

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)

FY2020 PROGRAM QUESTIONNAIRE

1. Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.

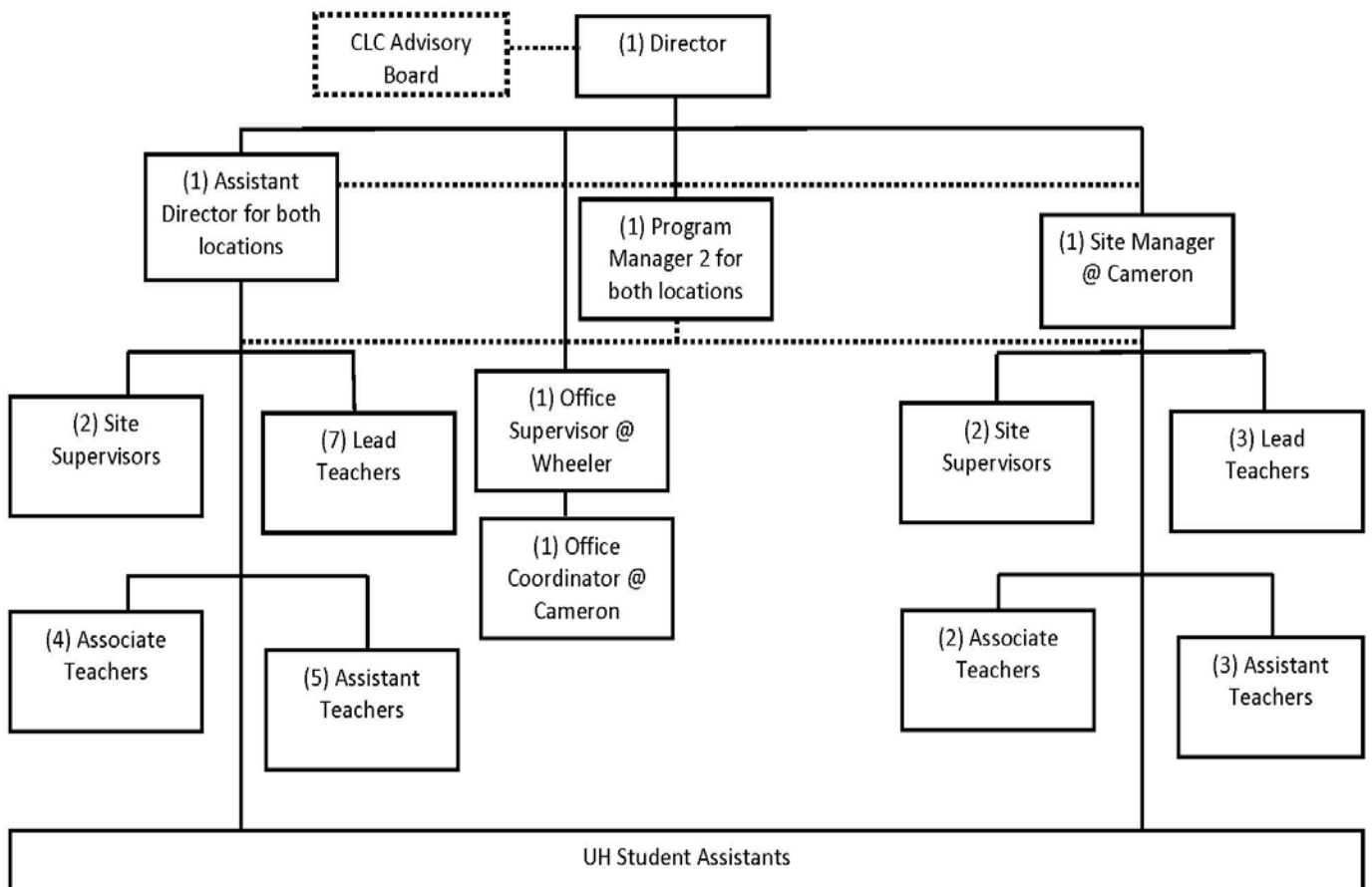
The Children's Learning Centers (CLC) presents this request to the Student Fees Advisory Committee (SFAC) to assist University of Houston (UH) student parents, with children enrolled at CLC, in paying for the cost of child care tuition and to provide income for UH student employees working at CLC. In the early 1970's, UH students voiced a need for campus child care that provided a quality program in a nurturing environment. In keeping with the spirit and ideas of those forward thinking students and incorporating today's research on early childhood development, the CLC mission is to facilitate an inclusive learning environment that celebrates diversity as well as promotes a professional commitment to impacting our community and supporting student success, through the provision of a nationally accredited early childhood educational program for the children of University of Houston (UH) students, faculty, and staff.

The accomplishment of this mission is met through established strategic initiatives. First, we leverage available resources to enhance the student experience by attending conferences that are low to no cost, practicing sustainability with recycling events and purchased goods, as well as training staff on how to mentor student employees in an effort to retain them from year to year. Second, CLC promotes a culture of accountability by completing tasks developed in response to the Council for the Advancement of Standards in Higher Education (CAS) external review and participating in committees that align with DSAES Diversity and Inclusion initiatives. Third, we create new opportunities and build upon ongoing programs by seeking resources that support targeted populations of children and parents to form a more inclusive community of learners. Fourth, we cultivate a collective identity by showcasing our services and employment opportunities to incoming UH students and their families and having a presence on UH social media outlets. Fifth, we create and engage in strategic partnerships by working with Academic Affairs for staff trainings and parent workshops, collaborating with UH Financial Aid and Scholarships to provide more student employees with College Work Study opportunities, and hosting a networking event for former/current CLC student employees. Lastly, we foster the creation of a global learning community by being involved in Houston area organizations, collaborating with local high school programs, and providing CLC families with information about cultural events at the Center and in the surrounding area.

Justification of the unit's student fee allocation, in terms of benefits to students, is multifaceted. To begin with, the allocation of SFAC sponsored child care tuition assistance funds allow many student parents to gain access to affordable, quality child care which supports CLC/UH student retention and graduation. To fulfill our obligation to NAEYC and AdvancED accreditation criteria, there are special and additional costs involved. A portion of funding is also utilized to cover student staff that is needed to maintain developmentally appropriate teacher: child ratios. The student assistant positions help UH students by providing a source of income for those who choose to work at the Center. Finally, by maintaining a high-quality early childhood program, as defined by accreditation, the Children's Learning Centers provide parents with reassurance of their child's well-being and educational foundation which allows them to concentrate on their studies.

2. Provide an organization chart of your unit. Large units may need to have an overview chart and then more specific charts for each program. Where you have multiple staff in the same position (e.g. counselor, advisor, etc.), note this on your chart. Student employees should be cited on the chart and identified as students.

2018-2019
Children's Learning Centers



3. List your unit's strategic initiatives and action steps identified for the 2017-2018 academic year and cite the specific Division of Student Affairs and Enrollment Services (DSAES) Strategic Initiatives and University of Houston Strategic Goals to which they relate (links below). Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/action step changed during the year, please note this and explain. Also, list any new strategic initiatives/action steps, the rationale for the addition, and comment on your success in achieving these items.

DSAES Plan: (http://www.uh.edu/dsaes/about/strategic_plan.html)

UH Goals: (<http://www.uh.edu/president/vision-priorities/>)

Strategic Initiative: The Children's Learning Centers will actualize and leverage the fiscal, human, technological and facility resources that enhance the children's and UH student experience. (DSAES Strategic Initiative 2)

Action Step: CLC will provide staff access to education and professional development opportunities to improve their competence, skills, and leadership capacity. (DSAES 2.a) *Accomplished:* CLC continues to notify and encourage staff to attend professional development opportunities in the surrounding areas that are low to no cost. CLC staff attended professional development conferences including lunch and learns, the Early Childhood Winter Conference, CHILD conference, Texas School Ready Summer Institute, Early Childhood Learning Summit, and Conscious Discipline.

Action Step: CLC will incorporate sustainable practices in the use of the facilities and purchase of equipment/supplies. (DSAES 2.b) *Ongoing:* During the week of Earth Day, the preschool classrooms at CLC developed a challenge to see which classroom could bring in the most recyclables from home. The UH Recycling and Waste department collected the items at the end of the challenge. CLC is also in the process of revitalizing all Center gardens and flower beds with the help of a committed parent with a background in Horticulture. The goal is to foster in the children an appreciation of nature and to encourage physical activity and healthy eating. This summer CLC researched the feasibility of using environmentally friendly disposable products and will begin implementing those this fall. CLC orders wood furniture and classroom toys from Community Playthings, a company known for green manufacturing processes and the use of non-toxic healthy materials.

Action Step: CLC will integrate Diversity and Inclusion into training and education, including employee orientation, customer service and management training. (DSAES 2.e) *Accomplished:* CLC hosted a DSAES Student Life Student Employee Training session, which includes Diversity and Inclusion topics, during the CLC October professional development day. During this training, CLC fulltime staff also engaged in a discussion about DSAES Student Life Diversity and Inclusion initiatives and their application within the early childhood educational setting. Other training sessions included mentoring millennials, creating inclusive environments for emergent bilingual children and working with families with LGBTQ members.

Strategic Initiative: The Children's Learning Centers will continue to promote a culture of accountability that aligns with local state standards, national accreditation criteria, federal grant guidelines, as well as, the Division of Student Affairs and Enrollment Services and University of Houston policies, processes and procedures. (DSAES Strategic Initiative 4)

Action Step: CLC will interpret and use assessment results to demonstrate accountability and inform planning and decision-making. (DSAES 4.a) *Accomplished:* CLC has completed tasks developed in response to the Council for the Advancement of Standards in Higher Education (CAS) external review team's recommendations in the areas of: Mission, Resources, Student Employees, and Curriculum/Professional Development. CLC updated the mission statement, formed a collaboration with the College of Education (Parent and Staff training opportunities), increased the Student Employee starting salary rate, and expanded the Critical Friends Group professional learning community to include critical incidents.

Action Step: CLC will reward and/or recognize employees who are Diversity and Inclusion champions and advocates. (DSAES 4.d) *Accomplished:* CLC Assistant Director, Cece Hernandez, is a member of the DSAES Student Life Diversity Committee which works to develop new ways to actualize practices that promote inclusion and equity in all Student Life departments. CLC Site Supervisor, Kimberly Drake-Wyche, is a member of the DSAES Student Life Diversity Facts Committee which is exploring ways to raise awareness of diversity facts through visual educational displays in the Student Center South building.

Strategic Initiative: The Children's Learning Centers will create new opportunities and build upon ongoing programs to facilitate success through learning, engagement, and discovery for children and UH students. (DSAES Strategic Initiative 1)

Action Step: CLC will examine practices, requirements, and culture and create strategies to reduce barriers to inclusion. (DSAES 1.b) *Accomplished:* CLC became a vendor with Texas Workforce Solutions (TWS) which assists eligible families with child care costs. Once CLC is approved as a Texas Rising Star (TRS) center and a reimbursement rate has been determined, the budget will be reviewed to evaluate how many subsidy spots will be available.

Action Step: CLC will contribute to children's and UH students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives. (DSAES 1.b) *Accomplished:* In fall 2017, CLC added a 4th preschool classroom teacher to the Texas School Ready (TSR) project grant. Throughout the school year, teachers enrolled in TSR are provided tools to help them learn more about the specific instructional needs of the children in their classrooms and how to support children using engaging lessons and activities.

Action Step: CLC will align with the developmental and demographic profiles of the student population and respond to needs of individuals and populations at the Center with distinct needs. (DSAES 1.b) *Accomplished:* CLC became an approved vendor with Child Care Aware of America, an organization which operates a Fee Assistance Program that serves military and non-military families. CLC also conducted an assessment project to determine the needs of military families with children enrolled at the center. While there was low participation, it was noted that military families wanted more opportunities to connect with each other. In addition, CLC staff trained in Conscious Discipline- Trauma Informed Social and Emotional Learning that equips educators to integrate social-emotional learning, discipline and self-regulation so they spend less time policing behavior and more time teaching vital life skills.

Strategic Initiative: The Children’s Learning Centers will cultivate a collective identity that demonstrates a united vision internally and on campus. (DSAES Strategic Initiative 5)

Action Step: CLC’s marketing, advertising, and public relations will reflect diversity and will be positioned to reach diverse markets. (DSAES 5.a) *Accomplished:* In FY17, CLC surveyed 100 newly hired student employees to identify how they heard about the center. The results indicate that the most effective employment marketing outreach consisted of the UH New Student Orientation Resource Fair (35%) and Friends/Family (36%). In an effort to continue effective marketing strategies, CLC attended over twenty UH New Student Orientation Resource Fairs as well as the UH Graduate Student Orientation: Campus Resources Expo throughout FY18.

Action Step: CLC will collaborate with the Student Life, DSAES and UH Marketing & Communications to develop a CLC brand that encompasses both CLC sites. (DSAES 5.a) *Changed:* CLC worked on updating the mission during FY18 by involving various stakeholders. The final mission statement was approved in June 2018. The new marketing materials will be reflective of this update in FY19.

Action Steps: CLC will explore the use of social media and ways it can enhance the program’s vision, philosophy, mission, goals, and overall operation. (DSAES 5.b) *Accomplished:* In August CLC was featured on UH Facebook and UH Twitter highlighting the centers’ CCAMPIS award of \$2.2 million for 2018-2022. The Child Care Access Means Parents In School federal grant award supports the participation of low-income parents in postsecondary education through the provision of campus-based child care services.

Strategic Initiative: The Children’s Learning Centers will create and engage in strategic partnerships. (DSAES Strategic Initiative 6)

Action Step: CLC will encourage and support collaboration across the institution and scholarly contributions to the profession. (DSAES 6.a) *Partially accomplished:* CLC worked with the UH College of Education (COE) to facilitate staff trainings and parent workshops at the center. Dr. Sharon Johnson conducted a professional development training for CLC staff: “Speech and Language Development – Birth to 5 years old”. In addition, Dr. Leslie Frankel from COE hosted a parent workshop on “Family Meal Times”. Kia Noelle Johnson, Ph.D., CCC-SLP from UH Communication Sciences and Disorders facilitated a parent workshop on “Children’s Communication Development” and Ann Svendsen-Sanchez, with UH Department of Health and Human Performance, hosted a “Parent/Child Healthy Cooking Activity” workshop.

Action Step: CLC will advocate for and represent the needs of students, the operation and staffing of the program, and the institution. (DSAES 6.b) *Accomplished:* CLC offered short-term emergency CLC enrollment to families who were impacted by hurricane Harvey and were in need of immediate toddler/preschool child care. Six children were enrolled during this time and four of them transitioned to fulltime enrollment at the center. CLC also collaborated with UH Financial Aid and Scholarships to determine which student employees were eligible for the College Work Study (CWS) program. Over thirty-six student employees were funded through CWS in FY18 which allowed for an increase in the starting salary, from \$7.25 to \$8.00, for all student employees at CLC.

Action Step: CLC will establish a connection with CLC student employee alumni to foster meaningful relationships that will benefit current CLC student employees and their professional development. (DSAES 6.c) *Accomplished:* In August, CLC hosted the third annual Student Assistant Reunion bringing

together current and past student employees during a fun "game night". The goal of this event is to provide an opportunity for these groups to network. Past CLC student employees enjoy sharing their career developing experiences including, preparing for job interviews, career path choices, the graduate school application process, etc. Participation in this event has increased each year.

Strategic Initiative: The Children's Learning Centers will foster the creation of a global learning community that actualizes and embraces inclusion while preparing children and UH students to become active citizens. (DSAES Strategic Initiative 3)

Action Step: CLC will encourage the contribution of volunteered employee time and ideas to the UH and surrounding community. (DSAES 3.b) *Accomplished:* CLC encourages staff members to volunteer their time through the participation of DSAES/Student Life committees. Committees with CLC staff representation include: DSAES Assessment Committee, DSAES Marketing Communications Group, DSAES Customer Service Champions, DSAES Student Life Student Employee Committee, DSAES Student Life Diversity Committee, and DSAES Student Life Diversity Facts Committee. In addition, the CLC Program Manager is a member of the Early Care & Education/Out-of-School Time (ECOS) Action Team supporting a childhood obesity prevention initiative called Healthy Living Matters. CLC staff also volunteered at Frontier Fiesta as well as participated in March for Babies by raising funds and walking at the event.

Action Step: CLC will engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents. (DSAES 3.c) *Accomplished:* In an effort to engage with the community and learn more about other Child Development centers in our area, CLC staff visited the Foshee Family House of Tiny Treasures located in the Third Ward and the directors toured the University of New Mexico Lab School during a national conference. CLC hosted visits from Pasadena ISD's Sam Rayburn High School students on the Early Childhood track. These students toured the center, observed teachers in action and had the opportunity to ask staff about practices, career paths and qualifications for working in the field. In addition, UH students from the Delta Upsilon fraternity conducted a service project at CLC in which they helped children decorate Halloween buckets.

Action Step: CLC will provide families with current information about community activities and events that support the learning, growth, development and interests of children. (DSAES 3.c) *Accomplished:* Through a variety of avenues including the CLC newsletter, CLC informed families about opportunities to contribute to holiday lobby displays for Hispanic Heritage Month, Eid/Diwali and for a range of cultural winter celebrations. These lobby displays served as educational pieces for staff and families. The newsletter was also used to inform families about Hurricane Harvey recovery resources and the UH Hurricane Harvey Emergency fund for students. The Newsletter also shared free Houston family events including Lunar New Year celebrations, Independence Day events, and others sponsored by Young Audiences of Houston and the Miller Outdoor Theater.

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. If available, please provide program benchmarking data from comparable institutions.

The Children’s Learning Centers (CLC) serves children of UH students, faculty, staff and alumni. CLC saw an increase in UH student parent utilization in FY18. This is the highest percentage of student parent utilization in the past 5 years.

Table 1: CLC Utilization				
2017-2018	Student	Faculty	Staff	Alumni
Spring 2018 (Mar. 15)	48%	22%	21%	9%
Infant	61%	11%	17%	11%
Toddler	58%	17%	19%	6%
Preschool	38%	27%	23%	12%
Fall 2017 (Oct. 15)	48%	23%	20%	9%
Infant	54%	13%	20%	13%
Toddler	53%	22%	19%	6%
Preschool	41%	27%	21%	11%

CLC also increased the total number of UH student parents and children served under the child care tuition assistance programs, SFAC and CCAMPIS, with \$297,853.00 awarded in FY18. The Center is 1 of 86 colleges and universities nationwide to receive CCAMPIS in 2017-2018 and 1 of 3 awarded \$375,000.00 and above.

Table 2: CLC Child Care Tuition Assistance Program			
2017-2018 (\$297,853.00)	Parents Served	Children Served	Funding Awarded
Summer 2018	37	41	\$28,706.00
CCAMPIS (40%-60% discount)	20	23	\$26,043.00
SFAC (5%-40% discount)	17	18	\$2,663.00
Spring 2018	67	71	\$144,330.00
CCAMPIS (40%-60% discount)	44	47	\$106,971.00
SFAC (25%-40% discount)	23	24	\$37,359.00
Fall 2017	68	83	\$124,817.00
CCAMPIS (40%-60% discount)	35	42	\$75,023.00
SFAC (25%-40% discount)	33	41	\$49,794.00

CLC utilizes a variety of formal and informal means to evaluate our success in achieving our objectives discussed in question three. CLC is licensed by the Texas Department of Family and Protective Services (TDFPS); a department inspector completes, at minimum, an annual inspection of CLC with a written report of all findings. Through national accreditation program standards for both the National Association for the Education of Young Children (NAEYC) and AdvancED, CLC collects data for annual reports and documents evidence of compliance with individual standards to prepare for future accreditation validation visits.

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

Assessment Activity 1- CLC Military Families

Program Objective: CLC will evaluate the needs of CLC military families in order to determine if changes in current practices are needed.

CLC surveyed 9 currently enrolled military families with only 2 responding (22%). The results indicate that families feel welcomed/supported and would like to connect with other military families at CLC.

Table 3: Assessment Activity 1						
Level of agreement with the following statements:	1	2	3	4	5	6
I feel that my family is welcomed at CLC						100%
I feel that my family is supported by CLC						100%
I would like to connect with other military families at CLC					50%	50%
I would like for CLC to do more for military families	50%				50%	
<i>1- NA, 2-Strongly Disagree, 3- Moderately Disagree, 4- Neither Agree/Disagree, 5- Moderately Agree, 6- Strongly Agree</i>						

Assessment Activity 2- Service Learning Opportunities

Learning Outcome: UH students will be able to apply classroom learning while meeting the needs of the CLC community through the implementation of service learning projects.

A student in the UH College of Education conducted a service learning project in the CLC preschool classroom. After completion of the project, the UH student facilitated a staff training on “Teambuilding” within the early childhood setting so the staff could continue providing these opportunities for the children in FY19 and beyond.

Assessment Activity 3- Student Employment Attendance Incentive Program

Program Objective: CLC Student Employees will demonstrate adherence to attendance expectations with the addition of monthly attendance recognition.

In the fall, CLC collected baseline data to utilize when comparing spring semester attendance records with the implementation of the incentive program (certificates). The fall data collected for November and December was impacted by student employees taking time off for the Thanksgiving holiday week and after the semester classes ended on December 2nd. In the spring, CLC began rewarding the student employees who had attendance records 90% and above with certificates on a monthly basis. As mentioned for the month of December, May attendance tracking was also impacted by the semester ending and the inconsistency of student employees work schedules. By June, the number of student employees in the 90%-100% attendance category increased to 97%.

Table 4: Assessment Activity 3								
	Sept.	Oct.	Nov.	Dec.	Feb.	Mar.	April	June
Attendance Records	(56R)	(59R)	(57R)	(51R)	(61R)	(63R)	(64R)	(35R)
Below 85%	30%	30%	40%	49%	21%	30%	14%	3%
85-89%	11%	12%	7%	8%	9%	5%	11%	0%
90%-100%	59%	58%	53%	43%	70%	65%	75%	97%
Total	100%	100%	100%	100%	100%	100%	100%	100%

In FY19, CLC will conduct a similar assessment activity to evaluate if the attendance of student employees, with attendance rates below 90%, increases with the implementation of strategies suggested by CLC staff.

5. Please discuss any budget or organizational changes experienced since your last (FY2019) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections.

CLC has not experienced any significant budget or organizational changes since our last (FY2019) SFAC request.

6. If your unit concluded FY2018 with a Fund 3 addition to Fund Equity in excess of \$5,000, please describe the conditions which caused the addition and provide a line-item identification of the budgetary source(s) of the addition (i.e. lapsed salary, conference travel, etc.).

CLC did not conclude FY2018 with a Fund 3 addition to Fund Equity in excess of \$5,000.

7. Please list your 2019-2020 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Strategic Initiatives and University of Houston Strategic Goals to which they relate. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.

Student Success (SS) Champion exceptional opportunities and services to support all UH students.

Action step- CLC will enhance the staff's ability to work effectively with diverse families based on their knowledge of a family's socioeconomic, linguistic, racial, and cultural background. (SS1)

Action step- CLC will respond proactively to changing conditions and needs in order to continuously enhance program quality while implementing the program's mission. (SS2)

Action step- CLC will develop practices that support staff well-being, empowerment, and overall quality of work life. (SS3)

Division Cohesion (DC) Create and foster a cohesive division identity, culture, and community.

Action step- CLC will integrate the community into the program both by inviting community members to participate in program events and by moving into the community to take advantage of opportunities that are offered. (DC2)

Action step- CLC will encourage and facilitate staff participation when the community offers joint and collaborative training activities or events within the division. (DC3)

Resources (R) Evaluate, actively pursue, and leverage resources to enhance the UH experience.

Action step- CLC will effectively implement policies, procedures, and systems that support staff and strong personnel, fiscal, and program management so all children, families, and staff have high-quality experiences. (R1)

Action step- CLC will establish and maintain reciprocal relationships with agencies and institutions that can support the program in achieving our goals for the curriculum, health promotion, children's transitions, inclusion, and diversity. (R2)

Action step- CLC administrators will work to generate and manage the financial resources needed to support a program of excellence. (R3)

Partnerships (P) Forge and strengthen partnerships to expand our reach into the university and greater community.

Action step- CLC will demonstrate a commitment to professionalism in the community by serving as a hub for professional learning, hosting training events, professional gatherings and facilitating public awareness activities. (P3)

Action step- CLC will encourage staff to join local, state, or national early childhood education organizations, attend their meetings and conferences, and participate in their governance. (P6)

8. Recognizing that the potential to generate additional Student Service Fee income for FY2020 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 FY2020 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.

CLC uses SFAC funding to provide child care tuition assistance to CLC graduate student parents as well as salaries for CLC student employees needed to maintain developmentally appropriate teacher: child ratios. With these two options, CLC would accommodate a reduction of 5% in our total approved FY2020 base Student Service Fee budget, in the amount of \$5,666.45, with a budgetary decrease in CLC student employment.

Student Service Fees- Base Budget FY18	\$113,329.00
5% Reduction	-\$5,666.45
Total	\$107,662.55

Line Item	Base Budget FY20 with a 5% reduction	Base Budget FY20
Student Parent Tuition Assistance	\$90,500.00	\$90,500.00
Student CLC Employee Salaries	\$5,600.00	\$10,995.00
Fringe benefits (1%)	\$56.00	\$109.90
M&O/ Administration Fee (6%)	\$11,506.55	\$11,724.10
Total Student Service Fees- Base Budget FY18	\$107,662.55	\$113,329.00

9. What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)? If you receive funds from other sources, please briefly describe the source, purpose, and duration of the funding and report the amounts received in the appropriate rows/columns on the SFAC Spreadsheet.

The Children's Learning Centers (CLC) is supported primarily through child care fees charged for the early childhood services provided to UH families. These fee payments include: weekly tuition, annual fees for registration, supplies, and building maintenance, and waitlist fees. CLC also receives support of \$100,000 (annually) from the University to assist with facility and grounds maintenance and administrative charges.

CLC is receiving \$113,329 in funding from the UH Student Fees Advisory Committee (SFAC) for 2018-2019 to (a) assist with the costs of hiring CLC/UH student staff to maintain developmentally appropriate teacher: child ratio in the classrooms to meet accreditation standards and (b) to support UH student parents, with children enrolled at CLC, in paying for the weekly child care tuition costs.

CLC is currently receiving (2018-2019) the federal Child Care Access Means Parents In School (CCAMPIS) grant awarded from the Department of Education. CLC receives \$558,988 annually to assist the CLC budget in the following ways: (a) helping UH undergraduate student parents, with children enrolled at CLC, in paying for the weekly child care tuition costs and support services; (b) helping with the costs of hiring CLC/UH student staff to maintain developmentally appropriate teacher: child ratio in the classrooms to meet accreditation standards; (c) helping to provide staff training opportunities as required by Texas Child Care Licensing/National accreditation; and (d) helping with accreditation materials for the classrooms.

CLC participates in the UH Faculty/Staff campaign and utilizes fundraisers such as the CLC Alumni Reunion, school pictures, and book fairs to support the funding of classroom supplies and/or special events.

The other avenue for CLC support is through collaborations on campus. The UH College of Optometry provided pediatric vision screenings for children enrolled at CLC at no additional charge to CLC or parents. UH Health Center personnel provided CLC staff with required medication administration training for free. All those working with CLC are interested in seeing the Center be financially healthy and sustain a balanced budget.

CLC also participates in special early childhood partnership projects in the Houston community such as Collaborative for Children and Texas School Ready.

10. Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.

The Children's Learning Centers (CLC) provides services in two locations on campus and is the only unit providing early childhood educational services for the University of Houston.

Appendix:

The SFAC funding has made a great impact on retaining UH student parents and helping them achieve their goal of graduation. Below are excerpts from CLC SFAC Tuition Assistance applications.

"UHCLC has supported me in raising a good daughter and fulfilling my dream of higher education to become a scientist. So far my grades are good and I have published and presented my work in several journals and conferences. Hopefully everything goes well with my dissertation and I will graduate this fall." R.M.

"This financial help has made it possible for us to afford our daughter's education ... I have always recognized the quality of the facilities, locations, and the great staff that provides our daughter with the best care. I have always been fortunate to be a recipient of tuition assistance, and this always has made me just work harder at school, and pursue my goals." C.D.

"Being a doctoral student at UH has been a wonderful challenge for me, and I am thankful that I get to model academic rigor and excellence to my daughters at such a young age. The SFAC tuition assistance will continue to provide me the financial ability to keep my daughters at CLC while I continue working towards my degree. Most importantly, it ensures that both my children can remain at CLC where they have formed beautiful friendships and are loved so dearly by amazing teachers and staff." C.E.

"I am on the cusp of reaching my goal and appreciate the continued support of CLC and SFAC. My college expenses and child care expenses, along with the basic living expenses required to maintain our young family, still exceed my husband's salary and continues to be a hurdle for me to achieve my goal of graduating as an engineer. Tuition assistance would allow me to focus on my final semester of school and complete the progress toward my goal of graduation this December." E.G.

"Time is one of the biggest constraints for the graduate program, yet we've both made great progress towards our educational goals in the past few years. This would not be done if we were unable to concentrate on our study. We are thus really thankful to CLC because our daughter has been taken care of by the wonderful and professional caregivers at CLC." Y.B.

"We appreciate the opportunity to apply for the tuition assistance program... paying more for daycare translates to not having enough to buy food or pay for gas that brings my child to the center every morning. In addition, having a trusted and safe environment for my child has allowed me to focus on my studies and research and be able to plan ahead to give presentations during the early morning and evening hours without worrying about trusting strangers or finding babysitters for my toddler." L.K.

"My child has had the most wonderful time with her teachers and classmates who shower her with love and care. We were so emotional when she first spoke a full sentence or read the alphabet out loud. In addition she can remember the lyrics and melody of simple songs and differentiate various shapes and colors. We credit these achievements to her teachers. I hope we can continue to receive this aid in the next semester to pursue our studies while ensuring financial sufficiency." H.L.