

UNIVERSITY of
HOUSTON

STUDENT AFFAIRS & ENROLLMENT SERVICES
Children's Learning Centers

STUDENT FEES ADVISORY COMMITTEE (SFAC)
FY2020 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.**

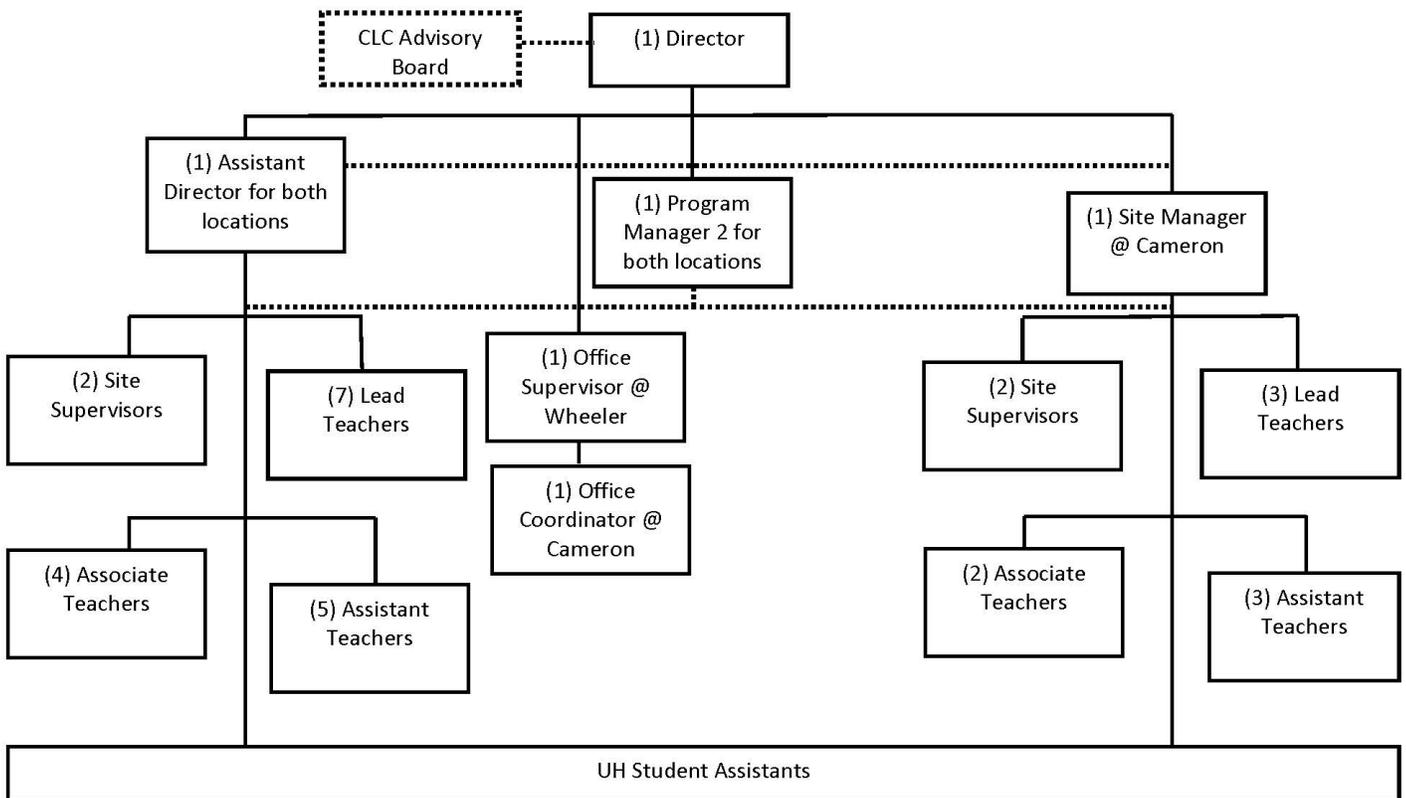
The Children's Learning Centers (CLC) presents this request to the Student Fees Advisory Committee (SFAC) to assist University of Houston (UH) student parents, with children enrolled at CLC, in paying for the cost of child care tuition and to provide income for UH student employees working at CLC. In 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 facilitate an inclusive learning environment that celebrates diversity as well as promotes a professional commitment to impacting our community and supporting student success, through the provision of a nationally accredited early childhood educational program for the children of University of Houston (UH) students, faculty, and staff.

The accomplishment of this mission is met through established strategic initiatives. First, we create and foster a cohesive division identity, culture, and community by introducing the DSAES Customer Service Standard to our student employees through training, engaging all CLC staff in the AdvancED reaccreditation self-assessment process, informing early childhood community leaders about UH resources, and by participating in collaborative projects that support the early learning community. Second, CLC champions exceptional opportunities and services to support all UH students by providing UH students with onsite service learning opportunities, adjusting the Student Employee salary compensation rate, and linking low-income student parents with community resources. Third, we actively pursue resources to enhance the UH experience by participating in internal/external program reviews which recognizes CLC as meeting national standards of quality. Lastly, CLC forges and strengthens partnerships to expand our reach into the university and greater community by providing families with opportunities to engage in their children's learning and connecting children internationally utilizing technology.

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 Employee salaries who are needed to maintain developmentally appropriate teacher: child ratios. The Student Employee 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.

2019-2020
Children's Learning Centers



3. List your unit's strategic initiatives and action steps identified for the 2018-2019 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/about/mission/>)

Goal 1: CLC will improve/enhance Professional Development & Customer Service; DSAES Division Cohesion 3: Invest in staff success through professional development, recognition, and opportunities for broader participation throughout the division.

Action Step- CLC will provide teaching staff varied opportunities to develop and implement professional development and customer service strategies that support individual staff needs and interests. *Accomplished- In the fall, 37 Student Employees completed a pre-test Customer Service survey. CLC Customer Service Champion facilitated a 1 hour small group Customer Service training with the Student Employees. The post-test Customer Service survey was completed in spring 2019. The post-test shows an increase in the Student Employees perceptions of how often they demonstrate excellent customer service skills after they received training. There was a 12% increase in "Always" responses from the pre-test to the post-test. In December, CLC staff hosted a training on Inclusion of Different Traditions During the December Holiday Season presented by an Instructional Assistant Professor in Jewish Studies and Religious Studies.*

Goal 2: CLC will offer Service Learning Opportunities; DSAES Student Success 1: Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth.

Action Step- CLC will provide UH students with service learning opportunities to integrate meaningful community service with instruction and reflection. *Accomplished- A UH student, and CLC employee, completed a Young Readers Workshop service learning project at our Center. She earned Honors Credit for her class Survey of Literature for Children and Adolescents (UH College of Education).*

Goal 3: CLC will receive AdvancED Reaccreditation; DSAES Resources 3: Leverage and adapt resources in innovative ways to increase effective utilization.

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. *Accomplished- CLC's Engagement Review occurred March 26-27, 2019 and we are approved for reaccreditation from 2019-2024.*

Goal 4: CLC will enhance Student employee training and retention; DSAES Student Success 1: Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth.

Action Step- CLC will support CLC Student Employees with ongoing professional development and customer service opportunities and compensation that will attract and retain high quality educators. *Accomplished- In the fall, Student Employees received Customer Service training and Pediatric First Aid/CPR and AED training. In the summer, the CSI director spoke with Student Employees about the Scarlet Seals of Excellence program at UH. All returning Student Employees were compensated at the new starting rate of \$8/hr.*

Goal 5: CLC will promote Family Involvement; DSAES Partnerships 1: Educate and empower campus partners to be our advocates.

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. *Accomplished- In October 2018, a group of preschool children and their families had a morning outing at the Houston Zoo to extend on the children's learning theme. The children and their families explored the different exhibits and made observations of each animal's characteristics. A highlight of the trip was a visit to Shasta's exhibit. The children were very excited to see their school (UH) reflected at zoo. Also, the teachers invited the families to a classroom Thanksgiving meal in November 2018. Each family was encouraged to bring a dish representing their culture to share with the other families. The event gave the children an opportunity to share their family life with the other families and extend their learning theme. In the spring, the children and families also visited a strawberry patch and spent time together exploring nature and fresh fruits. Families also assisted with the installation of the children's garden by donating supplies and time to form the raised garden beds.*

Goal 6: CLC will foster Inclusive Organizational Culture; DSAES Division Cohesion 4: Foster collaborative divisional processes focused on common goals.

Action Step- CLC leadership will promote an inclusive organizational culture based on shared purpose, trust and collaboration. *Accomplished- CLC staff participated in the AdvancED reaccreditation self-assessment process in which standards and criteria were rated as either met or unmet. The teachers also completed an AdvancED Staff Survey in the fall. The Engagement Review Report stated two powerful practices that reflects CLC's Inclusive Organizational Culture: Powerful Practice Statement #1: The retention of the administrative staff and teachers is demonstrated by their longevity. Evidence: During a review of administrative staff and teacher education and credentials, the team noted that four of the five administrative staff had over 13 years of experience at University of Houston Children's Learning Centers. In addition, 31% of the lead teachers had over 13 years of experience and 31% of the assistant teachers had over ten years of experience. During interviews, the administrative staff and teachers commented on how much they enjoyed working at the school. An administrator commented that parents are pleasantly surprised when they hear of the administration and teachers' years of experience. Powerful Practice Statement #2: The school's leadership team, teachers, and families participate in a cohesive climate that supports the purpose and direction of the school. Evidence: One of the themes that emerged during the interviews was the genuine love and affection that staff has for their children and that the families have for the staff. The teachers stated they work hard to provide the right environment, so the children can develop the skills needed to succeed in school. The parents stated, "The teachers are co-parents. They told me when my child could eat solids."*

Another parent said that teachers are a big part of the village. The administration allows the teachers to express themselves and support them as they teach the children.

Goal 7: CLC will enhance Preschool Technology; DSAES Partnerships 4: Expand strategic partnerships with K-12 schools and other post-secondary institutions.

Action Step-CLC will utilize technology to connect with other centers internationally to form a preschool learning community achieving mutually desired outcomes. Accomplished- In September 2018, CLC reached out to an elementary school in Monterrey, Mexico – Escuela Primaria Eliseo B. Sanchez- to establish a language exchange collaboration with our Spanish Language Immersion Program. In October 2018, a group of CLC 5 year olds connected with Kindergarteners in Mexico through live video. The session included introductions between the children, identifying their location and describing the weather, descriptions of their daily school routines and conversation about their favorite things to do.

Goal 8: CLC will continue Linking with UH Resources; DSAES Division Cohesion 1: Implement staff communication strategies that promotes a mutual understanding of who we are and what we do.

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 the families they serve. Accomplished- CLC was connected with a center director in the local community who was looking for teaching staff. CLC referred her to University Career Services and the Cougar Pathway platform. CLC hosted students from Sam Rayburn High School in Pasadena ISD who are interested in pursuing a career in early childhood.

Goal 9: CLC will promote Advocacy; DSAES Division Cohesion 3: Invest in staff success through professional development, recognition, and opportunities for broader participation throughout the division.

Action Step- CLC staff and families will work together on projects that support advocacy for early learning education, young children, families, and community. Accomplished- In the fall, CLC invited families to participate in making cards for the UH Veterans Office and in the Staff Council Sock & Blanket Drive, benefiting Star of Hope Mission and Harris County Protective Services Guardianship Program. CLC also participated in collecting books for Turn the Page (literacy Initiative) to help put books in the homes of children in our community. In the spring, CLC hosted the Little Cougar Corner at Frontier Fiesta, hosted a Read Across CLC event and raised money for/participated in the March for Babies walk.

Goal 10: CLC will foster Community Collaboration; DSAES Student Success 2: Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments.

Action Step- CLC will collaborate with the community to link UH low-income families and special UH student populations with needed resources. Accomplished- CLC became a Texas Rising Star program which is a voluntary, quality-based child care rating system of child care providers participating in the Texas Workforce Commission's subsidized child care program. The child care services program subsidizes child care for low-income families, promoting long-term self-sufficiency by enabling parents to work or attend workforce training or education activities.

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 and/or unique students 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. If available, please provide program benchmarking data from comparable institutions.

The Children’s Learning Centers (CLC) serves children of UH students, faculty, staff and alumni. UH student parents continue to be the highest percentage of CLC users.

Table 1: CLC Utilization				
2018-2019	Student	Faculty	Staff	Alumni
Spring 2018	40%	23%	23%	14%
Infant	44%	31%	19%	6%
Toddler	51%	17%	20%	12%
Preschool	32%	26%	25%	17%
Fall 2018	50%	21%	18%	11%
Infant	41%	28%	28%	3%
Toddler	57%	14%	16%	13%
Preschool	45%	27%	17%	11%

CLC awarded \$280,233.75 in child care tuition assistance through the SFAC and CCAMPIS programs. The Center is 1 of 10 colleges/universities in Texas to receive CCAMPIS in 2018-2019 and 1 of 196 nationwide to be awarded over \$500,000.00.

Table 2: CLC Child Care Tuition Assistance Program			
2018-2019 (\$280,233.75)	Parents Served	Children Served	Funding Awarded
Summer 2019	29	33	\$28,944.45
CCAMPIS (40%-60% discount)	15	16	\$16,748.45
SFAC (30%-40% discount)	14	17	\$12,196.00
Spring 2019	58	63	\$127,968.30
CCAMPIS (40%-60% discount)	42	43	\$101,726.30
SFAC (25%-40% discount)	16	20	\$26,242.00
Fall 2018	64	66	\$123,321.00
CCAMPIS (40%-60% discount)	46	46	\$94,678.00
SFAC (25%-40% discount)	18	20	\$28,643.00

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 Texas Health and Human Services; 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 received reaccreditation in 2019 that is valid through 2024.

CLC has also collected departmental assessment data for the UH Division of Student Affairs and Enrollment Services:

Assessment Activity 1- Student Employee Attendance

Program Objective: CLC Student Employees will demonstrate adherence to attendance expectations with the assistance of CLC staff support.

Student Employee time records (ProCare & TRAM) were tracked and compared to set scheduled work hours to determine the monthly percentage rate of attendance. Those with a 90% attendance record or below received support from CLC staff. The CLC Program Manager met with these Student Employees monthly to discuss/implement strategies and areas of needed support to ensure they were meeting CLC’s 85% attendance expectation.

Results: Of the 14 student employees who conferenced with a CLC manager, 7 (50%) of them increased their attendance to meet the 85% attendance adherence expectation for the remainder of the fall/spring semesters. During the conferences, it was noted that a majority of the absences occurred during school exams and breaks (spring break, winter break, etc.).

Assessment Activity 1: Student Employee Attendance				
Fall 2018	Sept.	Oct.	Nov.	Dec.
Attendance Records	(37R)	(49R)	(50R)	(51R)
90% and below	8%	20%	20%	6%
Spring 2019	Jan.	Feb.	Mar.	Apr.
Attendance Records	(52R)	(51R)	(48R)	(45R)
90% and below	4%	4%	27%	20%

Assessment Activity 2- Student Employee Customer Service

Learning Outcome: CLC Student Employees will demonstrate improvement in their customer service skills from the beginning of the semester to the end of the semester utilizing a self-evaluation tool.

Student Employees took a pre-test evaluating how often they demonstrate excellent customer service skills while at CLC. At the end of the semester, these students completed a post-test in order to evaluate if there was an increase in the frequency of skill demonstration.

Results: The post-test shows an increase in the Student Employees perceptions of how often they demonstrate excellent customer service skills after they received training. There was a 12% increase in “Always” responses from the pre-test to the post-test.

Assessment Activity 2: Student Employee Customer Service				
Fall 2018- Pre-test (37R)				
Demonstration of Excellent Customer Service Skills	Never	Sometimes	Usually	Always
Percentage of responses	(2%)	(6%)	(43%)	(49%)
Spring 2019- Post-test (31R)				
Demonstration of Excellent Customer Service Skills	Never	Sometimes	Usually	Always
Percentage of responses	(0%)	(7%)	(32%)	(61%)

- 5. Please discuss any budget or organizational changes experienced since your last (FY2020) 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 organizational changes since our last (FY2019) SFAC request; however, CLC's Child Care Access Means Parents In School (CCAMPIS) grant award increased to \$558,988 annually for the 2018-2022 grant cycle.

- 6. If your unit concluded FY2019 with a Fund 3 addition to Fund Equity 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.).**

CLC did not conclude FY2019 with a Fund 3 addition to Fund Equity in excess of \$5,000.00.

7. Please list your 2020-2021 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.

Goal 1: CLC will engage Student Employees to intentionally develop leadership qualities, critical thinking and communication skills; DSAES SS1.1: Use common language in programs to connect to Scarlet Seals of Excellence (SSE)

Action Step- CLC will revise the Student Employee self-assessment survey to include common language connected to Scarlet Seals of Excellence (SSE).

Goal 2: CLC will engage Student Employees to intentionally develop diversity competencies and personal growth; DSAES SS2.1: Expand the reach of programs, trainings, and workshops about diversity education and exploration for students and staff

Action Step- CLC will provide Student Employees with trainings and workshops about diversity education and exploration.

Goal 3: CLC will enrich the sense of connection, belonging, and shared UH identity among our students; DSAES SS5.3: Create a means to share success stories of students and alumni.

Action Step- CLC will create a means to share success stories of students and alumni (UH and CLC).

Goal 4: CLC will leverage resources in innovative ways to increase effective utilization; DSAES R3.2: Maximize, adapt, and/or re-allocate resources to increase effective utilization

Action Step- CLC will submit a proposal for the CCAMPIS (Child Care Access Means Parents In School) federal grant cycle 2022-2026.

Goal 5: CLC will enhance students' educational experience by expanding partnerships with academic affairs; DSAES P2.2: Increase number of programs or initiatives in partnership with Academic Affairs

Action Step- CLC will engage in programs/initiatives in partnership with Academic Affairs.

Goal 6: CLC will expand strategic partnerships with K-12 schools and other post-secondary institutions; DSAES P4.2: Students and staff from K-12 schools and post-secondary institutions will be invited to visit University of Houston

Action Step- CLC will host students and staff from K-12 schools to market UH and the profession of early childhood development.

Goal 7: CLC will promote alumni engagement and support for division initiatives; DSAES P5.2: Departments will focus on marketing and communication efforts to alumni that are specific and targeted toward engaging alumni.

Action Step- CLC will focus on marketing and communication efforts that are targeted toward engaging alumni (UH and CLC).

Goal 8: CLC will raise the profile of the division through regional and national involvement; DSAES P6.2: Departments will encourage staff to attend professional conferences and affiliate in professional associations.

Action Step- CLC will encourage staff to attend local professional conferences.

8. Recognizing that the potential to generate additional Student Service Fee income for FY2021 base funding is extremely limited and recognizing that it is likely that some units will not be allocated the new base budget and/or one-time funds requested. Please provide a narrative of how your unit would accommodate a reduction of 5% in your total FY2021 base Student Service Fee budget request 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 FY2020 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 FY21	\$113,329.00
5% Reduction	-\$5,666.45
Total	\$107,662.55

Line Item	Base Budget FY21 with a 5% reduction	Base Budget FY21
Student Parent Tuition Assistance	\$90,500.00	\$90,500.00
Student CLC Employee Salaries	\$5,600.00	\$10,995.00
Fringe benefits (1%)	\$56.00	\$109.90
M&O/ Administration Fee (6%)	\$11,506.55	\$11,724.10
Total Student Service Fees- Base Budget FY18	\$107,662.55	\$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 2019-2020 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 (2019-2020) the federal Child Care Access Means Parents In School (CCAMPIS) grant awarded from the Department of Education. CLC receives \$558,988 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 Text To Give and hosts fundraisers such as the CLC Preschool Mercado, 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

Excerpts from CLC Student Parent SFAC Tuition Assistance Applications

“The SFAC tuition assistance program is an immense help to my family. We hope to receive support in the next semester so that we can continue to study and maintain a stable life. Moreover, going to school every day brings happiness to our daughter. Once again, we would like to thank you for your kind support.” - H.L.

“As a graduate student, it is extremely helpful to know that my daughter can continue to receive quality care and instruction here while I continue working towards my academic and professional goals. As a non-resident paying out-of-state fees, it helps to have this award to supplement my child’s tuition so that in a couple of years, she too can transition to Kindergarten as eagerly and as ready as her older sister is doing this fall.” -C.E.

“The CLC staff is competent, trustworthy and very friendly. They are professional and at the same time make you feel as if you were part of a family. I feel reassured to know she is being well taken care of while I am pursuing my degree. As a student, fulltime care tuition for my daughter would be too expensive and would mean struggling more with extra expenses. For these reasons, I am applying for SFAC child care tuition assistance.” -N.B.

“As a mom, knowing that my child is in good hands of wonderful teachers and staff at CLC is a relief and it truly encourages me to keep pursuing my dream. Receiving financial assistance from SFAC will greatly help my family take care of my child especially when both parents are still in the journey of pursuing their own dreams.” -N.C.

“I do not take this opportunity for granted as I know that very few people have the chance to not only pursue their educational dreams, but to do so in a top-tier institution like ours. Currently, my mother assists with the children but my daughter is turning 3 and will benefit hugely from attending day care, especially one as superb as the UH CLC. I am confident that she will flourish psychologically, socially and intellectually at CLC. Receiving SFAC assistance will relieve my family of some of the financial burden that comes with taking the pay cut required to be a full time graduate student so that I can focus on my goal of completing my PhD in record time.” -O.B.

“I occasionally will tutor in math, physics, or chemistry to make some extra money, but this takes away from the time I should be doing research and writing my dissertation. Any sort of help that will ease the burden of extensive medical bills while affording me more time to work on my dissertation will help me maintain the course of graduating on time, as well as help the mental health of two first time parents. I thank you for your time and consideration, as well as giving our son a safe place to learn and grow as I pursue my educational goals.” -J.M.

“We are so happy to get the opportunity for our daughter to attend CLC and grateful for the very high quality education she has been getting. However, we are facing financial difficulties that would make our daughter attending impossible. We’d love her to continue her education at CLC, and so I would like to apply for financial assistance in order for her to continue attending this amazing high quality school with amazing staff members and teachers.” -O.U.