

UNIVERSITY of
HOUSTON

CHILDREN'S LEARNING CENTERS

STUDENT FEES ADVISORY COMMITTEE (SFAC)
University of Houston Children's Learning Centers FY2024 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.

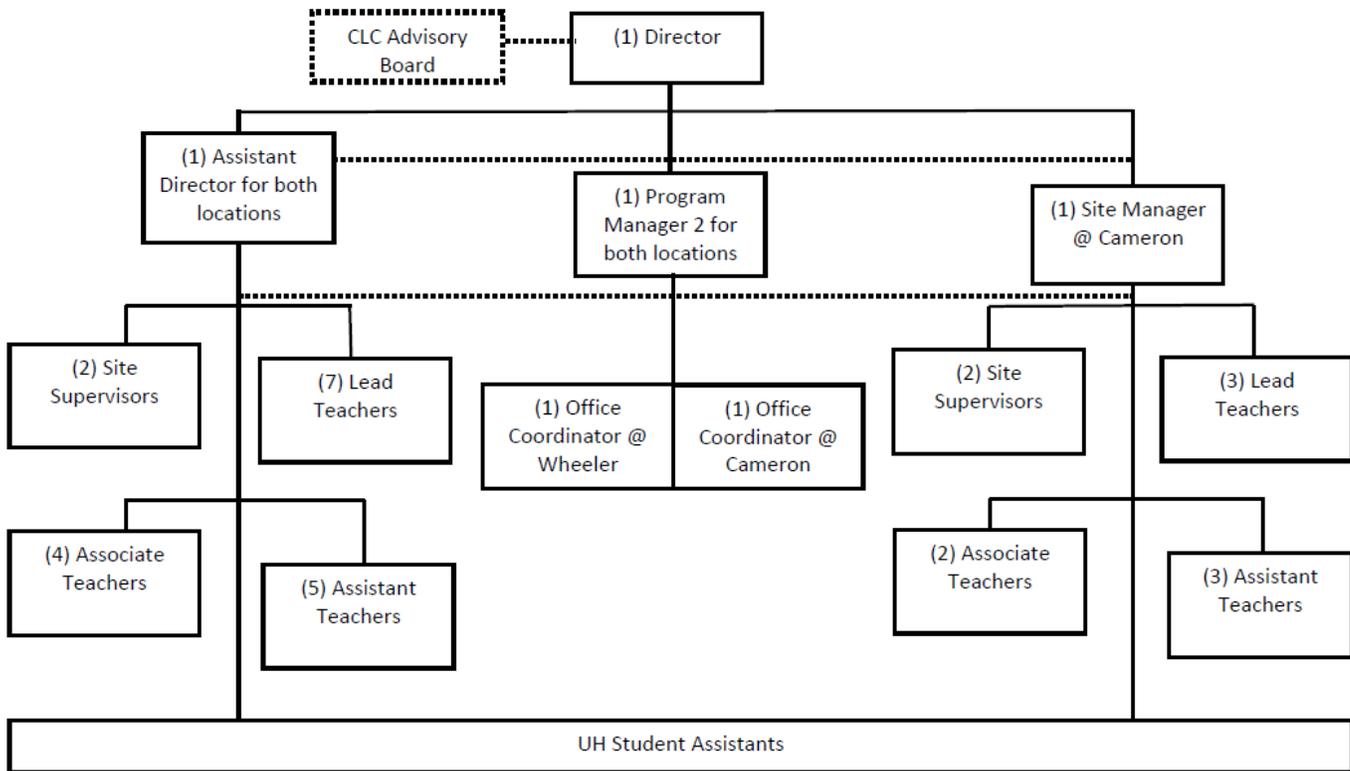
The accomplishment of this mission is met through established strategic initiatives. First, CLC champions exceptional opportunities and services to support all UH students by providing training opportunities to Student Employees that included information pertaining to Scarlet Seals of Excellence Competencies; providing educational opportunities to students in the UH College of Education; and collecting information regarding students' sense of belonging to CLC/UH. Second, CLC forges and strengthens partnerships to expand our reach into the university and greater community by empowering others to be our advocates; working with the Provost's Office to secure CLC spots to assist with faculty recruitment; and expanding learning opportunities to students at Houston Community College. Third, CLC evaluates and leverages resources to enhance the UH experience by seeking opportunities in the community for program funding and allocating resources to CLC facility improvements. Lastly, CLC creates and fosters a cohesive division identity, culture, and community by participating in UH events and sitting on committees that elevate the work on the division.

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 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.

Please see the organization chart for the UH Children’s Learning Centers below.

2022-2023
Children’s Learning Centers



3. List your unit's strategic initiatives and action steps identified for the 2021-2022 academic year and cite the specific Division of Student Affairs (DSA) 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.

DSA Plan: (<http://uh.edu/dsa/about/strategic-planning/>);

UH Goals: (<http://uh.edu/about/mission>)

Goal 1: CLC will engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth; SS1: Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth.

Action Step- CLC will review Student Employee job descriptions and trainings to include the competencies in Scarlet Seals of Excellence.

Accomplished- CLC provided training opportunities to Student Employees that included information pertaining to Scarlet Seals of Excellence Competencies. CLC Student Employees who completed the survey assessing growth in these areas indicated CLC provided these learning opportunities during their employment. See *Question 4: Activity 2* results in Questionnaire.

CLC's Student Employee training included information pertaining to the following Scarlet Seals of Excellence Competencies:

- Collaboration- *ECI- All Together Now: Working Together to Create Positive Learning Environments for All Children*
- Creativity & Innovation- *Rejuvenate Preschool Environments on a Budget: Tips, Ideas & Resources; Intentional Preschool Environments Set the Stage for Young Children*
- Problem Solving and Reasoning- *The Power of Emotional Intelligence for Children Birth Through Eight; Classroom Management; Active Shooter Preparedness for Those Working with Children: Protecting our Most Precious*
- Cultural Knowledge & Competence- *Teaching Dual Language Learners in Early Childhood Classrooms; Behavior in the Classroom: Set Yourself up for Success Working with Students with Autism*
- Ethics, Values & Integrity- *Reporting Suspected Abuse and Neglect (Maltreatment)*
- Critical, Reflective Thinking- *Sudden Infant Death; Shaken Baby Syndrome*
- Meaningful Relationships- *Listen With More Than Our Ears: Helping Children through Simple, Ordinary Interactions; Handling Everyday Upsets, Tantrums and Teaching Social Skills; Cox Campus Self-paced instructional course: The Power of Language*

Goal 2: CLC will expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments; SS2: *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 complete an action plan for Student Employee diversity education to support inclusive learning environments for CLC children.

Accomplished- In the fall, CLC hosted virtual Q&As and tours for UH students enrolled in the Human Development and Family Studies (HDFS) program in the College of Education for course credit. In spring, CLC was a placement site for 1 intern from the Human Development and Family Studies (HDFS) program.

CLC conducted a professional development review for the annual training requirements mandated by licensing and accreditation agencies/organizations. The training plan, which is provided to all CLC staff including Student Employees, comprised of diversity education to support inclusive learning environments for CLC children.

Goal 3: CLC will enrich the sense of connection, belonging, and shared UH identity among all students (CLC student employees and student parents of children enrolled at CLC); SS5: *Enrich the sense of connection, belonging, and shared UH identity among all students.*

Action Step- CLC will create a means to share Student Employee and Student Parent success stories. CLC will also use information collected from Student Employee assessment and Student Parent essays to get a sense of their belonging to UH.

Accomplished- CLC collected essays from CLC Student Parents and survey results from CLC Student Employees to review in order to get a sense of their connection, belonging, and shared UH identity.

In the CLC Student Employee survey responses, 91% of the respondents stated that they strongly or moderately agreed: *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).*

CLC also collected Student Parents' essays and a student parent was interviewed/featured in the DSA annual report highlighting CLC's CCAMPIS grant success.

Goal 4: CLC will educate and empower campus partners, including CLC student parents, to be our advocates; P1: Educate and empower campus partners to be our advocates.

Action Step- CLC will conduct informal presentations and/or develop materials on our services to educate campus partners, including CLC student parents.

Accomplished- A CLC student parent was featured in the DSA annual report highlighting the success of the CCAMPIS grant and support received by CLC.

CLC director conducted an overview presentation to the CLC Advisory Board of CLC in FY22 during the November meeting.

Goal 5: CLC will enhance students' educational experience by expanding partnerships with academic affairs; P2: Enhance students' educational experience by expanding partnerships with academic affairs.

Action Step- CLC will increase the number of new, internal marketing/communication targeted at Academic Affairs.

Partially Accomplished- As of Summer 2017, the Provost's Office will have access to 15 total guaranteed spots (5 infant, 5 toddler, 5 pre-school) for an August start date on an annual basis to assist with faculty recruitment. These spots have to be claimed by May 31, or these spots revert back to the enrollment process for the Children's Learning Centers. The process for these 15 spots will be managed by the Provost's Office.

In fall 2021, the Provost's Office utilized 1 preschool, 2 toddler, and 2 infant CLC spots.

In April, a graduate student at UH in the Professional Leadership in Special Populations program facilitated a professional development training for CLC teachers- Preventative Strategies for Problem Behaviors.

CLC did not produce new marketing materials targeted towards academic affairs, but we did market our services and student employee job opportunities at the August UH On-campus Job Fair. This was the first time we participated in this event since the onset of COVID-19.

Goal 6: CLC will expand strategic partnerships with K-12 schools and other post-secondary institutions; P4: Expand strategic partnerships with K-12 schools and other post-secondary institutions.

Action Step- CLC will work to showcase our programs and services that support student success to future students.

Partially Accomplished- CLC is making plans to host students from Houston Community College so they can receive course credit through observation hours at our NAEYC accredited center. This was put on hold due to COVID-19 visitor protocols.

Goal 7: CLC will leverage and adapt resources in innovative ways to increase effective utilization. This includes preparing a plan for the future building (renovations) of CLC; R3: Leverage and adapt resources in innovative ways to increase effective utilization.

Action Step- CLC will maximize, adapt, and/or re-allocate resources to increase effective utilization. This includes space planning for new/renovated CLC buildings.

Accomplished- CLC is working with UH Facilities and Construction to conduct roof and awning repairs at the Wheeler location. This is set to start in fall 2022.

CLC experienced staff shortages in fall/spring and worked to ensure that all classrooms maintained developmentally appropriate ratios and the safety of the children/staff was upheld.

In May, the air conditioning was not cooling the CLC Cameron location and to continue operations and ensure the safety of the children, the Cameron staff opened 3 classrooms spaces at the CLC Wheeler location for two days.

CLC applied for the 2022 Child Care Relief Funding (CCRF) and was approved. These funds will be available for expenses incurred between September 1, 2022 and May 31, 2023. Allowable uses of the funds include those that are deemed necessary to reopen or maintain business operations, and can include:

- Rent or mortgage (including insurance)
- Utilities
- Payroll (salaries, wages, benefits, and payroll taxes)
- One-time staff bonuses and wage supplements
- Increases in compensation, bonuses, or wage supplements and premium or hazard pay
- Personal protective equipment
- Cleaning supplies

In August, CLC received the first payment of \$314,120. The funds were used for personnel costs, good and services, and cleaning and sanitization supplies and services.

Goal 8: CLC will invest in staff success through professional development, recognition, and opportunities for broader participation throughout the division; DC3: Invest in staff success through professional development, recognition, and opportunities for broader participation throughout the division.

Action Step- CLC will support/encourage staff involvement in division-wide opportunities by division and department leadership.

Accomplished- Lead Teacher Michelle Knight was awarded the DSA Outstanding Professional Award of Excellence. Two CLC staff were members of division-wide committees.

In the fall, CLC encouraged staff to attend the DSA State of the Division in person and those that were not able to, watched the livestream event. The recording was also provided to staff during professional development training.

In the spring, CLC staff participated at UH Frontier Fiesta, March for Babies at UH, Dean of Students portfolio luncheon, and attended the DSA Scholars Reception for staff who are taking course work towards a degree and or graduated this year.

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.

CLC Utilization				
2021-2022	Student	Faculty	Staff	Alumni
Spring 2022 (Mar. 15)	26%	24%	25%	25%
Infant	33%	27%	33%	7%
Toddler	26%	19%	31%	24%
Preschool	24%	27%	19%	30%
Fall 2021 (Oct. 15)	34%	24%	22%	20%
Infant	25%	25%	42%	8%
Toddler	38%	19%	29%	15%
Preschool	33%	28%	13%	26%

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. In FY22, CLC was re-accredited through NAEYC and recertified as a **Texas Rising Star** 4-star program.

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

Activity 1- CLC will develop measurable goals and objectives that are based on analysis of collective data to reflect the achievement of learning expectations for children. CLC will assess the gaps in E-LAP and LAP3 scores and address areas needing improvement.

Currently, each enrolled child receives a developmental assessment 3 times a year (Beginning, Midyear, End of the Year) using LAP B-K. Teachers develop and implement lesson plans to help children work towards their next level of mastery.

Using this collective data, CLC will create learning strategies, benchmarks, timelines, and percentage goals that reflect student improvement as measured by data from LAP B-K.

CLC completed children's Beginning of the Year assessments in October and End of the Year in June. The Head Start Outcomes Reports were pulled for 0-60 months for each classroom.

- The infant classrooms (2) reported a 17-35 percent increase from the beginning of the year to the end of the year scores across all domains (Approaches to learning; Social/emotional development; Language and communication; Cognition; Perceptual, motor, physical development).
- The toddler classrooms (5) reported a 9-14 percent increase from the beginning of the year to the end of the year scores across all domains (Approaches to learning; Social/emotional development; Language and communication; Cognition; Perceptual, motor, physical development).
- The preschool classrooms (5) reported a 4-30 percent increase from the beginning of the year to the end of the year scores across all domains (Approaches to learning; Social/emotional development; Language and communication; Literacy; Mathematics development; Scientific reasoning; Perceptual, motor, physical development).

Activity 2- The CLC student employee will reflect on and assess the impact of CLC employment in skill acquisition and competencies. An overview of the Baseline Fall 2021 Survey Results is provided in the table below.

Fall CLC Student Employee Survey		
Scarlet Seals Standards	Strongly/Moderately Agree (R 4)	Sample of Open-Ended Responses for each Scarlet Seals Competency
CLC employment has Increased Cultural Knowledge & Competence	100%	“Working with kids that come from many different backgrounds has allowed me to increase my understanding and communication within cultures. I have been able to further allow myself to understand, appreciate, and interact with parents of many different cultures. Webinars as well as cultural holidays have allowed me to see all different kinds of cultures.” (Diversity)
CLC employment has Increased Ethics, Values & Integrity	100%	“I've been more responsible, meaning that I have more responsibilities now that I'm working at CLC. It is also a huge responsibility to take care of kids, and I think I've become more trustworthy and dependable.” “My dependability, honesty, and trustworthiness have greatly improved since working at CLC. I believe that all of the teachers trust me with their kids and know that I will do the best job that I can in teaching and allowing them to grow.” (Personal Development)
CLC employment has Increased Thinking (Critical, Reflective, & Systems)	75%	“I think that my communication, creativity, and problem-solving have all improved. I have helped many rooms with projects, as well as come up with some of my own to implement in the classroom. I am a much better communicator with both parents, children, and staff at CLC due to being more comfortable and confident in my role. I am better equipped to solve problems that might arise between children in a much more effective and quick manner.” (Thinking and Communication)
CLC employment has Increased Problem Solving and Reasoning	75%	
CLC employment has Increased Creativity & Innovation	75%	
CLC employment has Increased Communication-Verbal & Written	75%	
CLC employment has Increased Meaningful Relationships	75%	“I believe that my collaboration and relationships have grown tremendously since working at CLC. I have grown a bond with almost, if not every teacher that works at CLC. I am able to go into any room and feel confident in my ability and the level of trust between myself and the teachers. I also believe that by working at CLC I am able to see how the business functions as a whole and how communication is important in every aspect.” “It has been really interesting seeing how CLC functions and being a part of it from morning to noon has been a growth process. I am aware of how things work at CLC, how each classroom has different kids, and different ways that they function, I've had to pay attention to remember how they all function in their unique way as well as - how teachers work in their own classroom environment.” (Leadership)
CLC employment has Increased Collaboration	75%	
CLC employment has Increased Navigation of Organizational Culture	100%	

An overview of the Baseline Spring 2022 Survey Results is provided in the table below.

Spring CLC Student Employee Survey		
Scarlet Seals Standards	Strongly/Moderately Agree (R 7)	Sample of Open-Ended Responses for each Scarlet Seals Competency
CLC employment has Increased Cultural Knowledge & Competence	86%	Student commented that the children and staff at CLC are really diverse and everyday they are faced with different learning experiences and new knowledge from the children's ethnicity, culture, values, and customs. They stated that working with children of different ethnic and cultural backgrounds has helped them with cultural competence and humility. (Diversity)
CLC employment has Increased Ethics, Values & Integrity	71%	Students commented that they have been able to communicate effectively with people higher than their position and are able to create great rapport with everyone. They mentioned that the people they work with all display these traits and it has made them aspire to give the same. They care for both their coworkers and the children and these traits are necessary for the workplace. (Personal Development)
CLC employment has Increased Thinking (Critical, Reflective, & Systems)	100%	Students commented they have learned how to get creative when there is a problem and learned to ask for help and take time for themselves. They feel confident teaching and talking with children and providing care and safety. They have been able to think differently about how to approach different problem behaviors. There are often times where they have to come up with quick, unique solutions for calming and handling toddlers. Their creativity and communication have also increased through helping with the creation of lesson plans and interacting with various groups of people (toddlers, staff and parents) both verbally and on paper. (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	86%	
CLC employment has Increased Meaningful Relationships	100%	
CLC employment has Increased Collaboration	100%	Students commented that relationship building at the Center provided more insight into their personal lives and have become more organized and able to take criticism better. They have been able to create support systems with the teachers who provide them with emotional stability. Getting to know the people they work with has made work more enjoyable and easier to feel comfortable. This relationship allows collaborative work to be easy and effortless. (Leadership)
CLC employment has Increased Navigation of Organizational Culture	86%	

5. Please discuss any budget or organizational changes experienced since your last (FY2023) 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 recently completed the 4 year (2018-2022) federal Child Care Access Means Parents In School (CCAMPIS) grant cycle from the Department of Education. These funds were no longer available after September 30, 2022. CLC received \$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.

While this impacts CLC's budget for future years, CLC did receive \$942,360 (September 2022-May 2023) in Child Care Relief Funds (CCRF 2022) from the Texas Workforce Commission. Funds can be used towards Payroll and personnel costs; Rent or mortgage, insurance, and utilities; Facilities maintenance; Personal protective equipment and cleaning supplies and services; Equipment and supplies; and Other goods and services. CLC will use a portion of the CCRF funds to support the programs previously funded through CCAMPIS (UH Student Parent Tuition Assistance, Student Employee Salaries, Staff training, and Classroom materials).

CLC will request SFAC FY2024 One time funding to support these initiatives when CCRF 2022 is no longer available after May 2023.

6. If your unit concluded FY2022 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 concluded FY2022 with a Fund 3 addition to Fund Equity in the amount of \$5,050 in Student Employee salary savings.

7. Please list your 2023-2024 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs 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 utilize resources to balance efficiency and effectiveness and to achieve programmatic and student learning/development outcomes (Student Success/Resources).

Action Step- CLC will work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of UH students.

Goal 2. CLC will contribute to students' formal education, which includes both curricular and co-curricular experiences (Student Success).

Action Step- CLC will contribute to UH students' progression and timely completion of educational goals.

Goal 3. CLC will work with the division/UH to identify relevant and desirable student success outcomes (Student Success).

Action Step- CLC will help UH students prepare for their careers and meaningful contributions to society.

Goal 4. CLC will cultivate understanding of identity, culture, self-expression, and heritage (Division Cohesion).

Action Step- CLC will develop, adapt, and improve programs/policies/procedures in response to the needs of changing environments, populations served, and evolving UH priorities.

Goal 5. CLC will collaborate with the UH and surrounding community to meet the needs of students and other constituents (Partnerships).

Action Step- CLC will collaborate with individuals, groups, and organizations to solve problems pertinent to the UH student population the CLC community.

8. Recognizing that the potential to generate additional Student Service Fee income for FY2024 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 3.5, 5.0 or 7.5% in your total FY2024 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made. A spreadsheet has been created to assist in this process. Please include a copy of the spreadsheet with your questionnaire submission.

CLC spends 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 3.5%, 5%, or 7.5%

in our total approved FY2024 base Student Service Fee budget with a budgetary decrease in CLC Student Employment.

Reduction of FY2024 Base Budget			
Precent Reduction	3.5%	5%	7.5%
Base Total	\$113,329	\$113,329	\$113,329
Reduction in Student Employees Wages/Benefits	-\$3,967	-\$5,666	-\$8,500
Reduced Total	\$109,362	\$107,663	\$104,829

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 2022-2023 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 for 2022-2023 to use towards program and facility improvements.

CLC is currently receiving \$942,360 (September 2022-May 2023) in Child Care Relief Funds (CCRF) from the Texas Workforce Commission. Funds can be used towards Payroll and personnel costs; Rent or mortgage, insurance, and utilities; Facilities maintenance; Personal protective equipment and cleaning supplies and services; Equipment and supplies; and Other goods and services.

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 Application Essays:

“At this juncture, I need to concentrate on my courses which amount to 10 credits per semester and also keep up with my research work and projects. As a research student, I wish to spend more time on my major courses because these are core courses of my major and crucial in my future research. It’s been more than a month that we moved to United States, and it’s been a really tough job for me to balance my course work on one hand and take care of my child’s needs on the other hand. This scholarship would help ease out my financial burden and would allow me to focus more on my studies without having to worry much about my child’s care and well-being. Therefore, I would greatly appreciate an assistance from you so that I can carry on with my studies and successfully reach the goals which I intend to achieve.”

“Above all, the opportunity to get childcare tuition assistance helped me to afford our limited income and succeed in my higher education program. An affordable and accessible childcare at the University of Houston fosters a healthy and safe environment for my daughter and a better academic advancement for myself. I truly believe that the CLC will provide an invaluable opportunity for my child to enhance her budding social skills and an easier transition to grade school. I am committed to complete my degree as well as take care of my family with equal importance. CLC is helping me a lot in achieving this. Every morning when I drop-off my child at CLC, I have a feeling of contentment and trust because I have placed my heart in the hands of well-trained professionals who can transform her into a shining star. And the financial support takes off the tuition burden partially which helps me to concentrate more on my academics. So, I request your approval for continuation of SFAC award for this Fall semester also.”

“Thankfully, we got SFAC awards for the summer term, and my son was really happy about joining the CLC family and I believe, I found the best place to leave him without any doubt and focus on having my degree. I appreciate that we have a close facility at UH that I trust the education there. And so that I could focus on my research.”

“Recently, my spouse has also been admitted to the UH Biology Ph.D. Program for Fall 2022 and our 10-months old child is also going to stay us as F2-dependent. As we both are going to work as a full-time PhD student, it will be difficult for us to take care of our baby and maintain work-life balance. Therefore, we chose UH childcare centers considering their wide range of activities aiming to the physical and mental development of the growing child. However, childcare facilities in USA are so expensive and as an international student it would be tough to maintain the huge cost associated with the facilities. Therefore, the SFAC Tuition Assistance Program will help me to overcome my financial lacking and concentrate on my full-time research-based graduate studies which will eventually lead to the completion of the PhD program in a timely manner with significant contributions to my stated research area.”

STUDENT SERVICE FEE Questionnaire

Name of Unit: UH Children's Learning Centers

Dept#: H0229

	FY 2024	FY 2024	FY 2024	FY 2024
Funding Sources	Base Budget	Amount of 3.5% Reduction	Amount of 5.0% Reduction	Amount of 7.5% Reduction
Student Service Fees- Base Budget	113,329	3,967	5,666	8,500
Expenses		Amount of 3.5% Reduction	Amount of 5.0% Reduction	Amount of 7.5% Reduction
Salaries and Wages				
Full-time Employee Salaries				
Student Workers Wages		2,772	3,960	5,940
Graduate (GA/IA) Students Wages				
Fringes		970	1,386	2,079
Salaries/Fringes Total		3,742	5,346	8,019
Other Expenses				
Student Employee Salaries		-	-	-
M&O		-	-	-
Admin Charge	Enter %	225	321	481
	6%			
Other Expenses Total		225	321	481
TOTAL EXPENSE		3,967	5,667	8,500
Amount left to allocate		(0)	(0)	(0)