

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

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STUDENT AFFAIRS & ENROLLMENT SERVICES

Children's Learning Centers

## STUDENT FEES ADVISORY COMMITTEE (SFAC)

### FY2022 PROGRAM QUESTIONNAIRE

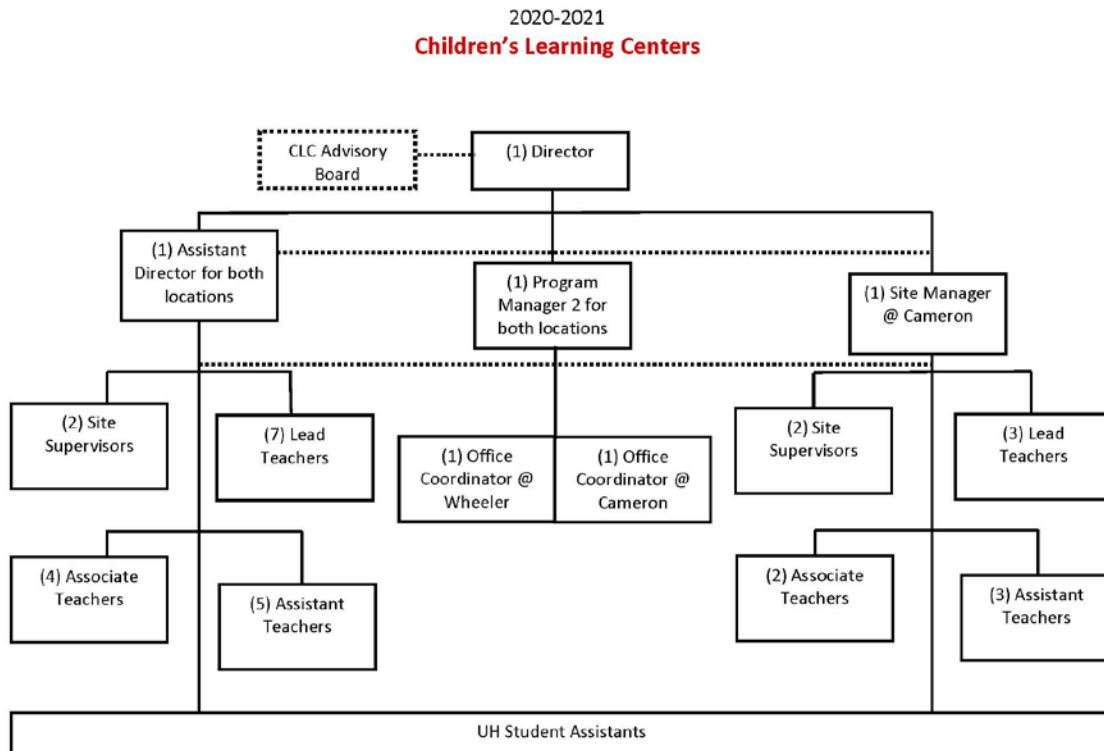
**1. Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.**

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 enhancing the staff's ability to work effectively with diverse families through Diversity and Inclusion resources and trainings, responding proactively to changing conditions and needs with the continued engagement of children and families while the Center was closed due to COVID-19, and by supporting staff well-being through wellness activities, resources and training. Second, CLC creates and fosters a cohesive division identity, culture, and community by inviting community members to participate in program events such as "Read Across America" and Women's History Month, as well as through staff participation in divisional training workshops. Third, CLC evaluates and leverages resources to enhance the UH experience by effectively implementing policies and procedures to account for high quality experiences through the implementation of remote learning support, adjusting operating hours/staffing patterns, as well as collaborating with community partners to generate much needed resources. Lastly, CLC forges and strengthens partnerships to expand our reach into the university and greater community by serving as a hub for professional learning through the facilitation of events, tours, as well as through staff's participation in national organizations and conferences.

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 AdvancED (Cognia) accreditation criteria, there are special and additional costs involved. A portion of funding is also utilized to cover Student Employee salaries who are needed to maintain developmentally appropriate teacher: child ratios. The Student Employee positions help UH students by providing a source of income for those who choose to work at the Center. Finally, by maintaining a high-quality early childhood program, as defined by accreditation, the Children's Learning Centers provide parents with reassurance of their child's well-being and educational foundation which allows them to concentrate on their studies.

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



3. List your unit's strategic initiatives and action steps identified for the 2019-2020 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](http://www.uh.edu/dsaes/about/strategic_plan.html)) UH Goals: (<http://www.uh.edu/mission/>)

**DSAES Strategic 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) **Accomplished**- *In October, CLC staff participated in the Green Zone training hosted by the Veteran Services office. During the month of June, CLC created a Microsoft Teams channel devoted to Diversity and Inclusion resources and trainings.*

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) **Accomplished**- *In spring 2020, CLC closed due to COVID-19 from March 23-August 15, 2020. CLC staff moved to remote learning support and continued to engage children and families with weekly lesson plans, Zoom meetings, emails, phone calls, and communication/engagement apps. In place of our traditional preschool graduation, typically held in May, CLC preschool teachers went to the preschool graduates' homes and hand delivered their preschool diplomas during the closure. In order to reopen the Center in a safe and timely manner, all CLC staff shifted their work schedule to work 8 am-5 pm. This allowed all of the classrooms to open without mixing children from different rooms in opening and closing rooms. Many new health and safety protocols were put into place that aligned with CDC, UH, HHS, and the Governor's Strike Force.*

Action step- CLC will develop practices that support staff well-being, empowerment, and overall quality of work life. (SS3) **Accomplished**- *In December, CLC hosted a staff training on Proper Ergonomics within the Workplace. During CLC's closure (March-August) staff shared wellness resources with each other through Microsoft Teams and had the option to participate in Zoom hosted Zumba/exercise classes weekly.*

**DSAES Strategic Initiative: 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) **Accomplished**- *Staff from the UH Library came onsite and read books to the preschool children during "Read Across America". In March (Women's History Month), CLC welcomed Lauren Anderson who danced with Houston Ballet from 1983 to 2006, performing leading roles in all the great classical ballets, appearing across the world to critical acclaim, and in the process, becoming one of Houston Ballet's most beloved stars. (<https://www.laurenandersonofficial.com/about>). During CLC's closure, the director brought Texas college/university directors with early learning centers together remotely to discuss plans, ideas, and concerns for reopening during the COVID19 pandemic.*

Action step- CLC will encourage and facilitate staff participation when the community offers joint and collaborative training activities or events within the division. (DC3) **Accomplished**- *In October, CLC staff participated in the QPR training hosted by CAPS. In the December, CLC staff participated in the Conflict Management Strategies workshop hosted by the DSAES Professional Development Committee. During CLC's closure (March-August), the director shared DSAES resources from departments such as CAPS, Campus Recreation Center, WGRC, and CDI.*

**DSAES Strategic Initiative: 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) **Accomplished**- *During CLC's closure (March-August) staff continued to engage enrolled children and their families through remote learning support. During the months of June and July, the staff met virtually weekly to discuss health and safety policies and procedures to be implemented upon reopening. In August the Center reopened with the option of staggering start dates and the continuation of remote learning support. The Center temporarily adjusted its operating hours and staffing patterns as well as enhanced health and safety protocols.*

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) **Accomplished**- *Upon the reopening of the Center in August, CLC received a grant from the Texas Workforce Commission for health and safety supplies/materials (including PPE).*

Action step- CLC administrators will work to generate and manage the financial resources needed to support a program of excellence. (R3) **Accomplished**- *CLC worked with DSAES advancement on an "Ask letter" that was sent to current and past CLC families in celebration of 45 years on campus.*

**DSAES Strategic Initiative: 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) **Accomplished**- *In the fall, CLC hosted Bauer School of Business students to facilitate a "Lemonade Day" as a class project for the preschool children. Students in the Human Services program at Hastings High School visited CLC to observe the children in their classrooms and learn about best practices in "child guidance" in early childhood settings. Students in from Rayburn High School in the teaching track also visited in December. They visit to gain knowledge of working in the Early Childhood field.*

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) **Accomplished**- *Two CLC teachers joined the National Child Care Association whose mission is to promote the success of licensed providers in quality early care and education, including the provision of professional development, advocacy and community engagement. Many CLC staff participated in The National Association for the Education of Young Children (NAEYC)'s Virtual Institute held during CLC's closure (June 1-July 17).*

**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.

<b>Table 1: CLC Utilization</b>				
<b>2019-2020</b>	<b>Student</b>	<b>Faculty</b>	<b>Staff</b>	<b>Alumni</b>
<b>Spring 2020 (Mar. 15)</b>	<b>37%</b>	<b>21%</b>	<b>26%</b>	<b>16%</b>
Infant	31%	8%	53%	8%
Toddler	37%	24%	24%	15%
Preschool	39%	20%	23%	18%
<b>Fall 2019 (Oct. 15)</b>	<b>41%</b>	<b>21%</b>	<b>21%</b>	<b>17%</b>
Infant	25%	34%	33%	8%
Toddler	46%	18%	15%	21%
Preschool	42%	20%	22%	16%

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

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

#### **Activity 1- (Part 1) Employee Wellness Assessment**

Learning Outcome: CLC staff will increase their perceived well-being in one or more of the wellness dimensions after utilizing resources throughout the year.

CLC staff completed a Wellness Assessment in the fall of 2019. Based on the information gathered, CLC incorporated activities/workshops throughout the year to support staff well-being. The Wellness Assessment was conducted again in the summer of 2020 to see if there was a change.

Results: In October, 22 CLC staff completed the Princeton U Matter Wellness Self-Assessment. In December, CLC hosted a staff training on Proper Ergonomics within the Workplace facilitated by staff from the UH Health Center and UH Campus Recreation. Throughout the closure (due to COVID-19), CLC posted many wellness resources on our Microsoft Teams page and hosted an optional virtual Zumba/exercise class weekly. In August, 12 staff members completed a second Princeton U Matter Wellness Self-Assessment.

Comparing the 12 staff members that completed both the pre and post Self-Assessment: There was an increase in scores in all areas of wellness. The pre Self-Assessment scores ranked from highest to lowest as follows: Emotional, Spiritual, Occupational, Social, Physical, Intellectual and Environmental. The post Self-Assessment scores ranked from highest to lowest as follows: Spiritual, Emotional, Occupational, Social, Intellectual, Physical and Environmental.

1 staff member improved in 1 area of wellness, 3 staff members improved in 3 areas of wellness, 4 staff members improved in 4 areas of wellness, 2 staff members improved in 5 areas of wellness and 2 staff members improved in 6 areas of wellness.

Action to be taken as a result of the activity: Since Physical, Intellectual and Environmental areas of wellness ranked the lowest in both the pre Self-Assessment and the post Self-Assessment, CLC will continue to provide resources that will support staff growth in these areas and foster the areas in which staff continue to thrive.

### **Activity 1- (Part 2) Employee Wellness Assessment**

Learning Outcome: CLC staff will increase their individual perceived well-being by participating in activities that support their goals.

CLC staff completed a well-being pre-test in the fall of 2019 to determine areas they would like to improve on and developed goals. CLC administrators provided resources that supported their individual goals throughout the year. CLC staff completed a well-being post-test in the summer of 2020 to see if there was an increase in the targeted area for improvement.

Results: 12 CLC staff members completed both the pre and post Wellness Self-Assessment. Staff developed a personal wellness goal that they reevaluated again in August. 9 of the 12 staff members stated that they made progress towards meeting their personal wellness goal.

Action to be taken as a result of the activity: CLC will continue to encourage staff to make wellness goals at the start of the school year and provide resources for them to make strides towards reaching those goals. Following up with staff during the middle and end of the school year will hopefully remind staff that it is important to take care of themselves and practice wellness regularly.

**5. Please discuss any budget or organizational changes experienced since your last (FY2021) 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 experienced drastic budget changes since the last (FY2021) SFAC request due to the unexpected closure of the Center on March 23, 2020 through August 15, 2020 as a result of the COVID-19 pandemic.

During this time, CLC did not generate revenue for 21 weeks since weekly tuition was not charged. Instead, families that continued enrollment throughout the closure paid a 25% tuition weekly holding fee that was accrued as a credit for families to use when the Center reopened on August 17, 2020.

Families that continued enrollment were provided ongoing support for their children while they were at home. Teachers developed lesson plans and sent developmentally appropriate activities to families to implement with their children. Teachers utilized a variety of tools to stay connected with the children and families including (but not limited to) email, Zoom, GroupMe, SeeSaw, phone (FaceTime), etc. CLC staff were compensated for their work during the closure using CLC's fund equity.

Below is an excerpt from an email that was sent from a family receiving remote learning support during the closure:

*"As a fellow educator of children (4th graders in HISD), I am aware of the obstacles that Covid-19 has presented to teachers and schools. His teachers have continued to strive for excellence during this challenging time. They put forth creative, interactive virtual lessons and tasks for the children to complete at home with their families. Their weekly focus entails a series of lessons that are integrative - often combining literacy, science, mathematics, social studies, and the arts. Almost every learning task requires creativity, analysis, and higher order thinking. His teachers are doing a tremendous job communicating with families through multiple avenues. I receive the weekly newsletter and lesson plan via email at the start of each week. They send quick correspondence through GroupMe and personal text messages. Additionally, all assignment links and directions are posted in the SeeSaw app. They assign enough work to stimulate their students while also keeping in mind the busy schedule of the working parents."* (R.B)

In addition, thoughtful consideration was put into our reopening plans with the implementation of rolling start dates for onsite learning and remote learning support, including support for return to the classroom, for children staying home. Upon the reopening of the Center on Monday (8/17), we began charging tuition for all children that remained enrolled: Full price for children in attendance and half-price for children deferring attendance (up to 4 weeks) while receiving remote learning support and reentry preparation.

Classroom teachers provided remote learning support with a weekly newsletter which included projects and individualized assessment-based activities for the children. Teachers also provided parent and child contact once a week (Zoom, phone, email, etc.) and 2 classroom circle time recordings weekly to facilitate reentry and support the transition back to the classroom.

Continued cultivation of our relationships with families was of utmost importance to us as we know nurturing a strong partnership with families helps to ensure that children's needs are met, families' concerns are addressed, and transitions between program and home are smooth (NAEYC).



CLC concluded FY2020 with a Fund 3 addition to Fund Equity in excess of \$5,000 due to the unexpected closure of the Center on March 23, 2020 through August 15, 2020 as a result of the COVID-19 pandemic.

The majority of the SFAC funds were to be utilized for CLC Student Parent weekly child care tuition assistance. CLC did not charge families weekly tuition during the closure (21 weeks) and therefore did not award child tuition assistance during this time.

CLC awards Student Parents a 35%-45% child care tuition reduction in weekly fees each semester through SFAC.

In FY2020 SFAC tuition assistance was only awarded August 2019-March 2020.

**7. Please list your 2021-2022 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Values and University of Houston Strategic Goals to which they relate. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.**

**Goal 1: CLC will engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth;** DSAES SS1.3: Review student-facing processes (i.e. job descriptions, student employee trainings, CAPS sessions, etc.) to include the competencies in Scarlet Seals of Excellence.

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

**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;** DSAES SS2.2: Create and complete an action plan for staff diversity education and exploration to support inclusive environments for students.

Action Step- CLC will complete an action plan for Student Employee 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;** DSAES SS5.3: Create a means to share success stories of students and alumni.

Action Step- CLC will create a means to share Student Employee success stories.

**Goal 4: CLC will educate and empower campus partners to be our advocates;** DSAES P1.1: Departments will conduct informative presentations on their services and programs as appropriate to educate campus partners.

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

**Goal 5: CLC will enhance students' educational experience by expanding partnerships with academic affairs;** DSAES P2.3: Increase the number of new, internal formal marketing/communications targeted at Academic Affairs.

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

**Goal 6: CLC will expand strategic partnerships with K-12 schools and other post-secondary institutions;** DSAES P4.2: Departments will work collaboratively to showcase programs and services that support student success to future students.

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

**Goal 7: CLC will leverage and adapt resources in innovative ways to increase effective utilization; DSAES R3.2: Maximize, adapt, and/or re-allocate resources to increase effective utilization.**

Action Step- CLC will maximize, adapt, and/or re-allocate resources to increase effective utilization.

**Goal 8: CLC will invest in staff success through professional development, recognition, and opportunities for broader participation throughout the division; DSAES DC3.1: Support/encourage staff involvement in division-wide opportunities by division and department leadership.**

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

**8. Recognizing that the potential to generate additional Student Service Fee income for FY2022 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 FY2022 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.**

CLC uses SFAC funding to provide child care tuition assistance to CLC Student Parents as well as salaries for CLC Student Employees needed to maintain developmentally appropriate teacher: child ratios. With these two options, CLC would accommodate a reduction of 5% in our total approved FY2022 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 FY22	\$113,329.00
5% Reduction	-\$5,666.45
<b>Total</b>	<b>\$107,662.55</b>

<b>Line Item</b>	<b>Base Budget FY22 with a 5% reduction</b>	<b>Base Budget FY22</b>
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
<b>Total Student Service Fees- Base Budget FY22</b>	<b>\$107,662.55</b>	<b>\$113,329.00</b>

**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 2020-2021 to (a) assist with the costs of hiring CLC/UH Student Employees to maintain developmentally appropriate teacher: child ratio in the classrooms to meet accreditation standards and (b) to support UH Student Parents, with children enrolled at CLC, in paying for the weekly child care tuition costs. In addition, CLC has an approved SFAC equity carryforward of \$78,959 for 2020-2021.

CLC is currently receiving (2020-2021) the federal Child Care Access Means Parents In School (CCAMPIS) grant awarded from the Department of Education. CLC receives \$558,988 annually to assist the CLC budget in the following ways: (a) helping UH Student Parents, with children enrolled at CLC, in paying for the weekly child care tuition costs and support services; (b) helping with the costs of hiring CLC/UH Student Employees to maintain developmentally appropriate teacher: child ratio in the classrooms to meet accreditation standards; (c) helping to provide staff training opportunities as required by Texas Child Care Licensing/National accreditation; and (d) helping with accreditation materials for the classrooms.

CLC participates in the UH Faculty/Staff campaign, utilizes Text To Give, and hosts fundraisers such as the CLC Preschool Mercado, school pictures, and book fairs to support the funding of classroom supplies and/or special events when it is safe and healthy to do so.

The other avenue for CLC support is through collaborations on campus. The UH College of Optometry provided pediatric vision screenings for children enrolled at CLC at no additional charge to CLC or parents. UH Health Center staff, in collaboration with Campus Recreation Center staff, conducted a proper Ergonomics in the Workplace training for CLC staff. The UH College of Education faculty also facilitated ongoing professional development workshops 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 such as Collaborative for Children, Texas Workforce Solutions, Texas Rising Star, and Texas School Ready.

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

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

## Appendix:

### Excerpts from CLC Student Parent SFAC Tuition Assistance Applications

*"My career goal is to become a professor focusing on brand persuasion and sustainability marketing communication in the food and beverage industry. My life goal is to improve myself and the standard of living for my child and our family through higher education. I got pregnant when I was in my master's program. The coming of this new life reassured my determination of gaining achievement in my career and creating a better life for my family. I graduated from my master's program with a 7- month pregnancy and a 3.95 GPA. I still remember that during my graduation ceremony, when I walked onto the stage with my huge belly, the whole auditorium applauded for me and cheered for my achievement. At that moment, I realized that my son was not an obstacle to my career path but rather the biggest motivation for me to become a better me. To us, being international students in a foreign country sometimes are challenging. However, with the support of SFAC, I believe all these worries can be dispelled. First of all, the SFAC allows me to gain access to affordable and quality child care services for my boy. Secondly, this financial assistance provides me with the reassurance of my child's well-being and educational foundation, which allows me to concentrate on my research. Finally and most importantly, this child care tuition assistance does not only take me off from the financial pressure as a student, but also provide me a chance to remind myself about how much love and care I am receiving from other people, organizations, and communities."*  
(A.D)

*"The CLC staff is competent, trustworthy and very friendly. I feel reassured to know my daughter is well taken care of and having so much fun while I am pursuing my degree. Covid-19 is a tough time for everyone. I realized even more how much CLC is helping me with my academic and career goals and helping my daughter reach important milestones. As I am trying to graduate as soon as I can and work hard on my research project, having my child at the CLC is simply vital, and won't be possible for me without the generous support of the SFAC tuition assistance."* (N.B)

*"It is hard to believe that we are in the middle of a pandemic. Life as we know it has been turned upside down. For me as a full-time employee in the medical center, part-time doctoral student, and now full-time homeschooler, I have found a newfound appreciation for the role of the UHCLC and its dedicated teachers in my life and my daughter's life. Even though she is only 3, I can see how these past few weeks of being on lockdown at home and not being at the CLC with her friends and beloved teachers have had an impact on her. It has been a huge help to receive weekly activity ideas and worksheets, as well as regular zoom calls from her teachers where she can see and interact with her friends. All this and more reinforce the importance of the UHCLC to my family. Although there is still so much uncertainty about job security, finances, and when she can return to school, I have done my best to make sure she does not lose her spot at the CLC because of how important it has been to me and my family. The SFAC award continues to make it possible for me to afford the fees, especially as I continue to attend to my family's needs and also pay my spring and summer tuition out of pocket. I would like to request that I be considered again for this award and it makes a significant difference for me and my family and ensures that we can keep her at the CLC once it is safe to return."* (E.E)