

CHILDREN'S LEARNING CENTERS



Student Fees Advisory Committee (SFAC)
PROGRAM QUESTIONNAIRE FOR FY19

STUDENT FEES ADVISORY COMMITTEE (SFAC)

FY2019 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 of benefits for students.

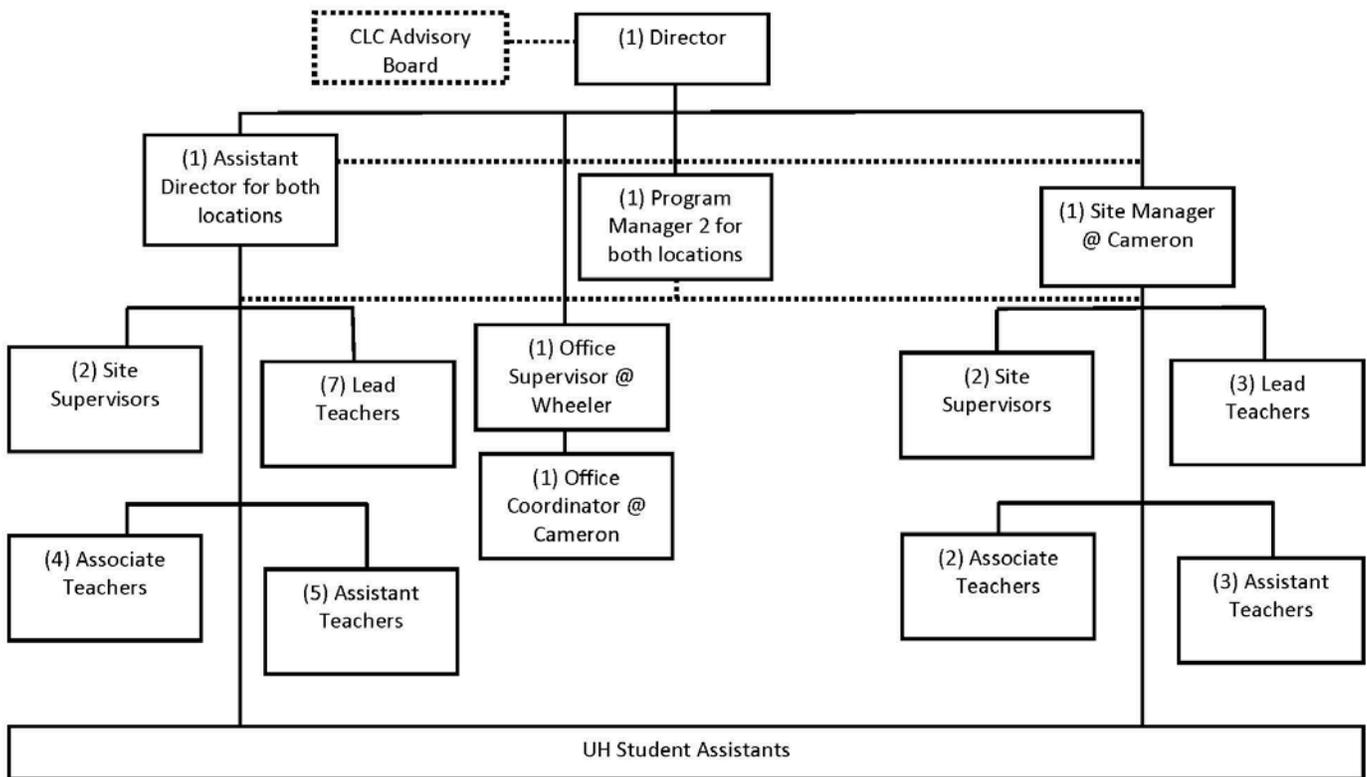
The Children's Learning Centers (CLC) presents this request to the Student Fees Advisory Committee (SFAC) to assist University of Houston (UH) student parents, with children enrolled at CLC, in paying for the cost of child care tuition and to provide income for UH student employees working at CLC. In 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 utilize available resources to enhance the student experience by participating in community programs that provide staff and children with valuable resources that address achievement of learning expectations, future funding for facility projects, and Diversity and Inclusion training. Second, we create new opportunities and build upon ongoing programs by modifying professional development trainings and incorporating research based protocols and curriculum into professional practice. Third, CLC promotes a culture of accountability by submitting annual reports to national and federal organizations as well as award nominations for departmental recognition. Fourth, we create and engage in strategic partnerships by offering networking events for the UH CLC student employees both past and present. Fifth, we cultivate a collective identity by utilizing various marketing avenues, such as face to face interactions and social media, to share all that CLC has to offer the UH community. Lastly, we foster the creation of a global learning community by encouraging CLC representation on departmental/divisional committees to support goals and initiatives of the UH community as well as build an awareness of our services, practices, and 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. A portion of funding is also 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.

2017-2018
Children's Learning Centers



3. List your unit's strategic initiatives and action steps identified for the 2016-2017 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 operationalize best practices to leverage resources in optimizing the seamless delivery of programs and services. (DSAES 2.a) **Accomplished and Ongoing-** In fall 2016, CLC added a 3rd preschool classroom teacher to the *Texas School Ready* (TSR) project grant. 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 for this year totals over \$5,700.00 in addition to the \$11,560.00 received last year. The TSR project also sponsored the participating teachers to attend a 2 day Conscious Discipline Training and the 2017 Texas School Ready Early Childhood Summer Institute in Dallas, Texas. In addition, the Center in Houston for Infant Learning and Development (CHILD) provided conference registration waivers to 11 of CLC's teaching staff to attend the 2017 CHILD conference at UH for free.

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 2.a) **Accomplished and Ongoing-** As mentioned above, in fall 2016, CLC added a 3rd preschool classroom teacher to the *Texas School Ready* (TSR) project grant. 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.

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) **Accomplished and Ongoing-** CLC continues to evaluate the environment for health, safety, and aesthetic repairs and enhancements. In fall 2016, major projects included the repainting of classroom entry doors and repair/removal of old plumbing in the designated ongoing problem areas. In addition, the Hazard Mitigation Plan for CLC was reviewed by FEMA and approved making the center eligible for Hazard Mitigation Assistance Grants through January 30, 2022.

Action Step: CLC will integrate Diversity and Inclusion into training and education, including employee orientation, customer service and management training. (DSAES 2.e) **Accomplished and Ongoing-** CLC, along with the Student Life area, has incorporated a Diversity & Inclusion/Customer Service component into the new hire orientation session. All new hires take an Intercultural Development Inventory® (IDI®) which assesses intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities and receives a coaching session after they receive an individual intercultural competence profile paired with an Individual Development Plan (IDP).

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) **Accomplished and Ongoing-** CLC state licensing standards does not require every CLC student employee to be CPR and First-aid certified to work at the site as long as there are other CLC employees in that group that are certified. However, for promotion eligibility in becoming a CLC student leader, it is one of the requirements due to the responsibilities involved in performing that role. Rather than offering the CPR and First-Aid certification classes on Saturdays, CLC has moved them to the CLC staff professional development days held on Fridays. This change has allowed more CLC student employees to attend these trainings and reduced the barrier of job promotion within the CLC Student Employee Development Program.

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) **Accomplished and Ongoing-** CLC began the implementation of *The Critical Friends Group* tuning protocol process, a collaborative professional learning community for teaching staff. The purpose for the implementation is to stimulate deep reflection, show diversity of thought, support others in receiving/giving focused/constructive feedback, provide healthy challenges, and support strategic planning in an effort to better support the children’s learning.

CLC also incorporated *Action Based Learning* into the program’s curriculum. Action Based Learning™ puts brain-based learning into action with teacher friendly, “kid-tested, kid-approved” strategies that move students to learn. Ms. Wendy Pyles, CLC Program Manager, received a certification in Action Based Learning through the Houston/Harris County Childhood Obesity Prevention Collaborative and trained staff on ways to incorporate physical movement into all classroom activities.

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) **Accomplished and Ongoing-** CLC submitted the CCAMPIS federal grant Annual Performance Report and the NAEYC accreditation Annual Report. In addition, CLC completed the Council for the Advancement of Standards (CAS) in Higher Education’s self-assessment tool in preparation for the external review in the spring. This included the collection of relevant data used to document program effectiveness over time.

Action Step: CLC will reward and/or recognize employees who are Diversity and Inclusion champions and advocates. (DSAES 4.d) **Ongoing-** CLC was nominated for the 2017 DSAES Inclusion Award- The Inclusion Award is presented to a staff member or group of staff that demonstrates a commitment to diversity and beyond by continually promoting an environment of inclusivity, and culture of respect among the campus community. In addition, CLC was nominated for the 2017 Student Life Diversity Diamond Award- The Diversity Diamond of Excellence is designed to recognize members of the University of Houston Student Life Unit that have demonstrated a commitment to diversity & inclusion efforts.

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) **Accomplished and Ongoing-** CLC facilitated the second annual CLC Student Employee Alumni Reunion. CLC staff enjoyed reuniting with former student staff during a Glow Bowl night at the Student Center Games Room. Current student staff were invited to network with past student staff/UH alumni.

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) **Accomplished and Ongoing-** CLC staff have taken an initiative to consistently establish a presence at the New Student Orientations to raise awareness of the variety of ways that UH students can engage with our Center including internship and practicum placements, volunteer opportunities, community service hour attainment and course project completion and part-time employment.

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 and Ongoing-** CLC worked with DSAES Marketing to develop a postcard that highlights CLC's programs including Continuity of Care, Spanish Language Immersion, respect for cultural diversity and the Center's dual accreditations.

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) **Ongoing-** CLC utilized the UH Children's Learning Centers Alumni Facebook page to advertise upcoming center events and highlight staff participation at UH events such as Frontier Fiesta and March for Babies.

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) **Accomplished and Ongoing-** CLC has increased the number of staff volunteers participating in departmental/divisional committees on campus. CLC currently has representatives on the following committees: CLC Director, Jennifer Skopal, is a member of the DSAES Assessment Committee. CLC Office Supervisor, Shenae Champ, is a member of the DSAES Marketing Communications Group and the DASES Customer Service Committee. CLC Program Manager, Wendy

Pyles, is a member of the DSAES Student Life Student Employee Committee. CLC Assistant Director, Cece Hernandez, is a member of the DSAES Student Life Diversity Committee.

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 Student Employee Development Program consisting of goal development and attainment as well as attracting qualified applicants.

Project 1: CLC Student Employee Development Program/Goal Development-

The results are based on CLC student employees who received a performance evaluation, a coaching session on the performance evaluation results, and completed a S.M.A.R.T goal based on the feedback. In fall, the S.M.A.R.T Goal Development Rubric results indicated an 88% average score with 93% receiving an Exemplary rating. In spring, the S.M.A.R.T Goal Development Rubric results indicated an 89% average score with 89% receiving and Exemplary rating.

Project 1 Findings/Results		
Rubric Rating	Fall 2016	Spring 2017
Overall	(42 R)	(9 R)
Poor	0	0
Good	0	0
Excellent	3	1
Exemplary	39	8

Based on the successful results of the goal setting activity, we will continue utilizing Smart Goals as a student employee development instrument at CLC. In 2017-2018, we will connect student staff goal setting with the learning outcomes of the DSAES Student Life Student Employee Training Program to ensure the alignment of the CLC student development program with the UH Student Life area.

Project 2: CLC Student Employee Development Program/Goal Attainment-

The results are based on the CLC student employees who completed Assessment Project 1 and continued employment at CLC. These employees were asked to evaluate their degree of goal attainment utilizing a reflection document which was then evaluated using a Campus Labs rubric. The S.M.A.R.T Goal Attainment Rubric results for fall indicated an 89% average score with 88% receiving an Exemplary rating. The S.M.A.R.T Goal Attainment Rubric results for spring indicated an 87% average score with 80% receiving an Exemplary rating.

Project 2 Findings/Results		
Rubric Rating	Fall 2016	Spring 2017
Overall	(8 R)	(5 R)
Poor	0	0
Good	0	0
Excellent	1	1
Exemplary	7	4

We will continue to provide one on one coaching with CLC student employees every semester and coordinate all teaching staff to develop Student Employee Development Action Plans based on their classroom observation, performance evaluation and learning needs every semester. At the same time, CLC will include the training results from the DSAES Student Life Student Employee Training Program into their personal goal attainment.

Project 3: CLC Student Employee Development Program/ Attract Qualified Applicants

CLC surveyed 100 newly hired student employees in 2016-2017 to identify how they heard about the center. The results indicate that the most effective employment marketing outreach consisted of the UH New Student Orientation Resource Fair (35%) and Friends/Family (36%).

Project 3 Findings/Results		
Survey Results	Fall 2016	Spring 2017
Overall	(84 R)	(16 R)
New Student Orientation Resource Fair	30	5
Friends/Family	26	10
CLC Website	11	0
UH Cougar Pathways	9	1
UH Job Fair	7	0
UH Student Organization	1	0

CLC will continue to work with the UH Office Admissions and participate in the UH New Student Orientation Resource Fair every summer and fall.

5. Please discuss any budget or organizational changes experienced since your last (FY2018) 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.

CLC has not experienced any significant budget or organizational changes since our last (FY2018) SFAC request.

6. If your unit concluded FY2017 with a Student Service Fee (SSF) Fund 3 addition to the SSF Reserve in excess of \$5,000, please describe the conditions which caused the addition and provide a line-item identification of the budgetary source(s) of the addition (i.e. lapsed salary, conference travel, etc.).

The UH Children's Learning Centers concluded FY2017 with a Student Service Fee (SSF) Fund 3 addition to the SSF Reserve in an amount less than \$5,000.00.

7. Please list your unit's 2018-2019 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Values and University of Houston Strategic Goals to which they relate. Larger units may wish to group responses by subprogram. Under each unit strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.

DSAES Value Empowerment: We empower students and staff through programs, personal and professional development, and employment.

Action Step: CLC will provide teaching staff varied opportunities to develop and implement professional development strategies that support individual staff needs and interests.

Action Step: CLC will provide UH students with service learning opportunities to integrate meaningful community service with instruction and reflection.

DSAES Value Accountability: We are accountable to the provision of quality programs and services.

Action Step: CLC will pursue reaccreditation through AdvancED in order to continue meeting recognized standards of quality, impact children's lifelong learning and support young children in the highest regard.

Action Step: CLC will support CLC student employees with ongoing professional development opportunities and compensation that will attract and retain high quality educators.

DSAES Value Diversity: We demonstrate and celebrate the intentional inclusion of others with various experiences and cultures.

Action Step: CLC staff will engage families in their children's learning through classroom experiences that involve parents and other members of the children's families.

Action Step: CLC leadership will promote an inclusive organizational culture based on shared purpose, trust and collaboration.

DSAES Value Innovation: We expect innovation of ourselves as we develop cutting-edge programs and services that continuously strive for excellence and student success.

Action Step: CLC will utilize technology to connect with other centers abroad to form a preschool learning community achieving mutually desired outcomes.

Action Step: CLC will develop an initiative to connect early childhood community leaders with UH resources to support the growth and development of young children and they families they serve.

DSAES Value Collaboration: We embrace the spirit of collaboration through mutually beneficial partnerships on campus and in surrounding environments that foster the exchange of knowledge, resources and expertise.

Action Step: CLC staff and families will work together on projects that support advocacy for early learning education, young children, families, and community.

Action Step: CLC will collaborate with the community to link UH low-income families and special UH student populations with needed resources.

8. Recognizing that the potential to generate additional Student Service Fee income for FY2019 base funding is extremely limited and recognizing that it is likely that some units will not be allocated the FY2019 base budget augmentations and/or one-time funds requested. Please provide a narrative of how your unit would accommodate a reduction of 5% in your total approved FY2018 base Student Service Fee budget and provide a line-item explanation of where budgetary cuts would be made.

CLC uses SFAC funding to provide child care tuition assistance to CLC graduate student parents as well as salaries for CLC student employees needed to maintain developmentally appropriate teacher: child ratios. With these two options, CLC would accommodate a reduction of 5% in our total approved FY2018 base Student Service Fee budget, in the amount of \$5,666.45, with a budgetary decrease in CLC student employment.

Student Service Fees- Base Budget FY18	\$113,329.00
5% Reduction	-\$5,666.00
Total	\$107,663.00

Line Item	Base Budget FY18 with a 5% reduction	Base Budget FY18
Student Parent Tuition Assistance	\$92,000.00	\$92,000.00
Student CLC Employee Salaries	\$8,000.00	\$12,923.00
Fringe benefits (7.65%)	\$612.00	\$989.00
M&O	\$957.00	\$957.00
Administration Fee (6%)	\$6,094.00	\$6460.00
Total Student Service Fees- Base Budget FY18	\$107,663.00	\$113,329.00

9. 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 2017-20178 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 (2017-2018) 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. 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.

10. 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.

“After graduation, I intend to work towards developing my own architectural practice that focuses on creating sustainable building solutions for communities that have been impacted by natural disaster and poverty, both here in the states and abroad. Due to the intensity of the graduate architecture program I am unable to maintain a full-time job, be successful in my studies, and be a father and husband. We have greatly benefitted from receiving assistance toward my son’s tuition and are thankful for it! It has allowed me to put maximum effort into my studies.” - N.S.

“Having a single income for the family plus having to pay college tuition and day care tuition for 2 kids makes our financial situation hard. We make a lot of sacrifices financially so that we can meet our needs without incurring debt. The financial assistance we have received from the SFAC has helped us to be able to afford the tuition of CLC since I started school at UH. It is because of that financial assistance that so far, I haven’t had to work part time to support the family; that has allowed me to focus on my academic work. That is why we are very grateful for any consideration in providing SFAC financial assistance.” -E.G.

“Returning to graduate school as a part-time student makes me ineligible for tuition fellowships and stipends through my college, which means an additional expense for me and my family, in combination with the increase in my CLC fees with now having two children at the Center. Being awarded this assistance will make it possible for me to afford to return to school and pursue my goal of providing evidence-based interventions for pregnant and post-partum families dealing with perinatal mood disorders. Most importantly, it ensures that both my children can remain at the UHCLC where they have formed beautiful friendships and are loved so dearly by amazing teachers and staff.” -C.E.

“We are extremely pleased with CLC’s instructive mission, teachers, staff and Spanish Language Immersion program as well, and we thank you for extending SFAC assistance currently and in the past so that we can keep our daughter in the program until my graduation in summer 2018.” -A.LR.

“My husband who owns a small family restaurant is our sole provider. Unfortunately, the restaurant was deeply impacted by Harvey, and thus has put us in a very difficult spot financially, as well as regarding child care. We’ve incurred a substantial financial loss as well as the loss of our child care provider. I desperately want my boys to be (at CLC) so I can continue school. If we cannot secure child care arrangement with financial assistance, I’m uncertain of my ability to continue.” -M.V.

“In order for me to attend the University of Houston and obtain my Masters of Social Work degree, I will need child care tuition assistance for my daughter. I aspire to give my daughter a better life than I was afforded. I want to show her that no matter how great her tribulations are, she can accomplish anything.” -K.B.

“In addition to SFAC aid helping me advance my educational goals, I believe that completing my education will allow me to most constructively give back to the Houston community through work in the Houston market.” E.S.