

UNIVERSITY of
HOUSTON

CHILDREN'S LEARNING CENTERS

STUDENT FEES ADVISORY COMMITTEE (SFAC)

FY2025 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.

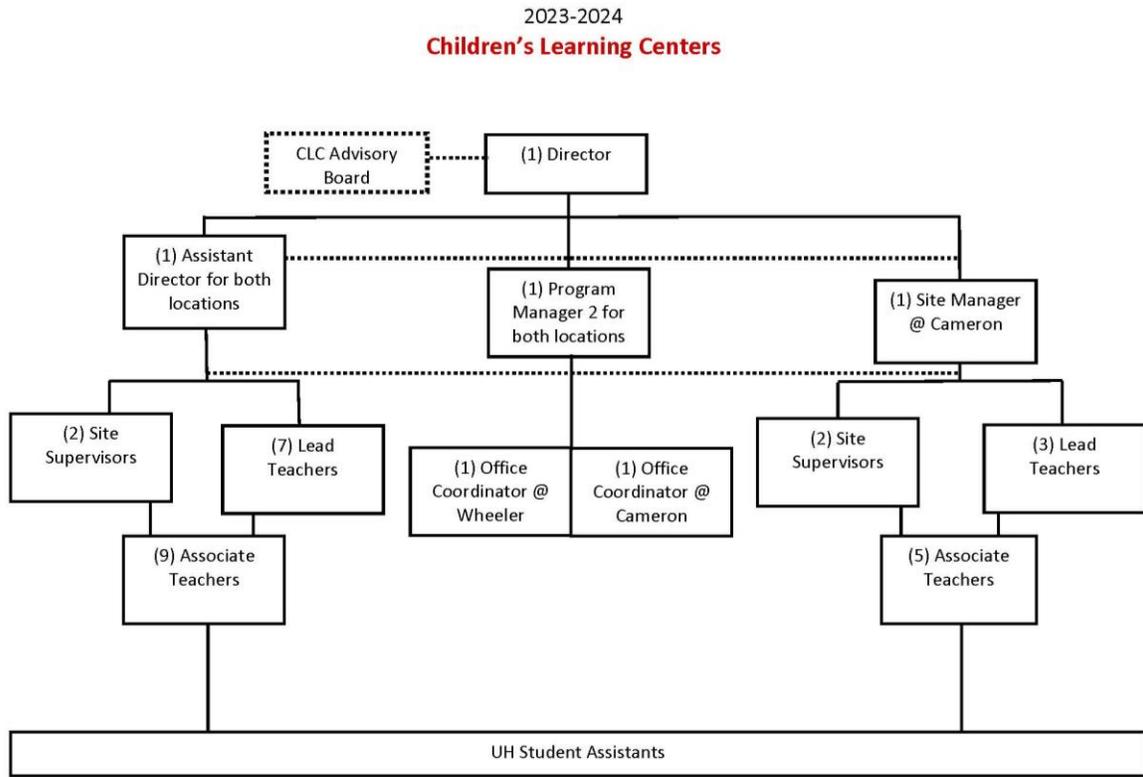
The Children's Learning Centers (CLC) presents this request to the Student Fees Advisory Committee (SFAC) to assist University of Houston (UH) student parents, with children enrolled at CLC, in paying for the cost of child care tuition and to provide income for UH student employees working at CLC. In 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 promotes and creates initiatives that support a healthy work/life balance while contributing to division success by effectively implementing policies, procedures, and systems that support stable staff and strong personnel through position reclassifications and efficient interview processes. Second, CLC evaluates and leverages resources to enhance the UH experience by developing partnerships and professional relationships with agencies, consultants, and organizations in the community and ensures a stable fiscal environment by utilizing available funds to enhance facilities and programming. Third, CLC forges and strengthens partnerships to expand our reach into the university and greater community by establishing and maintaining reciprocal relationships with agencies and institutions that can support the Center as well as demonstrating a commitment to professionalism in our community.

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.



3. If your unit falls under the Division of Student Affairs, list your unit's strategic initiatives and action steps identified for the 2022 – 2023 academic year and cite the specific Division of Student Affairs (DSA) Strategic Initiatives and University of Houston Strategic Goals to which they can relate (links below). If your unit does not fall under the division of student affairs, explain, in detail, the strategic plan your unit operated under. Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/ action step changes 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: uh.edu/dsa/about/strategic-planning/2019-2023/

UH Goals: uh.edu/about/mission

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.

Accomplished- CLC was approved to reclassify vacant Assistant Teacher positions to Associate Teacher positions. This allowed for promotions/pay increases of internal staff if they met the qualifications for the posted position as well as attract more external applicants. CLC also revised the interview/hiring process for student employees to improve efficiency and timeliness of new hires.

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.

Accomplished- CLC contracted with Arts Alive in the spring to host a creative movement program which provides children an avenue to explore movement and music, stimulate imagination, release energy, develop locomotor skills, and enhance creativity. CLC partnered with Young Audiences of Houston which donated 2 early childhood performances for the preschool children. Tom's Fun Band performed May 5, 2023. CLC contracted with Soccer Shots to facilitate onsite soccer classes for preschool children to begin in the fall 2023.

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.

Accomplished- CLC has received/utilized 5 of the 5 Child Care Relief Fund (CCRF) checks used to offset costs of operating a Center:

- Personnel Costs
- Goods and services
- Cleaning and sanitization supplies and services
- Tuition relief for families

CLC, a Texas Rising Star Certified Provider, received/utilized the Lakeshore equipment/classroom materials grant funded by Workforce Solutions – Early Education Quality Services to purchase \$1,500.00 of materials for the classrooms.

In addition, the following projects have been completed:

- Cameron outdoor playground equipment installation (SFAC funded)
- Wheeler awning and gutter replacement (SFAC funded)
- Wheeler playground synthetic turf fall zone repair (SFAC funded)
- Cameron playground synthetic turf fall zone replacement
- Cameron and Wheeler landscaping
- Wheeler window blinds installation

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.

Partially Accomplished- CLC director joined the COMD Community Advisory Board within the UH Communication Sciences and Disorders department and met with the University Speech-Language-Hearing Clinic director to discuss a collaboration for the summer/fall to include CLC children language screenings. CLC partnered with the UH Moores School of Music to discuss the implementation of onsite preschool music classes to begin in the fall 2023.

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.

Accomplished- CLC hosted students from Houston Community College and UH College of Education for classroom observation hours as a course requirement. In addition, CLC provided an onsite tour and Q&A for students in the Consumer Sciences department at Sam Rayburn High School.

4. Please list your 2024-2025 strategic initiatives and action steps in priority order and if operating under the DSA, cite the specific Division of Student Affairs Values and University of Houston Strategies Goals to which they relate. If your unit does not operate under the DSA, reference the strategic plan your unit operates under. Larger units may wish to group responses by subprograms. 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.

- i. Articulate how KPIs are tracked and how/when your unit utilizes them to measure progress towards your goals. Are there any deficiencies in your ability to measure your KPIs? If so, explain why.
- ii. Identify the milestones laid out on the path to achieving the long-term goals you have laid out. How do these milestones contribute to your unit's ability to hold itself accountable to the long-term goals?
- iii. In your response, identify who (besides the department director) is responsible for each milestone in the plan and for measuring each KPI you have identified.

The Children's Learning Centers 2024-2025 Goals and Actions Steps, including DSA Values to which they relate, are listed below. They comprise of KPIs and Milestones to help CLC reach its goals by staying accountable, measuring progress, identifying barriers, and making any needed adjustments.

Goal 1: Support for Student Parents

Action Step- CLC will provide comprehensive support to student parents to help them balance their academic and family responsibilities effectively. (DSA Value: Care)

KPI: Create and/or share resources and information for student parents on financial aid, parenting resources, and academic support. Milestone: Track provided/shared resources each semester (Director/Assistant Director).

Goal 2: Enhancing Collaboration

Action Step- CLC will strengthen collaboration within the division, across the university, and with community partners to enrich the learning experience for children. (DSA Value: Collaboration)

KPI: Forge partnerships with local departments, organizations, and businesses to enhance learning opportunities and resources for children. Milestone: Establish partnerships with at least three local department/organizations by the end of the academic year (Director/Assistant Director).

Goal 3: Building a Strong Sense of Community

Action Step- CLC will promote a sense of belonging and responsibility within the Children's Learning Centers, aligning with the division and community values of the University of Houston. (DSA Value: Community)

KPI: Host regular community-building events and activities to strengthen connections among children and families. Milestone: Host the first community-building event within the first semester (Director/Assistant Director).

Goal 4: Fostering Innovation

Action Step- CLC will continuously innovate programs and services to meet the evolving needs of the children. (DSA Value- Innovation)

KPI: Evaluate and update the curriculum and teaching methods to ensure they remain current and effective. Milestone: Complete the curriculum evaluation and update process within the first semester (Director/Assistant Director).

Goal 5: Upholding Integrity

Action Step- CLC will maintain transparency and accountability in all aspects of the Children's Learning Centers' operations, aligning with the value of integrity. (DSA Value: Integrity)

KPI: Gather reports/data highlighting program outcomes, quality, and financial transparency. Milestone: Undergo NAEYC reaccreditation self-study and site-visit by the end of the academic year (Director/Assistant Director).

Goal 6: Maintain a Safe and Healthy Environment

Action Step- CLC will ensure the physical environment is safe and conducive to learning. (DSA Value: Integrity)

KPI: Provide well-maintained indoor and outdoor facilities, equipment, and materials that support learning and development. Milestone: Implement a tracking schedule for regular equipment maintenance within the first semester (Director/Assistant Director).

5. 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 exists, 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 this data. If your unit holds events, please provide revenue sources breakdown of each revenue stream including but not limited to the number of:

- i. Tickets sold/number of attendees recorded
- ii. Merchandise
- iii. Concessions sold/distributed
- iv. Revenue generated from these sales

The Children’s Learning Centers (CLC) does not hold income-generating events. (Section 5i, ii, iii, and iv are not applicable)

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

CLC Utilization				
2022-2023	Student	Faculty	Staff	Alumni
Spring 2023 (Mar. 15)	35%	25%	24%	16%
Infant	36%	36%	14%	14%
Toddler	37%	20%	23%	20%
Preschool	33%	26%	27%	14%
Fall 2022 (Oct. 15)	36%	25%	26%	13%
Infant	40%	20%	33%	7%
Toddler	38%	22%	28%	12%
Preschool	35%	24%	27%	14%

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 FY23, maintained its status as a **Texas Rising Star** 4-star program.

CLC develops measurable goals and objectives that are based on analysis of collective data to reflect the achievement of learning expectations for children. CLC assesses the gaps in LAP B-K scores and address areas needing improvement. 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.

CLC completed children's Beginning of the Year assessments in October 2022 and End of the Year in June 2023. The Head Start Outcomes Reports were pulled for 0-60 months for each classroom. All infant/toddler classroom groups (6) reported an 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). All preschool classrooms (5) reported an 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).

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

Activity 1- In an effort to remove the barrier of high cost associated with quality child care and increase access for low-income student parents, CLC will utilize child care tuition assistance programs to serve a majority (over 60%) of low-income CLC student parents.

The Center will target CLC recruitment and retention efforts towards those student parents with the most financial need. CLC will collect data using CLC semester enrollment numbers and CLC student parent participation in child care tuition assistance programs. The FY23 average number of UH student parent’s children receiving tuition assistance was 63%. Below is a breakdown by semester.

CLC Semester Enrollment Numbers				
2022-2023	Fall	Spring	Summer	Average
Number of UH student parent’s children enrolled	42	41	40	41
Number of UH student parent’s children receiving tuition assistance	25 (60%)	29 (71%)	23 (58%)	26 (63%)
CLC new semester enrollment (students, staff, faculty, alumni)-	30	14	8	-
CLC new semester enrollment (UH student parents receiving tuition assistance)	15 (50%)	2 (14%)	3 (38%)	-

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 Fall 2022 Survey Results is provided in the table below.

Fall CLC Student Employee Survey		
Scarlet Seals Standards: CLC employment has increased-	Strongly/Moderately Agree (R 7)	Sample of Open-Ended Responses for each Scarlet Seals Competency
Cultural Knowledge & Competence	86%	Students commented they feel like being surrounded by an inclusive environment as allowed for them to gain new perspectives and approaches working with peers, other teachers, and the kids that they help look after. They said the staff, students, and children all come from a variety of different backgrounds. The diversity at CLC has taught them to understand different cultures and customs. (Diversity)
Ethics, Values & Integrity	86%	Students commented that their time at CLC has helped them improve on their dependability. They always come to work on time and communicate what days they need to take off and email the right paperwork before the schedule for the week is made. (Personal Development)
Thinking (Critical, Reflective, & Systems)	100%	Students commented that working at CLC has helped them work on their communication, reasoning, and creative skills. They get to interact with a variety of different ages and learning how to effectively communicate with their coworkers vs the children exhibits my growth in this area. CLC has taught them to be more compassionate, to understand different points of views and perspectives, especially when dealing with children and parents. CCLC has also taught them to use stronger problem solving skills as they often working with children who have different learning styles and different needs. (Thinking and Communication)
Problem Solving and Reasoning	100%	
Creativity & Innovation	100%	
Communication-Verbal & Written	86%	
Meaningful Relationships	100%	Students commented that they feel like working at CLC has helped with their collaboration skills. They can work with their coworkers to assist the teacher in the best way to make sure the classrooms run smoothly. They can see the values that hold the CLC together, and it's all based on teamwork within the staff. It takes a team to keep the organization together (Leadership)
Collaboration	71%	
Navigation of Organizational Culture	100%	

An overview of the Spring 2023 Survey Results is provided in the table below.

Spring CLC Student Employee Survey		
Scarlet Seals Standards: CLC employment has increased-	Strongly/Moderately Agree (R 13)	Sample of Open-Ended Responses for each Scarlet Seals Competency
Cultural Knowledge & Competence	85%	Students commented that many of the children they work with have parents who are from other countries which has provided more perspective on why some kids have different expectations from their parents and may interact differently with one another as well. Students also stated they able to communicate better with different cultural backgrounds with the ability to learn and understand their customs, celebrations and traditions. (Diversity)
Ethics, Values & Integrity	92%	Students commented that working around children helps them to be more honest and trustworthy to show them a good example. They also stated the importance of being dependable not only for my coworkers but for the children as well. (Personal Development)
Thinking (Critical, Reflective, & Systems)	100%	Students commented that working at CLC has taught them how to think fast and problem solve. Sometimes they are put in situations where they have to adapt and also not be afraid to ask for help. Students stated they are now able to better adjust how to talk to different people and children in different situations to help them understand what they are trying to say. Students are confident speaking to both the children and their parents, as well as expressing themselves towards their superiors. (Thinking and Communication)
Problem Solving and Reasoning	100%	
Creativity & Innovation	100%	
Communication- Verbal & Written	100%	
Meaningful Relationships	92%	Students commented that they have to work with the lead teacher in order to cater to how she wants her classroom organized. This means effective team member skills, leadership, understanding etc. have all been developed. Students also stated they have learned a lot about the core values of the UH Children’s Learning Center. Students also commented, watching work behaviors, they clearly saw the positive and close relationships between employees, leading to a better work environment. (Leadership)
Collaboration	92%	
Navigation of Organizational Culture	77%	

6. If your unit concluded FY2023 with a Fund 3 addition to Fund Equity in excess of \$5,000, please describe the conditions which cause the addition and provide a line-item identification of the budgetary sources(s) of the addition (i.e., lapsed salary, conference travel, etc.).

The Children’s Learning Centers (CLC) concluded FY2023 with a Fund 3 addition to Fund Equity in the amount of \$54,553. The CLC Cameron interior/playground wall repairs were not completed due to the high costs associated with the project. The quote received was for \$197,363.

In addition, SFAC Tuition Assistance for FY23 (\$72,000) was reallocated to CLC’s revenue cost center due to under estimation of student employee wages.

7. Recognizing that the potential to generate additional Student Service Fee income for FY2025 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 5.0% in your total FY2025 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.

CLC utilizes 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 5.0%, in our total approved FY2025 base Student Service Fee budget with a budgetary decrease in CLC Student Employment.

Reduction of FY2025 Base Budget	
Precent Reduction	5%
Base Total	\$107,633
Reduction in Student Employees Wages/Benefits	-5,382
Reduced Total	\$102,251

8. Please discuss any budget or organizational changes experienced since your last year (FY2024) 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 FY2023, CLC received \$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 received notification in October 2022, that we were eligible to receive a 5th CCRF payment if we had a Child Care Subsidy (CCS) referral between 6/1/21 and 11/30/22, continued to remain eligible for the 2022 CCRF, and were participating in the CCS program at the time of the 5th payment (summer of 2023). In July of 2023, CLC received a 5th CCRF payment of \$314,120 to use by November 30, 2023. CLC used a portion of the CCRF funds to support areas such as UH Student Parent Tuition Assistance, Student Employee Salaries, Staff training, and Classroom materials.

In FY2024, SFAC awarded CLC One time funding (\$254,057) to support UH Student Parent Tuition Assistance and Student Employee Salaries.

In FY2024, CLC had 9 fulltime employees receive salary adjustments based on the minimum wage increase and UH Human Resources compensation analysis. In addition, CLC's student employee starting pay increased from \$8.75/hr. to \$10/hr.

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.

i. If applicable, what can be done to increase donations, sponsorship sales, and other revenue streams? Please answer each separately.

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 \$107,663 in base funding from the UH Student Fees Advisory Committee (SFAC) for 2023-2024 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.

CLC is currently receiving \$1,256,480 (September 2022- November 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 annually in the UH Faculty/Staff campaign, utilizes Text To Give, and hosts fundraisers such as 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, 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.

To increase donations and other revenue streams CLC can increase awareness of services/programming through marketing and increase revenue by raising weekly tuition fees.

10. Does your unit generate revenue? (Please do not address donations in this question) If your unit does not generate revenue, respond “not applicable. If so:

- i. Provide your unit’s P&L statement for the current fiscal year and trailing five-years showing all revenue streams for your unit.**
- ii. Provide line-item data for each revenue stream.**
- iii. For each revenue stream, provide an explanation of the nature of the revenue and briefly articulate the successes and failures for each line item.**

The Children’s Learning Centers generates revenue. Below is a list of CLC’s P&L, as outlined in the SFAC request spreadsheets, for the current fiscal year and trailing five years showing all revenue streams for the Center. The losses in FY20/FY21 were covered by CLC’s previous fund balance and COVID-19 funds from UH.

- FY19 Profit \$25,236
- FY20 Loss \$632,427 (*COVID-19 closure impact**)
- FY21 Loss \$629,295 (*COVID-19/flood closure impact**)
- FY22 Profit \$418,981 (*CCAMPIS grant/swept end of FY22*)
- FY23 Profit \$755,7574 (*CCRF donation/unused \$ will be swept in FY24*)
- FY24 Not Applicable

*In FY20 and 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.

Below is the Line-item Data for CLC's Revenue Streams (not including donations/grants):

- Student Fees Advisory Committee (Very Successful)- CLC receives base funding (annually) from the UH Student Fees Advisory Committee (SFAC) 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.
- Sales and Services, Programs/Events Income (Impacted by Center hardships*)- CLC receives tuition and fees from enrolled families at the Center. It is a tiered structure with different rates for UH students, staff, faculty, and alumni as well as infants, toddlers, and preschoolers.
- UH Commitments (Very Successful)- CLC also receives support of \$100,000 (annually) from the University to assist with facility and grounds maintenance and administrative charges.

11. Does your unit raise money from donors and sponsors? If your unit does not receive donations or sponsorships, respond “not applicable.” If so:

- i. Identify key staff members responsible for development and seeking sponsorships.**
- ii. Provide financials for the current fiscal year, as well as the trailing five fiscal years including:**
 - 1. An analysis of your development activities. Include a breakdown of the nominal quantity of donors donating \$20m+, \$10m+, \$5m+ \$1m+, \$500k+, \$100k+, \$50k+, \$25k+, \$10k+, \$5k+, \$1k+, \$100+. Provide this both in terms of lifetime contributions and annual contributions.**
 - 2. An analysis of your sponsorship activities. Include a breakdown of total sponsorship dollars and identify your top twenty-five (25) sponsorship deals.**
- iii. If applicable, provide a breakdown of each capital project or capital campaign in your unit. Explain how each capital project or campaign aligns with the goals and milestones laid out in your departments strategic plan.**

The key staff members responsible for development and seeking sponsorships at The Children’s Learning Centers are Dean of Students, CLC Director, and DSA Director of Advancement.

The CLC donor financials for the current fiscal year as well as the trailing five fiscal years are as follows: FY19 (\$1,919.04), FY20 (\$7,990.70), FY21 (\$6,476.45), FY22 (\$1,690.18), FY23 (\$1,261,454.12), FY24 (\$90.00)

Below is a breakdown of the largest nominal donation amount and number of total donors for each fiscal year.

CLC Donations and Sponsorships						
Donation Type	FY19	FY20	FY21	FY22	FY23	FY24
Private donations Speed type 54433	\$500 <i>3 donors</i>	\$1,000 <i>14 donors</i>	\$1,000 <i>13 donors</i>	\$500 <i>13 donors</i>	\$1,200 <i>12 donors</i>	\$90 <i>1 donor</i>
Fundraising/Giant Steps Speed type 17022	\$584 <i>5 donors</i>	\$550 <i>2 donors</i>	\$2,000 <i>5 donors</i>	\$115 <i>2 donors</i>	\$1,500 <i>1 donor</i>	-
Child Care Relief Fund Speed type 17690/71691	-	-	-	-	\$1,256,480 <i>1 donor</i>	-
Sponsorships	-	-	-	-	-	-
Donation Amounts	\$100+	\$1k+	\$5k+	\$10k+	\$25k+	50k+
FY19-FY24	<i>18 donors</i>	<i>6 donors</i>	-	-	-	-

CLC does not receive sponsorships.

12. 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.

13. What percentage of department M&O is allocated to marketing?

- i. Please detail your comprehensive marketing strategy towards the student body including metrics used to measure the effectiveness of the marketing strategy.**
- ii. How much revenue is allocated towards the marketing strategy?**

CLC has budgeted \$1,000 for advertising for FY23-FY25 (which is approximately 0.1% of Department M&O) and did not spend any of the allocated funds in FY23. Instead, CLC utilizes campus resources for marketing outreach to UH students. Departments within the Division of Student Affairs, including Dean of Students, Women and Gender Resource Center, International Student Scholar Services, Veteran Services, Career Services, and others offer CLC tabling and partnership opportunities to help get the word out to the great UH population. Also available are UH media sources such as campus e-news; Coog Radio; and UH CoogNews (an e-communication that reaches all UH students weekly).

14. If any of your funding from the student service fee goes to your general operating fund, please detail where any student service fees you received went and what they were spent on as well as future intentions if granted. Otherwise please respond “not applicable”.

Not Applicable- The Children’s Learning Centers’ funding from the student service fees does not go into the general operating fund.

15. How does your unit contribute to campus culture and improve the student experience? How is the effectiveness of these contributions measured by your unit if at all? What else can your unit do going forward to continue to improve your contribution to the student experience?

iii. Does your unit contribute to turning students into coogs for life?

The Children's Learning Centers plays a vital role in contributing to campus culture and enhancing the student experience in many ways:

Supporting Student-Parents:

Analysis of national postsecondary data shows that over half of undergraduate students with children (52%) leave college without completing their educational programs within six years of enrollment, making them nearly twice as likely to leave without a degree as students without children (29%). "Busy with Purpose- Lessons for Education and Policy Leaders from Returning Student Parents" is guided by student parents' own voices and shares insight into their postsecondary experiences, including the decision to leave school before graduating and later reengage to continue their pursuit of college credentials (1).

CLC strives to meet one of the greatest challenges faced by parents pursuing postsecondary education: obtaining affordable, high-quality child care. CLC offers eligible student parents a reduction in child care costs for children enrolled at the Center. These discounted rates range from a 50%-70% based on need and qualifying factors for low-income student parents at CLC through child care tuition assistance programs.

Two-generation (2Gen) programs like SFAC that invest in the postsecondary success of parents with young children can increase attainment of credentials leading to good jobs, bring children the benefits of high-quality learning environments, promote later college-going among children, and improve family economic security across generations (2). Thus, integrating services and supports to move the whole family forward benefits both the adult and the child(ren) in their lives.

By offering a safe and nurturing environment for the children of student-parents, CLC helps ensure that student parents can focus on their academic pursuits. This can lead to higher retention rates and graduation rates among student-parents, contributing to the overall success of the university.

"One of the greatest advantages of this program was that it enabled me to bring my daughter with me every morning and drop her off at the UH Children Learning Center. Witnessing her progress in language and motor skills brought me immense comfort and motivation to continue my studies without worrying about the financial burden. Therefore, it would mean the world to me if I could benefit from the assistance program once again this semester. With a requirement of 15 credit hours, balancing work and affording childcare expenses for my daughter would be quite challenging. The assistance program would be incredibly beneficial in helping me navigate this difficulty and allow me to focus on my pharmacy studies. Being able to have my daughter learn in a nurturing environment that I can afford adds to my peace of mind. I genuinely appreciate your consideration for this assistance program and the opportunity it presents for me to continue my journey in pharmacy school." A.H.– (Excerpt from SFAC application essay)

Learning Opportunities:

In addition, CLC coordinates services with the University of Houston's College of Education (COE) early childhood education program in a variety of ways. To begin with, CLC is a collaborating site for the UH Human Development and Family Studies (HDFS) practicum and internship programs. CLC provides COE practicum experiences in child development research and theory applied to early childhood education for approximately 5 students each semester. CLC also places HDFS seniors into both teaching and administrative internships. Through these competitive internships, students gain the opportunity to put their course knowledge into practice. The teachers and administrative staff at CLC mentor these seniors, modeling best practices in the education of young children and providing invaluable experiences in the early childhood classroom. Through administrative internships, students are given opportunities to gain experience in management, program evaluation, and program development. In the words of a former CLC Student Intern,

"As an intern, the UH Children's Learning Centers taught me how to quickly adapt to new responsibilities, whether it was assisting in the classrooms, creating lesson plans for the preschool classrooms or answering calls at the front desk. This is a skill that I see myself continuing to utilize in my present/future endeavors. The UHCLC also taught me the importance of teamwork and a fun working environment. The staff treated each other as family and made me feel just as welcomed. When you are surrounded with such supportive and positive people, the "work" never feels like work. I thoroughly enjoyed my time as an intern, not only because of what I've learned/applied and the experiences I've had, but because of the relationships and memories that I've made." (Graduated fall 2020; 3.83 GPA)

As this case demonstrates, we play an active and visible role in early childhood education research and practice. The Center is also a resource for UH students to use for research either through observations, interviews, and/or questionnaires as required for classroom assignments.

"The Human Development and Family Studies program feels so lucky to have a collaborative relationship with UHCLC. It is a fabulous practicum/internship site for students who are interested in careers in areas related to teaching young children. Our HDFS students who work at UHCLC are mentored by some of the best early childhood teachers and administrative professionals around. UHCLC is a great source of pride for our entire university." (Clinical Assistant Professor & Director, B.S. & B.A. in Human Development & Family Studies)

Many CLC student assistants, hired to maintain developmentally appropriate teaching staff ratios, are UH Education majors to whom CLC appeals as we foster a hands-on dimension to their formal learning. As classroom assistants, they can utilize their instructional knowledge to implement developmentally appropriate practices and reflect on the outcomes in a real-life setting. However, not all CLC student assistants are in the College of Education. Therefore, thoughtful planning goes into the Student Employee Development program to ensure that all students are gaining valuable transferable skills and see the benefits of working at CLC. Research shows highly impactful employment programs focus on leadership engagement, equitable hiring processes, growth and professional development opportunities, articulated student learning outcomes, and assessment and evaluation (3). CLC asks student assistants to reflect on and assess the impact of CLC employment on skill acquisition and competencies: Cultural Knowledge & Competence; Ethics, Values & Integrity; Thinking (Critical, Reflective, & Systems); Problem Solving and Reasoning; Communication- Verbal & Written; Meaningful Relationships; Collaboration; and Navigation of

Organizational Culture. This survey also includes an open-ended section where students can write in answers as to what they have learned from their employment at CLC. According to a CLC Student Employee in the College of Education,

“Working at the UHCLC 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 UHCLC has also improved my problem solving skills and has also increased my creativity. My communication skills have grown significantly since working at the UHCLC. 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.” (Graduated fall 2021; 3.96 GPA)

Coogs for Life:

UH students previously enrolled as children at CLC (formerly the UH Child Care Center) are now UH students or alumni, past student employees and even parents of children currently enrolled. UH alumni/past CLC student employees frequently remain connected to our Center and UH campus through serving as mentors to current student employees in early childhood related fields. Past student employees have connected graduating student employees to career placement opportunities. In addition, many of CLC's full time staff are CLC alumni and therefore connected to the UH community for many years, some as many as 20 plus years.