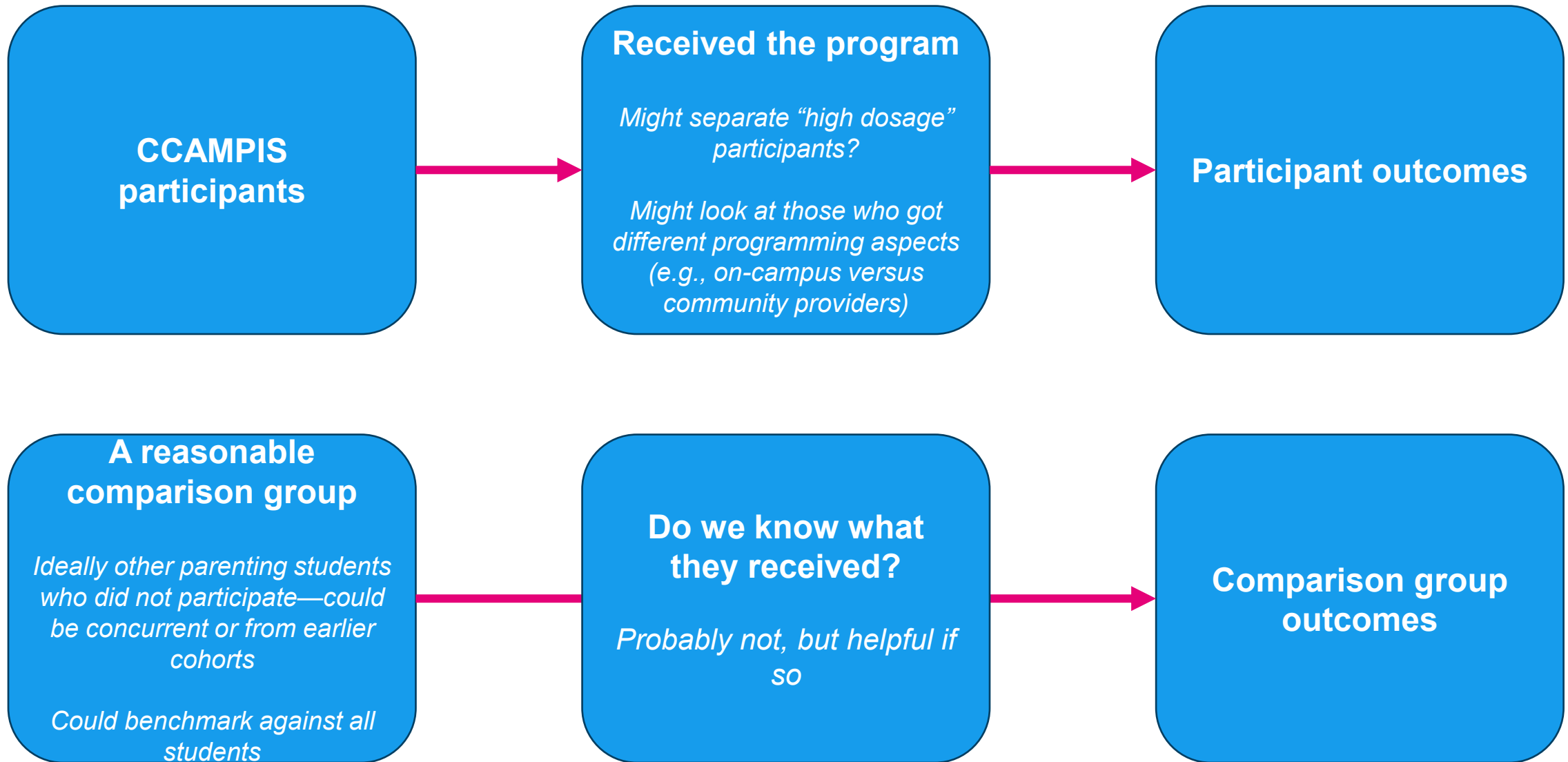
Three ratings of evidence:

- **Meets WWC Standards Without Reservations** — in most cases means the study was a randomized controlled trial (RCT) deemed by experts to be well-designed and well-implemented.
- **Meets WWC Standards With Reservations** — means the study has some potential issues requiring caution. It may be a strong quasi-experimental study with comparable comparison groups at baseline, or an RCT that is not as rigorously implemented.
- **Does Not Meet WWC Design Standards** — the study's design is insufficient to support causal conclusions about the intervention's effectiveness.

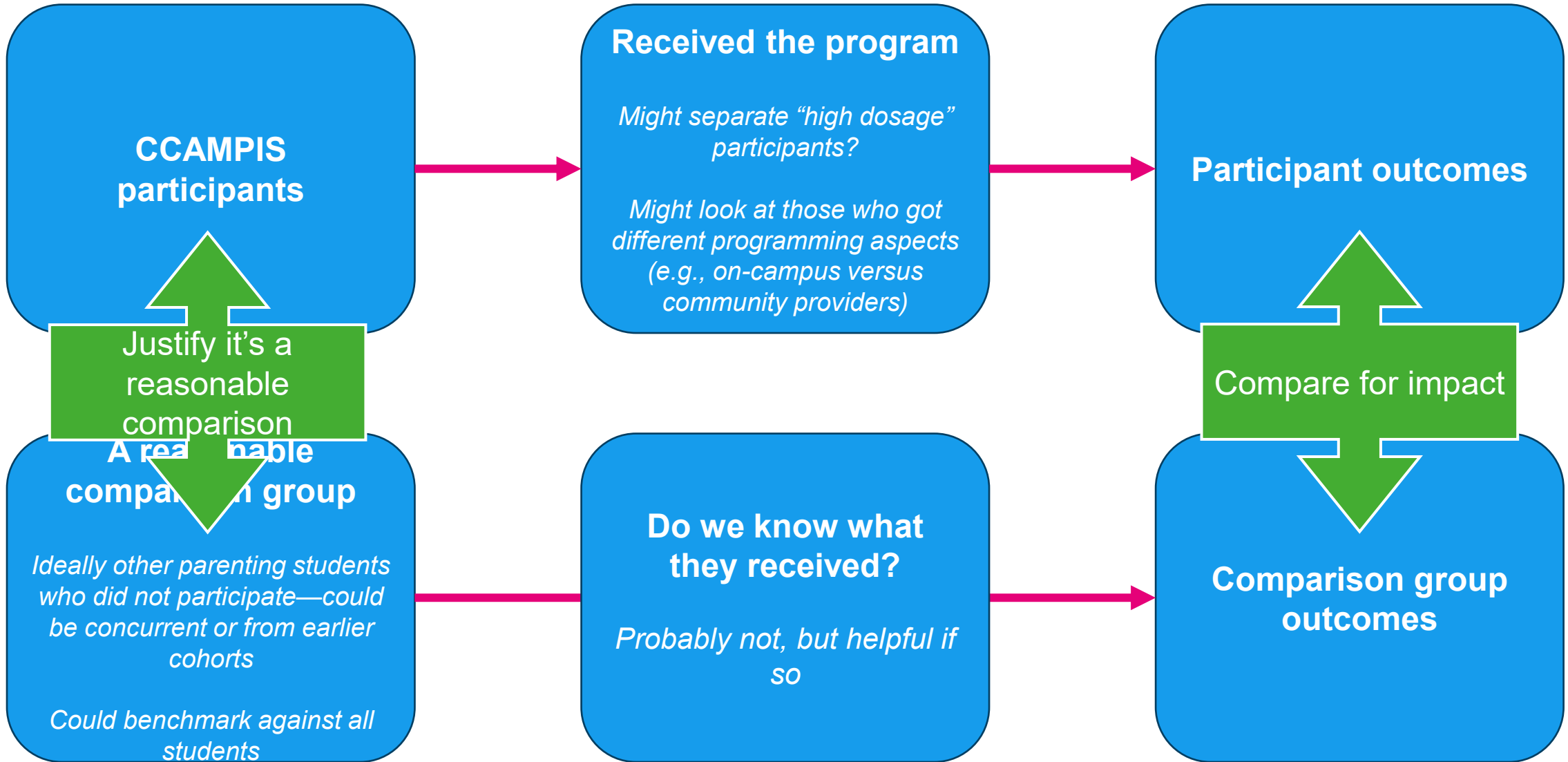
Could you do an RCT?

- If there are more eligible students than slots, randomizing applicants can be fairer than “first come, first served”
- If you collect data from everyone who applies—and include them in follow-up data collection (e.g., surveys or data pulls)—you have a great comparison group (in this case called a “control group”)
- You can make sure the treatment and control group are actually the same on baseline characteristics and then directly compare outcomes to show the impact of participating
- If you randomize, build in a plan to track what the comparison group actually receives

A realistic evaluation approach



A realistic evaluation approach



Plan data sources for:

1

Characterizing Participants

Identify and describe the characteristics of participants and the comparison group to establish a strong baseline

2

Program Participation

Track and understand program participation patterns and dosage to measure engagement depth

3

Key Outcomes

Define and measure the key outcomes that demonstrate your project's impact and effectiveness

4

Fidelity/ Implementation

Measure whether the program is being delivered as designed and track adherence to the intended model

Make your evaluation plan clear

- Who will do the evaluation?
 - Can you get an external evaluator or faculty member to serve in this role?
- What is the design?
 - More sophisticated research methods are clearly preferred but may not be feasible
 - These primarily focus on adjusting for treatment-comparison group differences but may have other nuances
 - Basic pre-post or descriptive analyses are the minimum; quasi-experimental designs with a justified comparison group are realistic; RCTs are the gold standard but often not feasible
- How will you communicate about it?
 - Discuss dissemination of findings

Activity: Jot down or skim your application draft

***Note: This list may not be exhaustive!**

- Do we have a way to:
 - Measure fidelity of implementation
 - Track performance measures
 - Measure program engagement patterns or dosage?
- Do we clearly explain how we will evaluate the effectiveness of our program?
 - Do we have a reasonable comparison group? Do we justify why the comparison we will make is reasonable?
 - Do we have key outcomes that make sense and that we can track?
- Can we link to any other data sources?
- Have we named who will conduct the evaluation and described their qualifications or independence?
- Have we described how we'll use data for continuous improvement, not just for reporting?

Thank you

And good luck!

Theresa Anderson
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*Please note that while I always like to be helpful,
I will not be able to answer specific applicant questions
or provide direct feedback on applications*