

# CHILDREN'S LEARNING CENTERS

UNIVERSITY of  
**HOUSTON**  
CHILDREN'S LEARNING CENTERS



## Student Fees Advisory Committee (SFAC) PROGRAM QUESTIONNAIRE FY17-18

## STUDENT FEES ADVISORY COMMITTEE (SFAC)

### FY2018 PROGRAM QUESTIONNAIRE

- 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 benefits for students.**

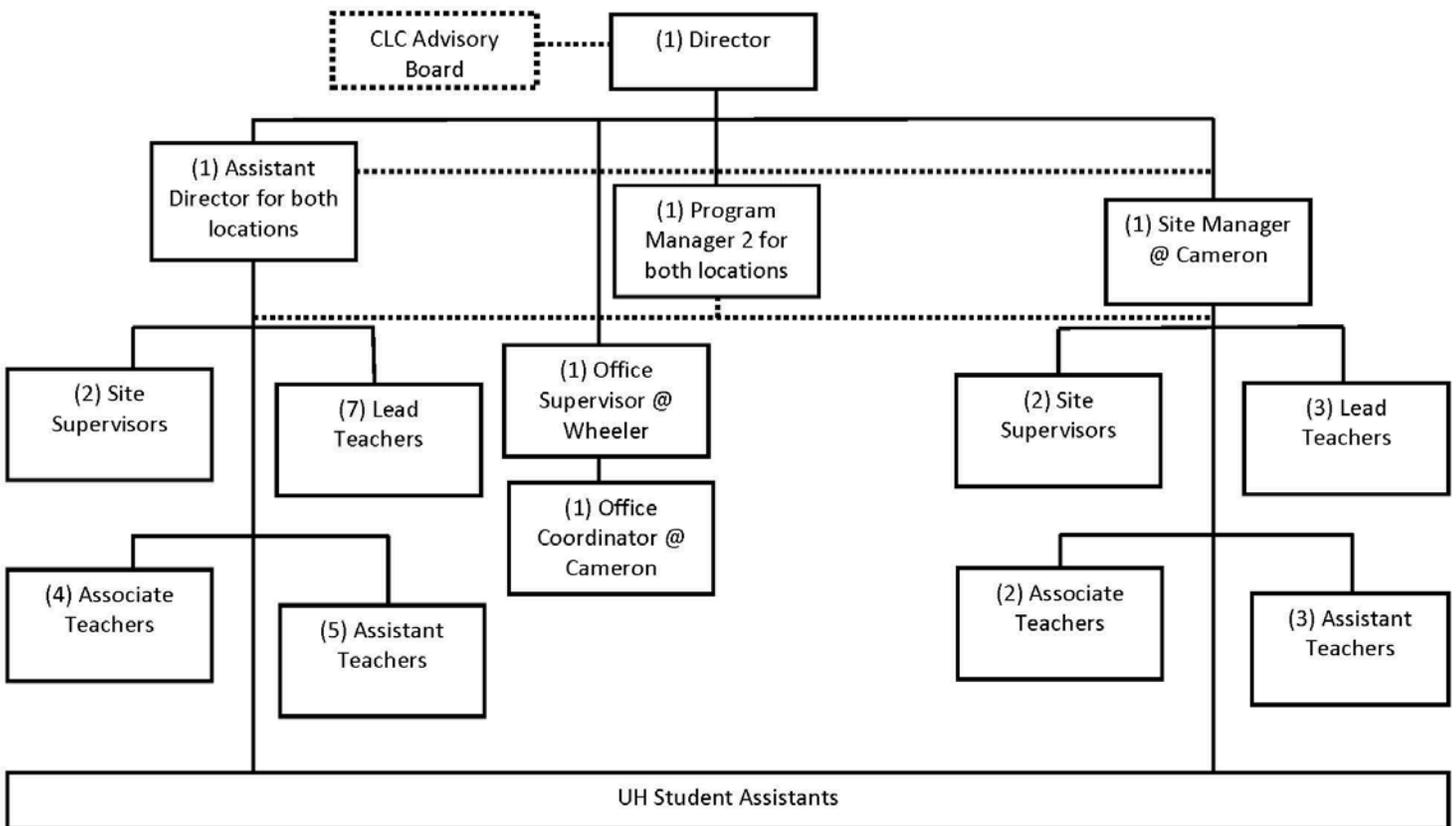
The Children's Learning Centers (CLC) presents this request to the Student Fees Advisory Committee (SFAC) to assist University of Houston (UH) student parents, with children enrolled at CLC, in paying for the cost of child care tuition and to provide income for UH student employees working at CLC. In 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 leverage available resources to enhance the student experience by utilizing on-campus resources and state funded programs for professional development and classroom materials, promoting well trained staff and implementing an innovative student employee development assessment component. Second, we promote a culture of accountability incorporating new methods of children's assessment, improving technology-based information management systems, adopting new forms of program evaluation and sharing accomplishments with the broader community. Third, CLC facilitates student success by advocating for program needs, working with DSAES departments to support students in their academic and professional careers, and providing children with opportunities to explore educational media programs. Fourth, we demonstrate a collective identity on campus by exploring ways to inform more UH students about CLC opportunities, utilizing social media to stay connected to CLC and UH alumni, and sharing avenues for involvement in both children's learning and UH/community initiatives. Fifth, we engage in strategic partnerships to enhance the UH student learning experience, receive feedback and implement program improvement, as well as establish relationships that are supportive of the CLC mission and philosophy. Lastly, we foster the creation of a global learning community by providing staff development training on a variety of diversity topics, facilitating access to specialized consultants as needed, and implementing a classroom curriculum that is individualized and responsive to each child's needs.

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 portion of funding is utilized to cover 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.

2016-2017  
**Children's Learning Centers**



3. List your unit's strategic initiatives and action steps identified for the 2015-2016 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](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 actualize and leverage the fiscal, human, technological and facility resources that enhance the children's and UH student experience. (DSAES Strategic Initiative 2)

**Action Step:** CLC will actively work to generate and manage the resources needed to support the program's vision, philosophy, mission, goals, operation, and expected child outcomes. (DSAES 2.b)

**Accomplished:** Two CLC preschool classroom teachers completed year one of the Texas School Ready (TSR) project. TSR is a free 3-year comprehensive preschool teacher training program that combines a research-based, state-adopted curriculum with ongoing professional development and progress monitoring tools. The classroom teaching curriculum/materials CLC received through the TSR project totals over \$11,560.00. Throughout the school year, teachers enrolled in TSR are 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. TSR has been proven to help teachers 1) Be more responsive to the individual needs of the children in their classrooms, 2) Increase their uses of language-building strategies, including the quality of book reading, general conversations with children, and the use of oral language instruction to build these skills, and 3) Demonstrate better responsive teaching practices, organization of their centers, and the use of lesson plans. CLC also utilized on campus resources to provide professional development for teachers and vision screenings for children all at no cost.

**Action Step:** CLC will attract and maintain a consistently qualified, well-trained staff who continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within our programs. (DSAES 2.a) **Accomplished:** CLC promoted two staff members and hired three new teachers. In addition, two preschool teachers joined the Texas School Ready (TSR) program. Throughout the school year, teachers who enrolled in TSR were provided tools and resources 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.

**Action Step:** CLC will assess student employment and internship opportunities and provide professional development training and preparation in adult supervision, mentoring, and leadership development to teaching staff who supervise or mentor other staff members. (DSAES 2.c)

**Accomplished:** CLC has implemented an innovative Student Employee Development program that invests in student's personal and professional growth outside of job tasks needed to work at the Center. The CLC Program Manager has designed S.M.A.R.T. goal evaluation forms and rubrics for such assessment to occur. There is an assessment cycle in place where different cohorts are assessed based

on their hire dates. The current Student Employee Development program has 7 steps incorporated into this comprehensive process which spans 1.5 years.

**Action Step:** CLC will establish intentional practices designed to foster strong reciprocal relationships with families and UH students from the first contact and maintain them over time. (DSAES 2.e)

**Accomplished:** CLC scheduled the preschool graduation on an early dismissal day for the first time so all CLC staff, including student staff, who worked with the children through the years were able to attend and be a part of the celebration.

**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 Enrollment Services and University of Houston policies, processes and procedures. (DSAES Strategic Initiative 4)

**Action Step:** CLC will incorporate a variety of assessment methods for the purpose of identifying children’s interests and needs, describing the developmental progress and learning of children, planning program improvement, and communicating with families. (DSAES 4.a) **Accomplished:** CLC implemented a new lesson plan format which includes teacher observations and assessment results as another way to utilize multiple sources to individualize children's learning. In addition, the teachers participating in the Texas School Ready (TSR) program use CLI Engage as a progress monitoring platform, developed by the Children’s Learning Institute at UTHealth. Although not required by state or accreditation standards, CLC also implemented a Daily Report form for preschool parents seeking daily feedback about their child’s day.

**Action Step:** CLC will utilize technology-based information management systems to improve user efficiency, monitor the operations of the program and inform program improvement. (DSAES 4.b) **Accomplished:** In 2015 CLC began implementing the B.A.S.I.S security access system (card swipe entry) for both CLC sites. Persons unaffiliated to the University without Cougar Cards are enrolled in the EyeLock system. This eye scanning system converts an individual's iris characteristics to an encrypted code unique to only that person, and then matches the code to his/her eyes to grant access. In the spring, CLC began taking credit card payments online and in the summer CLC incorporated outdoor security camera upgrades that are now compatible with the UH monitoring system. CLC also upgraded computer hardware required to run the updated ProCare software management system.

**Action Step:** CLC will establish goals for continuous improvement and innovation using information from various program evaluations to plan professional development and program quality-improvement activities as well as to improve operations and policies. (DSAES 4.c) **Accomplished:** In June, CLC voluntarily used the Infant/Toddler Environmental Rating Scale (ITERS) and the Early Childhood Environment Rating Scale (ECERS) to assess the classroom environment and purchased items and materials required to more consistently meet the standards. CLC also used feedback from the NAEYC re-accreditation report issued in August to begin making plans for program improvement.

**Action Step:** CLC will highlight innovative initiatives and accomplishments in an effort to build stakeholder involvement in the program and broaden community support for the program. (DSAES 4.d) **Accomplished:** CLC directors presented at the UH Summer Assessment Symposium, “Preparing for an Accreditation/External Review”, sharing Center accomplishments and points of pride.

**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 advocate for the program and our families by creating awareness of the program’s needs among community councils, service agencies, and local governmental entities. (DSAES 1.b) **Accomplished:** CLC submitted the final draft of the CLC Hazard Mitigation Plan to the Federal Emergency Management Agency (FEMA) for approval. Hazard mitigation is the effort to reduce loss of life and property by lessening the impact of disasters. CLC engaged in hazard mitigation planning to identify risks and vulnerabilities associated with natural disasters, and develop long-term strategies for protecting people and property from future hazard events. Moreover, a FEMA-approved hazard mitigation plan is a condition for receiving certain types of non-emergency disaster assistance, including funding for mitigation projects.

**Action Step:** CLC will collaborate with departments within DSAES to create opportunities for self-discovery and professional/academic success for UH students. (DSAES 1.c) **Accomplished:** CLC worked with the CLCAB (advisory Board) and DSAES Veteran Services to revise the CLC enrollment eligibility requirements to include “Military Deployment: When parents no longer have a University affiliation they may be eligible, subject to Director approval and space availability, for an extension of enrollment for a child currently at UHCLC for the duration of deployment”. This allowed a UH student parent to remain eligible for CLC services, at the student rate, while deployed. In addition, CLC hosted DSAES University Career Services for a resume building workshop for CLC UH student staff. Many of the CLC student staff are not studying in the field of education so it was important that they understand the value of the transferrable skills learned while working at CLC.

**Action Step:** CLC will explore opportunities to expand internships and the application of academic disciplines for UH students. (DSAES 1.f) **Accomplished:** CLC collaborated with a new academic department by providing an opportunity for UH students from the Gerald D. Hines College of Architecture and Design to study and explore classroom materials to help shape their individual projects for course credit.

**Action Step:** CLC will consider ways to enhance instruction and extend learning through specifically designed media programs targeted for young children. (DSAES 1) **Accomplished:** In the monthly newsletter, CLC provided resources for families to access developmentally appropriate information online to share with their children. Through media networks such as *PBSparents*, parents accessed ways to instill a love of science in children from a young age and teach children about the historical accomplishments and struggles of African Americans.

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

**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) **Accomplished:** CLC has a staff member on the DSAES Marketing Communications Group to assist CLC in the development of effective integrated marketing plans for a wide variety of events and programs. We met with the DSAES Communications Manager to discuss marketing materials that would promote our student employment/internship opportunities as well as information to perspective families inquiring about our services.

**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) **Accomplished:** CLC developed a CLC Alumni Facebook group page that launched spring 2016 with an invitation to past families and staff members. This provided an opportunity for families to stay connected with our Center and other families after leaving CLC. We would like to grow this page by including past CLC student employees with a forum to reconnect after UH graduation.

**Action Step:** CLC will utilize a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children’s learning. (DSAES 5.c) **Accomplished:** CLC shared articles and links to information in a variety of topics including Kindergarten readiness skills, the elementary magnet program application process, using toys as science tools, and developmentally appropriate literature by the Children’s Peace and Anti-bias Library.

**Action Step:** CLC will engage in division-wide initiatives, programs, and services and provide opportunities for involvement at the Center. (DSAES 5.d) **Accomplished:** CLC staff/families were encouraged to volunteer and many participated in the following UH events: Frontier Fiesta, MLK Day of Service, The Mayor’s Back to School Fest, and Weeks of Welcome Day of Service. This allowed staff and families to work together to participate in and support community improvement or advocacy projects.

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

**Action Step:** CLC will collaborate with the Division of Academic Affairs to enhance the implementation of research based practices in the early childhood education setting. (DSAES 6.a) **Accomplished:** Nutrition students with the UH Department of Health and Human Performance assisted instructor Ann Svendsen-Sanchez as she conducted a child nutrition workshop for CLC families. Professor Sharon Hill’s sign language class presented a children’s play to CLC preschoolers and offered them a new communication avenue.

**Action Step:** CLC will include families and other stakeholders as members and active participants to assist in making decisions to improve the program while building trust and enthusiasm for any needed program changes. (DSAES 6.b) **Accomplished:** The Children’s Learning Centers Advisory Board (CLCAB) is composed of a group of dedicated parents, students, staff and faculty members. Some of the Board

agenda items pertain to Campus Carry, teacher appreciation, child care tuition assistance eligibility, child care tuition collection processes, and business practices. The CLCAB recommended the following (which were approved): 1. An adjustment in the SFAC child care tuition assistance summer eligibility requirement which was more inclusive of “graduate students who were participating in a summer program, internship, or other experience that is a degree plan requirement”; 2. Adding to the Parent Handbook and Enrollment Paperwork: “Families may take pictures for their own personal use at group functions sponsored by the Center, for ex. parades, graduation, musicals; however, the privacy of other children captured must be maintained and photographs/videos cannot be shared publicly. Pictures taken by families of individual classroom activities must be limited to images of his/her own child exclusively”; and 3. Adding full day staff development days and reducing the number of early dismissal dates.

**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) **Accomplished:** In October 2015, past CLC student employees attended the CLC 40<sup>th</sup> Anniversary Celebration at the Center and were provided the opportunity to mingle with staff and families. CLC also hosted a student employee alumni networking reception in August 2016. Both events encouraged current student employees to network with former student employees in an effort to learn more about the career paths they pursued and the benefits of working at CLC during their time at UH.

**Action Step:** CLC will explore opportunities to collaborate with UH athletics that will be mutually beneficial for children and UH student success. (DSAES 6.f) **Accomplished:** CLC successfully worked with athletics to mitigate parking issues on home weekday football games. CLC is greatly impacted by the closure of parking lots that surround the two sites and proactively implemented a system that allowed for parents to access both CLC locations during child pick up times.

**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 provide teaching staff professional development training that prepares them to work with children and families of diverse races, cultures, and languages. (DSAES 3) **Accomplished:** Many of the CLC annual staff development training topics focused on Diversity and Inclusion: November- Anti-bias Education with an emphasis on multi-cultural holidays; January- Lunar New Year celebrations focusing on meeting the needs of diverse families at our Center; February- Black History Month with attention to Literacy for Black Writers (Past & Present); March- Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs; and July- Improving Early Education with Environment Rating Scales- Using ITERS/ECERS to assess the classroom environment/materials. CLC also incorporated two articles into the New Hire Orientation materials this summer: “Family Involvement in Early Multicultural Learning” and “Creating an Anti-Bias Learning Environment”. Integrating Diversity and Inclusion training and education has aided in the development of staff’s cultural competence and responsiveness to the backgrounds of children and families.

**Action Step:** CLC will engage other community organizations and groups to cosponsor or participate in cultural events to enrich the experience of children and families in the program and to better understand the cultural backgrounds of children, families, and the community. (DSAES 3.c) **Accomplished:** CLC hosted the principal from the Mandarin Chinese Language Immersion Magnet Elementary School for a staff development training discussing best practices for building an inclusive school environment.

**Action Step:** CLC will identify and establish relationships with specialized consultants who can assist all children's and families' full participation in the program in support of an inclusive environment. (DSAES 3) **Accomplished:** CLC staff work with various consultants to ensure that children and families have access to the assistance needed. The program promoted the UH Speech/Language Clinic as well as the UH Pediatric and Binocular Vision Services. In addition, CLC made accommodations for contracted therapists to deliver services to children while at CLC.

**Action Step:** CLC teaching staff will utilize their knowledge of the community and the families it serves as an integral part of the curriculum and children's learning experiences. (DSAES 3) **Accomplished:** CLC trained on and implemented emergent curriculum in all classrooms. This enabled teachers to plan curriculum that focuses on being responsive to children's interests/needs to create meaningful learning experiences. Curriculum is child-initiated and collaborative.

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) utilizes 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 the National Association for the Education of Young Children (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 is 1 of 20 college/universities in Texas with NAEYC accreditation and 1 of 3 college/universities in Texas with AdvancED accreditation.

CLC has also collected assessment data in the area of CLC Enrollment Termination and Student Employee Development Program consisting of goal development and attainment.

Project 1: CLC Student Employee Development Program/Goal Development: The Spring 2016 results are based on CLC student employees who received a FY16 Spring performance evaluation. These 19 student employees received a coaching session on the performance evaluation results and developed a S.M.A.R.T goal based on the feedback. The S.M.A.R.T Goal Development Rubric results indicated a 90% average score with 5% receiving an Excellent rating and 95% receiving an Exemplary rating which shows significant improvement comparing to Fall 2015.

Project 1 Findings/Results		
Rubric Rating	Fall 2015	Spring 2016
<b>Overall</b>	(13 R)	(19R)
Poor	0	0
Good	0	0
Excellent	3	1
Exemplary	10	18

Project 2: CLC Student Employee Development Program/Goal Attainment: The Spring 2016 results are based on CLC student employees who completed Assessment Project 1 in Fall 2015 and continued employment at CLC in Spring 2016. They were asked to evaluate their degree of goal attainment utilizing a reflection document which was then evaluated using a Campus Lab rubric. The S.M.A.R.T Goal Attainment Rubric results indicates an 88% average score with 22% receiving an Excellent rating and 78% receiving and Exemplary rating.

Project 2 Findings/Results		
Rubric Rating	Fall 2015	Spring 2016
<b>Overall</b>	(13 R)	(9R)
Poor	0	0
Good	0	0
Excellent	3	2
Exemplary	10	7

Project 3: CLC Enrollment Termination Review: Of the 77 Enrollment Termination Forms completed, 2 of the parents reported termination reasons that can be categorized as Not Satisfied. School conflicts and graduation (parent and/or child) was the number 1 reported reason, at 32%, for enrollment termination.

<b>Project 3 Findings/Results</b>			
<b>Reason</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Summer 2016</b>
Classes/School conflicts/Graduated	(2R) 14%	(9R) 27%	(14R) 47%
Family Circumstances	(5R) 36%	(7R) 21%	(5R) 17%
Moved away	(5R) 36%	(9R) 27%	(3R) 10%
Not satisfied	(2R) 14%	(0R) 0%	(0R) 0%
Summer break/Vacation	(0R) 0%	(8R) 24%	(8R) 27%
<b>Total</b>	<b>(14R)</b>	<b>(33R)</b>	<b>(30R)</b>

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 Children’s Learning Institute (CLI) Engage.

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, CLC gathers information from the shared governance advisory board (CLCAB) for planning and continuous improvement purposes. 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 (FY2017) 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 FY2016 with a Fund 3 addition to Fund Equity, please describe the conditions which caused the addition.

CLC made one organizational change since the FY17 SFAC request and is ahead of the self-generated projections.

Organizational: Based on changes in job roles and scope, a career ladder promotion was recommended and approved for one of the office coordinators to become an office supervisor. This individual had taken on additional responsibilities in support of the departmental mission. Since 2010, CLC has had two Centers within the Children's Learning Centers. Although they have been administratively managed by the same department leadership, each Center (Cameron and Wheeler) have had separate site managers, as well as separate financial/office staff. As the Cameron facility is significantly smaller than the Wheeler site, the decision was made to centralize staff/personnel resources to improve efficiency.

Budget: CLC accrued more income than was projected from sales/services and carried over unused funds from the CCAMPIS grant.

Fund Equity: CLC did conclude FY16 with a Fund 3 addition to Fund Equity of \$13,423.04. This was a result of utilizing 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.

6. Please list your 2017-2018 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 actualize and leverage the fiscal, human, technological and facility resources that enhance the children’s and UH student experience. (DSAES Strategic Initiative 2)

Action Step: CLC will provide staff access to education and professional development opportunities to improve their competence, skills, and leadership capacity. (DSAES 2.a)

Action Step: CLC will incorporate sustainable practices in the use of the facilities and purchase of equipment/supplies. (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 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 Enrollment Services and University of Houston policies, processes and procedures. (DSAES Strategic Initiative 4)

Action Step: CLC will interpret and use assessment results to demonstrate accountability and inform planning and decision-making. (DSAES 4.a)

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 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 contribute to children’s and UH students’ progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives. (DSAES 1.b)

Action Step: CLC will align with the developmental and demographic profiles of the student population and respond to needs of individuals and populations at the Center with distinct needs. (DSAES 1.b)

**Strategic Initiative:** The Children’s Learning Centers will cultivate a collective identity that demonstrates a united vision internally and 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 Student Life, DSAES and UH Marketing & Communications to develop a CLC brand that encompasses both CLC sites. (DSAES 5.a)

Action Steps: 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 create and engage in strategic partnerships. (DSAES Strategic Initiative 6)

Action Step: CLC will encourage and support collaboration across the institution and scholarly contributions to the profession. (DSAES 6.a)

Action Step: CLC will advocate for and represent the needs of students, the operation and staffing of the program, and the institution. (DSAES 6.b)

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)

**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 engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents. (DSAES 3.c)

Action Step: CLC will provide families with current information about community activities and events that support the learning, growth, development and interests of children. (DSAES 3.c)

**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 2016-2017 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: (a) helping UH undergraduate student parents, with children enrolled at CLC, in paying for the weekly child care tuition costs and support services; (b) helping with the costs of hiring CLC/UH student staff to maintain developmentally appropriate teacher: child ratio in the classrooms to meet accreditation standards; (c) helping to provide staff training opportunities as required by Texas Child Care Licensing/National accreditation; and (d) helping with accreditation materials for the classrooms.

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/or special events.

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.

CLC also participates in special early childhood partnership projects in the Houston community such as Collaborative for Children and Texas School Ready.

**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 SFAC Tuition Assistance applications.

*Knowing that my son is on campus and well taken care of helps me focus on my dreams of pursuing higher education. The SFAC assistance program would effectively allow me to worry less about my son's daycare tuition and focus more on my educational needs. – E. A., SFAC recipient 4 semesters*

*Having been a part of the Center for 2 years now and knowing that kids are in a safe environment prone to the full development of their abilities allows me to focus on my career. As I say every semester, I feel very lucky to have been able to count on CLC's high quality care and SFAC assistance this past four semesters. – E. C., SFAC recipient 5 semesters*

*As I am entering my second year of PhD study, I know deeply that my academic achievement in the past year wouldn't be possible without the help of CLC. Both my children have learned a lot. SFAC tuition assistance will make the great CLC care and education affordable for me and make me worry less for my financial burden and focus on my studies. – L. F., SFAC recipient 4 semesters*

*SFAC financial assistance helped me focus on my research studies and as a result I achieved best research poster award at GRC 2016 conference. -R. M., SFAC recipient 3 semesters*

*The financial assistance provided is greatly appreciated. I am off to a good start in my academic career and continue to finish strong academically. We would love for both our children to continue their educational foundation with CLC. -R. F., SFAC recipient 4 semesters*

*With SFAC tuition assistance, I have the freedom to focus entirely on my studies and TA responsibilities. With assistance I can ensure that my first year is successful, that my work has my full attention and that I am able to do my absolute best. With assistance both my son and I are free to become the best versions of ourselves, neither sacrificing for the other. -K. H., SFAC recipient Fall 2016*

*Without your excellent childcare, my work as a graduate student would not be able to be accomplished. Your SFAC child care tuition assistance could help me securely manage my own tuition fee, my children's tuition fee, house rent, utilities, and transportation. It will allow me to focus on maintaining my academic research while simultaneously supporting my children safely. I trust that the SFAC assistance will provide me the support I need to keep going in my studies here at UH and to maintain good parenting with confidence as well. -S. L., SFAC recipient 2 semesters*

*This coming semester will be my last as a Ph.D. student at UH. I am now writing my thesis and plan to defend it at the end of fall 2016. My family and I appreciate the help from CLC very much. Thus, the SFAC tuition assistance is very important for me to continue my study and research. X. Y., -SFAC recipient 4 semesters*

*We are truly grateful to the university and SFAC. As both my wife and I are PhD students at the University of Houston, we feel that the university is not only a place for us to meet our educational goals but also a big family, in which we enjoy the care and help from everyone. CLC not only helps my daughters make learning progress but also helps her parents reach their desirable educational outcomes by saving tremendous time. The tuition assistance literally makes us financially capable of getting the help we need from CLC. Y. B.,-SFAC recipient 4 semesters*