

U N I V E R S I T Y of
HOUSTON

STUDENT AFFAIRS & ENROLLMENT SERVICES
Children's Learning Centers

STUDENT FEES ADVISORY COMMITTEE (SFAC)

FY2023 PROGRAM QUESTIONNAIRE

UH CHILDREN'S LEARNING CENTERS

- 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.**

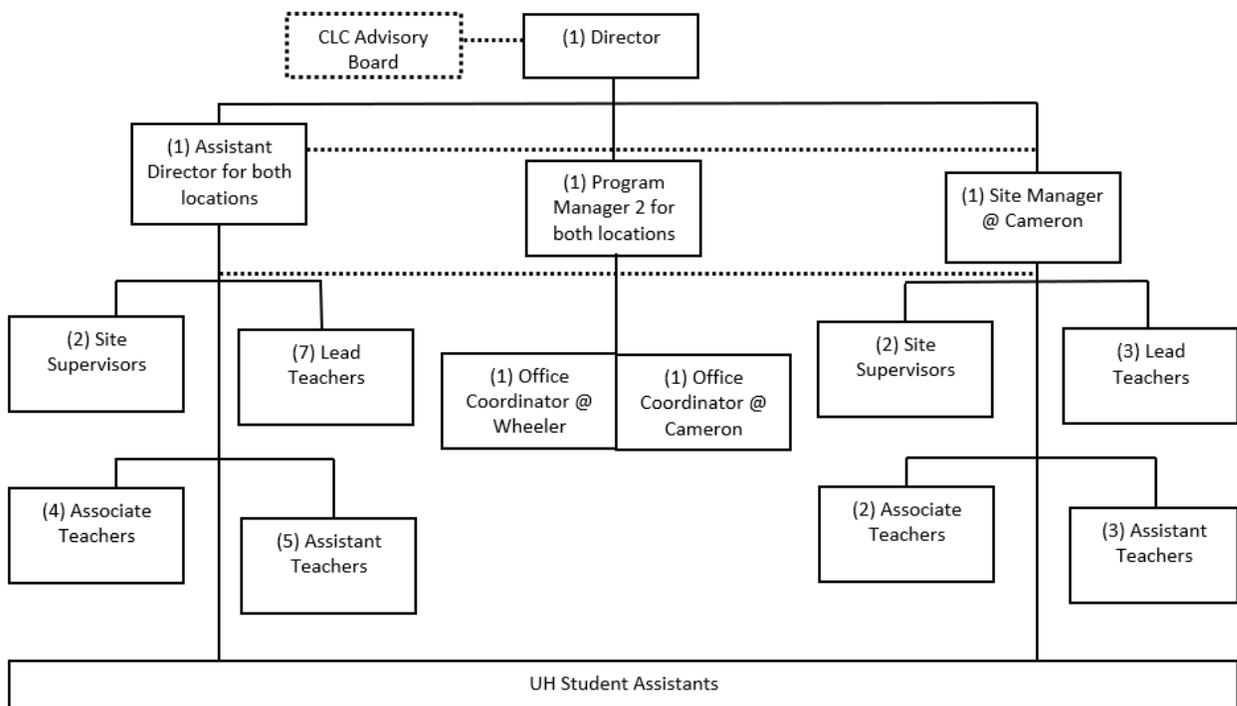
The Children's Learning Centers (CLC) presents this request to the Student Fees Advisory Committee (SFAC) to assist University of Houston (UH) student parents, with children enrolled at CLC, in paying for the cost of child care tuition and to provide income for UH student employees working at CLC. In 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, CLC champions exceptional opportunities and services to support all UH students by revising the Student Employee self-assessment survey to include common language connected to Scarlet Seals of Excellence; providing Student Employees with trainings and workshops about diversity education and exploration; and creating a means to share success stories of students. Second, CLC evaluates and leverages resources to enhance the UH experience by revising the CCAMPIS (Child Care Access Means Parents In School) federal grant budget to include Safety/Health related materials/supplies needed to reopen/operate the center during the COVID-19 pandemic. Lastly, CLC forges and strengthens partnerships to expand our reach into the university and greater community by engaging in programs/initiatives in partnership with Academic Affairs; attending The National Coalition for Campus Children's Centers (N4C) Texas director's meetings; focusing on marketing and communication efforts that are targeted toward engaging alumni (UH and CLC); and virtual attendance at many of the regional/national events.

Justification of CLC'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 Cognia 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.

**Children's Learning Centers
2021-2022**



3. List your unit's strategic initiatives and action steps identified for the 2020-2021 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/mission/>)

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)

Leadership:

100% of respondents in the Fall/Spring student survey moderately-strongly agree that *As a result of my employment at CLC, I have increased my meaningful relationships by forming relationships of personal significance based on respect and support* (Meaningful Relationships).

94% of respondents in the Fall student survey and 90% in the Spring student survey moderately-strongly agree that *As a result of my employment at CLC, I have increased my collaboration skills by seeking the involvement and feedback of others in order to contribute to the achievement of a group goal* (Collaboration).

88% of respondents in the Fall student survey and 100% in the Spring student survey moderately-strongly agree that *As a result of my employment at CLC, I have increased my navigation of organizational culture by understanding the ways in which an organization conducts its business, as well as the values that hold the organization together* (Navigation of Organizational Culture).

Thinking, Creativity, and Communication:

100% of respondents in the Fall/Spring student survey moderately-strongly agree that *As a result of my employment at CLC, I have increased my thinking skills by using more logical, attentive, and organized thought processes* (Thinking (Critical, Reflective, & Systems)).

100% of the respondents in the Fall student survey and 90% in the Spring student survey moderately-strongly agree that *As a result of my employment at CLC, I have increased my problem solving and reasoning skills by generating, evaluating, & implementing solutions to problems and drawing complex information from a variety of sources to create decisions or inform opinions* (Problem Solving and Reasoning).

100% of the respondents in the Fall/Spring student survey moderately-strongly agree that *As a result of my employment at CLC, I have increased my creativity and innovation skills by forming insightful work through mental, emotional, and creative processes* (Creativity & Innovation).

94% of respondents in the Fall student survey and 100% in the Spring student survey moderately-strongly agree that *As a result of my employment at CLC, I have increased my communication (verbal and written) skills by listening, speaking, and signaling so others can understand* (Communication- Verbal & Written).

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

The fall and spring student employee survey was updated to include common language connected to Scarlet Seals of Excellence (SSE) and directly referenced SSE. It was administered in December and May. Results are outlined in the Assessment section of the report.

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

Diversity:

94% of respondents in the Fall student survey and 100% in the Spring student survey moderately-strongly agree that *As a result of my employment at CLC, I have increased my understanding and communicate effectively within cultures* (Cultural Knowledge & Competence).

Personal Development:

100% of respondents in the Fall/Spring student survey moderately-strongly agree that *As a result of my employment at CLC, I have increased my dependability, honesty, and trustworthiness* (Ethics, Values & Integrity).

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

In December, the student employees completed an online webinar- Fostering Cultural Sensitivity and Raising Diversity Awareness in Early Learning Programs.

In February, the student employees were provided links to learn more about Lunar New Year and Black History Month as part of the February Staff development training.

In April, the student employees completed an online webinar- Teaching Play and Leisure Skills to Students with Autism.

94% of respondents in the Fall student survey and 100% in the Spring survey moderately-strongly agree that *As a result of my employment at CLC, I have increased my Cultural Knowledge & Competence*.

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*

Student employee survey results indicate that connections are being made within the CLC community:

I have formed meaningful connections with the teachers based on respect and support by interacting with them on a daily basis and communicating about new craft ideas and about the students (children).

I have formed close relationships with teachers and coworkers at CLC. I collaborate with teachers so that my skills are utilized effectively, so that I am productive and helpful in the classroom.

I have created meaningful relationships within the teachers and co-workers. Teachers have become role models and mentors and coworkers have also become close people who I am able to ask for school and career advice. I have also sharpened my collaboration skills, in the classroom we are there to assist the teachers so I have learned to help and work with other teachers and students.

Having worked in such a close setting like a classroom and working as a team has increased the relationships I formed as it provided a way to learn about other students and our similarities.

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

The CLC student employee survey was revised to include open-ended responses allowing for students to share their learning success stories because of their employment at our center.

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*

CLC submitted a revised CCAMPIS (Child Care Access Means Parents In School) federal grant budget to include Safety/Health related materials/supplies needed to reopen/operate the center during the COVID-19 pandemic.

Action Step- CLC will submit a proposal for the CCAMPIS (Child Care Access Means Parents In School) federal grant cycle 2022-2026. Moved to FY22.

The application was not available this year, as it usually is, for schools with 1 more year left in the grant cycle. This application should open up next Spring for CLC.

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*

CLC expanded academic partnerships to include the UH College of Nursing.

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

CLC Assistant Director and Program Manager met with UH College of Nursing Clinical Learning Coordinator, Dr. Beena Joseph and Clinical Assistant Professor Danielle Quintana to discuss the program's objectives and the mutual benefits of a collaboration. Due to the current pandemic protocols, we will not be able to offer hands-on clinical hours within our site but will work together to offer nursing student opportunities to conduct virtual age-appropriate mini health lessons with children from the preschool program in FY22.

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*

Due to COVID-19 restrictions (visitor and travel), many of the regional/national events went virtual. The director attended the following with other Texas directors of campus early learning centers:

- Texas N4C Members Zoom Meeting Feb 2021
- Texas N4C Members Zoom Meeting April 1
- Texas N4C Members Zoom Meeting June 2021

The National Coalition for Campus Children's Centers (N4C) is a nonprofit educational membership organization supporting excellence in programs for young children in communities of higher learning by providing opportunities for leadership, professional development, research, networking, and advocacy. Our members are faculty, directors, administrators, and teachers from centers with diverse organizational, funding, and program structures at university and college campuses from across the United States and Canada.

Action Step- CLC will host students and staff from K-12 schools to market UH and the profession of early childhood development. Moved to FY22.

At this time, CLC is not hosting any visitors due to COVID-19 protocols. We have plans to host visitors in FY22 (in-person or virtually).

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*

CLC utilized the e-Newsletter to engage CLC student alumni parents to inform them of division happenings/initiatives:

- November 2020- UH Homecoming
- February 2021- Staff Council Food Drive benefiting the Cougar Cupboard
- March/April 2021- UH Frontier Fiesta

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

In spring 2021, CLC worked with the DSAES Advancement Officer to engage parents of CLC alumni in our fundraising efforts. An email campaign, *Supporting Tiny Coogs and Their Parents*, was launched April 29th and distributed to over 1,000 individuals.

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

Due to COVID-19 restrictions (visitor and travel), many of the regional/national events went virtual. The director attended the following:

- N4C Start of the Semester Pep Talk Panel Discussion ZOOM- 2/09/21
- N4C Mid-Semester Check-In Zoom Discussion- 4/6/2021
- N4C End of Semester Zoom Discussion - 5/12/21
- N4C 49th Annual Conference & Professional Institute March 2021 (virtual)

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- NAEYC Virtual Annual Conference November 2020
- NAEYC Developmentally Appropriate Practice (DAP) Symposium June 2021 (virtual)

The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children. The association comprises nearly 60,000 individual members of the early childhood community and 52 Affiliates, all committed to delivering on the promise of high-quality early learning. Together, we work to achieve a collective vision: that all young children thrive and learn in a society dedicated to ensuring they reach their full potential.

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

CLC staff are not able to attend conferences in person at this time but are participating in virtual conferences and trainings that are offered during this time.

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) serves children of UH students, faculty, staff and alumni. UH student parents were the highest percentage of CLC users.

Table 1: CLC Utilization				
2020-2021	Student	Faculty	Staff	Alumni
Spring 2021 (Mar. 15)	29%	23%	26%	22%
Infant	14%	0%	29%	57%
Toddler	26%	28%	30%	16%
Preschool	34%	23%	20%	23%
Fall 2020 (Oct. 15)	37%	23%	22%	18%
Infant	33%	11%	23%	33%
Toddler	39%	22%	30%	9%
Preschool	43%	22%	13%	22%

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 Cognia, CLC collects data for annual reports and documents evidence of compliance with individual standards to prepare for future accreditation validation visits.

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

Activity 1- CLC Student Employee Development Program

Learning Outcome/Assessment Activity Description: The CLC student employee will reflect on and assess the impact of CLC employment in skill acquisition and competencies.

Purpose of Assessment Activity: To evaluate CLC student employee perceived skill development and competencies as a result of CLC employment. The information collected will also inform future professional development opportunities for student employees.

Frequency/Timeline of Assessment Activity: The survey was administered in December 2020 and May 2021 as part of their fall/spring evaluation process.

Results: Overview of the results are provided in the tables below (Fall 2020/Spring 2021).

Scarlet Seals Standards	Strongly/Moderately Agree (R 16) Fall 2020	Sample of Open-Ended Responses for each Scarlet Seals Competency
CLC employment has Increased Cultural Knowledge & Competence	94%	"I have learned how to be aware of the diversity at the center and I have received the tools to understand how to make every child feel welcome and involved. By doing so, the learning environment will be comfortable for those of different backgrounds rather than having a monoculture approach to learning. In my trainings, I have learned to be inclusive with the children and celebrate our differences to create a culturally competent classroom." (Diversity)
CLC employment has Increased Ethics, Values & Integrity	100%	"I have personally developed with my skill in regards to patience. By taking the time to understand things from a child's point of view, I have become a more dependable employee that is willing to assist the children grow in their learning. Also, being honest about my shortcomings and skills that I still need to improve on makes me a trustworthy employee. This way, instead of tasks being completed poorly, my honesty allows me to learn how to complete a task properly and be able to adequately complete it on my own in the future." "Since working at the CLC, I have learned a lot about who I am as a person and who I would like to be in the future. I have also found many ways to improve and become as trustworthy and as dependable as possible." (Personal Development)
CLC employment has Increased Thinking (Critical, Reflective, & Systems)	100%	"Working at the CLC has allowed me to think more critically and become more reflective. As a prospective teacher, I know how important it is to be reflective each and every day in the classroom so that the students' needs can always be met. The CLC has also improved my problem solving skills by providing different situations that require quick and effective action, such as handling a situation where two students get upset with each other. The CLC has also increased my creativity because I have been given many opportunities to create different projects, such as building a tent for a camping theme or constructing a classroom tree. My communication skills have grown significantly since working at the CLC. I have grown an immense amount of confidence working with children and feel that I am able to effectively communicate with both students and staff." "Working at CLC with young children I have become more attentive to children's emotions, behaviors, and needs. I have become a better communicator and listener and I am better at creatively solving problems as they arise in the classroom. I use my creativity to help teachers with lesson planning and creating activities for the kids. I observe my teachers and combine information from trainings, as well as observations from the children to effectively solve problems." (Thinking and Communication)
CLC employment has Increased Problem Solving and Reasoning	100%	
CLC employment has Increased Creativity & Innovation	100%	
CLC employment has Increased Communication-Verbal & Written	94%	"I have been able to develop meaningful relationships with the students and staff by being kind, respectful, and supportive. I always make an effort to show that I care and am always there to help and provide support. My collaboration skills have improved because I have been given various opportunities where I have to work with others to achieve a certain goal. I value the opinions and beliefs of others and am always willing to receive feedback." "My time at the center had shown me the importance of positive interactions. It truly makes the environment friendly and therefore encourages others to do their jobs well. By maintaining organization and collaborations with coworkers to complete tasks, not only are the done more quickly, but they are done more efficiently. This makes everyone content with the progress being made and contribute to the overall organizational culture of the center. I have experienced this firsthand. The sense of mutual respect increases when you have these positive interactions with each other and they help you get the job done." (Leadership)
CLC employment has Increased Meaningful Relationships	100%	
CLC employment has Increased Collaboration	94%	
CLC employment has Increased Navigation of Organizational Culture	81%	

Scarlet Seals Standards	Strongly/Moderately Agree (R 10) Spring 2021	Sample of Open-Ended Responses for each Scarlet Seals Competency
CLC employment has Increased Cultural Knowledge & Competence	100%	"We have done trainings that have broadened my understanding of working with children in a diverse setting and communicating with different cultures." "Through working at CLC, I have been exposed to the many different cultures that the kids are a part of. I have even picked up a couple of different languages in order to be able to communicate with some of them!" "Working with students from different cultures has allowed me to have more personal interactions with different cultures which has allowed me to better understand them with first-hand knowledge." (Diversity)
CLC employment has Increased Ethics, Values & Integrity	100%	"Working at CLC has showed me the value of teamwork and how it is important to be dependable and trustworthy to effectively grow as a team." "I've become a better worker and working at CLC has helped me develop high social skills to communicate with others." (Personal Development)
CLC employment has Increased Thinking (Critical, Reflective, & Systems)	100%	"I have been able to grow in all of the above areas due to COVID. COVID has not been an ideal situation, but because of this, I have been able to talk to the parents more when taking the children out and talking about their day. During the ice storm, we had to get more creative due to being in an unknown environment. Even though there have been many challenges this semester, I think they have allowed me to grow because I have had to adapt. It was a lot of fun going to the gym and being able to come up with new things for the children to do, and I love talking to the parents about how their child's day was." "Working with children can sometimes be challenging since they each think and act differently which sometimes leads to children fighting or becoming upset over seemingly small things. When this happens, I have to think about why a child is acting out and how they feel in the situation. When I reflect on it, it allows me to come up with creative solution to their problems." "I have seen the growth in myself within all these areas because I am now more confident in the work I do, I am able to communicate more effectively, and I feel that I always have someone to talk to for support and help whenever needed." "I have learned to be flexible in different settings at CLC whether that be through administrative work, providing care for the children, sanitation, handiwork, and creating crafts or activities. This has required a level of growth and effective communication skills." (Thinking and Communication)
CLC employment has Increased Problem Solving and Reasoning	90%	
CLC employment has Increased Creativity & Innovation	100%	
CLC employment has Increased Communication-Verbal & Written	100%	
CLC employment has Increased Meaningful Relationships	100%	
CLC employment has Increased Collaboration	90%	
CLC employment has Increased Navigation of Organizational Culture	100%	"Collaboration feels like a big part in this job and it's helped me learn to work as a team and be more respectful, creative and work better with other people." "Everyone at CLC has helped me in one way or another and I always try to show how grateful I am for the opportunity to be a part of the CLC team. This is where I learned to work effectively with others and share my ideas while also listening to others." "I have developed relationships with my coworkers that has improved the working environment and increased the quality of care and education for the children. These meaningful relationships allows us to collaborate effectively. I have also developed a knowledge of how and where things are organized to keep the classrooms and offices neat and tidy." "Working with the people at CLC has allowed me to better my collaboration skills whether it be doing activities together or cleaning a class. It has also allowed me to better my relationships the longer I am there. I have also been able to have a deeper understanding of the organization the more I see how much effort is put into the center and the "behind the scenes" of the work." (Leadership)

- 5. Please discuss any budget or organizational changes experienced since your last (FY2022) 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 FY21, CLC's self-generated income was negatively impacted by low enrollment at the Center as well as the unexpected closure due to a weather-related event.

CLC was closed March 23, 2020 through August 15, 2020 as a result of the COVID-19 pandemic. In order to reopen as safely as possible in fall 2020, CLC established many new policies and procedures in accordance with national, state, local and licensure guidelines. The Center adjusted operating hours from 7 am-6 pm to 8:30 am-4:30 pm and implemented rolling start dates for previously enrolled children beginning August 17, 2020, with two weeks spaced in between. Remote learning support was available through September 11, 2020. Families opting to continue enrollment but receiving remote learning support only were charged 50% of their weekly tuition rate for the duration they were enrolled in this option. Full tuition was charged once this option ended on September 14, 2020. Many families were not ready to return to an in-person setting and declined the enrollment offers, wanting a spring 2021 opening instead. Enrollment dropped by 50% in FY21.

As more families were beginning to enroll in spring 2021, Winter Storm Uri (February 2021) caused widespread property damage from water outages and frozen pipes. Burst sprinklers and pipes shut down the CLC's Wheeler location completely. The storm caused extensive water damage in the lobby and seven of nine classrooms to sheetrock, carpet, ceilings, cabinets and counters that took weeks to repair. Instead of being closed for an extended time, the Children's Learning Center moved the Wheeler site, reopening after 3 weeks on March 9th in the UH Recreation Center by turning racquetball and squash courts and unused multipurpose rooms into eight fully functional classrooms. The Wheeler infant classroom was temporarily housed at CLC's Cameron location. The Wheeler location was back online and ready for move in on April 19, 2021. This temporary closure resulted in lost revenue from February 15-March 5, 2021.

Another factor that impacted CLC's self-generated income were the tuition fee adjustments/credits that were applied to families who had children that were required to quarantine due to potential exposure of COVID-19 from an infected staff member or classmate as recommended by UH and CDC.

7. Please list your 2022-2023 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 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 promote and create initiatives that support a healthy work/life balance while contributing to division success. DSAES DC5

Action Step- CLC will effectively implement policies, procedures, and systems that support stable staff and strong personnel so all children, families, and staff have high-quality experiences.

Goal 2- CLC will evaluate resources to identify opportunities for efficiency, improvement, and transformation. DSAES R1

Action Step- CLC will develop partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program's capacity to meet the needs and interests of the children and families we serve.

Goal 3- CLC will leverage and adapt resources in innovative ways to increase effective utilization. DSAES R3

Action Step- CLC will ensure a stable fiscal environment in order to effectively serve children and our families.

Goal 4- CLC will enhance students' educational experience by expanding partnerships with academic affairs. DSAES P2

Action Step- CLC will establish and maintain reciprocal relationships with agencies and institutions that can support the Center in achieving our goals for the curriculum, health promotion, children's transitions, inclusion, and diversity.

Goal 5- CLC will create opportunities for our students by developing initiatives that support our neighboring communities. DSAES P3

Action Step- CLC will demonstrate a commitment to professionalism in our community by serving as a practicum site for local colleges and universities and other collaborative activities.

8. Recognizing that the potential to generate additional Student Service Fee income for FY2023 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 FY2023 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 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 FY2023 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 FY23	\$113,329.00
5% Reduction	-\$5,666.45
Total	\$107,662.55

Line Item	Base Budget FY23 with a 5% reduction	Base Budget FY22
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 FY22	\$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 base funding from the UH Student Fees Advisory Committee (SFAC) for 2021-2022 to (a) assist with the costs of hiring CLC/UH Student Employees 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. In addition, CLC has an approved SFAC equity carryforward of \$127,088 for 2021-2022.

CLC is currently receiving (2021-2022) 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 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 Employees 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, 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 when it is safe and healthy to do so.

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, UH Campus Recreation Center and UH College of Education also facilitate ongoing professional development workshops and support for our staff. 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 that provide the Center with scholarships, supplies and grants, such as Collaborative for Children, Texas Workforce Solutions, Texas Rising Star, 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

“Our toddler is enrolled at the UH learning center. Since he is at a stage where he needs continuous attention, I had to sacrifice part of my studies to take care of him. Since I am in the final phase of my program, it was becoming a very difficult situation as I am unable to devote proper time to complete my dissertation. However, at the learning center he is very happy and we have noticed a big improvement in his ability to talk and interact with other children, which was lacking at home. Moreover, enrolling him at the CLC has helped us immensely as I can focus on my studies and meet my dissertation related responsibilities. Also, we have the mental peace that he is getting proper learning and development at a crucial age. This has further allowed me to concentrate properly on my studies as I worry less about him. However, given the amount of my PhD stipend, we will be unable to afford the CLC cost without financial assistance.” (H.Z.)

“The reopening of CLC and the financial assistance provided was a tremendous relief and created an opportunity for me to make substantial headway in my research. I successfully defended my proposal in Spring 2021 and am on track to graduate in Fall this year. Aside from providing a safe childcare space, CLC has also helped (my daughter) grow and mature; her learning and development at CLC has been astonishing, and I would like for her to continue there. However, I can only do so with the help of SFAC.” (A.S.)

“After having (my son), I am more passionate about my study. Now, I want to have my degree more than before, especially for his future. Thus, I have to find him the best place to leave him without any doubt and focus on having my degree. For me, that place is only CLC in UH.” (B.K.)

“For my future career, and my family’s long-term financial stability, I would like to focus on studying and finish the Pharm.D. program with good grades and a strong network of colleagues and mentors rather than working extra hours to afford childcare. I believe the SFAC scholarship provides great opportunities for students who have a financial burden and helps these parents / students to succeed in reaching their educational goal.” (J.P.)