

Senate Testimony_ Hofmann HB 0298 .pdf

Uploaded by: Anne Hofmann

Position: FAV

Thank you for the opportunity to present testimony in favor of HB 0298.

My name is Dr. Anne Hofmann, and I am a Professor of English and the Chair of the English and Humanities Department at Frederick Community College. As is the case at most community colleges, many of my students are adult learners who are raising a family and working full-time.

For those unfamiliar with the incredible prevalence and cost of caregiving and attending college, I will share these powerful statistics:

- It is estimated that 20% of US College students are parenting while trying to earn a degree, AND
- “Nearly 70 percent of two-year college students with dependents are living at or below 200 percent of poverty” (Gault et al 3).
- Community colleges and regional 4 year public institutions serve more of these students because they are typically the most affordable and geographically accessible options for people who are tied to the locations of their families.

I understand this struggle first hand: I was a parenting student who graduated with my PhD from The University of Maryland, College Park last Spring while raising 2 children as a single mother. It took me eight years, (driving back and forth from Frederick to College Park weekly) to earn my degree. I received no targeted support, and I want this to be different for my students.

My PhD research on parenting students at community colleges reveals that parenting students experience financial burdens, scheduling problems, and intense psychosocial stress that increases the rate of dropout and the increased accrual of personal debt. However, programmatic interventions like FCC’s Parents Lead that identify and support parenting students in unique ways leads to exponential return on investment with completion rates that

exceed those of the general college-going population. In short, parenting students are among the most motivated and the most successful when supported because they are working to improve their children's lives, not just their own.

I testify today without hesitation that House Bill 0298 is the first step in helping hundreds of Maryland families earn the credentials to make a living wage in our state. Without the data that tells us which students and which institutions are serving parenting students, resourcing them is impossible. I'll add that this bill carries no fiscal note, yet the benefits it will provide for students and families in Maryland is profound. I urge the legislature to consider this bill essential to the implementation of the Blueprint for Maryland's Future and as a necessary component for helping public colleges and universities identify and support the parenting students.

NOTE: My testimony does not represent the opinion or viewpoint of Frederick Community College or their leadership, and my testimony is provided as a member of the public based on personal expertise or interest.

2025_Senate Testimony_Maryland HB 0298 New America

Uploaded by: Erika Roberson

Position: FAV



March 27, 2025

Senator Brian Feldman
Education, Energy & Environment Committee
Maryland State Legislature
2 West Miller Senate Office Building
Annapolis, Maryland 21401

Subject: Testimony In Support of House Bill 0298- Maryland Higher Education Commission – Demographic Data Collection – Parental Status

Dear Chair Brian Feldman and Members of the Education, Energy & Environment Committee - Demographic Data Collection - Parental Status

We write in support of HB 0298 and its stated aim of improving the data that Maryland has on parenting students in higher education.

New America’s higher education policy program is a team of researchers, writers, and advocates from diverse backgrounds who engage in thoughtful analysis, shedding light on the thorniest issues in higher education and developing student-centered policy recommendations. We are dedicated to making higher education more equitable and accountable, fighting for inclusion rather than exclusivity so that everyone has the chance to obtain an affordable, high-quality education after high school.

New America’s interdisciplinary team conducts research, policy analysis, and advocacy work in the student parent space. We believe that student parents should be considered, represented, and have a seat at the table for all higher education-related policy conversations—including those related to access and affordability, accountability, completion, and basic needs.

Our efforts build on New America’s expertise in federal advocacy and coalition building and leverage our ongoing work with institutions and states. Our goals include raising awareness about and elevating this population; bringing new stakeholders, organizations, and voices into the field; connecting research, data, and promising practices to the policy advocacy space; and helping to build and advance policy solutions for student parents. Our extensive [work](#) in the

area of student parents, as well as the research from organizations we partner with, shows a need for the higher education sector to build and enhance strategies that support student parents on the path to degree completion.

We know that [one out of every five undergraduate students in higher education is a parent](#), along with 1 in 3 graduate students. Many of these students have young children requiring child care while working towards their degree or other credentials, making success in higher education complex and challenging. Student parents earn [comparable GPAs](#) to those of nonparenting students, demonstrating they are academically capable, but are more likely to drop out due to a host of challenges balancing work, parenting, and academic demands.

Existing research on the student parent population relies heavily on the [National Postsecondary Student Aid Survey \(NPSAS\)](#), a survey undertaken every three or four years since 1987 to provide data insights to higher education researchers and policymakers. NPSAS, along with the Integrated Postsecondary Education Data System (IPEDS) are key in providing the higher education sector, researchers, and policymakers with evidence to understand trends in higher education access and completion. Both data collection efforts are housed within the National Center for Education Statistics (NCES) within the U.S. Department of Education.

Recent [reporting](#) showed that NCES, which employed more than 100 employees at the beginning of 2025, is down to just 3 employees after a federal reduction in force. [Serious questions](#) have been raised regarding how NCES will continue to collect higher education data and make it available to researchers and policymakers. It is more important than ever that states consider how to collect robust data so that they are able to identify trends in public institutions of higher education and are equipped with accurate information to make decisions that support their own state attainment goals.

It is critical to count and understand trends in access and completion for student parents, given that they make up 1 in 5 of all undergraduates. The looming [demographic cliff](#) (a decline in the number of 18 year olds and therefore high school graduates expected after 2025) makes it all the more essential that colleges and universities are prepared to serve adult learners who are more likely to have children. Maryland is expected to have [11% fewer high school graduates](#) between the years 2023-2041. To maintain a strong higher education sector that is equipped to support the workforce needs of the state, it will become even more important that colleges and the state are equipped to count student parents and understand their needs.

This data can help the state understand trends, support degree completion, and protect and maximize federal and state investments in higher education. It also represents an opportunity for Maryland to better understand student parents' needs, which can help Maryland higher

education institutions improve efforts to re-enroll adults with some college but no degree, and adults with children that have never enrolled.

Parenting students are not evenly distributed across all colleges and universities, with more parenting students enrolled at community colleges and four-year public institutions than at other types of schools. Given that knowledge and the absence of national student-level data for college students, bills like HB 0298 are vital to help schools improve their understanding of their parenting student population. Better data collection is an essential first step to improving college completion rates for student parents. Without comprehensive data collection on this vital student population, policymakers and institutional [leaders struggle to truly understand student parent experiences](#). Better data can help institutions dismantle the barriers impeding parenting students' academic and professional success, and provide the foundational knowledge needed to develop support structures to help these students succeed.

All too often, parenting students feel they have to choose between meeting their family's basic needs in the here and now and getting a degree to secure their long-term economic security. [Research from our team on older and parenting students in several states](#) has shown that parenting students do not receive the support they feel they need to be successful in higher education. As one parenting student in our focus groups noted, "we shouldn't have to choose between maintaining and bettering our lives."

Parenting students should also receive far more support than they currently do from the financial aid system; in particular, they should receive more help when accounting for the different costs that parenting students face compared to students without dependents. The first step in getting increased support for parenting students is to ensure that we have a proper accounting of how many parenting students are enrolled at Maryland colleges, how old their children are, and what kinds of support they need.

[Early research from Generation Hope](#), a non-profit focused on supporting parenting students on campuses, shows that better data can help lead to improved institutional support. Generation Hope worked directly with a small cohort of colleges to implement more family-friendly policies on their campuses. This work showed that when colleges have better data about parenting students on their campuses, it becomes easier to advocate for and implement programs that support the success of parenting students. Other research from the SPARK project at [the Urban Institute has shown the immense complexity of parenting student's lives](#); anything that colleges and universities can do to make the lives of parenting students simpler should be investigated.

We encourage the committee to support HB 0298. Thank you for your time and consideration.

Sincerely,

Edward Conroy, EdD, Senior Policy Manager, New America, Higher Education Policy team

Ewaoluwa Obatuase, MPP, Policy Analyst, New America, Higher Education Policy team

Stephanie Baker, MA, Senior Policy Analyst, New America, Higher Education Policy team

Richard Davis, Jr., MPA, Policy Analyst, New America, Higher Education Policy team

Testimony on MD HB 0298 - PPS Data - Senate - Marc

Uploaded by: Josia Klein

Position: FAV

March 31, 2025

Senator Brian Feldman
Education, Energy, & Environment Committee
Maryland State Legislature
2 West Miller Senate Office Building
Annapolis, Maryland 21401

Subject: Testimony In Support of House Bill 0298 – Maryland Higher Education Commission – Demographic Data Collection – Parental Status

Dear Chair Brian Feldman and Members of the Education, Energy & Environment Committee,

My name is Josia Klein, and I am a counsel at the National Women’s Law Center, which has advocated on behalf of women and girls for over fifty years. I work on our Education & Workplace Justice team, where I advocate for the needs of pregnant and parenting students to ensure they have the support necessary to complete their education. I am writing to express my strong **support for HB 0298: Maryland Higher Education Commission – Demographic Data Collection – Parental Status**, which proposes implementing data collection on the parental status of college students in Maryland.

Young parents deserve the opportunity to complete their education free from bias and harassment, and in environments that are supportive of their circumstances. Yet too often, young parents are overlooked, face stigma,¹ and are required to navigate education systems that were not designed to address their unique needs.² Without comprehensive data collection on this vital student population, policymakers and institutional leaders will continue to struggle to identify and dismantle the barriers impeding their academic and professional success.³ And in fact, the 2023 Maryland Higher Education Commission Report on Advising Systems and Wrap-around Services revealed that few institutions collect comprehensive data on student parents.⁴ Without accurate information, it’s impossible to fully understand their needs or craft policies that remove

¹ See Nat’l Women’s Law Ctr., *Let Her Learn: Stopping Pushout For Girls Who are Pregnant or Parenting*, 1, (2017) <https://nwlc.org/resources/stopping-school-pushout-for-girls-who-are-pregnant-or-parenting/>

² See, e.g., The Coalition for Pregnant and Parenting Students Advocacy, *Comment Regarding Proposed Title IX Regulations*, (Sept. 12, 2022), <https://nwlc.org/wp-content/uploads/2022/09/PPS-advocates-comment-9.12.22.pdf>

³ Nat’l Women’s Law Ctr., *Instead of Praising Student Parents for “Overcoming Obstacles,” How About Removing Them Instead?*, (Sept. 23, 2022), <https://nwlc.org/instead-of-praising-student-parents-for-overcoming-obstacles-how-about-removing-them-instead/>

⁴ See Maryland Higher Education Commission, *Report on Advising Systems and Wrap-Around Services*, (Sept. 2023), https://mhec.maryland.gov/publications/Documents/Research/PolicyReports/2023%20JCR%20p_196%20Report%20on%20Advising%20Systems%20and%20Wrap-around%20Services.pdf

the barriers that prevent student parents from completing their education – which is important to ensure they can provide for their families.

Better data collection is an essential first step to improving college completion rates for student parents. And there are *a lot* of student parents: more than one in five undergraduate students are parenting while in college.⁵ Women make up 70% of student parents, and 61% of those women are single parents, who frequently must balance parenthood and work responsibilities on top of typical academic demands.⁶

This is a matter of economic justice and racial justice. Each student parent is, first and foremost, an individual with a complex web of identities, needs, aspirations, and challenges. Student parents are more likely to be students of color.⁷ Across racial/ethnic identities, Black college students are the most likely to be parents: 33% of Black college students are raising children, and two in five Black women in college are mothers.⁸ Student parents are also more likely to live at or below the poverty line than their non-parenting peers. The unique challenges faced by student parents are not only due to their parental status, but also due to the many intersecting identities that impact their journeys to and through higher education.

Most student parents are enrolled in community colleges, and student parents also make up a disproportionate share of for-profit college students.⁹ This is particularly relevant here in Maryland, where there are 14 public four-year institutions; 14 private, nonprofit institutions; 16 public two-year community colleges, and two Maryland-based for-profit institutions.

This legislation will allow policymakers, administrators, and leaders to access data that more accurately captures the number of parenting students in Maryland. Better data collection at all levels – not just federal – is essential to create a complete picture of student parents’ experiences. For example, improved collection of demographic data nationally may enable states to better understand the magnitude of their student parent population, but it will yield little details about the specific needs of that population in a given state.

Data collection at the institutional level, as this bill would require, could be used to identify geographic discrepancies, urban/rural divides, or other regional differences among student parents. Surveys are a tool that can add additional layers to understanding the student-parent

⁵ Institute for Women’s Policy and Research, *Parents in College by the Numbers*, (April 11, 2019), https://iwpr.org/wp-content/uploads/2020/08/C481_Parents-in-College-By-the-Numbers-Aspen-Ascend-and-IWPR.pdf

⁶ *Id.*

⁷ *Id.*

⁸ Institute for Women’s Policy and Research, *State Policy for Student Parent Success: A Landscape Scan of Policy Solutions Enacted at the State Level*, (Aug. 2023), <https://iwpr.org/wp-content/uploads/2023/08/Student-Parent-State-Policy-Brief-FINAL.pdf>

⁹ Institute for Women’s Policy and Research, *Parents in College by the Numbers*, (April 11, 2019), https://iwpr.org/wp-content/uploads/2020/08/C481_Parents-in-College-By-the-Numbers-Aspen-Ascend-and-IWPR.pdf

experience. For example, a survey could ask questions about prioritization of needs, which would help policymakers better understand how student parents interact with various support systems and safety net programs. For example, collecting this data would enable the state of Maryland to provide targeted services to directly support this student population.

This information will increase awareness of student parents and the unique barriers that they face. It will also empower policymakers at every level to make informed decisions and provide targeted support for this often-overlooked population. Student parents deserve to be recognized and supported so that they can succeed in higher education and beyond.

I urge the Education, Energy & Environment Committee to support HB 0298 so that Maryland can continue to be a leader in higher education. Thank you for your time and consideration.

Sincerely,

Josia Klein (she/her)
Counsel, Education and Workplace Justice

National Women's Law Center
1350 I St NW, Suite 700
Washington, DC 20005

DEmographic data collection on student parents.pdf

Uploaded by: Ken Kerr

Position: FAV



THE MARYLAND HOUSE OF DELEGATES
ANNAPOLIS, MARYLAND 21401

HB 298 – Demographic Data Collection on Student Parents

College students who are parenting dependent children face unique challenges that have a profound impact on the rate of their successful completion of their degree programs.

Preliminary statistics suggest the following:

- Only about 33% of student parents earn a degree or certificate within six years of entering their program, as opposed to 54% of students who do not have children,
- More than half (52%) of student parents leave without earning degree,
- Despite challenges, student parents tend to have higher GPAs (around 3.0 or higher) than their peers who do not have children
- Many student parents take longer to graduate due to their other circumstances: parttime enrollment, and balancing work, school and childcare.

Maryland does not publicly provide specific graduation rates for college students with dependent children. However, understanding the broad educational landscape in Maryland can offer some insight into the realities

of pursuing an advanced degree while raising dependent children. In the 2022-'23 academic year, the overall graduation rate for Maryland's four-year cohort was 85.8%, a slight decrease from the 86.3% percent graduation rate in 2021-'22. Further, graduation rates vary among different student groups by race and ethnicity:

- Asian students had the highest graduation rate at 96.5 %,
- Caucasian students graduated at a rate of 93.5%
- Black/African-American students graduated at a rate of 84%
- Hispanic students graduated at a rate of 72.3%

While specific data on student parents in Maryland is unavailable, national trends suggest that only about 18% of student parents earn either an Associates or Bachelor's degree within six years of their matriculation, underscoring the challenges they face.

We may have theories about these demographics. However, it is crucial that institutions collect complete data to develop targeted programs that support student parents thereby improving their educational outcomes, and, potentially their children's as well.

We respectfully request a favorable vote for HB 298.

Marlee Breakstone_Support HB 0298.pdf

Uploaded by: Marlee Breakstone

Position: FAV

Marlee Breakstone
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Washington, D.C., 20009
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(203) 909-1861

March 31, 2025

Senator Brian Feldman
Education, Energy & Environment Committee
Maryland State Legislature
2 West Miller Senate Office Building
Annapolis, Maryland 21401

Subject: SUPPORT for House Bill 0298 – Maryland Higher Education Commission – Demographic Data Collection – Parental Status

Dear Chair Brian Feldman and Members of the Education, Energy & Environment Committee,

My name is Marlee Breakstone and I am writing today to express my strong support for HB 0298, critical legislation that would require institutions of higher education throughout Maryland to collect data on the parenting status of their students. As a policy professional committed to helping underserved populations thrive, I am committed to supporting policies like HB 0298 that enable the one in five undergraduate students and one in three graduate students nationwide who are raising children while attending college to gain both recognition and support from their institutions.

Comprehensive data collection will enable policymakers and institutional leaders throughout Maryland to identify and address common obstacles, often rooted in racial and economic disparities, that hinder academic success for student parents. Supporting student parents is both a matter of equity and a key strategy for achieving Maryland's retention and graduation goals for students of color and Pell-eligible students. The 2023 Maryland Higher Education Commission [Report on Advising Systems and Wrap-around Services](#) revealed that few institutions collect comprehensive data on student parents. Without accurate demographic information, it's impossible to fully understand students' needs or craft policies that promote their success.

It's important to note that this legislation would cost nothing to implement, as it would simply require institutions to collect an additional data point using systems and programs that they already utilize. It is as simple as adding an additional question to a student survey. This addition would have multigenerational positive impacts, affecting both parenting students and their families. I am honored and privileged to have had the opportunity to form meaningful professional and personal relationships with current and former student parents and have seen first-hand the profound impacts that policy changes aimed at supporting their specific needs can have on their lives and the lives of their children and families.

Passing HB 0298 will ensure the state of Maryland and its many great colleges and universities have the tools and information needed to support the estimated 70,000 Marylanders who are student parents. By addressing their unique challenges, Maryland can be a leader in fostering student success and equity in higher education. I respectfully urge the Education, Energy & Environment Committee to support HB 0298 and take this vital step toward creating a more inclusive and supportive educational environment for student parents. It is the right thing to do.

Thank you for your time and consideration.

Marlee Breakstone

HB0298 crossfile FAV - Maryland Higher Education C

Uploaded by: Richard KAP Kaplowitz

Position: FAV

04/02/2025

Richard Keith Kaplowitz

Frederick, MD 21703

TESTIMONY ON HB#/0298 - POSITION: FAVORABLE

Maryland Higher Education Commission - Demographic Data Collection - Parental Status

TO: Chair Feldman, Vice Chair Kagan, and members of the Education, Energy and the Environment Committee

FROM: Richard Keith Kaplowitz

My name is Richard Keith Kaplowitz. I am a resident of District 3. I am submitting this testimony in support of HB#/0298, Maryland Higher Education Commission - Demographic Data Collection - Parental Status

This bill was passed in the House 96-37 on 02/27/25. I am proud to support this effort by my Delegate Ken Kerr and others to facilitate the collection of important data for decision making by Maryland government agencies and the General Assembly.

The purpose of this bill is to mandate data collection to determine how parents in attendance at institutions of higher education in Maryland are being served and data about the populations affected.

As documented by the American Council on Education: ¹

Despite incomplete data, we know student-parents often face significant obstacles in their pursuit of higher education, including financial challenges, time poverty (i.e., a lack of time to attend to parental, educational, and personal responsibilities), and negative interactions with higher education constructs and institutional actors and constructs (e.g., policies and practices). These challenges all contribute to student-parents' low persistence and degree acquisition rate compared to that of nonparenting students (Short et al. 2022; Cruse et al. 2019; Jez 2023). Only 18 percent of student-parents receive a bachelor's or associate degree within six years of study compared with 27 percent of independent and 54 percent of dependent or traditionally aged (i.e., between 18 and 24 years old), nonparenting students (Cruse et al. 2021). In other words, student-parents are nearly twice as likely to withdraw from higher education without a postsecondary degree as students without children (Hicks and Anderson 2024).

¹ <https://www.acenet.edu/Documents/Raising-Expectations-Student-Parent-Success.pdf>

HB0298_Crossfile Bill_RichardKaplowitz_FAV

This bill requires the Maryland Higher Education Commission to collect certain data regarding the parental status of students from each public institution of higher education in the State using questions developed by the Commission and the institutions. It then requires public institutions of higher education to collect and report certain demographic data from students. This data collected will be mandated for the Commission to report to certain committees of the General Assembly by September 1, 2026, and each September 1 thereafter, issuing a report summarizing the data collected.

I respectfully urge this committee to return a favorable report on HB#/0298

MD HB 0298 testimony 2025.pdf

Uploaded by: Salma Elakbawy

Position: FAV

Salma Elakbawy
1200 18th St NW
Washington, D.C. 20036
elakbawy@iwpr.org
3/31/25

Senator Brian Feldman
Education, Energy & Environment Committee
Maryland State Legislature
2 West Miller Senate Office Building
Annapolis, Maryland 21401

Subject: Testimony in Support of House Bill 0298 – Maryland Higher Education Commission – Demographic Data Collection – Parental Status.

Dear Chair Brian Feldman and Members of the Education, Energy & Environment Committee

As a Senior Policy Analyst at the Institute for Women's Policy Research, I am writing to express my strong support for HB 0298, which mandates the collection of data on the parental status of college students in Maryland. With one in five undergraduate students and one in three graduate students nationwide balancing academics and parenting, better data collection is a crucial step toward improving college completion rates for this group.

Comprehensive data collection will enable policymakers and institutional leaders to identify and address barriers faced by student parents. These barriers, often rooted in racial and economic disparities, hinder academic success. Supporting student parents is both a matter of equity and a key strategy for achieving Maryland's retention and graduation goals for students of color and Pell-eligible students.

The 2023 Maryland Higher Education Commission Report on Advising Systems and Wrap-around Services revealed that few institutions collect comprehensive data on student parents. Without accurate information, it's impossible to fully understand their needs or craft policies that promote their success.

IWPR has an established track record of research on student parents and why policymakers must address the hurdles they encounter. IWPR's analysis of the latest available data (NPSAS 20) shows that one in five college students are parents, meaning over 3 million students are raising children while pursuing a postsecondary degree. Out of this vast student-parent population, about three-quarters (2.3 million) are mothers.

The latest available data also show that the percentage of students raising children differs across racial and ethnic groups: 36 percent of American Indian or Alaska Native college students, 30 percent of Black college students, 18 percent of Latinx students, and 17 percent of white students are parents.

As the above-mentioned data points show, some data on student parents are available at the national level. However, IWPR encourages states to incorporate more data collection mechanisms to grasp a full picture of student-parent demographics at the state level. Data collection on student parent demographics is an essential key in highlighting and better addressing the needs of this population. Our conversations with many groups dedicated to serving and supporting student parents in various states also highlighted the gaps in data availability.

Student parents are enrolled in all types of institutions. According to IWPR research, 51 percent of student parents attend community and technical colleges, compared with 16 percent who attend public four-year institutions, 13 percent who are enrolled in private non-profit institutions, and 20 percent who attend private for-profit institutions. Better data collection would mean the availability of student parent data by institution type, which would enable examining different outcomes, including college retention and completion rates for student parents. Without comprehensive data collection on this vital student population, policymakers and institutional leaders struggle to truly understand student parents' experiences and dismantle the barriers impeding their academic and professional success.

Supporting student parents has implications for gender and racial equity. The unique challenges faced by student parents are not only due to their parental status but also due to the many intersecting identities that impact their journeys to and through higher education. Better data collection is needed to bring visibility to — and to understand the full needs of — this unique population.

State, national, and private data on student parents are limited, siloed, or non-existent. Data collection on student parents is an essential part of addressing the needs of this important population. The lack of comprehensive data on student parents can lead institutions and policymakers to underestimate the prevalence of student parents and make students-parents and hence their needs invisible. Data collection is important to create a complete picture of a student-parent's experiences to inform better policies. Our organization's research finds demographic data collection covering student parents might enable states to better understand the magnitude of their student parent population and help policymakers better understand how student parents interact with various support systems and safety net programs. IWPR strongly recommends that states explore opportunities- such as this bill- to improve data collection and research at all levels, support institutions to collect information on enrolled student parents, and

identify ways to comparatively assess outcomes for student parents. Demographic data on student parents is necessary to cultivate support programs on campuses for this unique population. Demographic data collection on students is the first step on the road to addressing and supporting student parents' educational trajectories.

Passing HB 0298 will help to ensure Maryland has the tools to support its estimated 70,000 student parents, empowering them to thrive in higher education and beyond. By addressing their unique challenges, Maryland can be a leader in fostering student success and equity in higher education

I respectfully urge the Education, Energy & Environment Committee to support HB 0298 and take this vital step toward creating a more inclusive and supportive educational environment for student parents.

Thank you for your time and consideration.

Sincerely,
Salma Elakbawy

2025_Senate Testimony_Maryland HB 0298 New America

Uploaded by: Stephanie Baker

Position: FAV



March 27, 2025

Senator Brian Feldman
Education, Energy & Environment Committee
Maryland State Legislature
2 West Miller Senate Office Building
Annapolis, Maryland 21401

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Parenting students are not evenly distributed across all colleges and universities, with more parenting students enrolled at community colleges and four-year public institutions than at other types of schools. Given that knowledge and the absence of national student-level data for college

students, bills like HB 0298 are vital to help schools improve their understanding of their parenting student population. Better data collection is an essential first step to improving college completion rates for student parents. Without comprehensive data collection on this vital student population, policymakers and institutional [leaders struggle to truly understand student parent experiences](#). Better data can help institutions dismantle the barriers impeding parenting students' academic and professional success, and provide the foundational knowledge needed to develop support structures to help these students succeed.

All too often, parenting students feel they have to choose between meeting their family's basic needs in the here and now and getting a degree to secure their long-term economic security. [Research from our team on older and parenting students in several states](#) has shown that parenting students do not receive the support they feel they need to be successful in higher education. As one parenting student in our focus groups noted, "we shouldn't have to choose between maintaining and bettering our lives."

Parenting students should also receive far more support than they currently do from the financial aid system; in particular, they should receive more help when accounting for the different costs that parenting students face compared to students without dependents. The first step in getting increased support for parenting students is to ensure that we have a proper accounting of how many parenting students are enrolled at Maryland colleges, how old their children are, and what kinds of support they need.

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We encourage the committee to support HB 0298. Thank you for your time and consideration.

Sincerely,

Edward Conroy, EdD, Senior Policy Manager, New America, Higher Education Policy team

Ewaoluwa Obatuase, MPP, Policy Analyst, New America, Higher Education Policy team

Stephanie Baker, MA, Senior Policy Analyst, New America, Higher Education Policy team

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Pitzer Senate Testimony in Support of HB 0298.pdf

Uploaded by: Tabitha Pitzer

Position: FAV

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03/31/2025

Chair Brian J. Feldman
Education, Energy, and the Environment Committee
Maryland State Legislature
2 West Miller Senate Office Building
Annapolis, Maryland 21401

Subject: Testimony in Support of House Bill 0298 – Maryland Higher Education Commission –
Demographic Data Collection – Parental Status

Dear Chair Feldman and Members of the Committee,

My name is Tabitha Pitzer, and as you may notice, I am from Oregon. You may be asking yourself: why does someone in Oregon care about legislation passed in Maryland? My care comes from my strong support for HB 0298 and how sharing classrooms with parenting students has enriched both my educational and personal experiences.

If you look at the legislative history of HB 0298, you'll see it was first introduced in 2024. However, my experience with this bill started a decade ago. I was a student at Oregon State University and was a member of a non-profit organization called the "Oregon Student Association". We were going through a process called "issue choosing" to set our legislative priorities. During issue choosing, students host what is probably the most depressing science fair. Trifolds on tables fill a room displaying our most pressing issues: rising cost of tuition and textbooks, housing insecurity, food insecurity, lack of student support systems, etc. This is where I met Michaela Martin, a parenting student that changed my life forever.

Michaela was trying to pass a HB 0298 in Oregon. Like many students in Maryland today, Michaela was a parenting student trying to balance the demands of being a single mother and a scholar. Michaela can tell her story better than anyone else, so I strongly encourage you to hear her story in her own words (either by reading her testimony or listening to this podcast:
<https://ascend.aspeninstitute.org/1-in-5-episode-3-meet-michaela-martin/>)

With a clipboard, branded buttons, and fierce dedication, Michaela worked the room to try and convince a group of primarily non-parenting students to care about her experience. Unfortunately, she was not successful. I pledged to Michaela that I would stay by her side until we passed the bill. It took us six years to do so. Six years to pass the bill to start collecting the data that we need to enable policymakers and institutional leaders to make informed policy decisions. Six years to pass the bill to start the process of understanding the barriers that parenting students face that hinder their academic success. Six years for the issue of insufficient access to childcare on the national level to get so bad that it could not be ignored at the state level.

How much could we have learned about this population during those six years of waiting? How much could we have helped parenting students in that time? You see, “[w]hen you are invisible, so are your problems.” – Michaela Martin. Students like Michaela enriched my education and my life. Her unique and insightful presence on campus and in the classroom brought in new ways of thinking. By sharing her experience with her peers, we all learned more than we would have just from imagining what her lived experiences have been like. Not to mention how much my life and lifelong learning has been enriched from what started as a pledge to be a legislative battle buddy and blossomed into a lifelong friendship. There are Michaela’s all over Maryland. Parenting students like Yoslin Amaya Hernandez who are insightful, enriching, and caring peers, movers, and shakers.

Today, you have a simple choice: be the kids in the room that don’t care, or be a legislative battle buddy. Let parenting students remain invisible, or see them, hear them, and help them.

I respectfully urge the Committee to support HB 0298 and take this vital step toward creating a more inclusive and supportive educational environment for student parents.

Thank you for your time and consideration.

Sincerely,

Tabitha Pitzer

MD HB 0298.pdf

Uploaded by: Valerie Fox

Position: FAV

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January 31, 2025

Delegate Ben Barnes
Appropriations Committee
Maryland State Legislature
House Office Building
Room 121
Annapolis, Maryland 21401

Testimony in Support of House Bill 0298 – Maryland Higher Education Commission –
Demographic Data Collection – Parental Status

Dear Delegate Ben Barnes and Members of the Appropriations Committee,

As a constituent from Frederick, MD, I am writing to express my strong support for HB 0298, which mandates the collection of data on the parental status of college students in Maryland. With one in five undergraduate students and one in three graduate students nationwide balancing academics and parenting, better data collection is a crucial step toward improving college completion rates for this group.

Comprehensive data collection will enable policymakers and institutional leaders to identify and address barriers faced by student parents. These barriers, often rooted in racial and economic disparities, hinder academic success. Supporting student parents is both a matter of equity and a key strategy for achieving Maryland's retention and graduation goals for students of color and Pell-eligible students.

The 2023 Maryland Higher Education Commission Report on Advising Systems and Wrap-around Services revealed that few institutions collect comprehensive data on student parents. Without accurate information, it's impossible to fully understand their needs or craft policies that promote their success.

I don't see any downside to collecting this data—it truly seems like a win-win situation. In my case, I firmly believe that more support for my mother in pursuing her education would have led to better outcomes for our family. She faced the challenge of financially supporting two young children while continuing her education. Although she got married and followed what many would consider the 'right' path, things didn't work out, and she became a single mother.

She managed to complete short-term secretary training, which enabled her to secure a job with health insurance for herself and for us. Unfortunately, she remained in that position—the job

with good health insurance’—for 35 years, often to her own detriment. It was incredibly stressful to watch her come home each day exhausted and worn down. While I understand that many people work to live, not the other way around, I believe everyone should have a fair opportunity to thrive.

My mother, once a vibrant and ambitious person, was left with few options. She never had the opportunity to continue her education because taking out loans felt like too great a financial risk without the guarantee of a living wage job. Despite her intelligence, motivation, and potential, the lack of support kept her from pursuing further education. I truly believe that with more support in place, she could have advanced her education and improved our family’s quality of life

Passing HB 0298 will ensure Maryland has the tools to support its estimated 70,000 student parents, empowering them to thrive in higher education and beyond. By addressing their unique challenges, Maryland can be a leader in fostering student success and equity in higher education.

I respectfully urge the Appropriations Committee to support HB 0298 and take this vital step toward creating a more inclusive and supportive educational environment for student parents. Thank you for your time and consideration.

Sincerely,

Valerie Fox

Jess Myers HB 0298 - Senate Committee.pdf

Uploaded by: Yoslin Amaya

Position: FAV

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March 25, 2025

Senator Brian Feldman
Education, Energy, and Environment Committee
Maryland State Legislature
Miller Senate Building
2 West Wing
Annapolis, Maryland 21401

Subject: Testimony in Support of House Bill 0298 – Maryland Higher Education Commission – Demographic Data Collection – Parental Status

Dear Senator Feldman and Members of the Education, Energy, and Environment Committee,

As a current professional working at an institution of higher education, a former Sr. Higher Ed Impact Manager at Generation Hope, the former director of the Women's Center at University of Maryland Baltimore County (UMBC), and as someone who is from Baltimore, Maryland, I am writing to express my strong support for HB 0298 Maryland Higher Education Commission – Demographic Data Collection – Parental Status, which proposes the implementation of data collection on the parental status of college students in Maryland. Nationwide, 1 in 5 undergraduate students and 1 in 3 graduate students are parenting while in college. Better data collection is an essential first step to improving college completion rates for student parents. Without comprehensive data collection on this vital student population, policymakers and institutional leaders struggle to truly understand student parents' experiences and dismantle the barriers impeding their academic and professional success.

Supporting student parents is a matter of racial and social justice. Student parents are more likely to be students of color and live at or below the poverty line than their non-parenting peers. The unique challenges faced by student parents are not only due to their parental status, but also due to the many intersecting identities that impact their journeys to and through higher education. Supporting student parent success will help the state of Maryland reach its goals in regards to retention and graduation rates for

Pell-eligible students and students of color. A report released by Maryland Higher Education Commission in September 2023 indicates that not many colleges are collecting this data and those that are, do not have a comprehensive picture. The commission recommends that better data collection is needed to understand the full needs of this unique, and overlooked, population.

I share this background as greater context to my own professional story. As mentioned, I served as the director of the Women's Center at UMBC for eleven years between 2011 and 2022. Among my diverse portfolio and responsibilities, an important part of my work was supporting parenting members of UMBC community members to include students, staff, and faculty. For many years, the Women's Center was the home of the only lactation room on campus. Having my office right next to the space, I would become familiar with the patterns and comings and goings of parents pumping during their school and work day. As the Center advertised the space more regularly, I began to notice an uptick in usage. In fact, being right next to the room, I would even give up my office space for a busy student parent needing to pump when the lactation room was occupied. Thankfully, the Center tracked the number of community members using the lactation room, and didn't need to rely solely on my anecdotal data. It was only because we had the usage data that I could advocate for additional lactation rooms to be added to campus renovation projects such as incorporating a lactation room into the updated recreation center. Without these numbers, no one else on campus would know how many students, faculty, and staff needed these essential spaces and services. Yet, this data was kept only in the Women's Center, reported out in our yearly annual report, or shared as needed. It was not systematically collected nor was it systematically shared out to stakeholders. How many other nursing students are not being counted. How many other pregnant, nursing, and parenting students are not getting their needs met because they are otherwise invisible on campus?

Additionally, I oversaw a scholarship program for adult learners. Of the approximately 25 students the Center served each year, at least half of these students were parenting students. As part of the application process, the Center was able to collect data on these students to include how many children they had and their children's ages. Through my semesterly check-ins with them, through the events they attended, and how they used the Center space, I learned deeply about the way being a parent shaped and impacted their experience as a UMBC student. The Women's Center adjusted our services and supports to accommodate them and when possible, I would use these experiences to inform other faculty and staff to encourage similar kinds of accommodations and supports.

The Foundation that provided the scholarship funds would ask us to compare the scholarship recipients to other similar non-scholarship recipient students at UMBC. Most often, scholarship recipients had better GPAs and were retained at higher rates from semester to semester than those who were not receiving scholarships. We used age as a

comparison, but were unable to compare by parenting status because UMBC did not collect that data. Considering some of the other statistics on parenting students that include the fact that they often have better GPAs than their non-parenting peers yet are more likely to drop out and not complete college, I do not doubt that the parenting students who were not connected to the Women's Center via our scholarship most likely were struggling academically and personally. Yet, there was no way the Women's Center, nor UMBC, could reach out to them, assess their needs, and create additional resources and support to meet their unique needs as parents.

This is a failure of our institutions and we must do better. I would like to think that schools like UMBC would be motivated to collect this data, but I also acknowledge that staff in positions to make this happen are charged with competing priorities and often are operating with limited staff. I witnessed this in my former role as a Sr. Higher Ed Impact Manager at Generation Hope. There, I worked with institutions who committed to a 2-year program called FamilyU to enable their schools to better support student parents and STILL moving the needle on student parent data collection is always challenging. I coached a community college in Texas and it wasn't until the recent passage of legislation that created new protections for pregnant and parenting students in Texas, specifically Texas Ed. Code. § 51.9 (SB597/HB13610,) that enabled the team to make progress in creating systemic student parent data collection. They have since been able to begin systematically collecting data about their student parents. In turn, they have been able to identify these students to follow up with additional support and resources. This would have not been possible without the passage of this legislation.

This proposed legislation will allow State and institutional policymakers and leaders to access data that more accurately captures the number of parenting students in Maryland than ever before. Based on national data, it can be assumed that more than 70,000 Marylanders are parenting while attending college part- or full-time. This information will increase awareness of student parents and the unique barriers that they face and empower policymakers at every level to make informed decisions and provide targeted support for this often-overlooked population. Student parents deserve to be recognized and supported so that they can succeed in higher education and beyond.

I urge the Education, Energy, and Environment Committee to support HB 0298 so that Maryland can continue to be a leader in higher education. Thank you for your time and consideration.

Sincerely,
Jess Myers

Yoslin Amaya - HB 0298 Senate Support.pdf

Uploaded by: Yoslin Amaya

Position: FAV

Yoslin Amaya Hernandez

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January 31, 2025

Delegate Brian Feldman

Chair, Education, Energy & Environment Committee

Maryland State Legislature

2 West Miller Senate Office Building

Annapolis, Maryland 21401

**Subject: Testimony in Support of House Bill 0298 – Maryland Higher Education
Commission – Demographic Data Collection – Parental Status**

Dear Delegate Brian Feldman and Members of the Education, Energy & Environment Committee,

As a **graduate student parent** and a dedicated student parent advocate residing in Montgomery County, I am writing to express my strong support for HB 0298, which mandates the collection of data on the parental status of college students in Maryland. This legislation is a critical step toward ensuring that institutions and policymakers better understand and support student parents across the state.

Nationwide, one in five undergraduate students and one in three graduate students are parents. Despite these significant numbers, student parents remain largely invisible in higher education policy due to the lack of comprehensive data collection. Without this data, institutions and lawmakers struggle to design policies that adequately address the barriers student parents face in accessing and completing their degrees.

Supporting student parents is an issue of racial and economic justice. Student parents are more likely to be students of color and to live at or below the poverty line compared to their non-parenting peers. As a **graduate student parent**, I understand firsthand the challenges of balancing academic responsibilities, financial pressures, and caregiving. Many student parents, including myself, navigate higher education while juggling full-time coursework, employment, and childcare responsibilities—often without sufficient institutional support. The absence of formal data collection means that these challenges remain largely unrecognized, leaving student parents without the resources they need to persist and graduate.

This legislation will provide essential data that allows Maryland to develop targeted policies and allocate resources effectively to support student parents. National estimates suggest that more than 70,000 Marylanders are parenting while pursuing their education, yet most institutions do not formally track this student population. By collecting demographic data on student parents, Maryland can ensure that these students are no longer overlooked and that their needs are considered in higher education planning and policy development.

I urge the Education, Energy & Environment Committee to support HB 0298 and advance Maryland's commitment to equitable access and success in higher education. Thank you for your time and consideration.

Sincerely,
Yoslin Amaya Hernandez

UNFAVORABLE.HB298.MDRTL.L.Bogley.pdf

Uploaded by: Laura Bogley

Position: UNF



Opposition Statement HB298

Maryland Higher Education Commission - Demographic Data Collection - Parental Status

Laura Bogley, JD

Executive Director, Maryland Right to Life, Inc.

Maryland Right to Life supports any public policy that enables and empowers women to choose life for their preborn children. We are willing to assist any local k-12 school system or institute of higher education in the development of policies and programs supporting pregnant or parenting students. We work with a network of providers who promote life-affirming programs for pregnant students, including Students for Life and the attached "Pregnant on Campus Bill of Rights".

However, we oppose this bill that would violate the right of privacy of parenting students attending Maryland colleges and universities. Students should have the right but not the duty to disclose whether or not they have a child. Collection of this type of data by the Commission, without redacting identifying information of the student, could be used to target these vulnerable students for abortion promotion and coercion at the hands of the state and federally funded educational institutions, in violation of federal Title IX.

Federal Title IX of the Education Amendments of 1972 prohibits all educational institutions receiving federal funding from discriminating on the basis of pregnancy or parenting status. No institution may discriminate on the basis of a student's pregnancy or termination thereof. But in 2023, the Maryland General Assembly enacted Chapter 250, *Public Senior Higher Education Institutions – Reproductive Health Services Plans – Requirements*, requiring every public college and university in the state to use taxpayer funds to coordinate abortion services on campus. The Assembly rejected amendment requests from Maryland Right to Life, that any publicly funded campus programs also provide students information and access to lifesaving alternatives to abortion. This was in violation of federal Title IX, as federally funded institutions may not differentiate between pregnancy and termination of pregnancy.

The Maryland General Assembly has demonstrated that it has no intention to comply with federal Title IX by providing equal access to lifesaving alternatives to abortion, including prenatal care coordination, medically accurate information or informed consent.

Abortion Coercion

This bill would dramatically increase the risk of Abortion Coercion of pregnant students at the hands of financially motivated adults within the system. The *majority* of women who have had abortions (64%) report afterward that they were pressured into the decision. Coercion encompasses any situation in which a pregnant mother is made to feel - by any means - that she has *no choice* but an abortion. Coercion sends a mother into the belief that *either the baby dies or I will die or suffer great harm*, which may include losing a scholarship, being displaced from a team or even temporarily delaying education.

With the documented severity of physical and psychological repercussions of abortion, protection from abortion coercion becomes even more essential in ensuring that the best interests of students are protected. Under current Maryland law, there is no explicit measure prohibiting any individual from coercing a woman into abortion.

The abortion industry self-identifies as *pro-choice*, but in reality, choice has little to do with the abortion transaction. Far from enshrining protections against coercion, the abortion industry operates on omission: they omit important questions about coercion during pre-abortion "counseling", fail to provide information about the potential physical and psychological risks of abortion, and deny women the ability to view the ultrasound of their baby before abortion.

Abortion providers also have demonstrated an unwillingness to protect women and girls against sexual abuse and trafficking by refusing to report suspected abuse to law enforcement or other public authorities while agreeing to commit abortions on suspected victims.

MDRTL Opposes Public Funding for Abortion on Campus

Maryland taxpayers should not be forced to subsidize abortion indoctrination, promotion and abortion violence. A 2025 Marist poll showed that 57% of people polled oppose the use of tax dollars to pay for abortion and 82% favor laws that protect both the lives of women and unborn children. Public funds instead should be prioritized to fund legitimate health and family planning services which have the objective of saving the lives of both mother and children, including programs for improving maternal health and birth and delivery outcomes, well baby care, parenting classes, foster care reform and affordable adoption programs.

Pregnant women have better alternatives for maternal health. There are 14 federally qualifying health centers

and 4 pregnancy centers for each Planned Parenthood in Maryland. Planned Parenthood profits from abortion sales and is not a significant provider of prenatal care or adoption referrals.

While federal Title IX requires any institution that receives federal funds to provide equal accommodation for pregnancy or *termination* of pregnancy, including things like larger desks and excused absences, the state has no legal obligation to provide access, coordination or public funding for abortion including on college campuses.

Funding restrictions are constitutional

The Supreme Court of the United States, in *Dobbs v. Jackson Women's Health* (2022), overturned *Roe v. Wade* (1973) and held that there is no right to abortion found in the Constitution of the United States. As early as 1980 the Supreme Court affirmed in *Harris v. McRae*, that *Roe* had created a limitation on government, not a government funding entitlement. The Court ruled that the government may distinguish between abortion and other procedures in funding decisions -- noting that “*no other procedure involves the purposeful termination of a potential life*”, and held that there is “*no limitation on the authority of a State to make a value judgment favoring childbirth over abortion, and to implement that judgment by the allocation of public funds.*”

Abortion is not healthcare

Abortion is not healthcare. It is violence and brutality that ends the lives of unborn children through suction, dismemberment or chemical poisoning. The fact that 85% of OB-GYNs in a representative national survey do not perform abortions on their patients is glaring evidence that abortion is not an essential part of women's healthcare.

Recent acts of abortion activists occupying the Maryland General Assembly have completely removed abortion from the spectrum of healthcare. As a result of the *Abortion Care Access Act* of 2022, sponsored by Delegate Ariana Kelly (D-Montgomery), a former NARAL employee, poor women will be deprived access to care through a licensed physician. The state is now allowing any “certified provider of abortion care” to perform or provide both surgical and chemical abortion through birth.

Combine this with the fact that 54% of abortions are now “Do-It-Yourself” abortions where women are remotely prescribed dangerous abortion pills without a physician's examination and are left to hemorrhage alone until their bodies forcefully expel their babies' bodies, and the argument that abortion is healthcare is completely discredited.

State-sponsored abortion is having a genocidal impact on Black Marylanders

Abortion has a disproportionate impact on Black Americans who have long been targeted by the abortion industry for eugenics purposes. Even today 78% of abortion clinics are located in minority communities. As a result abortion violence has become the leading killer of Black lives, more than gun violence and all other causes combined. More than half of all pregnancies to Black women in Baltimore City end through abortion violence. The state fails to measure or report the correlation between the increased use of abortion with increased risk to maternal mortality, infertility, miscarriage, pre-term births for Black mothers. This makes any argument that abortion is healthcare a morally repugnant call for state-sponsored genocide of Black children in Maryland.

For these reasons we respectfully ask you to protect the privacy rights of parenting students in Maryland Colleges and Universities, by issuing an unfavorable report on this bill.

Sincerely,
Laura Bogley, J.D.
Executive Director
Maryland Right to Life

Pregnant on Campus Bill of Rights



In the interest of presenting young women with ALL of their options, especially those guaranteed to her by law, and to ensure that pregnant and parenting students are never discriminated against, schools need to understand and communicate the following:

- I. Pregnant students cannot be barred from activities enjoyed by fellow students, including but not limited to: club memberships, academic programs, and intramural activities.
- II. Pregnant students should not be barred from utilizing campus housing and, upon birth of her child, should be permitted to make her own decision about off-campus housing.
- III. Pregnant students cannot have their academic or athletic scholarships revoked due to pregnancy or be subject to penalty regarding any other type of financial aid.
- IV. Professors and other staff may not punish pregnant students as a result of a medically necessary absence. Concessions must be made to re-take tests and complete other assignments if necessary.
- V. Instructors cannot penalize a student because of his or her parenting status.
- VI. Recipients of scholarships, athletic or otherwise, are to be fully informed of their Title IX rights. Coaches or other school officials who fail to fully inform students are to be deemed negligent.
- VII. Athletic directors or coaches may not bully students into abortions by threatening loss of future or present opportunity.
- VIII. Campus Title IX offices are responsible for ensuring this law is followed. Too often, Title IX coordinators are either complacent or complicit in violations.
- IX. Student problems and concerns must be addressed in a timely manner to ensure an uninterrupted education.
- X. Failure to provide these protections to students must be reported.

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Uploaded by: Andy Clark

Position: INFO



SENATE EDUCATION, ENERGY, AND THE ENVIRONMENT COMMITTEE

House Bill 298

Maryland Higher Education Commission - Demographic Data Collection - Parental Status

April 2, 2025

Letter of Information

Chair Feldman, Vice Chair Kagan and members of the committee, thank you for the opportunity to offer testimony on House Bill 298 – Maryland Higher Education Commission – Demographic Data Collection - Parental Status. The bill requires the Maryland Higher Education Commission (MHEC) to develop questions, in consultation with each public institution of higher education, to collect data on the parental status of enrolled students. It also requires an annual report to the budget committees.

The USM is comprised of twelve distinguished institutions, and three regional centers. We award eight out of every ten bachelor's degrees in the State. Each of USM's 12 institutions has a distinct and unique approach to the mission of educating students and promoting the economic, intellectual, and cultural growth of its surrounding community. These institutions are located throughout the state, from western Maryland to the Eastern Shore, with the flagship campus in the Washington suburbs. The USM includes three Historically Black Institutions, comprehensive institutions and research universities, and the country's largest public online institution.

The most recent National Postsecondary Student Aid Study (NPSAS) data estimates there are over 3.1 million undergraduate student-parents enrolled in colleges and universities across the United States; that's nearly one in five undergraduates. Campuses have developed some supports for parenting students but do not have a full picture of the undergraduate student-parent population.

What will be critical to this enterprise is how the data is collected and how the institutions receive that information to assist students. Close collaboration will be needed to avoid violations of privacy, student alarm, and significant costs. If institutions are asked to collect this data, there will be financial costs because this information is currently not available. Either additional data collection forms and procedures will be changed or something new must be developed—and that will require changes at the campus, at MHEC, and at MLDS. Furthermore, students may be concerned as to why they are being asked about their children.

While the FAFSA asks if a student has dependents living with them, the FAFSA data is not used for non-financial aid purposes on a campus. Additional communications and permissions would have to be established for that information about dependents to be used to identify parenting students. It may be best to ask students to identify themselves voluntarily, both because of privacy issues (legal and ethical) and because students may be alarmed by being asked about their children. Also, not all students complete a FAFSA, and the FAFSA question does not distinguish dependents who may be adults and those who may be infants.

The USM appreciates the effort to understand our students better so that we may better serve them. But we encourage care and collaboration as this effort moves forward as it appears to be resource intensive, and students could view this effort as intrusive.

The USM looks forward to working with MHEC on regulations to ensure the reporting costs and requirements do not create an unfunded mandate or the creation of additional costs.

