

CHILDREN'S LEARNING CENTERS



Student Fees Advisory Committee (SFAC)
PROGRAM QUESTIONNAIRE
FY 2016-2017

1. Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.

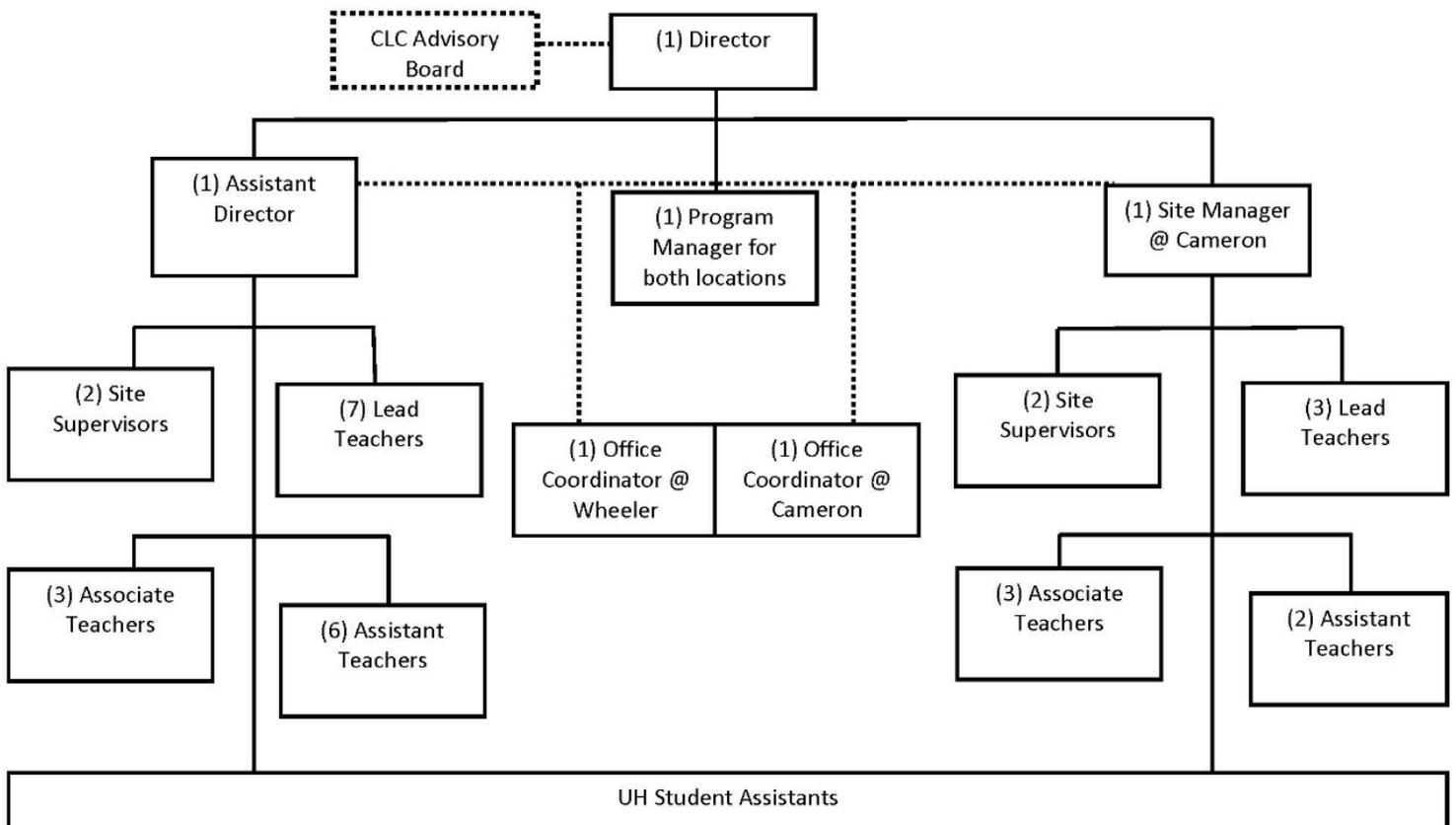
The Children's Learning Centers (CLC) presents this request for the Student Fees Advisory Committee (SFAC) to assist University of Houston (UH) student parents, with children enrolled at CLC, in paying for the cost of child care and to provide income for UH student employees working at CLC. In the early 1970's, UH students voiced a need for campus child care that provided a quality program in a nurturing environment. In keeping with the spirit and ideas of those forward thinking students and incorporating today's research on early childhood development, the CLC mission is to provide a nationally accredited, exemplary early childhood program that supports the student, staff, faculty and alumni of the University of Houston, while at the same time, encourages UH student success by offering opportunities for learning, discovery and engagement.

The accomplishment of this mission is met through established strategic initiatives. First, we utilize available resources and seek new funding opportunities through the hiring of a Program Manager who provides guidance and training to staff, offsetting the operational budget with community resources, forming UH academic partnerships, compiling mitigation actions for existing buildings and streamlining processes to enhance customer satisfaction. Second, we facilitate success through learning, engagement and discovery by conducting school readiness assessments, providing child care tuition assistance for eligible UH student parents, utilizing on campus resources to enhance learning, providing opportunities for UH community involvement and participating in collaborative learning communities. Third, CLC promotes a culture of accountability by conducting/evaluating formal assessments, utilizing parent/staff perception feedback surveys, hosting annual staff awards, implementing media and information resources and undergoing external reaccreditation review procedures. Fourth, we engage in strategic partnerships with UH faculty, shared governance groups, CLC alumni and the Hazard Mitigation Planning Committee. These partnerships help to support our efforts in increasing UH student retention and graduation rates as well as future long-term planning. Fifth, we demonstrate a collective identity on campus by collaborating with Divisional marketing and communications professionals enhancing CLC's web presence, supporting staff involvement in division wide initiatives in an effort to communicate our purpose and direction. Lastly, we foster the creation of a global learning community by collaborating with UH and community multicultural-based programs, providing trainings to enhance relationships that are based on trust and respect as well as acknowledging and supporting the close ties between the child and family.

Justification of the unit's student fee allocation, in terms of benefits to students is multifaceted. To begin with, the allocation of SFAC sponsored child care tuition assistance funds allow many student parents to gain access to affordable, quality child care which supports CLC/UH student retention and graduation. To fulfill our obligation to NAEYC and AdvancED accreditation criteria, there are special and additional costs involved. The greatest cost comes from the hiring of student staff that is needed to maintain developmentally appropriate teacher: child ratios. The student assistant positions help UH students by providing a source of income for those who choose to work at the Center. Finally, by maintaining a high-quality early childhood program, as defined by accreditation, the Children's Learning Centers provide parents with reassurance of their child's well-being and educational foundation which allows them to concentrate on their studies.

2. Provide an organization chart of your unit. Large units may need to have an overview chart and then more specific charts for each program. Where you have multiple staff in the same position (e.g. counselor, advisor, etc.), note this on your chart. Student employees should be cited on the chart and identified as students.

Children's Learning Centers



3. List your unit's strategic initiatives and action steps identified for the 2014-2015 academic year and cite the specific Division of Student Affairs and Enrollment Services (DSAES) Strategic Initiatives and University of Houston Strategic Goals to which they relate (links below). Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/action step changed during the year, please note this and explain. Also, list any new strategic initiatives/action steps, the rationale for the addition, and comment on your success in achieving these items. DSAES Plan: (http://www.uh.edu/dsaes/about/strategic_plan.html) UH Goals: (<http://www.uh.edu/president/vision-priorities/>)

Strategic Initiative: The Children's Learning Centers will utilize available resources and seek new funding opportunities to enhance the children's and UH student experience. (DSAES Strategic Initiative 2)

Action Step: CLC will hire and retain qualified professional and support staff needed to fulfill their roles and responsibilities necessary to support CLC's purpose, direction, and the educational program. (DSAES 2.a) **Completed:** CLC hired a Program Manager in November 2014 who provides guidance, consultation, and training to increase the quality of teaching and educational programming. In addition, CLC promoted three staff members and hired three teaching staff.

Action Step: CLC will utilize existing fiscal, human, technological and facility resources needed to provide services that support our purpose and direction to ensure success for all students. (DSAES 2.b) **Completed:** CLC managed to successfully operate in existing facilities utilizing current funds for ongoing maintenance, upkeep, and repair. CLC utilized a portion of CCAMPIS and SFAC funding to support student employee salaries in an effort to maintain low teacher: child classroom ratios. In addition, the Center used the Giant Steps fundraising account to assist with purchasing staff training materials and classroom supplies. CLC also offset a portion of the operations budget for professional development by participating in collaborative learning communities in the Houston area which offered teacher training and classroom materials at no cost to CLC.

Action Step: CLC will provide student employment and explore options for expanding internship opportunities to help develop learning, thinking, and life skills that lead to success at the next level. (DSAES 2.c) **Completed:** CLC completed the CLC Student Employee Development Program/Skill demonstration, CLC Student Employee Development Program/Self-reflection, and CLC Student Employee Development Program/Goal development assessment projects. The results from these assessments were used and will continue to be used for training, coaching, and goal development for CLC Student employees. In addition, CLC provided a graduate student from the COE Curriculum and Instruction department an internship for fall 2014 and formed a partnership with the UH Department of Health and Human Performance in an effort to expand upon future internship placements.

Action Step: CLC will partner with the Division of Advancement to create a division-wide building fundraising program in order to maximize fiscal resources to ensure facilities, services, and equipment remain safe, clean, and healthy over time. (DSAES 2.d) **Ongoing:** CLC compiled mitigation actions incorporated into the Hazard Mitigation Plan for the center which included building a new structure on a vacant UH location that is not prone to flooding (or existing CLC 1 site that has been graded for flooding) that can house both CLC 1 and CLC 2. The new facility will

meet current code, have a back-up generator, and a Safe Room. Case statement updates were submitted to the DSAES Director of Advancement to enhance fundraising opportunities and, in the meantime, has managed to successfully operate in existing facilities utilizing current funds for ongoing maintenance, upkeep, and repair.

Action Step: CLC staff members will participate in a continuous program of professional learning in order to provide the highest quality of customer satisfaction and educational program to the children of UH Student, Staff, Faculty and Alumni. (DSAES 2.e) **Completed:** CLC redesigned the New Hire Orientation process/format for Student employees which includes a hands-on training segment facilitated by CLC teachers. This new orientation format has streamlined the hiring process, provided Student employees with face-to-face interactions with current CLC employees, and a time to meet other new Student employees before their first day. CLC also adapted the Parent-Teacher meet and greet process to include a face-to-face conference to discuss the parent/teacher expectations before a child starts in the program.

Strategic Initiative: The Children's Learning Centers will create new opportunities and build upon ongoing programs to facilitate success through learning, engagement, and discovery for children and UH students. (DSAES Strategic Initiative 1)

Action Step: CLC will engage in intentional and continuous practices to determine verifiable improvement in children's learning, including readiness for and success at the next level. (DSAES 1.a) **Completed:** CLC conducted and evaluated ongoing children's learning assessments to ensure school readiness skills. CLC utilizes a formal assessment tool that is criterion referenced providing a systematic method for observing children. It is designed to assist teachers, clinicians, and parents in assessing individual skill development in six domains: gross motor, fine motor, cognitive, language, self-help, and social/emotional with the addition of pre-writing in the preschool program.

Action Step: CLC will support and advocate for commuter, transfer, adult, non-traditional and graduate students to ensure equitable and challenging learning experiences for all students through CLC programming and child care tuition assistance opportunities. (DSAES 1.b) **Completed:** SFAC approved CLC's FY15 base budget request of \$113,329.00 and the Department of Education granted CLC a CCAMPIS (Child Care Access Means Parents In School) award of \$375,000.00 annually through 2018 to support the UH CLC Student Parent Tuition Assistance Program and a portion of UH CLC student employee salaries.

Action Step: CLC will partner with Academic Affairs and UH Departments to engage children and UH students in their learning through instructional strategies that ensure achievement of learning expectations. (DSAES 1.c) **Completed:** CLC partnered with the UH Department of Optometry, UH Health Center, UH Department of Psychology, UH Department of Communication Sciences and Disorders, and the Master of Arts in Arts Leadership Program to provide staff development training, children's assessments, and/or engaging activities for the children.

Action Step: CLC will provide opportunities for CLC parents and student employees to become involved in the UH community and campus life. (DSAES 1.d) **Completed:** CLC hosted a Little Cougar Pep Rally for UH Homecoming in the courtyard as well as Little Cougar Corner at Frontier

Fiesta. CLC families and staff were also invited to participate in March for Babies, MLK Day of Service, and the UH Spring Egg Hunt.

Action Step: CLC will participate in collaborative learning communities to improve instruction and student learning for both children and UH students. (DSAES 1.e) **Completed:** Four CLC teachers were accepted into the Collaborative for Children Community of Practice (COP). COP members received many benefits from this training, including follow up coaching visits, materials for their classroom, substitute reimbursement, and stipends for teachers who meet the training goals—all at no cost to the participant. CLC also applied for and was accepted into the FY16 Texas School Ready program which also offers the same benefits. Two Lead Teachers will be provided tools to help them learn more about the specific instructional needs of the children in their classrooms and how to support children using engaging lessons and activities. In addition, CLC hosted a professional development training in May facilitated by UH Career Services for CLC student employees that covered the following topics areas: Resume Critiques, Social Media Branding and Interviewing. Student employees were able translate skills and knowledge attained through CLC employment into marketable materials for use after graduation.

Strategic Initiative: The Children’s Learning Centers will continue to promote a culture of accountability that aligns with local state standards, national accreditation criteria, federal grant guidelines, as well as, the Division of Student Affairs and University of Houston policies, processes and procedures. (DSAES Strategic Initiative 4)

Action Step: CLC will implement a comprehensive assessment system that generates a range of data about children’s learning and UH student employee development to guide continuous improvement. (DSAES 4.a) **Completed:** CLC evaluated the CLC Student Employee Development Program through self-assessments, teacher conducted evaluation rubrics, one-on-one coaching sessions, and goal development. CLC also utilized staff and parent surveys, accreditation external review evaluation and ongoing children’s learning assessments to ensure program effectiveness.

Action Step: CLC will implement staff development and evaluation processes to ensure accountability and improved professional practices resulting in children’s learning and Center success. (DSAES 4.a) **Completed:** CLC utilized employee self-evaluations into the annual performance review process and conducted staff surveys during the reaccreditation process. In addition, CLC hosted the annual awards program in August and awarded the CLC Student Employee Award of Excellence, CLC Spirit Award, CLC Outstanding Support Staff Award, and the Early Childhood Professional Award of Excellence.

Action Step: CLC will utilize a range of media and information resources to support the Center’s educational programs, operational needs and to address routine inquiries. (DSAES 4.b) **Completed:** CLC transferred the 2013-2014 CLC Student Employee Development Program/Skill demonstration assessment from paper format to Campus Labs in 2014-2015. CLC implemented a keyless access system, controlled from a central location by the UH Department of Public Safety, to gain entry into the main buildings. This has provided a more secure atmosphere and improved accessibility monitoring. In addition, CLC received a free ABCMouse.com kit for teachers and families to use with children ages 2-7 years old. This program was implemented in

the preschool classrooms with children ages 3-5 years old. To ensure the media platform was a fit for the Center, the teachers completed a technology assessment evaluating the tool in the following areas: Curriculum Goals & Technologies; Instructional Strategies & Technologies; Technology Selection(s); and Fit. The scores ranged from 75%-90%. The internet was also upgraded throughout the building to provide more consistency with online usage in the classrooms.

Action Step: CLC will report clearly defined measurable data that represent the attainment of content knowledge, skills, and learning outcomes demonstrating a continued contribution to children's learning and UH student success. (DSAES 4.c) **Completed:** In fall 2014, CLC conducted a self-assessment for NAEYC (National Association for the Education of Young Children) reaccreditation process, underwent an external review in June 2015, and received notification of continuing accreditation through October 2020.

Strategic Initiative: The Children's Learning Centers will create and engage in strategic partnerships. (DSAES Strategic Initiative 6)

Action Step: CLC will collaborate with UH faculty and the Division of Academic Affairs to support UH student retention and graduation rates. (DSAES 6.a) **Completed:** CLC administrators worked with UH faculty in the COE Curriculum and Instruction department ensuring that student internship requirements were met.

Action Step: CLC will involve UH shared governance groups in the Center's future goals and planning initiatives for a new building. (DSAES 6.b) **Completed:** CLC collaborated with CLC stakeholders and UH Facilities Planning & Construction during the drafting of the Hazard Mitigation Plan.

Action Step: CLC will partner with the DSAES Director of Advancement in nurturing an alumni base to support CLC fundraising efforts. (DSAES 6.d) **Completed:** CLC updated contact information of former and current CLC parents and student employees for the DSAES Director of Advancement to utilize for fundraising efforts. In addition, CLC alumni families were at the center of planning the CLC 40th Anniversary Celebration to take place October 30, 2015 in hopes of getting many Little Cougars back on campus.

Action Step: CLC will engage the Division of Administration and Finance in effective facilities management and future long-term planning. (DSAES 6.e) **Completed:** Members of the CLC Hazard Mitigation Planning Committee, including the UH Assistant Vice President of Student Affairs-Student Life, UH Assistant Director for Capital Planning and UH Senior Construction Project Manager, met with CLC director to develop and prioritize mitigation actions that can be taken to reduce or eliminate long-term risk to CLC staff/children and property from hazards and their impacts.

Strategic Initiative: The Children's Learning Centers will cultivate a collective identity that demonstrates a united vision on campus. (DSAES Strategic Initiative 5)

Action Step: CLC will collaborate with Divisional marketing and communication professionals to ensure that the Center's brand and promotional materials are consistent with the division-wide branding and marketing plan. (DSAES 5.a) **Completed:** CLC worked with appropriate divisional

personnel when designing staff t-shirts, tablecloths for promotional events and updating the CLC Monthly Newsletter format.

Action Step: CLC will utilize technology to enhance CLC's current web presence and social media on various Divisional websites to communicate our mission, goals, and accomplishments.

(DSAES 5.b) **Completed:** In September 2014, CLC published the CLC staff award winners in the online monthly Newsletter. The January 2015, the CLC Newsletter contained the results of the NAEYC reaccreditation Survey Results and a 2014-2015 CLC School Profile was made available for viewing on the CLC website. In addition, CLC worked with divisional marketing personnel to come up with the best use of social media with our sensitive population. A CLC Alumni Facebook page will launch in October 2015.

Action Step: CLC will communicate a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and education. (DSAES 5.c)

Completed: CLC hosted a Preschool Open House where families and teachers discussed curriculum goals and materials for the classrooms. In addition, a Conscious Discipline parent workshop was held at CLC in the fall, a program that empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. In the spring, CLC hosted a Parent/Child Nutrition workshop where families engaged with Ms. Ann Svendsen-Sanchez from the UH Health and Human Performance department on healthy eating habits in children.

Action Step: CLC will support staff involvement in division-wide initiatives, programs, and services while fostering a culture consistent with CLC's purpose and direction. (DSAES 5.d)

Completed: CLC participated in the: Homecoming Spirit Bell competition and won third place; UH MLK Day of Service, Little Cougar Corner at Frontier Fiesta; and CLC March for Babies fundraising, winning second place for DSAES. CLC also hosted various UH student groups such as Tau Beta Sigma (musical instrument petting zoo), Human Development Student Association (children's activities), and the UH Metropolitan Volunteer Program. In addition, CLC hosted "Read Across America" month where the UH and CLC community was invited to read to the children in the classrooms.

Strategic Initiative: The Children's Learning Centers will foster the creation of a global learning community that actualizes and embraces inclusion while preparing children and UH students to become active citizens. (DSAES Strategic Initiative 3)

Action Step: CLC will increase collaborations with multicultural-based programs within the UH and the surrounding community, such as Student Organizations and the Houston Institute for Culture, in order to enhance the children's and UH students' learning experiences through events and trainings. (DSAES 3.c) **Completed:** Niya Blair, Director of the UH Center for Diversity and Inclusion, facilitated a Cultural Awareness discussion during our September 2014 professional development training. CLC also collaborated with The Chinese Community Center who donated materials for the children to use in the classrooms. FY15 CLC professional development training topics also included Spanish Heritage Month, Black History Month and Chinese New Year.

Action Step: CLC will commit to a culture that is based on shared values, beliefs about teaching and learning, and supports educational programs for all children in accordance with national accreditation standards and current early childhood trends. (DSAES 3.c) **Completed:** On staff professional development days, CLC staff participated in Cultural Awareness, Prosocial Behavior, and Conscious Discipline trainings which help children and adults achieve their full potential in the context of relationships that are based on trust, respect and positive regard. In addition, CLC based our work with children on current knowledge of child development through Emergent Curriculum and STEM trainings.

Action Step: CLC will engage families in meaningful ways in their children's education and keep them informed of their children's learning progress through Center events, parent-teacher conferences, and family involvement activities. (DSAES 3.c) **Completed:** CLC provided many opportunities for family engagement, acknowledging and supporting the close ties between the child and family. CLC celebrated the "Week of the Young Child", "Read Across America", and hosted a parent/child nutrition training, facilitated by a UH Health and Human Performance faculty member, where families enjoyed learning more about healthy eating as well as a cooking demonstration. In addition, CLC administrators met with an elementary HISD Magnet coordinator to prepare documents/handouts that assisted CLC parents of graduating preschool children with the application process.

4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned strategic initiatives and/or action steps and their importance as compared to others that you might pursue. Where data exist, discuss the number of persons served by each of your programs and any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method for collecting these data.

The Children's Learning Centers (CLC) employs a variety of formal and informal means to evaluate our success in achieving our objectives discussed in question three. CLC is licensed by the Texas Department of Family and Protective Services (TDFPS); a department inspector completes, at minimum, an annual inspection of CLC with a written report of all findings. Through national accreditation program standards for both NAEYC and AdvancED, CLC collects data for annual reports and documents evidence of compliance with individual standards to prepare for future accreditation validation visits.

CLC was granted NAEYC, National Association for the Education of Young Children, Accreditation through 2020 by successfully completing the renewal process and continuing to uphold the mark of quality represented by the NAEYC Accreditation system. NAEYC accreditation is the gold standard for early childhood programs across the country. Families of young children who attend NAEYC-accredited programs can be confident that they deliver the highest quality early care and education. CLC is 1 of 20 Texas college/university child care programs that is NAEYC accredited and 1 of 46 child care programs in Harris County with this accreditation.

CLC has also collected assessment data in the area of CLC Student Employee Development Program consisting of teacher conducted evaluation rubrics, student self-assessments, one-on-one coaching sessions, and goal development.

Project 1: CLC Student Employee Development Program (Skill Demonstration - Overall, student employees receiving an evaluation rating of Excellent or higher increased from 92% in FY14 to 97% in FY15. First semester student employees receiving an evaluation rating of Excellent or higher increased from 86% in FY14 to 89% in FY15.

Project 2: CLC Student Employee Development Program (Self-Reflection) - Of the respondents who answered questions designated for those employed 1 or 2 semesters that indicated they strongly/moderately agreed that their skill development had improved as a result of their CLC employment increased from 90% in FY14 to 95% in FY15. Of the respondents who answered questions designated for those employed 3 or more semesters that indicated they strongly/moderately agreed that their skill development had improved as a result of their CLC employment increased from 94% in FY14 to 97% in FY15. Of the respondents who answered questions designated for student leaders that indicated they strongly/moderately agreed that their skill development had improved as a result of their CLC employment decreased from 100% in FY14 to 93% in FY15.

Project 3: CLC Student Employee Development Program (Goal development) - The results are based on CLC student employees who received a FY15 Fall evaluation (Assessment Project 1) and completed the FY15 Fall Campus Labs Survey (Assessment Project 2). These 30 student employees received a coaching session on the combined assessment results and completed a S.M.A.R.T (Specific, Measurable, Attainable, Relevant, and Time-specific) goal based on the

results feedback. The S.M.A.R.T Goal Rubric results included 23% Excellent Scores and 77% Exemplary Scores.

Additionally, CLC submits an annual CCAMPIS report to the federal Department of Education with data indicating the persistence and retention rates of CLC/UH student parents and quarterly reports to the Texas Department of Emergency Management demonstrating compliancy with the Hazard Mitigation Plan grant. We also submit a report to the Texas Department of State Health Services that documents our compliance with children's immunization requirements. In all of these areas, CLC has met standards for distinction and continues to receive marks of excellence.

CLC provides young children a positive educational foundation and learning components are in place to prepare children to succeed in school and beyond; this is measured through the Early Learning Accomplishment Profile (ELAP), Learning Accomplishment Profile- 3 (LAP-3), and the Test de Vocabulario en Imagenes Peabody (TVIP).

Another reliable source of feedback for CLC comes from parents. Parents receiving the SFAC and CCAMPIS scholarship funds are requested to write essays relating to their experiences with the Center and the benefits of the child care tuition assistance program. Another excellent time for parent feedback is during the parent/teacher conferences because these meetings provide an opportunity for individual comments on the program's operation. In addition, during the NAEYC reaccreditation self-assessment phase, CLC conducted staff and parent surveys. Each of these components cited above serve as an integral part in the determination of the Center's future initiatives and action steps and in the provision of data to measure and evaluate our success.

5. Please discuss any budget or organizational changes experienced since your last (FY2016) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections. In addition, if your unit concluded FY2015 with a Fund 3 addition to Fund Equity, please describe the conditions which caused the addition.

CLC did not have any organizational changes since the FY16 SFAC request, however is ahead of the self-generated projections.

In addition, CLC utilized a majority of SFAC funds awarded for CLC parent child care tuition assistance and offset the CLC student worker wages with the CCAMPIS (Child Care Access Means Parents In School) federal grant dollars. The \$7,933 funds that have been referred to as utility abatement for CLC was in reality a FY2007 Budget Reduction that was reducing budget and fund Equity from CLC fund 3056. When preparing FY2014 budget, the budget reduction was reduced and the transfer ceased. CLC was not grandfathered as part of the utility abatement group.

CLC did conclude FY15 with a Fund 3 addition to Fund Equity of \$8,402.89. This was a result of the Information Technology charge of \$9,120.00 being transferred from CLC's SFAC cost center to CLC's operational cost center.

6. Please list your 2016-2017 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Strategic Initiatives and University of Houston Strategic Goals to which they relate. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.

Strategic Initiative: The Children's Learning Centers will utilize available resources and seek new funding opportunities to enhance the children's and UH student experience. (DSAES Strategic Initiative 2)

Action Step: CLC will create a welcoming and accessible setting for children, families, and staff with well-organized, equipped, and maintained environments fostering the learning, health, and safety of those who use the program. (DSAES 2.b)

Action Step: CLC will integrate Diversity and Inclusion into training and education, including employee orientation, customer service and management training. (DSAES 2.e)

Strategic Initiative: The Children's Learning Centers will create new opportunities and build upon ongoing programs to facilitate success through learning, engagement, and discovery for children and UH students. (DSAES Strategic Initiative 1)

Action Step: CLC will examine practices, requirements, and culture and create strategies to reduce barriers to inclusion. (DSAES 1.b)

Action Step: CLC will identify important concepts and skills as well as effective methods for fostering children's and UH student learning and development. (DSAES 1.f)

Strategic Initiative: The Children's Learning Centers will continue to promote a culture of accountability that aligns with local state standards, national accreditation criteria, federal grant guidelines, as well as, the Division of Student Affairs and University of Houston policies, processes and procedures. (DSAES Strategic Initiative 4)

Action Step: CLC will report measurable outcomes and data to demonstrate continued contribution to children's learning and UH student success. (DSAES 4.c)

Action Step: CLC will reward and/or recognize employees who are Diversity and Inclusion champions and advocates. (DSAES 4.d)

Strategic Initiative: The Children's Learning Centers will create and engage in strategic partnerships. (DSAES Strategic Initiative 6)

Action Step: CLC will establish a connection with CLC student employee alumni to foster meaningful relationships that will benefit current CLC student employees and their professional development. (DSAES 6.c)

Action Step: CLC will operationalize best practices to leverage resources in optimizing the seamless delivery of programs and services. (DSAES 6.e)

Strategic Initiative: The Children's Learning Centers will cultivate a collective identity that demonstrates a united vision on campus. (DSAES Strategic Initiative 5)

Action Step: CLC's marketing, advertising, and public relations will reflect diversity and will be positioned to reach diverse markets. (DSAES 5.a)

Action Step: CLC will collaborate with the DSAES and UH Marketing & Communications to develop a CLC brand that encompasses both CLC sites. (DSAES 5.a)

Action Step: CLC will explore the use of social media and ways it can enhance the program's vision, philosophy, mission, goals, and overall operation. (DSAES 5.b)

Strategic Initiative: The Children's Learning Centers will foster the creation of a global learning community that actualizes and embraces inclusion while preparing children and UH students to become active citizens. (DSAES Strategic Initiative 3)

Action Step: CLC will encourage the contribution of volunteered employee time and ideas to the UH and surrounding community. (DSAES 3.b)

Action Step: CLC will select and implement instructional approaches that help all children succeed taking into consideration children's different backgrounds, interests, experiences, learning styles, needs and capacities. (DSAES 3.b)

7. What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)? If you receive funds from other sources, please briefly describe the source, purpose, and duration of the funding and report the amounts received in the appropriate rows/columns on the SFAC Spreadsheet.

The Children's Learning Centers (CLC) is supported primarily through child care fees charged for the early childhood services provided to UH families. These fee payments include: weekly tuition, annual fees for registration, supplies, and building maintenance, and waitlist fees.

CLC also receives support of \$100,000 (annually) from the University to assist with facility and grounds maintenance and administrative charges. CLC is receiving \$113,329 in funding from the UH Student Fees Advisory Committee (SFAC) for 2015-2016 to (a) assist with the costs of hiring CLC/UH student staff to maintain developmentally appropriate teacher: child ratio in the classrooms to meet accreditation standards and (b) to support UH student parents, with children enrolled at CLC, in paying for the weekly child care tuition costs.

CLC is currently receiving the federal Child Care Access Means Parents In School (CCAMPIS) grant awarded from the Department of Education. CLC receives \$375,000 annually to assist the CLC budget in the following ways: helping UH undergraduate student parents, with children enrolled at CLC, in paying for the weekly child care tuition costs; helping with the costs of hiring CLC/UH student staff to maintain developmentally appropriate teacher: child ratio in the classrooms to meet accreditation standards; and helping to provide staff training opportunities as required by Texas Child Care Licensing. In addition, CLC is in the final phase of drafting a Hazard Mitigation Plan funded through the Texas Department of Emergency Management. CLC was awarded \$20,000.00 to draft the plan in hopes to receive future federal funding dollars once the plan has been approved and adopted. The plan provides detailed action items to help CLC mitigate against hazards associated with potential natural disasters.

Additionally, CLC participates in the UH Faculty/Staff campaign and utilizes fundraisers such as the CLC Alumni Reunion, school pictures, and book fairs to support the funding of classroom supplies and required staff training such as first aid and CPR. CLC also participates in special early childhood partnership projects in the Houston community such as Collaborative for Children.

The other avenue for CLC support is through collaborations on campus. Currently the UH Moores School of Music provides our five preschool classrooms music classes at no additional charge to CLC or parents. The UH College of Optometry provided pediatric vision screenings for children enrolled at CLC at no additional charge to CLC or parents. UH Health Center personnel provided CLC staff with required medication administration training for free. All those working with CLC are interested in seeing the Center be financially healthy and sustain a balanced budget.

8. Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.

The Children's Learning Centers (CLC) provides services in two locations on campus and is the only unit providing early childhood educational services for the University of Houston.

Appendix:

The SFAC funding has made a great impact on retaining UH student parents and helping them achieve their goal of graduation. Below are excerpts from CLC Tuition Assistance applications.

"I am a single mother and have found it difficult to juggle paying for school, recurring expenses and spontaneous expenses. Receiving SFAC assistance would help ease the financial burden that comes with having to pay for childcare during the day and during the evenings when I have class." –M.H. SFAC recipient 3 semesters

"SFAC assistance will first and foremost help me in my ability to provide the best childcare and quality education for my daughter at an affordable price. SFAC assistance will enable me to continue attending UH full time in order to graduate by May 2016."- J.S. Fall 2015 SFAC recipient

"As I pursue the opportunity to become the first person in my family with a PhD, I will be required to focus intensely on my studies which limits my opportunities to work a full time job and contribute financially as I have prior. I know that SFAC assistance would at least ease our minds that our children are attending a well-rounded childcare center and can continue to grow and learn in a safe environment." - R. F. Fall 2015 SFAC recipient

"I am making the necessary sacrifices now, in hopes that my family will be financially set in the future. One concession I refuse to make, however, is the education and socialization of my children. That is why I humbly ask for any assistance that can be offered." - L. W. SFAC recipient 6 semesters.

"The SFAC assistance program has tremendously helped me before. Because of the assistance, I was able to afford Day Care for my child in Spring 2015 and achieve a 4.0 GPA in the semester. Knowing that my child is on campus and well taken care of helps me focus on my dreams of pursuing higher education." – E.A. SFAC recipient 1 semester

"It is such a big relief for me that I do not have to worry about my daughter while studying. I really appreciate that the University provides the SFAC tuition assistance to students like me to help me balance the roles as student and mother and to achieve academic success while being a great mom!" – L.W. Fall 2015 SFAC recipient

"Women like me are fortunate to count on programs and initiatives like the CLC and SFAC. They have been of paramount importance on my journey up to this point. If it was not for the high quality childcare and financial assistance it would be even harder for me to pursue my dreams." – E. B SFAC recipient 2 semesters

"The SFAC Childcare tuition assistance will tremendously help me succeed in my academic engagement and achieve my academic goals which are to complete my degree within four years and become a prominent scholar and professor in the field of supply chain management and business administration." – L.F. Fall 2015 SFAC recipient