

FORT WAYNE SENATE AGENDA  
MONDAY  
January 13, 2025  
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of December 9
3. Acceptance of the agenda – J. Nowak
4. Reports of the Faculty Chairs
  - a. Past Chair (UPC Representative) – B. Buldt
  - b. Chair (Presiding Officer) – C. Gurgur
  - c. Chair-Elect (IFC Representative) – J. Nowak
5. Special business of the day
  - a. Report in Response to EC Charge to URAC Concerning Daycare at PFW, SR 24-24 – URAC, J. McHann
6. Unfinished business
7. Committee reports requiring action
  - a. Academic Regulations to Extend the Course Withdrawal Deadline, SD 24-12 – EPC, S. Buttes (for discussion/action)
8. New business
9. Question time
10. Committee reports “for information only”
  - a. Ad-Hoc Academic Regulations Task Force 2023-2024 Report, SR 24-23 – ARTF, J. Johns
  - b. Composition of the Intellectual Diversity Complaint Advisory Review Board, SR 24-25 – EC, J. Nowak
11. The general good and welfare of the University
12. Adjournment\*

\*The meeting will adjourn or recess by 1:15 p.m.

<b>Approved</b>	<b>Opposed</b>	<b>Abstention</b>	<b>Absent</b>	<b>Non-Voting</b>
K. Barker			J. Johns	C. Ortsey
B. Buldt			J. Nowak	
C. Gurgur				
J. McHann				
L. Roberts				

---

**Attachments:**

- “Report in Response to EC Charge to URAC Concerning Daycare at PFW” (SR No. 24-24)
- “Academic Regulations to Extend the Course Withdrawal Deadline” (SD 24-12)
- “Ad-Hoc Academic Regulations Task Force 2023-2024 Report” (SR No. 24-23)
- “Composition of the Intellectual Diversity Complaint Advisory Review Board” (SR No. 24-25)



MEMORANDUM

TO: Cigdem Gurgur, Chair  
Senate Executive Committee (EC)

FROM: James McHann, Chair  
University Resources Advisory Committee (URAC)

DATE: 12/09/2024

SUBJ: Report in Response to EC Charge to URAC Concerning Daycare at PFW

---

Given URAC’s charge (which is based on a delegated power given to faculty by Section A.405.j. of [Purdue’s document on this subject](#)) to make formal recommendations concerning “the planning, maintenance, and optimal utilization of existing or prospective physical facilities” (Bylaws IV.A.2.2.2.), the fact that [The Learning Community](#) (TLC) is currently housed in a building owned by the [Purdue Fort Wayne Foundation](#) (an entity whose sole purpose is to invest in PFW), and the former URPC’s long history of engaging with daycare issues on (I)PFW’s campus, the Executive Committee requested that URAC conduct a fact-finding operation and produce a report summarizing its findings and recommendations.

In response to this charge, the URAC sought facts and viewpoints from relevant stakeholders:

- current and retired faculty who have engaged with the issue of daycare on campus.
- past and present users of university-sponsored daycare and The Learning Community.
- board representatives of TLC and its Executive Director.
- representatives of APSAC and CSSAC.
- PFW students.
- the PFW administration.
- the head of the PFW Foundation.

## **Executive Summary**

### *Findings*

- IPFW had an on-site childcare center and paid for the building (at Hobson and Crescent), a director, an assistant director, and staff. The university maintained the building, which it owned, and paid the employees.
- A Childcare Taskforce worked over a period of several years to address a variety of concerns regarding the adequacy of daycare, childcare, and childhood education for faculty, staff, and students.

- IPFW closed its on-campus childcare center in the 2009-2010 academic year. The center was closed so that the site could be developed, with the direct promise from Chancellor Wartell to the Childcare Taskforce that proceeds from CVS and the vendors in the small strip-mall development (c. \$80,000 annually) would be earmarked for childcare for the university community.
- Senate meeting – Dec 14, 2009: “M. Wartell: We feel that, as a responsible employer and a student-centered organization, we remain committed to offering access to affordable and high-quality childcare. It would be ideal if we could have it on campus, but that is not possible right now. While this arrangement is not on campus, it is our belief that the arrangement with The Learning Center (TLC) will allow the university to meet its commitment to addressing almost all of our goals, and those of the childcare taskforce, with regard to childcare. With respect to permanence, any arrangement is subject to change if it is found to be inadequate or if a better alternative presents itself. Obviously, if we want to have childcare, we are going to look at those alternatives.”
- In May 2011, the IPFW Foundation purchased the building at State and Reed Road for \$515,000, with the intention that IPFW would contract with The Learning Center (TLC) to provide childcare services at the site. The property is still owned by the PFW Foundation and is leased to the Trustees of Purdue University.
- No property taxes must be paid on this property, so this annual cost has not been passed on to TLC. Also, under this agreement, the university is responsible for upkeep and maintenance to both the interior and the exterior of the Premises and all additions. This has been a significant annual expense. For example, Since FY22, PFW has spent almost \$95K in repairs and maintenance on the facility. In addition, TLC does not pay rent or fees to either the Foundation or the University for use of the building, essentially operating the facility at no cost to TLC. Given market rents for this type of facility, this has amounted to c. \$111K-\$156K in annual subsidies from PFW to TLC. Nonetheless, TLC operated at a loss in 2022 and 2023. The 2023 loss was \$342,580.
- In early 2024, PFW engaged Gordian, a nationally recognized building and construction consulting firm, to complete a building condition assessment of all facilities owned and operated by PFW and the PFW Foundation. Gordian did an in-depth analysis of the facility on Reed Road and came back with the following findings: 1) Deferred Maintenance Items (projects that should have been completed before 2024): \$ 887,930. 2) Maintenance & Rehabilitation Needed 2024-2034: \$1,502,598. 3) Maintenance/Rehabilitation Needed 2035-2049: \$229,406. Total Identified Costs: \$2,619,934.
- These financial realities and an ongoing concern for legal liabilities associated with childcare activities led the PFW Foundation to decide to sell the building.

- The Vice Chancellor for Financial and Administrative Affairs (VCFAA) assures the URAC that there is a full understanding of how the availability of childcare impacts the quality of place here at PFW. The PFW Foundation Board and PFW administration agree that all reasonable steps will be taken to find a buyer that will keep the facility a childcare center and minimize any negative impact to the families that currently use the services that are provided.
- The VCFAA also reported to the URAC on 12/05/24 that a deal on the property with a buyer that will *keep the facility a childcare center* may be concluded within a week or two.
- The families that use the services of TLC strongly believe that it provides an essential service to the PFW community, fostering children’s development while supporting parents’ professional and academic goals, and its closure would create significant challenges for families and disrupt a vital community resource.
- Families that use the services of TLC value its exceptional care, skilled staff, affordability, flexibility, and proximity to campus, all of which contribute to children’s growth and parents’ ability to balance work and family responsibilities.
- Families that use the services of TLC believe the potential closure of TLC, which could occur if the Reed Road building is sold, would create significant challenges, including limited local childcare options, long waitlists, financial strain, and disruptions to families’ daily lives and children’s development.
- Upon investigation, the URAC developed a great degree of respect for the high quality of childcare and highly accredited childhood education services provided by TLC. In particular, the frontline staff of TLC, while not highly paid, are clearly dedicated, competent, and very caring of the little children in their care.
- At the same time, the URAC takes note that the nature of the services provided by TLC, as well as its relative price, schedule availability, waiting lists, and other considerations may be limiting its ability to meet the needs of larger numbers of PFW stakeholders.
- In his answer to questions about the decision to sell the building, the Chancellor noted: “Unfortunately, of the 60-plus families using the TLC center, only 11 represent PFW employees. No PFW students are currently utilizing this facility (as we were told). PFW and the PFW Foundation derive no revenue from TLC for the operation of this facility. With such a small percentage of PFW employees (0.8%) and students (0%) using the TLC facility, and no revenue being derived from it by PFW or the Foundation, should the university be heavily subsidizing this facility and assuming such a large legal liability for its operation when, in fact, it is largely being utilized by the general public?”

- The URAC collaborated with APSAC and CSSAC, the Women’s Center, and the Office of the Vice Chancellor Division of Enrollment Management and the Student Experience to survey faculty, staff, and students regarding their needs for daycare, childcare, and early childhood education services.
- APSAC and CSSAC conducted a survey of faculty and staff, and the respondents’ input to the complete survey is included in the body of this report. Among the inputs, they listed the top three priorities for childcare are child safety, tuition cost, and curriculum/teaching approaches. They noted that affordable, reliable childcare is crucial for working parents, and without it, some may need to adjust work schedules or even leave their jobs. Also, they observed that providing childcare can improve employee morale, reduce absenteeism, and enhance the university’s image as a family-friendly employer.
- The URAC was shocked to discover that for whatever reasons *no PFW students with children* are currently using the services of TLC. In other words, PFW is currently doing nothing to assist its 6,000+ students with daycare, childcare, or childhood education services. One of the students surveyed noted: “I don’t feel like any of the support available on campus is designed for students with kids. There are supports that I have found helpful, as a student with kids, but none of them are designed with me and my struggles as a parent in mind.”

### *Recommendations*

- The URAC recognizes the fiscal implications of the study done by an external and nationally recognized specialty consulting firm regarding the property on Reed Road used by TLC. At the same time, the URAC recommends that University Leadership continues to make every effort to minimize disruptions to current TLC users from the sale of this property and to communicate with everyone concerned in a timely and transparent manner.
- The URAC recommends that Purdue Fort Wayne foster a family-friendly environment that recognizes and supports the essential daycare, childcare, and childhood education needs of faculty, staff, and students. This includes organized, high-priority, periodic, transparent, university-wide communications regarding information on a variety of available childcare resources, services, opportunities, partnerships, and programs in Fort Wayne.
- The URAC recommends, consistent with Purdue Fort Wayne’s Quality of Place strategic plan pillar, that University Leadership demonstrate its ongoing commitment to advancing a variety of options of childcare provision by ensuring open communication, addressing feedback, and capitalizing on partnership opportunities for increasing childcare choices that benefit faculty, staff, *and* students with children.
- The URAC recommends that the Faculty Senate request University Leadership to commit to

make an ongoing investment in childcare services and programs for its faculty, staff and students. This investment could be fulfilled through a variety of options such as direct financial support, the creation of discounted partnerships with one or more childcare centers, etc. The University's specific invest will likely shift from year to year as the community environment continues to evolve, but the ask should qualify that the investment to this area remains in perpetuity.

- The URAC recommends that the Faculty Senate works with the University Leadership to reconvene a standing Childcare Taskforce with representation from across campus constituencies, and that the Taskforce will be charged to study the ongoing changes in employee and student experiences, as well as local childcare providers, and recommend a variety of models and possibilities for meeting the daycare, childcare, and early childhood education needs of faculty, staff, and especially students.

## **Introduction to the Report**

“Offering childcare benefits to employees,” according to the National Fund for Workforce Solutions, “is not just a perk — it can be a necessity for many working families.” Historically, (Indiana-)Purdue University Fort Wayne (PFW) has recognized the benefits that accrue to the local workforce through financial investment in university-affiliated daycare.

Campus-affiliated daycare has evolved, as our report will document, from an on-campus solution to an off-campus one. This transition happened during Chancellor Wartell's administration, which oversaw the closure of PFW-owned childcare and investment in a partnership with a private provider, The Learning Community (TLC). PFW investment continued throughout Chancellor Carwein's administration, and it continues today under Chancellor Elsenbaumer. Although it has taken different forms, financial investment by PFW in childcare has continued from the Wartell era to the present.

## **Brief History of Childcare Policy at (I)PFW**

To understand the history of childcare policy at (I)PFW, the committee reached out to former and current faculty members who used the original facility and/or were involved on a Childcare Taskforce that was convened as the university made changes to its childcare model.

Professor Michelle Parker provided her perspective as a user of (I)PFW of the “old” childcare facility from 2002-2006: that is, a building that used to be where the CVS on Crescent and St. Joe currently exists. That facility offered part time only services, and faculty and staff had the ability to schedule dependents for up to 20 hours a week. Families were billed at an hourly rate each week. As Professor Parker states: “Being new to the campus with 2 small children ages 2 & 3, the availability of the childcare center on campus even on a part time basis was the only way I was able to successfully navigate teaching and also being a parent.”

From Professor Parker’s perspective, this part-time solution, while not ideal for many faculty and staff, allowed for flexibility, especially for some IPFW students. Those students, Professor Parker feels, “needed someone to care for their child during class time both during the day and in the evening hours.”

Based on Professor Parker’s remarks, then, the committee might conclude: 1) The flexibility of hourly rates, billed weekly, was helpful to the (I)PFW community. 2) If (I)PFW seeks to be friendly toward students with families, especially those with young children, this flexibility might be attractive to them.

Professor Michael Wolf provided detailed background on a prior Childcare Taskforce on the IPFW campus. The taskforce concluded through surveys of students, faculty, and staff, as well as research of peer institutions, that access to high quality childcare was essential for IPFW to fulfill its mission.

Daycare was to support students, who were missing class because of childcare needs, faculty and staff with young children were in need of childcare, and women faculty on the tenure track with children faced (and continue to face) unequitable pressure on their careers compared to their peers who were/are men. For these reasons, the Taskforce held the conviction that childcare was a vital part of the IPFW community.

When IPFW closed its on-campus childcare center (at Hobson Road and Crescent Avenue), the university had a staff of a full-time director, assistant director, and care staff. Against the recommendations of the taskforce, the center was closed in the 2009-2010 academic year so the site could be developed for commercial enterprises.

As Professor Wolf states, that development went forward: “The on-campus childcare center was closed so that the site could be developed, with the direct promise to the childcare taskforce that proceeds from the CVS and vendors in the small strip-mall would be earmarked for childcare for the university community. The VC of Financial Affairs noted that the lease for CVS and the strip mall pays \$80,000 to the university.”

In Professor Wolf’s memory, dozens of faculty signed a petition to protest the closing of the IPFW center. And, per the comments posted above, he notes that the chancellor linked the receipts of \$80,000 per year over a thirty-year lease period, to childcare investment. In December 2009, as recorded in the minutes of the December 14, 2009, Senate meeting, Chancellor Wartell said: “We feel that, as a responsible employer and a student-centered organization, we remain committed to offering access to affordable and high-quality childcare. It would be ideal if we could have it on campus, but that is not possible right now. While this arrangement is not on campus, it is our belief that the arrangement with The Learning Center (TLC) will allow the university to meet its commitment to addressing almost all of our goals, and those of the childcare taskforce, with regard to childcare. With respect to permanence, any arrangement is subject to change if it is found to be inadequate or if a better alternative



presents itself. Obviously, if we want to have childcare, we are going to look at those alternatives.”

To allow the university to continue its role as a “responsible employer,” then, it entered into an agreement with The Learning Center at the Reed Road property, which the Foundation purchased for the purpose of having university-affiliated childcare. The agreement gives preferences for (I)PFW affiliates concerning waitlists, allows those affiliates to take summers off from care without charge, and frees affiliates from restrictive schedules. TLC does so, as Professor Wolf states, at considerable expense: the opportunity cost of more traditional arrangements.

Based on Professor Wolf’s remarks, then, the committee might conclude: 1) PFW has seen childcare as part of its role as a “responsible” employer. Along with the PFW Foundation, it has made a series of financial decisions and commitments in support of—or pledged to be in support of—PFW-affiliated childcare. 2) Professor Wolf’s full remarks (see Appendix) detail the financial impact of TLC on the PFW community is not so easily quantified.

**See Appendix: Historical Backdrop of Childcare Taskforce and of the University’s Relationship with TLC**

Andrew Kopec (subcommittee chair)  
Michelle Parker  
Jerry Lewis  
Promothes Saha

**Views of Current and Former Users of TLC’s Services**

The recent survey (Appendix) among TLC users highlights key aspects of their experiences with the center, their appreciation for its services, and their concerns regarding its potential closure. This memorandum summarizes the findings to provide a clear understanding of the value TLC provides and the potential implications of its closure.

Survey respondents include a mix of current and former users of TLC services:

- Many parents rely on TLC for full-time care for their children aged 16 months to 5 years.
- Part-time services are also utilized, particularly during the academic year or in conjunction with family-provided care.
- Families generally value the availability of flexible schedules and the ability to retain their spots during absences.

Parents highlighted the following as the most valued features of TLC:

- *High-Quality Care*: TLC is recognized as a Level 4 Paths to Quality provider, known for its nurturing and educational environment.

- *Convenience:* Proximity to Purdue Fort Wayne (PFW) campus is a significant benefit for staff, faculty, and students.
- *Affordability:* Discounted or capped rates for PFW affiliates help mitigate childcare costs.
- *Engaged Staff:* Caregivers are commended for their expertise and genuine care for the children.
- *Community and Development:* Children experience meaningful growth, social development, and a sense of belonging.

A closure of TLC would have profound implications:

- Families would struggle to find alternative childcare, particularly for children under two years old, given long waitlists and limited local options.
- Many parents expressed concerns about affordability and the loss of flexible scheduling.
- Parents face anxiety over their professional commitments and uncertainty about their children's continuity of care.

Survey participants suggested several ways PFW could better support TLC:

1. Increase visibility and promotion of TLC among PFW staff, faculty, and students.
2. Provide financial support or explore a rental/purchase agreement for the building to allow TLC to continue operations.
3. Strengthen partnerships between TLC and PFW's educational programs to foster mutual growth and collaboration.
4. Offer direct subsidies or enhanced discounts for PFW-affiliated families.

*Survey Participants Conclusion:* The TLC provides an essential service to the PFW community, fostering children's development while supporting parents' professional and academic goals. Its closure would create significant challenges for families and disrupt a vital community resource. Continued collaboration and investment in childcare solutions are critical to addressing the needs of current and future PFW families.

**See Appendix: Survey of Views of Current and Former Users of TLC's Services**

Kim O'Connor (subcommittee chair)  
Colleen Dixon  
Erika Mann  
Andres Montenegro

## **Views of The Learning Center Board and Executive Leadership**

This is a summary of discussions regarding The Learning Community (TLC) childcare center based on meetings with representatives of its board and executive leadership and with feedback from Purdue Fort Wayne (PFW) administration. The goal is to present key issues and viewpoints shared by both parties for the Faculty Senate to consider.



*Value of TLC's Services*

- **TLC's Perspective:** TLC serves as both a childcare and educational center for children aged 6 weeks to 12 years. It also operates as a lab school, offering teaching opportunities for PFW students.
- **Administration's Perspective:** While TLC charges market-rate fees for full-time care, its operational costs, including rent, utilities, and building upkeep, are subsidized by PFW. This raises questions about whether TLC's current model sufficiently serves the PFW community, given that only a small percentage of its customers are PFW faculty, staff, or students.

*Engagement Challenges*

- **TLC's Perspective:** Leadership highlighted the significant demand for childcare within the PFW community, reflected in a waitlist of over 250 families. They acknowledged, however, that actual utilization by PFW-affiliated families remains low.
- **Administration's Perspective:** Despite the waitlist, the low percentage of PFW-affiliated customers suggests a potential gap between TLC's offerings and stakeholder needs.

*Financial and Operational Challenges*

- **TLC's Perspective:** Leadership emphasized reliance on grants and fees to sustain operations, with significant costs stemming from accreditation requirements, staff compensation, and quality standards. Financial sustainability remains a pressing concern.
- **Administration's Perspective:** The administration noted that while TLC charges market-rate fees, the university absorbs a considerable portion of facility costs. They suggested that more detailed financial reporting from TLC could provide insight into its operational efficiency.

*Facility Concerns and Relocation Challenges*

- **TLC's Perspective:** Leadership expressed concerns over potential relocation, citing stringent state licensing requirements and high associated costs. They initially highlighted the challenge of a 30-day eviction clause, which they felt would be unworkable for their operations.
- **Administration's Perspective:** The administration clarified that the building has been guaranteed for TLC's use until May 31, 2025, ensuring no premature eviction under current agreements.

*Communication Gaps*

- **TLC's Perspective:** Leadership expressed disappointment about limited communication with PFW administration, particularly regarding the potential sale of the building.
- **Administration's Perspective:** The administration stated that consistent communication has been maintained with TLC leadership. They suggested any gaps in communication may have originated from TLC's end.

*Proposed Solutions and Long-Term Viability*

- **TLC’s Perspective:** Leadership outlined efforts to explore alternative funding sources, mergers, and grant opportunities but noted challenges in implementing these solutions promptly. They also requested an extension to remain in their current facility until August 2025 to allow for smoother transitions.
- **Administration’s Perspective:** The administration emphasized decision making based on operational and financial reviews to evaluate TLC’s long-term viability while balancing institutional priorities.

*Conclusion:*

The discussions with both TLC leadership and PFW administration highlight several critical issues, including financial sustainability, stakeholder engagement, and facility concerns.

**See Appendix: TLC Provided Fact Finding Info for Childcare Center 2024**

**See Appendix: TLC IRS Form 990 for 2023**

Shubham Singh (subcommittee chair)

Greg Justice

Michelle Parker

Emily Venderley

### **Views of APSAC and CSSAC Regarding Childcare at PFW**

Members of APSA and CSSAC were surveyed about their views on childcare at PFW. This is a summary of the Faculty/Staff Survey Results:

- **Childcare Arrangements:** 67 respondents have a childcare arrangement.
- **Satisfaction and Waitlists:** Of the 63 respondents, 11 expressed dissatisfactions with their current childcare arrangement. Furthermore, 10 respondents are currently on a waitlist for childcare. Among these 10, 4 are specifically waiting for a placement at TLC.
- **Importance of Childcare:** 73 of 81 respondents consider childcare very important (12) or extremely important (61).
- **Interest in TLC:** 70 of 81 respondents would consider TLC if it offered priority enrollment, flexible scheduling, and hourly rates.
- **Quality Preferences:** 44 of 58 respondents prefer childcare providers at Indiana Paths of Quality Level 3 or higher.
- **Care Preferences:** 20 of 37 respondents need before-and-after-school care, and 28 of 37 require summer care.

- **Top Priorities:** The top three priorities for childcare are child safety, tuition cost, and curriculum/teaching approaches.
- **Childcare Costs:** For 10 of 56 respondents, more than 25% of their household income goes toward childcare.
- **Mental Health and Productivity:** Many respondents reported that childcare challenges negatively impact their mental health, standard of living, work hours, and job retention.
- **Lease Decision Impact:** 15 of 41 respondents would be affected by the decision not to renew TLC's lease on Reed Road.
- **Absenteeism:** Absences due to childcare issues range from 1 to 15 days, with 5–10 days being typical.
- **Work Performance:** 45 respondents said their work performance is impacted by the current childcare landscape.
- **Most Common Providers:** The most common childcare provider among respondents is The Learning Community, followed by the Goddard School of Fort Wayne as another popular choice. Other providers mentioned include KinderCare, YMCA After School Care, Moo Moos, Peace Montessori, Abacus, My Little Friends Daycare, Magnolia Montessori School, Westminster Daycare, JAM Center, and various in-home sitters.
- **Key Challenges:**
  - Lack of engaging after-school care options.
  - Inconvenience of current childcare arrangements.
  - Desire for on-campus childcare for easier access and supervision.
  - High cost of childcare, often consuming a significant portion of income.
  - Difficulty finding affordable options, especially for low-wage earners.
  - Reliance on elderly relatives for childcare, which may not be sustainable in the long-term.
  - Difficulty finding consistent and reliable childcare providers.
- **Faculty and Staff Concerns:**
  - **Loss of Valuable Resource:** Many faculty and staff view TLC as a high-quality, convenient childcare option with long waitlists. Losing this option creates significant stress and difficulty in finding alternative care.
  - **Impact on Work-Life Balance:** Affordable, reliable childcare is crucial for working parents.
  - Without it, some may need to adjust work schedules or even leave their jobs.

- Lack of Communication: The decision-making process and communication from PFW administration have been criticized as secretive, insensitive, and dismissive of faculty and staff concerns.
- Negative Impact on Recruitment and Retention: The lack of childcare options could make PFW less attractive to potential employees, especially women and those with young children.
- Arguments for University-Supported Childcare:
  - Benefits the University: Providing childcare can improve employee morale, reduce absenteeism, and enhance the university's image as a family-friendly employer.
  - Strengthens the Community: Affordable childcare benefits the entire community, not just university employees.
  - Supports Early Childhood Education Program: A campus childcare center could provide valuable real-world experience for Early Childhood Education majors.
  - Overall, the survey reveals deep dissatisfaction with PFW's decision regarding TLC and a strong desire for a university-supported childcare solution.

**See Appendix: Childcare Student Survey – Kimble Response**

Jennifer Bower, CSSAC (subcommittee chair)  
Shay Purba, 2024-25, APSAC  
Jerry Lewis  
Promothes Saha

**Views of the Purdue University Fort Wayne Administration**

*Background*

In May 2011, the then IPFW Foundation purchased the building at State and Reed Road for \$515,000, with the intention that IPFW would contract with TLC to provide childcare services at the site.

The property is still owned by the PFW Foundation and is leased to the Trustees of Purdue University for \$10.00 over the three-year lease term (January 1, 2022 – December 31, 2024). The PFW Foundation and the Trustees are in the process of extending the lease until May 31, 2025.

Under this agreement, the university is responsible for upkeep and maintenance to both the interior and the exterior of the Premises and all additions thereto, including painting, decorating, normal plumbing, mechanical, electrical, and carpentry maintenance work for cosmetic purposes, or for the purpose of replacing equipment with like-kind equipment (including, without limitation, playground equipment), all in good repair and shall make all

necessary repairs, replacements, and renewals, in order to maintain such state of repair and condition consistent with industry standards. For purposes of clarity the Foundation remains responsible for the costs of repair and replacement for the normal wear and tear of the building structure and Foundation owned equipment. PFW pays for all upkeep and maintenance as indicated above. Since FY22, PFW has spent almost \$95K in repairs and maintenance on the facility.

TLC signed a program agreement with PFW to engage the services of TLC to manage and operate the Learning Laboratory at the Facility for the purpose of providing students of PFW's education program an experiential learning opportunity at the Facility as part of students' degree program at PFW and to make available affordable, childcare and quality early childhood educational programs for both full-time and part-time children. The childcare and educational programs will be for infants through 12 years of age and will be available to all PFW students, faculty and staff and also to the greater Fort Wayne community.

The term of this agreement is from January 1, 2022 – December 31, 2024. An extension through May 31, 2025 is currently being negotiated with TLC. **TLC does not pay rent or fees to either the Foundation or the University for use of the building, essentially operating the facility at no cost to TLC. As a point of reference, market rents for this type of facility is anywhere between \$10-14/square foot, which translates to \$111K-\$156K in annual subsidies to TLC.**

Earlier this year, PFW engaged Gordian, a nationally recognized building and construction consulting firm, to complete a building condition assessment of all facilities owned and operated by PFW and the PFW Foundation. Gordian did an in-depth analysis of the facility on Reed Road and came back with the following findings (see the attached slides):

Deferred Maintenance Items (projects that should have been completed before 2024):  
\$887,930  
Maintenance/Rehabilitation Needed 2024-2034:  
\$1,502,598  
Maintenance/Rehabilitation Needed 2035-2049:  
\$229,406  
**Total Identified Costs: \$2,619,934**

*Perspectives from the Administration*

The PFW Foundation and the university cannot absorb the financial burden to maintain and operate the facility over the next several years without a significant negative financial impact to the Foundation, University and the academic mission of PFW. Because of this, the decision was made to find a buyer for the property.

There is a full understanding of how the availability of childcare impacts the quality of place here at PFW. The PFW Foundation Board and PFW administration are in agreement that all

reasonable steps will be taken to find a buyer that **will keep the facility a childcare center and minimize any negative impact to the families that currently use the services that are provided.**

**See Appendix: TLC IRS Form 990 for 2023**

**See Appendix: PFW Child Care Center Facilities Assessment URAC (PDF)**

Glen Nakata (subcommittee chair)

B.J. Hull

Greg Justice

Aranzazu Pinan-Llamas

Shubham Singh

## **Conclusion of the Report of the URAC**

As URAC has documented in the foregoing report, Purdue University Fort Wayne has historically supported employees who need childcare through direct and indirect financial investment in daycare operations. Although those direct and indirect investments have evolved, the University's commitment has remained constant.

In 2024, University Leadership, citing a consulting study and low utilization of TLC by university community members, judged that the current status quo is not sustainable and is presently working to sell the Reed Road property to a buyer that will maintain its use as a childcare facility in what Chancellor Elsenbaumer terms a "fluid situation."

Alternately, members of the university community who rely on the status quo to balance work and family commitments desire it to continue. This tension between the University's need to evolve support for employees with childcare needs and the desire among the University employees who use TLC to avoid disrupting daily life is a key issue.

In its work on this report, the URAC found that 1) the University remains committed to supporting PFW community members who require childcare and that 2) demand and appreciation for the University's support of childcare remains strong among users of TLC and non-users of TLC.

University Leadership is currently pursuing a strategy to evolve what PFW's support of childcare entails. Although it affirms its commitment to paying attention to the childcare needs of university members in remarks to the Senate and in this report, University Leadership initiated its plan to change the status quo without consulting with the Faculty Senate or its Executive Committee. (The former Childcare Taskforce is long defunct, and the URAC has only recently been constituted and become active, so the University Leadership did not have these groups to engage in consultation.) This may have been due to the need to make timely decisions in light of lease dates and other legal and financial considerations.

In the Executive Summary of this Report, the URAC includes a recommendation to reestablish a focused and ongoing childcare taskforce, perhaps under the purview of the URAC, that will continue to explore opportunities for PFW to help faculty, staff, and students meet their daycare, childcare, and early childhood education needs.

## **APPENDICES**

### **Appendix: Questions and Answers re TLC/Daycare from the Administration**

From: Glen Nakata <[gnakata@pfw.edu](mailto:gnakata@pfw.edu)>

Sent: Friday, August 23, 2024 11:49

To: Glen Nakata <[gnakata@pfw.edu](mailto:gnakata@pfw.edu)>

Subject: The Learning Community

Dear PFW Parents,

We have some important information to share with you regarding The Learning Community. The building and property where TLC is located is owned by the Purdue Fort Wayne Foundation and operated by the university. It is provided to TLC, along with several key services such as full facility maintenance, at no charge to TLC. We are pleased to have been able to offer this substantial benefit to TLC and its clients for well over a decade.

Unfortunately, the building, which opened in 1989, is in need of frequent repairs annually to meet code requirements and major renovations to ensure its long-term viability. With no revenue generated from that location, these necessary expenses have become cost-prohibitive and the PFW Foundation is exploring options for the property. The current agreement with TLC ends in December, but we will be extending that arrangement through the end of the current 2024-25 academic year in May.

The spring date was chosen in order to provide time for the foundation to find an acceptable option for the site, which ideally would include a child care provider. It also provides TLC a five-month extension to its current service agreement, which was set to expire Dec. 31. This information was communicated to TLC today.

We can assure you members of university and foundation leadership are working diligently to find viable options for the site.

We understand that any change of this nature, regardless of the advance notice provided, can present significant stress for you and your family. We will provide updates as they become available and, in the weeks ahead, will provide resources and support accordingly.

Glen Nakata

Vice Chancellor for Financial and Administrative Affairs



Purdue University Fort Wayne

Email: [gnakata@pfw.edu](mailto:gnakata@pfw.edu)

**SENATE REFERENCE NO. 24-8**

**Question**

On August 23, 2024, a letter (see appendix) was emailed to some (although not all) PFW employees whose children attend the daycare center supported by the university, The Learning Community (hereafter, TLC). In this message, the VCFAA, Glen Nakata, announced that PFW would cease its support for TLC once the 2024-25 academic year had concluded and evict TLC from a PFW Foundation-owned building. While there will be time to interrogate the wisdom of this decision and its broader consequences, the letter itself raises several pressing questions that require immediate attention.

1] Were the individuals who made this decision aware that:

- a) IPFW and TLC initially entered their arrangement in order to replace child-care services that were once provided in an on-campus facility?
- b) these child-care services were intended to support (I)PFW students, faculty and staff rather than act as a "revenue generator" for the university?
- c) TLC's administration is aware of the unique scheduling challenges faced by academic workers and students and therefore provides scheduling flexibility and benefits to them that would likely not be available in other child-care facilities?
- d) as part of its relationship with PFW, its students, faculty and staff are eligible for discounts on care that would not be available at other area facilities?
- e) child-care places are at a premium in the Fort Wayne area (for instance, the current wait list at TLC is more than seventy families long)?
- f) TLC spent thousands of dollars in the past year renovating their spaces dedicated to infant care, thereby expanding the number of infant-care places that are currently in the shortest supply regionally?
- g) TLC has been a Paths of Quality Level 4-rated child-care facility for at least the past five years, the highest ranking available in the state of Indiana?
- h) TLC prides itself on being an educational institution and is thus accredited by the National Association for the Education of Young Children (NAEYC)?
- i) many (I)PFW students in the Early Childhood Education program have utilized TLC as the site for their practicum studies?
- j) despite the support provided by PFW, TLC has had to raise its tuition rates significantly in the last year due to the disappearance of COVID pandemic-related federal child-care subsidies?

2] How does the decision to end PFW's relationship with TLC and thus make it even more difficult for PFW employees and students to find affordable child-care options square with the

Purdue system's attempts to ease the financial burden of child-care as evidenced by the Purdue Child Care Tuition Assistance Program?

3] How does PFW's decision to end its support for employee child-care benefits dovetail with the university's attempts to "Enhance Quality of Place" as an employer, an important goal of PFW's 2020-2025 strategic plan?

**Response from Chancellor Elsenbaumer:**

There is a full understanding of how the availability of childcare impacts quality of place at Purdue Fort Wayne. Unfortunately, of the 60-plus families using the TLC center, only 11 represent PFW employees. No PFW students are currently utilizing this facility (as we were told). PFW and the PFW Foundation derive no revenue from TLC for the operation of this facility. With such a small percentage of PFW employees (0.8%) and students (0%) using the TLC facility, and no revenue being derived from it by PFW or the Foundation, should the university be heavily subsidizing this facility and assuming such a large legal liability for its operation when, in fact, it is largely being utilized by the general public? Perhaps this is the type of question and situation that would be appropriate for the faculty senate University Resources Advisory Committee to debate.

Nonetheless, the administration continues to work diligently with TLC leadership, and other childcare entities throughout the Fort Wayne area, to facilitate a transition of the current facility to a suitable childcare organization so that faculty, staff, and (future?) students with children will have smooth continuity of childcare service. It is further desired and intended that such a transition would also continue to serve as a practicum location/site for the School of Education student placements without placing the financial burden of building maintenance and liability on the university or the PFW Foundation. At the moment, this is a fluid situation and multiple encouraging discussions are underway. As we learn more, we intend to keep impacted parties informed.

**Commentary Concerning Administration Response to SR 24-8 (Reference: SR 24-11)**

Madam Presiding Officer and Members of the Senate:

It is often considered a truism that "extraordinary claims require extraordinary evidence". The extraordinary claim confronting the Senate today is the one from the PFW Foundation that it, and by extension PFW itself, should cease subsidizing the top-rated daycare services preferentially available for PFW faculty, staff and students provided by The Learning Community (TLC). In support of this claim, the August 23 letter from the PFW Foundation and Chancellor Elsenbaumer's response to the questions contained in SR 24-8 concerning this letter make two assertions, namely that:

1) the building that currently houses TLC is too decrepit to host a daycare center and cannot be brought up to code without an unreasonable investment in maintenance and repairs; and

2) because the PFW Foundation derives no revenue from the building and pays for the liability insurance on the structure, it is not worth continuing to support the daycare services provided by TLC that are currently offered there.

Both of these assertions are extremely problematic for a host of reasons, the most important of which is that they are supported by no valid evidence whatsoever. None of the communications that have been provided to the parents of the children (euphemistically referred to as “clients” in the August 23 letter) have contained any information concerning basic questions such as the following.

- a) How much money would it take to repair the building to bring it up to code, especially as compared to how much the building is worth?
- b) Were any contractors, inspectors or other experts on building maintenance consulted to determine what those repair costs might be?
- c) Who was consulted during the consideration of whether to shut down university-supported daycare operations at PFW and, in the end, who made this decision?
- d) Was a cost-benefit analysis created for this determination?
- e) Taking into account TLC’s contributions to paying liability insurance, how much of an expense is this for the PFW Foundation?
- f) Ultimately, what evidence was used in making the decision to evict TLC from the PFW Foundation building?

Unfortunately, it seems as though no one outside of the PFW Foundation knows the answers to these fundamental questions.

Moving away from the question of absent evidence for a moment, it is worthwhile to consider the logic behind the statement that because no revenue is being generated directly by the building itself that daycare services for students, faculty and staff should not be supported by the PFW Foundation any longer. Apart from the fact that the purpose being addressed here is a *service* to the affected individuals and not an opportunity for revenue, it is this service that makes some degree of revenue generation possible at this university. In other words, without daycare services, parents of young children who are affiliated with PFW cannot attend classes, work, or teach such that the money created by these activities flows into this university. If this same logic were applied to other parts of the university that don’t directly generate revenue--let’s say, Facilities Management or the Registrar’s Office--one could argue that they should be shut down because they are not worth the investment. However, no one would seriously make that claim because it is implicitly understood that these vital offices are critical to allowing revenue generation to occur at PFW. It is rather difficult to see how the situation is any different when it comes to daycare services at this institution.

Returning to the question of evidence once more, it appears that the only attempt at providing evidence in the two communiques referenced above are the numbers in the first paragraph of Chancellor Elsenbaumer’s response to SR 24-8. Unfortunately, these figures, and the

arguments derived from them, are as extremely problematic as the two assertions made in these documents.

- a) The eleven families figure is an undercount of the individuals impacted by this decision because it does not include any PFW families that were on the waiting list at the time the determination to stop supporting TLC's services was made.
- b) The correct denominator for the fraction used to determine the percentage of PFW employees impacted by this decision is not the total number of employees; rather, it's the number of employees who would be eligible for this service in the first place (i.e., those with children young enough to require daycare services). In other words, the relevant question in determining the worth of the daycare subsidy is its pickup among the individuals who could use that service, not counting those who never would. Otherwise, other benefits provided by the university or its affiliates that are similarly restricted (for example, the tuition discount for children of PFW faculty and staff) could be removed based on the argument that only a small percentage of employees overall utilize it.
- c) In the same vein, any benefit that isn't used by a sufficient number of PFW employees (perhaps the accidental death and dismemberment insurance) could find itself on the chopping block for the same reason. However, the point of offering these benefits and services is that it's important for the university to demonstrate that it cares enough for its employees to provide them, not that they are used by any particular percentage its workers.
- d) Perhaps most importantly, the reason why the student and employee percentages are so problematic is that the university has done almost nothing to promote knowledge of the existence of this program over the past dozen years or so. For example, even though TLC prominently displays its affiliation with PFW on its web page and outside its facility, there is no indication on PFW's website that this service is available. Our suspicion is that many members of the Senate were unaware of the existence of TLC or the university's relationship with it until SR 24-8 appeared on the September agenda, which is emblematic of how little PFW has done to advertise this opportunity for its students and employees.

Finally, the implication that it is not worth the PFW Foundation's resources to subsidize TLC's operations because only roughly one-sixth of the families using the facility are PFW employees is puzzling at best given the Foundation's goal of creating a "seamless" connection between the community and the university. What better way to demonstrate that dedication could there be than to financially support a badly needed daycare center that serves both the university and, more impactfully, the community at large? In conclusion, not only is extraordinary evidence to support the contention that the PFW Foundation should stop subsidizing off-campus daycare services missing, but it appears that any valid evidence to sustain this notion is entirely absent.

At a certain level, one could contend that this entire exchange is moot because the PFW Foundation has already announced that they are planning on selling the building in question and that whatever daycare arrangements that PFW will have starting next year will be different from what it has presently. However, this situation has initiated a long-overdue and critical discussion on this campus concerning daycare and what the university will do to assist its

students and employees in obtaining this desperately necessary service. Consequently, we wish to encourage the members of the Senate, and all PFW employees more generally, to support the efforts of APSAC, CSSAC and URAC in investigating the need for daycare at PFW. Furthermore, we would also like to encourage URAC in its efforts to look into the decision (and whatever evidence is available that bolsters it) that prompted this conversation in the first place. Thank you for the opportunity to expand upon our questions and participate more fully in the dialogue that is taking place on this issue.

S. LaVere, History

C. Ortsey, Political Science

### **Appendix: Historical Backdrop of Childcare Taskforce and of the University's Relationship with TLC**

The Childcare Taskforce was put together to try to address the difficulties that students, faculty, and staff had. The university had an on-site childcare and paid for the building (at Hobson and Crescent), a director, an assistant director, and staff. The university maintained the building, which it owned, and paid the employees. The center did lack care for children under two and also had a maximum of 20 hours per week per child.

The taskforce fielded many surveys of students, faculty, and staff as well as studies of peer institutions' childcare. Key findings were that:

- Students were missing class or relying on as many as three different childcare sources.
- Faculty and staff with children under two could not have their needs met for those children.
- Gender equity was a major concern: the group studied national professional academic organizations about the gender effects of academic advancement and the role childcare plays in that. The findings were stark that the lack of childcare nationally creates substantial differences in academic advancement for men relative to women based heavily on the lack of childcare and negative effects for women's academic careers relative to men's. These differences can be 25-40% differences in who makes full professor based on gender. The following articles lay out this pressing issue – but it's encouraged that academic professional organizations' own studies on this are also studied. This issue affects academia very vividly.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC9299837/>

[https://scholar.harvard.edu/files/sdcheng/files/sdcheng\\_jmp.pdf](https://scholar.harvard.edu/files/sdcheng/files/sdcheng_jmp.pdf)

- (I)PFW closed its on-campus childcare center in 2009-2010 academic year. The university had a full-time director, assistant-director, and staff.

- The on-campus childcare center was closed so that the site could be developed, *with the direct promise to the childcare taskforce that proceeds from the CVS and vendors in the small strip-mall would be earmarked for childcare for the university community. The VC of Financial Affairs noted that the lease for CVS and the strip mall pays \$80,000 to the university.*
- After dozens of faculty signed a petition against closing the on-campus childcare center, the Chancellor promised to live up to the childcare taskforce's work:
- Senate meeting – Dec 14, 2009: “M. Wartell: 1. We feel that, as a responsible employer and a student-centered organization, we remain committed to offering access to affordable and high-quality child care. It would be ideal if we could have it on campus, but that is not possible right now. While this arrangement is not on campus, it is our belief that the arrangement with The Learning Center (TLC) will allow the university to meet its commitment to addressing almost all of our goals, and those of the child care taskforce, with regard to child care. With respect to permanence, any arrangement is subject to change if it is found to be inadequate or if a better alternative presents itself. Obviously, if we want to have child care, we are going to look at those alternatives.”
- So, in lieu of building an on-campus childcare center – something the administration promised to pursue – as a back-up the university entered into an agreement with TLC to provide childcare for (I)PFW faculty, staff, and students – with preferences for those children concerning waitlists, not losing spots or being charged for summer breaks or vacations, and flexible – not specific blocked schedules. This is a considerable expense to a childcare center. Also, TLC shifted to a 501(c)(3) to better meet its new mission in connection with the university after direct support from student government and the university ceased. This opened up many grant opportunities that have helped keep expenses lower for the PFW community.
- The Purdue Foundation purchased the current building because another childcare provider was interested in purchasing the building. **In other words, our university made this purchase to keep the relationship with TLC possible. The university should not end the relationship – and preference-based childcare for its employees and students – in contrast to the very reason it purchased the building.**
- The childcare taskforce and TLC board worked with the university to end any direct subsidy to TLC in 2014 other than the building. The costs to TLC for preferential waitlisting – particularly to expensive and rare infant & toddler care that is extremely rare in Fort Wayne – as well as flexible hours and retention of children's spots without costs for summer breaks and vacations – *is a direct benefit to the university* even if it is not easily enumerated in real dollars.
- TLC remains a lab and practicum spot for early-childhood education and has been used for child-psychology observation, visual arts, music therapy, and other programs. Closing it would disrupt the educational mission of the university.
- If the building closes, all of the accreditation for TLC will be lost and TLC would have to begin at Level-1 and go through the slow process of building back to its current, sterling, Level-4 accreditation – the top level. It would be next to impossible to attract outside families to the lowest-level accredited childcare.



*Quality of Place & DEI*

The childcare taskforce considered many factors – many of which stemmed from our outside research, peer studies, and surveys of faculty, staff and students. Some things we found:

- The community appreciated a childcare center associated with the university.
- The gender equity issue was a primary moving force two-decades ago and the studies reaffirm that higher education suffers directly in its imbalance of gender in academic ranks considerably based on childcare access. The “leakage” rates of female faculty to male faculty entering the tenure track and getting tenure and ultimately full professor is vast and attributable considerably to this issue. Ironically, younger male faculty with children tend to benefit in their probationary period while female probationary faculty often shift their focus, or even leave academia.
- The maintenance costs are significant, but so too is the lost opportunity cost of retaining faculty to tenure. The university considered a more vigorous third-year review to avoid the estimated \$1,000,000 loss that each failed tenure case costs the university. Supporting probationary faculty – particularly female probationary faculty – pales in comparison to the loss of promotion for a single faculty member.

*Purdue Foundation & TLC Investment*

Some of the points made to the PFW Senate are legitimate, but there is some context that should be included that make some of these points less vivid.

<b>Administration Point to Senate*</b>	<b>Context to Point</b>
Unfortunately, of the 60-plus families using the TLC center, only 11 represent PFW employees.	In addition to these 11, there are three pregnant PFW families on the waitlist. This means that nearly ¼ of the facility will be PFW people.
No PFW students are currently utilizing this facility (as we were told).	No current students are on practicum, BUT there are 6 students currently working at TLC and four alumni who work for TLC. An entire class just visited and worked in every age-group room at TLC and individual students still come to observe children. This would be extremely difficult to do at other childcare centers.
PFW and the PFW Foundation derive no revenue from TLC for the operation of this facility.	PFW receives \$80,000 from leasing the land where the previous childcare center existed. See Chancellor Wartell’s pledge to the Senate in 2009 above

	<p>committing funds from these leases for childcare. The 30-year lease would bring in considerable funds to support depreciation and repairs, even at the accelerated rate the university highlighted in Senate on Nov. 18, 2024.</p>
<p>With such a small percentage of PFW employees (0.8%) and students (0%) using the TLC facility, and no revenue being derived from it by PFW or the Foundation, should the university be heavily subsidizing this facility and assuming such a large legal liability for its operation when, in fact, it is largely being utilized by the general public? Perhaps this is the type of question and situation that would be appropriate for the faculty senate University Resources Advisory Committee to debate.</p>	<p>The small percentage (.8%) is noteworthy, but not reflective of the iterative nature of this investment. A small percentage of PFW employees benefit, but over a long-term timeframe and the moving window remains open for other families to benefit in the future.</p> <p>Of note, on October 11 the Faculty Athletic Rep and the Athletic Director noted the benefits our student-athletes enjoy being in the Horizon League relative to the Summit League. These benefits are convincing, but only due to the support of the costs coming from the Purdue Foundation. If we were to put the beneficiaries of paying for the Horizon League in the same percentage as the university did with employee percentage taking advantage of TLC, the percentage would be only .04% (258 of 6,289 fulltime students). These are not very good percentages to convey because, of course, student athletes will benefit for years from the Purdue Foundation investment in the Horizon League – it is not a single, discrete, one-year percentage benefit. The same should be seen in the investment of TLC, which also will benefit so many more people.</p>
<p>It is further desired and intended that such a transition would also continue to serve as a practicum location/site for the School of Education student placements without placing the financial burden of building maintenance and liability on the university or the PFW Foundation</p>	<p>The deferred maintenance costs are real, but the above points add considerable context to reconfiguring the costs and benefits, and include the lost opportunity costs for our staff, students, and faculty thriving and being retained.</p> <p>Moreover, the Purdue Foundation purchased the building out of need – and did so in the Great Recession. While corporate real estate is fluid and elastic to many things, there is almost no doubt that a significant profit would be made by the Purdue Foundation over its original investment during the Great Recession. There’s nothing wrong with an important foundation raising capital and benefiting from good investments. That said, if the university is left worse off</p>



	in its retention of faculty, staff, and students, and misses key opportunities for early childhood education students, it may not be a net benefit to the long-term mission the Purdue Foundation adds to our university and its community.
--	---

\* page 20, Oct 14. 2024 Fort Wayne Senate Agenda

Thank you for your time and I would be glad to meet with anyone to provide more context and more information from the decades-long work of the Childcare Taskforce and the role of TLC in bettering the university.

Mike Wolf  
November 18, 2024

### **Appendix: Survey of Views of Current and Former Users of TLC’s Services**

Survey Created:12/2/2024 Responded: 10

Q1. What is your current usage of the TLC?  
1. What is your current usage of the TLC?

1 child full time 3yrs old year-round. Has been enrolled for 1 year.  
1 child 1.5hrs during academic year, full time in summer. Has been enrolled for 2 years.

One child (16 months) attending 5 days a week from 8-5; one child (4 years) who formerly attended and who we were planning to send to TLC during the summer

I have a 3 years old daughter who goes 4 days a week from 9am to 3pm. I pay about \$900 a month for that service.

We have one child currently at TLC and one who is an alumnus.

Son (almost 3) attends all day M-F

two children enrolled full-time

I currently have a two year old that attends part time and will have a 5 month old starting in January. My kids attend full time one month during the year as well.

My 2.5 year old attends full time while I'm at work, 7:45am-5:15pm, Monday-Friday, including Summers

We currently have a two-year-old son who attends TLC.

Daily

---

Q2. What do you value about the TLC?  
2. What do you value about the TLC?

- 1: Flexibility for PFW faculty/staff/students (we are not charged when the children are not present so we have flexibility and the children retain their spots).
- 2: Cost of TLC is significantly reduced/capped for PFW faculty/staff/students. 3: Convenient to PFW
- 4: Personable and well-trained staff that is secular. 5: Path to Quality Level 4 Care.
- 6: Ability to offer early childhood education practicums to PFW students.

Everything. The director and teachers are wonderful, and both of my children have thrived there. My older child is now in public pre-K, and his teachers all note how well-prepared he is. So much of that is due to the caring environment at TLC and the teachers who devote themselves to supporting children. TLC is also one of the few Level 4 Paths to Quality centers in Fort Wayne, and we have always been confident in the instruction and care our children have gotten there

The price and flexibility of hours. The location near campus. But most important, the care they have for my daughter. She has been going to TLC since January (after having to spend one year on their waitlist!), and her growth is remarkable. The staff is fantastic.

TLC is literally a four-star rated childcare facility that provides excellent daycare in a city that has very few options like it. TLC's staff care about their charges and its leadership went through the trouble and expense of making it into an accredited educational institution. I hate to use rhetorical questions, but what is there not to value about TLC?

The staff and how they love and nurture my son. The curriculum and how it values learning through play. Proximity to campus. TLC is calm and welcoming (doesn't feel loud, overstimulating, chaotic - like most other centers).

We love the staff and the curriculum! I feel that my child is put first at every opportunity. They are both so loved and learning so much.

TLC has provided my child with a space to learn and grow. Every day she comes home with a new skill, whether it is singing her ABCs or independently putting on her coat/shoes. She has grown significantly during her time there. She has made friends and improved her social skills. Our daughter is excited to go to school and I can tell that she is loved and cared for there as well. I truly value the teachers and the care they provide for the kids. I also love the sense of community TLC has created. Whether it is the annual parades or trunk or treat event, I just love being a part of the TLC community and what they do for the kids,

reliable care, flexible sick policies, focus on learning, close to home, close to work, excellent care, Level 4 Paths to Quality

We value the staff and teachers there. They are excellent and care so much. We also value the education our child is receiving at a level 4 facility.

The quality of education is excellent. There is a friendly, almost familial atmosphere in the care provided for my child. The convenient location near campus is an added benefit. They genuinely prioritize my child's learning and development.

---

Q3. How would a closure of the TLC impact your family?  
3. How would a closure of the TLC impact your family?

---

1: We would have to find an alternative day care immediately due to both parents working. The faculty/staff/student benefits would be lost to us and we will have to spend considerable additional money on daycare every month.

2: This gets more difficult the longer it takes to resolve the current situation since other daycares have waiting lists and there are few on this side of town.

3: Unfortunately, a mass exodus from TLC will impact TLC's ability to continue any care due to staffing shortages (finding other jobs due to the unknown).

Enormously. My daughter would be taken away from the loving, supportive daycare environment she's in now, and would have to adjust to a new center and new caregivers. I don't know how that would affect her. My older child might not have summer care. I would continue to face anxiety and uncertainty about our childcare situation, which has already cost me many hours where I could have been doing my actual job.

Honestly, I have cried about this closure a few times already. She doesn't go to kindergarten until Aug. 2026 (or even a year later, if we can't have a waiver for her to start at that time due to NACS cut out birthday dates for enrollment). Our school district doesn't offer pre-k options. Places I've researched so far are either prohibitively expensive because they consider my case to be 'full time' (I would have to pay for the service of an entire week, 7am-5pm, even if she doesn't use it) or don't offer enough hours (lots of places offering care only up until around 1pm before nap time or offering only three days a week for her age).

Our child who is currently at TLC is under two years old, and there are basically no places in town for kids of that age. Every facility (including TLC) has a long waiting list, and finding an acceptable spot even after she turns two will be tough. TLC's closure would also abruptly sever the relationships that our child has had with her caregivers for more than a year for no discernible or justifiable reason whatsoever. She's a pretty easy-going kid, but this disruption would be traumatic.

Without reliable and trusted childcare for my son (3yo) and daughter (5 days old), I won't be able to continue working. We toured at least 10 other facilities this fall and (1) none come close to TLC as far as somewhere I'd choose to care for my children and (2) none have immediate openings for my newborn, most have waitlists for the toddler too.

Deeply. We would have to find full-time care for a 3-year-old and a 1-year-old, which in Fort Wayne in slim options in general. Not to mention that we would like to have a secular option that is level 3 or 4, which makes the options even smaller. It would likely impact my ability to work my current schedule for a period of time until we are able to find suitable care.

We only use TLC part-time as my parents watch the kids the other half of the time. However, by TLC closing we would have to find another part-time daycare provider. There are not many in the area that will do part-time. TLC is also a Level 4 daycare which is also limited in the area. I would rather not use a national franchise or a church affiliated daycare as well. So the options are slim. If TLC were to close, I would have to probably take some time off of work to watch my kids the days in which my parents are not available.

We would need to find another care provider, which is **INCREDIBLY** difficult in Fort Wayne right now. Many locations are closing, and waitlists are **UNREAL!**

It would impact us on having to find child care and maybe having to have one of us stay at home. The waitlist for other daycares are very far out.

Our family would face significant challenges in securing dependable childcare arrangements. At this time, TLC is our only dependable childcare available.

---

Q4. Do you think that PFW could better support the TLC, and if so, how?

4. Do you think that PFW could better support the TLC, and if so, how?

---

1: This whole situation was a cluster and was poorly addressed and communicated by PFW.

The optics through the entire process have been very damaging.

2: They should be internally advertising the affordability and flexibility that TLC offers PFW students/faculty/staff. 3: The facility has been neglected by PFW and needs cosmetic refurbishment.

First of all, by having literally some mention of TLC anywhere on the PFW website. PFW parents needing care have to learn about TLC by word of mouth, because PFW does not talk about TLC at all, and new hires are not even informed of TLC's existence. Students with children seem to have no idea TLC exists as an option for them (no mentions on the Center for Women and Returning Adults website, etc.). The debacle of the closure of the PFW-associated daycare center many years ago clearly taught the administration nothing; the arrangement made with TLC was always meant to be a stopgap of sorts, but the administration made no moves toward a more permanent arrangement with TLC or any other childcare provider. The administration and PFW Foundation have also treated TLC's director horribly in all of this, and the lack of transparency has created an environment where rumor and speculation can thrive

TLC not only helps PFW parents but also opens their doors to PFW students from the School of Education and the psychology department (that I know of). Just by letting them stay in that building would be support enough. PFW could also establish a partnership with them to have a classroom/school laboratory on campus, similar to the setting at Ivy Tech, but bigger to accommodate more families.

The level of support that (I)PFW has given to TLC has been minimal, at best. In exchange for giving PFW-affiliated individuals preferential treatment for places and fees, TLC has received an underutilized commercial building for its operations. The costs of maintaining that building (which apparently hasn't been done well enough to avoid \$2.6M of deferred maintenance costs) and some (not all) of its liability insurance have been shouldered by the university. So far as we can tell, the university has never directly subsidized TLC's operations, so any funding in that direction would be an improvement. Frankly, it's clear that PFW and the Foundation have come out ahead on this deal.

Yes. Strengthen partnership with our education department. Ensure campus community knows it exists. Better administrative collaboration/support - don't micromanage it though.

Yes, I do that PFW could better support TLC. Yes, the foundation owns the building but it would have been ideal for them to offer a rental option or an agreement for TLC to cover their own maintenance needs instead of going with the nuclear option to sell the building knowing that the tenant is still an active business. Also could have been spun as a good PR move to "donate" the building to TLC as an exchange between two not for profit entities. I do not expect the university to continue to maintain the buildings needs, but given that members of their staff have utilized the services, it would be in their best interest to maintain the services of the current tenant and work with them to move some of the ongoing expenses over to them.

I know that PFW students sometimes go to TLC for practicums. I would love to see this grow and seeing more PFW students at TLC to gain experience. As far as other support, I believe that by providing TLC with the space has been beneficial.

Absolutely! An actual discount of cost included in my contract benefits would be great. I work full time and therefore my child needs to be in daycare full time. Currently, the monetary discount for working at PFW and having a child at TLC is ineffective, because the hourly cost is higher than the community cost for the standard week. The staff of both TLC and PFW deserve pay that more than covers the cost of living, that should be supported by PFW on both ends.

I think PFW has done a lot for TLC and the maintenance of the building. I think they could support TLC a little more financially and help PFW families be able to afford child care there. We are paying at the top of the tier for daycare at \$467 a week for an infant.

Yes. It is imperative that we establish an updated agreement between PFW and TLC to ensure that they can continue to operate from their current location and remain accessible to staff, faculty, and students.

---

Q5. Do you think the TLC service could continue to be supported by PFW, and if so, how?  
5. Do you think the TLC service could continue to be supported by PFW, and if so, how?

---

Yes. Purdue should support faculty/staff/students with full-time and drop off care whether on campus or off, preferably staffed by TLC as they are highly qualified and trained.

There is no reason that PFW needs to stop providing the maintenance service they do now. The PFW Foundation in particular supposedly has money (\$70M), and despite the notion that it's separate from PFW funds, etc., I don't understand why something couldn't be done to help PFW shoulder the supposed burden of providing some basic assistance to TLC. Honestly, it's not my job to figure out how the university should provide some benefits to their employees. One question: how does the Foundation have the money to support a "public-private partnership" with some developer for a dorm when it can't find the (much smaller amount of) money to support daycare on this campus?

Just leave TLC alone, really. And be more open about what the costs to keep that building really are, why and how decisions are being made - especially because PFW is doing all this without consulting any of the parties involved. And even when we ask questions (at senate, at college level convocations) we still don't have answers!

Yes. Although this conclusion would now be impossible, reinstating the pre-August 23 status quo would be perfectly acceptable. Nothing was wrong with that deal until the Foundation scuppered it; this entire situation is an own goal on the part of the Foundation and the university.

Not sure if it can but it definitely should be. As with previous answer, strengthen partnership with education department.

I believe I answered this in the above question (4). I think maintaining ownership of the building and renting the space to TLC is a fair ask.

While I understand it may not be fiscally feasible to continue to allow TLC to use the building without a cost associated, it would be nice if TLC could rent or buy the building from PFW.

PFW is a higher education institution- what are other universities doing for their staff childcare needs? How can Purdue as a larger entity support PFW staff with childcare? How long has TLC been serving PFW/IPFW staff and their families?  
What had been working? What isn't working now? What solutions can leadership approve to support the staff of PFW and their families?

I do think PFW could continue to support TLC. Financially, it has been nice to not have to pay when we are on vacation. That was a perk for us with PFW. Maybe housing TLC in a different place, where PFW would still have some kind of ownership?

The introduction of an additional facility could significantly alleviate the challenges associated with the lengthy waitlist we experienced when initially seeking childcare services. In our case, our daughter remained on the waitlist for over two years before securing enrollment, even with the help of being a PFW employee. This was not a fault of TLC, but rather highlights the high demand for quality childcare. Instead of replacing existing resources, it would be more advantageous to expand the available options to better serve the needs of families.

It is essential that Purdue Fort Wayne (PFW) extends its support to the TLC initiative. Purdue West Lafayette provides multiple on-campus childcare options for students, faculty, and staff. As a minimum expectation, PFW should strive to offer AT LEAST one childcare option for our community to utilize, even if it cannot be located on campus.

Q6 - 6. Would it be sufficient if a childcare service similar to TLC be made available by PFW, if TLC were no longer an option?

6. Would it be sufficient if a childcare service similar to TLC be made available by PFW, if TLC were no longer an option?

Possibly, provided that they don't have a wait list for current TLC families, offer similar benefits (flexibility in scheduling, cap in rates) and are close in proximity to PFW.

Honestly, PFW has made zero effort to provide "a childcare service similar to TLC" or any help at all on anything related to childcare, so why would I believe that PFW would make anything available? To actually answer the question, no it wouldn't, because my child would still be forced to leave the teachers she loves and all the staff working for the center would still be out of work

Being selfish right now, but yes it would be sufficient for me and for my child. However, TLC's closure would impact so many other families that won't have this option.

It is unlikely in the extreme that a service even similar to TLC could be offered by any provider in the short-term. It took years of effort by TLC to build it into the four-star state-licensed and NAEYC-accredited service that it is today. I suppose the answer to this question is yes, but that's like expecting a unicorn to suddenly appear and make this happen.

Hard to tell. Depends on several factors - what's the curriculum, who are the staff, where is the facility located. If it is not TLC, it's likely an inferior option but it may be better than nothing.

If there was continuity of services for families and staff was given the employment opportunity, then yes.



It would be sufficient as long as it was also a Level 4 daycare, with comparable pricing, and the ability to go part-time.

My priorities are that my child is safe, taken care of, learning (academically, socially, emotionally, physically), and happy. It would be greatly appreciated if the childcare service remained as close as TLC is to campus or closer- even an on campus option would be great. It would be even better if the cost of childcare was closer to \$250 per week- I am currently paying \$367 a week! The monthly cost of childcare is NEARLY HALF of my take home pay. I work in a full time position that requires a Masters Degree, and the cost of my childcare is NEARLY HALF my take home pay.

Absolutely

---

Q7. What are your biggest concerns if TLC were to close?

7. What are your biggest concerns if TLC were to close?

1: Affordability of alternate care. 2: Flexibility of alternate care.

3: The unknown in the meantime.

4: Loss of a great, caring and talented organization who have supported our kids unconditionally.

I would not be able to do my job. If TLC's lease is not extended until May (and as of Dec. 3, it has not, because PWL has put multiple bad-faith clauses in the lease that had to be fought) I will not have care for my child when the semester starts. I will not be able to teach the new prep I am planning, and I will have to move my other classes online. I may be able to get care for my younger child later in the semester, but TLC was willing to provide care for my older child over the summer, and I'm not sure if I'd be able to secure that elsewhere. The (ridiculous) method that parents have to resort to of sending young children to constant day camps over the summer may not work because he's 4 and not old enough for many of them yet. I was going to write a book proposal and redo a class I teach every semester from 3 days a week to 2, but I don't know if I'll be able to do those things over the summer if I don't have childcare for both children. I would love to continue working toward promotion to full professor, but I don't know if that's possible. I am certainly also concerned for my child, who loves her caregivers and would hate to be taken from them for no reason. And what is continually being lost in all of this is any concern for the workers at TLC--teachers, staff, etc. Closing TLC would be putting them out of work.

Mostly young mothers themselves, the teachers would also be losing their childcare. This would be terrible of course in general, but also a very bad look for the university.

I decided to enroll my daughter there after researching and contacting more than 20 daycare centers in the city. If they close TLC, I'll have to start all over. And many places have long waitlists, so the biggest concern is not having a place for her next Fall. We PFW parents work at higher ed, so obviously we are looking at places that not only take care of our children but also help them learn and grow and develop their fullest potential. TLC is a level 4 paths of quality program(the highest), a nationally credentialed institution, so there are only a handful of places like that in town. We are really, truly privileged to have TLC as an option.

I wouldn't be able to do my job without daycare services for my child. That's the bottom line.

Will I be able to find childcare that I find acceptable in order to continue to choose to work? The option will always be on the table to choose to stay home with my children over working without acceptable childcare.

our need for full-time childcare, the staff's employment needs, impact of my work schedule, impact to my children

My biggest concern would be the teachers that are impacted. These individuals care deeply for our children. Even if a new childcare service were to be made available there is no guarantee they would have the same connections/service as TLC is providing.

Finding a childcare provider that is trustworthy and close to home/work. Will there be a gap in childcare coverage if TLC closes? Will I need to take vacation time off of work if there is a gap in childcare. Do I need to find a different job to afford childcare elsewhere?

That I would have to quit my job and stay home.

I would be facing a significant challenge in securing dependable childcare. While I am currently on waitlists for alternative facilities, these locations are considerably more distant and would not be able to meet our needs within the required timeframe.

Furthermore, there is the pressing concern regarding the potential closure of an establishment that has provided invaluable services to our university and the surrounding community for many years.

---

Q8 - 8. What comments do you want to leave for us?

8. What comments do you want to leave for us?

---

This entire process has been poorly managed and it feels like a huge slight to those involved. The admin has not been forthcoming and has been guilty of lip-service, ignorance, miscommunication and shortsightedness of daycare as a retention and recruitment tool for faculty/staff and students.

I am just so disheartened by everything that has been happening with the PFW Foundation, PFW administration and the ways in which they have approached this. I have worked at PFW for 15 years and devoted myself to the university, and I feel like I am not valued at all. I and others have wasted lots of precious time dealing with the fallout of all this (URAC, this has been foisted upon you too, and is all totally unnecessary). The PFW Foundation, which touts its "seamless" relationship with the community, is attempting to rip away an important resource for the Fort Wayne community. A closure would obviously not just affect PFW TLC parents and children, but also all the other families enrolled, the teachers, the staff, etc. And all for nothing. The administration promised assistance in the letter informing us about all of this in August, and there has been absolutely no communication. Attempts to ask questions in faculty senate were essentially ignored, and Question Time was essentially ended in general. I cannot tell you how much anxiety and anger all of this has caused me, and I am genuinely considering leaving the university over all this. It doesn't seem like anyone in the administration would care anyway, honestly. The callous behavior of the administration and the PFW Foundation just seem to be the norm at this point, and I don't know if I can be associated with that.

On Aug. 23, some of the PFW parents received an email from Glen Nakata that said, among other things, that "We will provide updates as they become available and, in the weeks ahead, will provide resources and support accordingly." I have not received a single communication from him or any other staff since then. Everything I know is from TLC, who have been transparent about this terrible situation all along. TLC received the notice of the closure ON THE SAME DAY that we PFW parents did, for fuck's sake! And as this couldn't get any worse, now PFW and Purdue Foundation are also shutting down communication with the TLC's director. Shame on all of these 'decision-makers'.

I think that it's important for the report that the above comments are intended to influence state clearly just how vital daycare services are for the university's faculty, staff and students and illuminate the spotty history that the university has on this issue. Many promises about improving daycare support have been made over the years that have not been fulfilled, and PFW has done little to nothing to advertise the existence of TLC to its constituents. If the report can influence either of these situations in the long term, it will have been worth the effort to produce it.

As a higher education institution with a quality early childhood education program providing a high quality childcare option to the campus community is a no brainer. The lack of reliable options, especially for ages 0-2 in Fort Wayne, is well known. Pulling the rug out from under TLC is ridiculous. The communication from campus on this issue has been a joke and a real slap in the face. I greatly appreciate the efforts of those who have stepped in to explore options and speak up for those of us who rely on TLC.

I appreciate the advocacy on this topic.

I understand that TLC cannot continue to use the building for free. But if there is a way to allow them to rent the space or buy the space and continue operation, that would be ideal. I also want to not while Brad has been an okay Director, the center may be in better hands being led by Kim.

There have to be other systems in place in higher ed or in corporate America, even in the churches throughout the country, that have functioning and successful childcare systems that work for families. Why can't childcare be a built-in service that the university offers to staff? For free? At an actually discounted rate? The current quality of the care that my child receives at TLC is great. I believe I am a quality employee, and when my compensation includes benefits that truly help me take care of my family I can be an even better version of myself at home AND at work. Offering quality childcare as a true benefit to staff is one of the most appealing benefits to be included in compensating quality employees and creating a culture of community care within the university as a whole.

We love TLC and would love to see PFW still be involved somehow. I do believe if TLC building wasn't having so many issues. PFW would still own the building and things would have continued as is.

It is essential to enhance the childcare options available for PFW staff, faculty, and students, rather than reduce them. We highly value our partnership with TLC and wish to maintain this collaboration. Our daughter greatly enjoys her teacher and the other caregivers at TLC, and we are committed to remaining loyal to their services, as they support us in our most important endeavor: the well-being of our child.

---

## **Appendix: TLC-Provided Fact-Finding Info for Childcare Center 2024**

TLC provided this information in answer to questions from the URAC.

### **What is The Learning Community's business model and how is it different than other early childhood models?**

The Learning Community is a 501(c)3 non-profit organization. We generate revenue in the following ways:

- Earned revenue through program fees paid weekly by parents of children six weeks-12 years of age that attend The Learning Community.
- CCDF voucher (Child Care Development Fund) is a federal program that helps low income families obtain childcare so they can work, attend training, or continue their education.

This is federal money administered through the state's Family and Social Services Administration. There are CCDF standards we meet therefore we can accept the vouchers.

- On My Way Pre-K is administered by the state's Family and Social Services administration. It awards vouchers to 4-year-olds from low-income families so they may have access to a high-quality pre-K program the year before they begin kindergarten. Donations/grant funding - operating an early learning center is expensive due to the child/teacher ratios that our licensure requires. We apply to community grantors for support with our operating budget as well as items to enhance educational opportunities for our children. CACFP food program (The child and adult care food program) this is a federal program that provides reimbursement for nutritious meals and snacks we provide to the children.
- Serving infants makes our program unique in the northeast community. There are few early learning childhood providers that will take infants. We have the highest national and state accreditation as a licensed early learning childhood education center. It is unique to meet all the requirements as well as exceed standards in our community by all the accrediting bodies. Other centers, for example, may start care at 18 months of age on up, be part of a ministry, or in-home childcare program. The number of centers continues to decrease in Northeast Indiana. This year alone we have absorbed both teachers and children from two other community-based early childhood learning providers that had to close.
- The Learning Community's Mission is committed to providing young children with a learning environment that models excellence in early childhood education.

**What paths forward have we looked at since we learned about the eviction?**

- The challenge is that with the standards/rules/regulations we must meet for our licensure we have not been able to find any other place to go. There are requirements for operating an early childhood learning center and we would have to find a building and then have it fitted with all the requirements for an early childhood center to meet the licensing. Indiana has a detailed process that centers must follow to obtain and keep their childcare license. We have not found another building that is already a childcare center that is empty. Any empty buildings would need to have major work and go through the licensing process, which takes longer than the time proposed by PFW to be out of the building.
- We have been talking with community funders to gauge who would be able to help us purchase the current building we are in. We would have to run a very quick capital campaign and ask the top 3 to 4 donors to help us purchase the building. The interested donors need to quickly know the cost of the building.
- We have had community conversations with other early childhood providers to see if they could let us rent from them. Other early childhood providers do not have space right now as they too have a wait list. The pre-school program at Anthis through Fort Wayne Community Schools just closed. To merge with a program or center again we do not have long enough time to facilitate even merger exploration. Exploring mergers would have an expense as well and could take one year to two years to complete following merger best practices.

- We provide transportation to the local elementary schools in our district for our school age program. In 2014 Fort Wayne Community Schools cut funding for buses to pick up or drop off at childcare centers. We stepped up and filled that gap by purchasing two vehicles to provide this necessary transportation. School age students attend The Learning Community full time in the summer and on school breaks. During the school year we provide both before and after school care. This is another area of our program we have been reviewing because what would happen with the school agers who are enrolled beginning June 2025 if the center must be out by May 2025?
- Building a new building takes careful planning and time. This was not on the board's agenda in August 2024. On the August 2024 agenda we were getting ready to open the last room in The Learning Community as we had the staffing and resources to do so to meet ratio regulations and decrease the wait list. We do not have enough time to raise money for a new building by May 2025. The board was focused on setting strategy and raising funds to enhance our teacher and staff's wage/benefits package. Early childhood educators are among the lowest paid and we work hard as a center to try to increase their pay. As a board we have been committed to balancing the fees parents pay and the pay teachers receive, we want to see the teachers paid more and we want to be able to offer teachers and staff benefits. This is what we were planning to work on as we set the 2025 budget. Instead, we are now working around the clock to find a path to keep the center open in the building that best meets our operational needs and organization's mission.
- We have been trying since we got the news to do scenario planning. The amount of time we have is the challenge. A trend that we were just beginning to explore is the Tri Share business model. Finding a business with a substantial number of employees that have children who need care. The fees for childcare are divided among the employer, employee, and paid to the center in this model.

### **Why is the percentage of students and faculty using TLC so low?**

- Currently as of 11/07/2024 there are:
  - (6) Purdue Fort Wayne students that are paid employees of The Learning Community. These six students are currently in classes at Purdue Fort Wayne.
  - Former students/graduates of Purdue Fort Wayne are full-time employees here. We have thirty employees at The Learning Community.
  - Currently we have 22 PFW families on the wait list to get care from the learning community. The total wait list is 250 families. We have been working to decrease this wait list as quickly as possible but with the eviction of May 2025 this has impacted our ability to move quickly because we are having to explain the situation to each family as they make a decision on whether to enroll with the possibility of not having care in May 2025. Since the news went out to the PFW community we have seen an uptick in calls from PFW students, staff, and faculty requesting care. This informs us that the PFW student body, staff and faculty were not aware of The Learning Community as they were before, during pre-pandemic times. We do think



that had our program since the pandemic been more publicized at and around campus, we would see an increase in PFW families.

- Currently there are seventy-five children receiving care at The Learning Community that come from sixty-five families. Fifteen of the children have a parent working or attending PFW. Eleven of the families are PFW families. This number has been more in years past, especially pre-pandemic times. This is a referral issue in that both The Learning Community and Purdue Fort Wayne could collaborate on to increase this number. We do give priority to PFW families when needing care. PFW families do not pay fees when we are on break.
  - We are a learning lab. We have had students from various disciplines such as psychology, music therapy, and the School of Education. Looking to the data from the school of education we had twenty-five students from courses EDU 34900, EDU 317000, and EDU 35200 placed at The Learning Community over three calendar years, for an average of eight students per year. This is just for School of Education data.
  - We have been a learning lab for other community partners. For high school students enrolled at Anthis via Fort Wayne Community Schools.
  - We are aware that the PFW student body demographic has changed from earlier years such as 2014/2015 and now the 6,000 PFW body is more of a traditional student instead of the non-traditional student. However, we have learned that even with this change there still is a demand for childcare among the student body.

**What is the value of the PFW and The Learning Community:**

- Having a multi-year agreement over the last decade with PFW has provided us with the ability to strive towards our mission. It has brought new opportunities to us, aiding us in being able to stay open and thriving during a global pandemic. It has been reciprocal that we have provided care to children of PFW faculty, staff, and students. We have been able to have on our board representation from PFW as community volunteers. We have had students enrolled in PFW complete their course observation and field experience hours while they are putting into practice what they are learning in the classroom. We have children six weeks to twelve years old receiving the highest level of care and education setting them on the path to being lifelong learners.
- Having the stamp of approval on the building demonstrating our partnership with PFW has been a visible mark to show how The Learning Community values excellence in education.
- Having a building well maintained by PFW has allowed us to have minimal disruption over the years of care. From the air quality study to general building maintenance, we appreciate everything PFW and PFW Foundation has done throughout the agreements. We could not do what we have done without you. We are an anchor in the East State Professional Park. We also give back by regularly visiting with the

senior assisted living program also located in the business park. This allows intergenerational learning to take place between the children and the seniors who call the facility home and helps decrease loneliness in isolation in the senior population.

**What else do you want Purdue Fort Wayne to know about?**

- The social emotional impact for all is significant with the amount of time we must pave the path forward for The Learning Community.
- There are buildings that have been vacant in the East State Professional Park for up to 5 years.
- There are for profit corporate childcare centers that are not in the business of providing the highest excellence in early childhood learning and are only out for the dollar. That is not who The Learning Community is as we value early childhood education in the way that PFW values higher education. It is about creating a safe place so that all children have the opportunity to learn and grow during their early years to become thriving adults. The children that attend The Learning Community are prepared for kindergarten. And start on a lifelong track of learning from their time at The Learning Community.
- We accomplished the level 4 paths to quality rating in 2012 by becoming accredited through a national association accrediting body. This was just two years after The Learning Community was created. We have been able to maintain this level of accreditation since that time. The National Association of Young Children is the most prestigious program recognized nationwide.
- We collect parent feedback through surveys at The Learning Community to ensure we are meeting expectations of parents as well as learning on how we can improve.
- We require multiple inspections every year and have passed all inspections.
- We provide ongoing training and professional development for all employees. We assist teachers obtaining their child development associate credentials. This credential is a nationally recognized credential that demonstrates the individual's knowledge and skills in early childhood education. In the past ten years we have been able to, in partnership with the TEACH program, help provide teachers their associate degrees and then continue to earn their bachelor's degree.

**Appendix: Childcare Student Survey – Kimball Response**

1. How many children (under the age of 12) do you have in each age range?
  - a. 0-2



- b. 3-5 = 1 Child, boy
- c. 6-12 = 1 Child, boy

2. What type of resources or programming would encourage you to stay enrolled and succeed academically as a student with family responsibilities?

It would be helpful if the university developed a policy around accommodations for caregiving responsibilities. Many students with families have kids and parents they are caring for. Most of the time, professors are accommodating and will make exceptions. However, I think it would be wise to provide guidance through an institutional-level policy that clarifies reasonable accommodations for caregiving (similar to what we have through the DAC).

3. What other types of support do you believe are lacking on campus that would help you or other students feel more supported and engaged?

It would be helpful to have a general avenue to connect with other students with families. There are a few events through the Women's Center, but schedule conflicts are a barrier. It would be helpful to be able to join a "club" or campus group that was just for students with children. Virtual communication through a discord server (like the Q center runs) would be helpful as well – since it provides an opportunity for virtual connection and asynchronous interaction & learning.

It would also be helpful if events on campus clarified whether they were "family-inclusive" or "student-exclusive". There are times where I see opportunities for events on campus where I would enjoy being my children, but I don't know if they would be welcome or allowed. It would be helpful to have clarity on that point.

4. Would resources like dedicated childcare support or family-friendly study spaces at events help support your experience at PFW?

It would be wonderful to have "family study sessions" where my children could enjoy age-appropriate activities or learning, while I have dedicated time to work on homework. I'm a divorced parent, so I have my kids on my own, every other week. On those weeks, I rely on family for support and help. I have a strong support system and I don't know how I would do this without them. However, if there were times (like the week of/leading up to finals week

and midterms) that would ease the burden and “extra” work of coordinating care for my kids and study time for myself.

5. Do you feel that there is enough support on campus for students who care for dependents? If not, what additional resources would be beneficial?

I don't feel like any of the support available on campus is designed for students with kids. There are supports that I have found helpful, as a student with kids, but none of them are designed with me and my struggles as a parent in mind.

It would be beneficial to have a campus group/club specifically for students with kids where we can find solidarity and mutual support. I am part of a “working mothers” employee resource group at work, and it has been very beneficial. People can ask for help in the ongoing group chat, get feedback, share resources, and feel less alone. There are also many who share “freebies” and “swaps” for kids clothes, baby gear, diapers, formula, and more. It's been a great place to find resources and connect with other people who have similar struggles. I think a similar group could function really well for students at PFW.

6. What resources or information would help you feel prepared for balancing school and parenting?

Maybe a “students with kids” orientation or event? Where we can connect with all of the resources on campus that are available to us, from departments we may not even think of for ourselves or our kids. I am an alumna (I got my BS here) so I had some understanding of what kinds of help are available on campus, but even I am probably missing things.

7. What is your current childcare arrangement (check all that apply)?

Full-time childcare center or church daycare

Part-time childcare center or church daycare

Full-time in home care (hired non-relative help)

Part-time in home care (hired non-relative help)

Full-time care rendered by family relative

Part-time care rendered by family relative

If other, are you willing to share the name of your childcare provider?

\_\_\_\_\_

8. Please feel free to add any additional comments, concerns, suggestions regarding childcare.

Cost is a barrier to childcare, especially since going to school is in itself a cost, and it includes an opportunity cost (I can't pick up extra shifts or a second job to make some extra money). I am giving up a lot to go to school. And balance is more like making concessions and compromises. Do homework, or get a full night's sleep? Spend time with my kids, or put extra effort into a project?

Another barrier to accessing childcare is availability. Almost all childcare centers in our area are only M-F, and close by 6/6:30pm. If I had the opportunity for weekend childcare on or near campus, even once a month, that'd be very helpful.

The only option for many of us is either family/friend help or to pay someone privately to care for our kids while we attend class/study. That's very cost prohibitive and can be unreliable as well (i.e. the babysitter's car breaks down, they get sick, etc.).

Parenting and being a student and working is a huge amount to juggle. The cognitive load is massive and is not for the faint at heart.

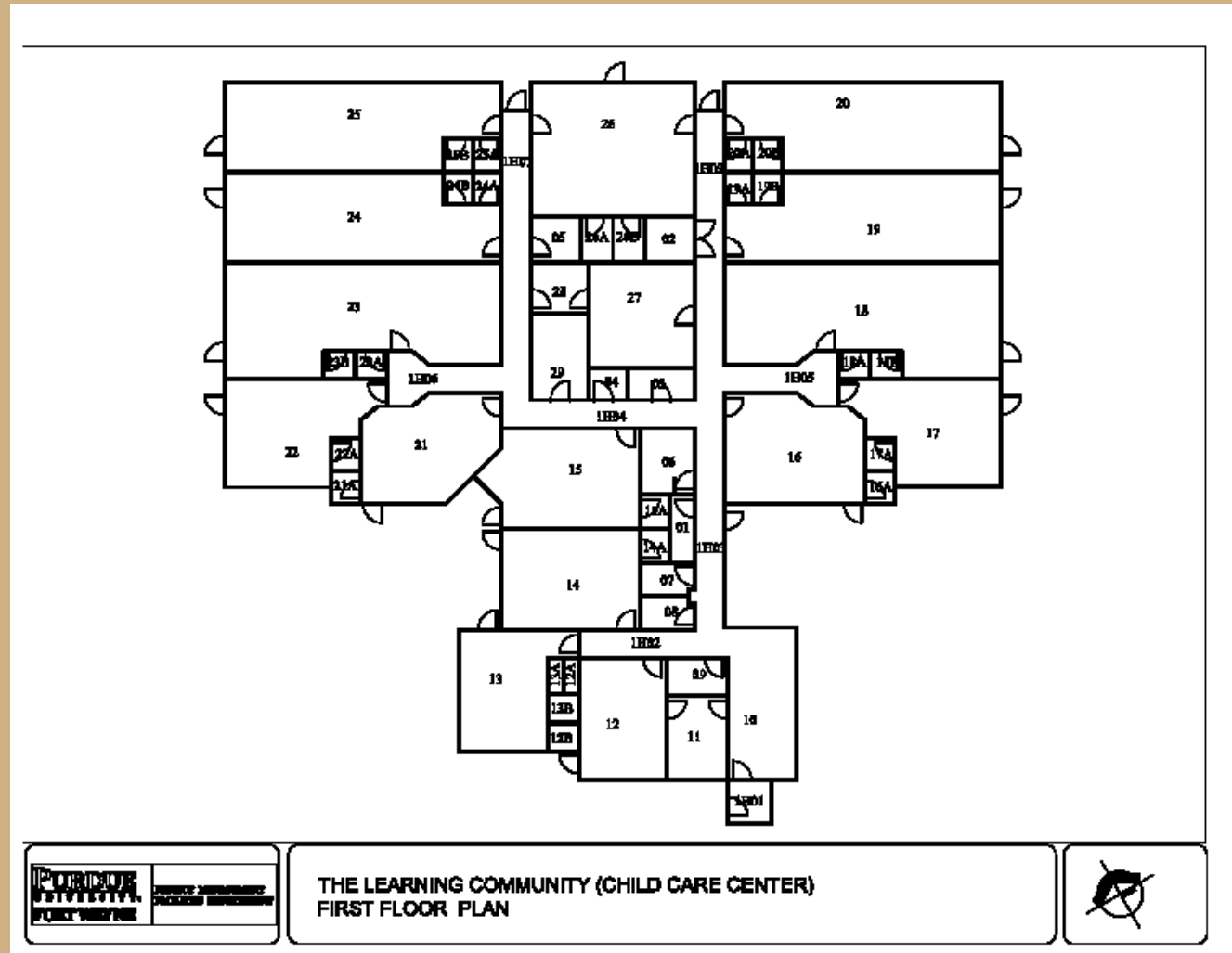
Thank you for conducting this survey and looking into ways to support students with family and caregiving duties.

## **Appendix: Child Care Center Facilities Condition Assessment**

# ***CHILD CARE CENTER FACILITIES CONDITION ASSESSMENT***

# FLOORPLAN

- Wood Frame Construction with masonry and wood veneer
- Asphalt Shingle Roof
- 11,128 SFT
- Built in 1989 (35 years old)





# EXISTING CONDITIONS

- EXTERIOR





# EXISTING CONDITIONS

- KITCHEN





# EXISTING CONDITIONS

- RESTROOMS



# ***EXISTING CONDITIONS***

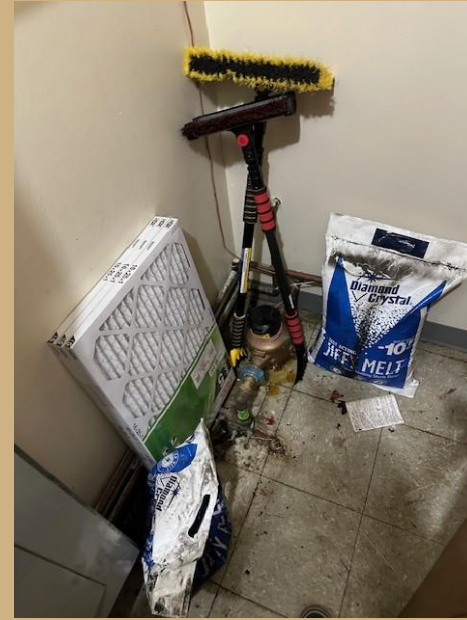
- FLOORING / GENERAL FINISHES





# EXISTING CONDITIONS

- MECHANICAL SPACES



# ***CONDITION ASSESSMENT-SUMMARY***

- Deferred Maintenance Items (should have been completed prior to 2024)
  - **\$887,930**
- Maintenance / Rehabilitation needed 2024-2034
  - **\$1,502,598**
- Maintenance / Rehabilitation needed 2035-2049
  - **\$229,406**

# ***CONDITION ASSESSMENT-MAJOR PROJECTS***

- Replace all HVAC units
- Replace Sprinkler System
- Repair/Replace site asphalt and concrete
- Renovate 22 bathrooms
- Replace all floor tile and carpeting
- Replace all lighting fixtures
- Replace all kitchen equipment
- Replace windows
- Point and re-tuck all brick
- Replace Shingle Roof



# CONDITION ASSESSMENT-DETAIL

Level 5	Description	Quantity	Percent Of Total	Construction Cost	Total Project Cost	Actual Last	Backlog	Model Predicted Next	Estimate Next	Assembly Quick Description
B30136201070 - Replace aluminum downspout, 3" x 4", .024" thick		59	100	\$ 1,288.89	\$ 1,841.27	1989	TRUE	2024		Replace downspout
D3043220RR0041 - Replace roof mounted exhaust fan	H.P. Input: 1; could not access or get tags	1600	100	\$ 4,984.87	\$ 7,121.25	1989	TRUE	2024		Replace roof mounted exhaust fan
C30235100020 - Replace carpet		1299.99	40	\$ 62,272.50	\$ 88,960.71	1989	TRUE	2024		Replace carpet
D202321RRR0003 - Replace water heater, gas / oil	ao smith	72	100	\$ 6,815.37	\$ 9,736.25	1989	TRUE	2024		Replace water heater, gas / oil
D202321RRR0003 - Replace water heater, gas / oil	ao smith	40	100	\$ 6,360.30	\$ 9,086.14	2019	TRUE	2024		Replace water heater, gas / oil
E10933150020 - Replace commercial dishwasher, 10 to 12 racks p	hobart	1	100	\$ 93,753.27	\$ 133,933.24	2010	TRUE	2024		Replace commercial dishwasher
D30533102030 - Replace furnace, gas, 100 MBH residential	Follow-up; bryant, serial 3222j04603, unsure on m	3	100	\$ 30,501.85	\$ 43,574.07	1989	TRUE	2024		Replace furnace, gas
D3053272RR0051 - Replace air conditioner, DX	Follow-up; ducane, unknown tons	1	100	\$ 13,566.51	\$ 19,380.73	1989	TRUE	2024		Replace air conditioner, DX
D3053272RR0051 - Replace air conditioner, DX	Follow-up; arcoaire rpj heat exchanger #5 &#6, un	1	100	\$ 13,566.51	\$ 19,380.73	1989	TRUE	2024		Replace air conditioner, DX
D30435302030 - Replace circulator. pump, 1 H.P.	Follow-up; for ac unit, 1 HP, unbranded	1	100	\$ 11,905.89	\$ 17,008.41	1989	TRUE	2024		Replace circulator. pump, large
A10331100010 - Minor repairs to concrete floor unfinished	Ramp; ; # of Staircases = 1; # of Stairs = 1; measure	0.07	100	\$ 506.57	\$ 723.68	1989	TRUE	2024		Repair concrete floor
C30331072020 - Refinish drywall ceiling, 12' to 24' high	popcorn dry wall ceiling	20	100	\$ 12,855.82	\$ 18,365.45		TRUE	2024		Refinish drywall ceiling
D4013XX0219XX0001 - Sprinkler System - Wet - Ordinary Hazard	Sprinkler System;	11128	100	\$ 112,392.80	\$ 160,561.14	1989	TRUE	2024		Sprinkler System - Wet - Ordinary Hazard
D2093XX0499XX0007 - Renovate Small Bathroom (1 to 3 Units, no	Small Bathroom; small toilets for children; # of Ba	12	100	\$ 129,000.00	\$ 184,285.71	1989	TRUE	2024		Renovate Small Bathroom (1 to 3 Units, no shower)
D50337100030 - Replace smoke detector	Smoke Detectors;	8.45	100	\$ 5,091.95	\$ 7,274.22	1989	TRUE	2024		Replace smoke detector
D50337120030 - Replace heat detector	Heat Detectors;	8	100	\$ 2,828.12	\$ 4,040.17	1989	TRUE	2024		Replace heat detector
D2093XX0499XX0007 - Renovate Small Bathroom (1 to 3 Units, no	Small Bathroom; medium size toilets for children;	6	100	\$ 64,500.00	\$ 92,142.86	1989	TRUE	2024		Renovate Small Bathroom (1 to 3 Units, no shower)
D2093XX0499XX0007 - Renovate Small Bathroom (1 to 3 Units, no	Small Bathroom; standard size toilets; # of Bathro	4	100	\$ 43,000.00	\$ 61,428.57	1989	TRUE	2024		Renovate Small Bathroom (1 to 3 Units, no shower)
D202321RRR0003 - Replace water heater, gas / oil	ao smith	40	100	\$ 6,360.30	\$ 9,086.14	2019	TRUE	2024		Replace water heater, gas / oil
C30132130030 - Refinish plaster wall		1977	100	\$ 35,272.05	\$ 50,388.65		FALSE	2025		Refinish plaster wall
Resurface Paving, Asphalt		1	100	\$ 200,000.00	\$ 285,714.29			2025		Repair and replace drive and sidewalks
C30132140030 - Refinish drywall	drywall	7000	10	\$ 1,394.96	\$ 1,992.80		FALSE	2025		Refinish drywall
C30132130030 - Refinish plaster wall	Plaster	1236	100	\$ 22,051.72	\$ 31,502.46		FALSE	2025		Refinish plaster wall
C30234100020 - Replace vinyl tile flooring	VAT Tile Flooring;	1299.99	60	\$ 116,768.26	\$ 166,811.81		FALSE	2025		Replace vinyl tile flooring
E1023XX0355XX0001 - Stove and Cook Top Replacement	Stove/Cook Top; garland	1	100	\$ 10,000.00	\$ 14,285.71	2010	FALSE	2025		Stove and Cook Top Replacement
E1023XX0354XX0001 - Kitchen Refrigerator Replacement	Refrigerator; true refrigerator	1	100	\$ 10,000.00	\$ 14,285.71	2010	FALSE	2025		Kitchen Refrigerator Replacement
E1093XX1195XX0001 - Kitchen Appliance Grease Hood	Kitchen Hood; aerolator, model acw	1	100	\$ 12,000.00	\$ 17,142.86	2010	FALSE	2025		Kitchen Appliance Grease Hood
E1023XX0353XX0001 - Kitchen - Walk In Freezer	Walk-in Cooler/Freezer; delfield/alco	1	100	\$ 23,210.00	\$ 33,157.14	2015	FALSE	2025		Kitchen - Walk In Freezer
D50232600030 - Replace fluoescent fixture, lay-in, recess mtd, 2' x 4', two 40 W		167	100	\$ 82,562.06	\$ 117,945.80		FALSE	2029		Replace fluoescent fixture
B30136201020 - Replace aluminum gutter, enameled, 5" K type, .032 " thick		59	100	\$ 1,529.59	\$ 2,185.12		FALSE	2029		Replace gutter
D30533302030 - Replace furnace, electric, 50 MBH residential	Follow-up; ducane, unsure of mbh, model ec1p49	2	100	\$ 5,651.05	\$ 8,072.93	2014	FALSE	2029		Replace furnace, electric
B20331111030 - Replace 3'-0" x 7'-0" aluminum storefront doors		2	100	\$ 10,350.98	\$ 14,787.11		FALSE	2029		Replace exterior storefront door
B20131453010 - Replace & finish wood clapboards		73	10	\$ 21,850.80	\$ 31,215.43		FALSE	2029		Replace & finish wood clapboards
D3053272RR0051 - Replace air conditioner, DX	thermal zone, model tzaa348cc757	5	100	\$ 67,746.28	\$ 96,780.40	2017	FALSE	2030		Replace air conditioner, DX
B20131193020 - Point clay brick wall		73	80	\$ 126,357.42	\$ 180,510.60		FALSE	2030		Point clay brick wall
B20339611040 - Replace steel gate	fencing all around the outdoor play areas	1	100	\$ 1,036.48	\$ 1,480.69	2000	FALSE	2030		Replace steel gate
D3053272RR0051 - Replace air conditioner, DX	bryant, model 113apa060-g	5	100	\$ 57,746.28	\$ 82,494.68	2022	FALSE	2032		Replace air conditioner, DX
B20332201030 - Replace 3'-0" x 7'-0" steel, painted, door		17	100	\$ 32,138.34	\$ 45,911.91		FALSE	2034		Replace exterior door
B20231021040 - Replace 3'-9" x 5'-5" steel frame window - 1st flc	Fixed;	24	100	\$ 87,946.55	\$ 125,637.93	1989	FALSE	2034		Replace window (medium)
D50337100030 - Replace smoke detector	Smoke Detectors;	8.45	100	\$ 5,091.95	\$ 7,274.22		FALSE	2034		Replace smoke detector
B30131460700 - Total asphalt shingle roof replacement		122.39	100	\$ 121,113.93	\$ 173,019.91	2014	FALSE	2034		Replace asphalt roof
D20231100060 - Replace pipe and fittings, copper 2"		440	100	\$ 48,854.43	\$ 69,792.05		FALSE	2039		Replace pipe and fittings
D50231280010 - Replace branch wiring 600 V		10.3	100	\$ 31,879.34	\$ 45,541.91		FALSE	2039		Replace branch wiring
D50231301060 - Replace circuit breaker molded case, 480 V, 3 pole circuit breaker		5	100	\$ 13,741.20	\$ 19,630.29		FALSE	2039		Replace circuit breaker
D20331300080 - Replace pipe, 2" pipe and fittings, PVC		440	100	\$ 66,109.82	\$ 94,442.61		FALSE	2049		Replace pipe and fittings
	<b>TOTAL</b>			<b>\$ 1,833,955.04</b>	<b>\$ 2,619,935.76</b>					

**Appendix: The Learning Center IRS Form 990 for 2023**



**Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)** Do not enter social security numbers on this form as it may be made public.  
 Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

**A For the 2023 calendar year, or tax year beginning 01-01-2023, and ending 12-31-2023**

**B** Check if applicable:  
 Address change  
 Name change  
 Initial return  
 Final return/terminated  
 Amended return  
 Application pending

**C** Name of organization: THE LEARNING COMMUNITY INC  
 Doing business as:  
 Number and street (or P.O. box if mail is not delivered to street address) Room/suite: 2041 REED RD  
 City or town, state or province, country, and ZIP or foreign postal code: FORT WAYNE, IN 46815

**D** Employer identification number: 46-2625575  
**E** Telephone number: (260) 424-8852  
**G** Gross receipts \$ 724,881

**F** Name and address of principal officer:  
 BRAD HAND  
 3615 HARTZELL ROAD  
 FORT WAYNE, IN 46806

**H(a)** Is this a group return for subordinates?  Yes  No  
**H(b)** Are all subordinates included?  Yes  No  
 If "No," attach a list. See instructions.  
**H(c)** Group exemption number

**I** Tax-exempt status:  501(c)(3)  501(c) ( ) (insert no.)  4947(a)(1) or  527

**J** Website: THELEARNINGCOMMUNITYFW.COM

**K** Form of organization:  Corporation  Trust  Association  Other  
**L** Year of formation: 2013 **M** State of legal domicile: IN

**Part I Summary**

<b>Activities &amp; Governance</b>	<b>1</b> Briefly describe the organization's mission or most significant activities: TO PROVIDE EARLY EDUCATION AND CHILDCARE FOR CHILDREN AGES 6 WEEKS THROUGH 12 YEARS IN THE COMMUNITY. WE SERVE AS AN ACADMEIC LABORATORY FOR FACULTY AND STUDENTS IN THE FIELDS OF EARLY CHILDHOOD EDUCATION, PSYCHOLOGY AND OTHER RELATED FIELDS.			
	<b>2</b> Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.			
	<b>3</b> Number of voting members of the governing body (Part VI, line 1a)	<b>3</b>	7	
	<b>4</b> Number of independent voting members of the governing body (Part VI, line 1b)	<b>4</b>	6	
	<b>5</b> Total number of individuals employed in calendar year 2023 (Part V, line 2a)	<b>5</b>	40	
	<b>6</b> Total number of volunteers (estimate if necessary)	<b>6</b>		
	<b>7a</b> Total unrelated business revenue from Part VIII, column (C), line 12	<b>7a</b>	0	
	<b>7b</b> Net unrelated business taxable income from Form 990-T, Part I, line 11	<b>7b</b>		
	<b>Revenue</b>	<b>8</b> Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
		<b>9</b> Program service revenue (Part VIII, line 2g)	392,614	35,103
<b>10</b> Investment income (Part VIII, column (A), lines 3, 4, and 7d)		625,017	689,533	
<b>11</b> Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		-212	245	
<b>12</b> Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)		536	0	
<b>Expenses</b>	<b>13</b> Grants and similar amounts paid (Part IX, column (A), lines 1-3)	1,017,955	724,881	
	<b>14</b> Benefits paid to or for members (Part IX, column (A), line 4)		0	
	<b>15</b> Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	729,432	796,658	
	<b>16a</b> Professional fundraising fees (Part IX, column (A), line 11e)		0	
	<b>b</b> Total fundraising expenses (Part IX, column (D), line 25) 0			
<b>17</b> Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	338,016	270,803		
<b>18</b> Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	1,067,448	1,067,461		
<b>19</b> Revenue less expenses. Subtract line 18 from line 12	-49,493	-342,580		
<b>Net Assets or Fund Balances</b>	<b>20</b> Total assets (Part X, line 16)	Beginning of Current Year	End of Year	
	<b>21</b> Total liabilities (Part X, line 26)	376,209	85,629	
	<b>22</b> Net assets or fund balances. Subtract line 21 from line 20	199,500	251,500	
		176,709	-165,871	

**Part II Signature Block**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

**Sign Here** Signature of officer: BRAD HAND DIR/ADMINISTRATOR Date: 2024-02-29  
 Type or print name and title

**Paid Preparer Use Only** Print/Type preparer's name: CHRISTEN SOUERS LLC Preparer's signature: Date: 2024-02-29 Check  if self-employed PTIN: P00416034  
 Firm's name: CHRISTEN SOUERS LLC Firm's EIN: 35-2110134  
 Firm's address: 10347 DAWSONS CREEK BLVD STE C FORT WAYNE, IN 468251905 Phone no. (260) 484-0653

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission:

EARLY EDUCATION AND CHILDCARE FOR CHILDREN AGES 6 WEEKS THROUGH 12 YEARS. ACADEMIC LABORATORY FOR FACULTY AND STUDENTS IN THE FIELDS OF EARLY CHILDHOOD EDUCATION, PSYCHOLOGY AND OTHER RELATED FIELDS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ?

Yes No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services?

Yes No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code: ) (Expenses \$ 945,475 including grants of \$ ) (Revenue \$ 689,533 )

EARLY EDUCATION AND CHILDCARE FOR CHILDREN AGES 6 WEEKS THROUGH 12 YEARS. ACADEMIC LABORATORY FOR FACULTY AND STUDENTS IN THE FIELDS OF EARLY CHILDHOOD EDUCATION, PSYCHOLOGY AND OTHER RELATED FIELDS.

4b (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

4c (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$ ) (Revenue \$ )

4e Total program service expenses 945,475



Part IV Checklist of Required Schedules

Table with 3 columns: Question ID, Question Text, Yes, No. Contains 21 numbered questions regarding organizational requirements and schedules.

Part IV Checklist of Required Schedules (continued)

Table with 3 columns: Question ID, Question Text, and Yes/No columns. Rows include questions 22 through 38 regarding grants, compensation, tax-exempt bonds, and organizational transactions.

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Table with 3 columns: Question ID, Question Text, and Yes/No columns. Rows include questions 1a, 1b, and 1c regarding Form 1096, W-2G forms, and backup withholding rules.



Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

Form with questions 2a through 17 regarding IRS filings and tax compliance, including sections on 501(c)(7), 501(c)(12), 501(c)(29), and 501(c)(21) organizations.

Part VI Governance, Management, and Disclosure. For each "Yes" response to lines 2 through 7b below, and for a "No" response to lines 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions. Check if Schedule O contains a response or note to any line in this Part VI.

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include: 1a (Voting members), 1b (Independent members), 2 (Family relationships), 3 (Management delegation), 4 (Governing documents), 5 (Asset diversion), 6 (Members/stockholders), 7a (Power to elect), 7b (Governance decisions), 8 (Meeting documentation), 8a (Governing body), 8b (Committee), 9 (Unreachable officer).

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 3 columns: Question, Yes, No. Rows include: 10a (Local chapters), 10b (Written policies), 11a (Form 990 distribution), 11b (Schedule O process), 12a (Conflict of interest policy), 12b (Disclosure of interests), 12c (Policy monitoring), 13 (Whistleblower policy), 14 (Document retention), 15a/b (Compensation review), 16a (Joint ventures), 16b (Joint venture policy).

Section C. Disclosure

Table with 2 columns: Question, Answer. Rows include: 17 (States for Form 990), 18 (Public inspection methods), 19 (Governing documents availability), 20 (Person with books and records).









**Part VIII Statement of Revenue**

Check if Schedule O contains a response or note to any line in this Part VIII . . . . .

	(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants, and Other Similar Amounts				
<b>1a</b> Federated campaigns . . . . .		<b>1a</b>		
<b>b</b> Membership dues . . . . .		<b>1b</b>		
<b>c</b> Fundraising events . . . . .		<b>1c</b>		
<b>d</b> Related organizations . . . . .		<b>1d</b>		
<b>e</b> Government grants (contributions) . . . . .		<b>1e</b>		
<b>f</b> All other contributions, gifts, grants, and similar amounts not included above . . . . .		<b>1f</b>	35,103	
<b>g</b> Noncash contributions included in lines 1a - 1f: \$ . . . . .		<b>1g</b>		
<b>h Total.</b> Add lines 1a-1f: . . . . .				35,103

Program Service Revenue		Business Code	(A)	(B)	(C)	(D)
<b>2a</b> PROGRAM FEES			689,533	689,533		
<b>b</b>						
<b>c</b>						
<b>d</b>						
<b>e</b>						
<b>f</b> All other program service revenue.						
<b>g Total.</b> Add lines 2a-2f. . . . .			689,533			

Other Revenue	<b>3</b> Investment income (including dividends, interest, and other similar amounts)		245			245	
	<b>4</b> Income from investment of tax-exempt bond proceeds						
	<b>5</b> Royalties . . . . .						
	<b>6a</b> Gross rents	(i) Real	<b>6a</b>				
		(ii) Personal	<b>6b</b>				
		<b>6c</b>					
	<b>b</b> Less: rental expenses						
	<b>c</b> Rental income or (loss)						
	<b>d</b> Net rental income or (loss) . . . . .						
	<b>7a</b> Gross amount from sales of assets other than inventory	(i) Securities	<b>7a</b>				
		(ii) Other	<b>7b</b>				
		<b>7c</b>					
	<b>b</b> Less: cost or other basis and sales expenses						
	<b>c</b> Gain or (loss)						
	<b>d</b> Net gain or (loss) . . . . .						
<b>8a</b> Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18 . . . . .	<b>8a</b>						
<b>b</b> Less: direct expenses	<b>8b</b>						
<b>c</b> Net income or (loss) from fundraising events . . . . .							
<b>9a</b> Gross income from gaming activities. See Part IV, line 19 . . . . .	<b>9a</b>						
<b>b</b> Less: direct expenses	<b>9b</b>						
<b>c</b> Net income or (loss) from gaming activities . . . . .							
<b>10a</b> Gross sales of inventory, less returns and allowances . . . . .	<b>10a</b>						
<b>b</b> Less: cost of goods sold	<b>10b</b>						
<b>c</b> Net income or (loss) from sales of inventory . . . . .							

Other Revenue Misc Amt		Business Code	(A)	(B)	(C)	(D)
<b>11a</b>						
<b>b</b>						
<b>c</b>						
<b>d</b> All other revenue . . . . .						
<b>e Total.</b> Add lines 11a-11d . . . . .						
<b>12 Total revenue.</b> See instructions . . . . .			724,881	689,533		245



**Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

<b>Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.</b>	<b>(A)</b> Total expenses	<b>(B)</b> Program service expenses	<b>(C)</b> Management and general expenses	<b>(D)</b> Fundraising expenses
<b>1</b> Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 . . . . .				
<b>2</b> Grants and other assistance to domestic individuals. See Part IV, line 22 . . . . .				
<b>3</b> Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16. . . . . .				
<b>4</b> Benefits paid to or for members . . . . .				
<b>5</b> Compensation of current officers, directors, trustees, and key employees . . . . .				
<b>6</b> Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B) . . . . .				
<b>7</b> Other salaries and wages . . . . .	737,280	643,550	93,730	
<b>8</b> Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions) . . . . .				
<b>9</b> Other employee benefits . . . . .				
<b>10</b> Payroll taxes . . . . .	59,378	52,178	7,200	
<b>11</b> Fees for services (non-employees):				
<b>a</b> Management . . . . .				
<b>b</b> Legal . . . . .	30	30		
<b>c</b> Accounting . . . . .	1,895		1,895	
<b>d</b> Lobbying . . . . .				
<b>e</b> Professional fundraising services. See Part IV, line 17				
<b>f</b> Investment management fees . . . . .				
<b>g</b> Other (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O)				
<b>12</b> Advertising and promotion . . . . .				
<b>13</b> Office expenses . . . . .	15,495		15,495	
<b>14</b> Information technology . . . . .				
<b>15</b> Royalties . . . . .				
<b>16</b> Occupancy . . . . .	27,173	27,173		
<b>17</b> Travel . . . . .				
<b>18</b> Payments of travel or entertainment expenses for any federal, state, or local public officials . . . . .				
<b>19</b> Conferences, conventions, and meetings . . . . .				
<b>20</b> Interest . . . . .	5,754	5,754		
<b>21</b> Payments to affiliates . . . . .				
<b>22</b> Depreciation, depletion, and amortization . . . . .	15,007	15,007		
<b>23</b> Insurance . . . . .	35,037	35,037		
<b>24</b> Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
<b>a</b> PROGRAM SUPPLIES	40,279	40,279		
<b>b</b> FOOD	39,161	39,161		
<b>c</b> MAINTENANCE SUPPLIES	23,683	23,683		
<b>d</b> STAFF APPRECIATION	17,639	17,639		
<b>e</b> All other expenses	49,650	45,984	3,666	
<b>25 Total functional expenses.</b> Add lines 1 through 24e	1,067,461	945,475	121,986	0
<b>26 Joint costs.</b> Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720).				

**Part X Balance Sheet**

Check if Schedule O contains a response or note to any line in this Part IX

		(A) Beginning of year		(B) End of year	
<b>Assets</b>	<b>1</b> Cash-non-interest-bearing . . . . .	70,709	<b>1</b>	7,697	
	<b>2</b> Savings and temporary cash investments	213,872	<b>2</b>	72	
	<b>3</b> Pledges and grants receivable, net . . . . .		<b>3</b>		
	<b>4</b> Accounts receivable, net . . . . .		<b>4</b>		
	<b>5</b> Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		<b>5</b>		
	<b>6</b> Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		<b>6</b>		
	<b>7</b> Notes and loans receivable, net . . . . .		<b>7</b>		
	<b>8</b> Inventories for sale or use . . . . .		<b>8</b>		
	<b>9</b> Prepaid expenses and deferred charges . . . . .		<b>9</b>		
	<b>10a</b> Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	166,134			
	<b>b</b> Less: accumulated depreciation	88,274	91,628	<b>10c</b>	77,860
	<b>11</b> Investments—publicly traded securities . . . . .		<b>11</b>		
	<b>12</b> Investments—other securities. See Part IV, line 11 . . . . .		<b>12</b>		
	<b>13</b> Investments—program-related. See Part IV, line 11 . . . . .		<b>13</b>		
	<b>14</b> Intangible assets . . . . .		<b>14</b>		
	<b>15</b> Other assets. See Part IV, line 11		<b>15</b>		
<b>16 Total assets:</b> Add lines 1 through 15 (must equal line 33) . . . . .	376,209	<b>16</b>	85,629		
<b>Liabilities</b>	<b>17</b> Accounts payable and accrued expenses . . . . .		<b>17</b>		
	<b>18</b> Grants payable . . . . .		<b>18</b>		
	<b>19</b> Deferred revenue . . . . .		<b>19</b>		
	<b>20</b> Tax-exempt bond liabilities . . . . .		<b>20</b>		
	<b>21</b> Escrow or custodial account liability. Complete Part IV of Schedule D		<b>21</b>		
	<b>22</b> Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		<b>22</b>	27,000	
	<b>23</b> Secured mortgages and notes payable to unrelated third parties . . . . .	199,500	<b>23</b>	224,500	
	<b>24</b> Unsecured notes and loans payable to unrelated third parties . . . . .		<b>24</b>		
	<b>25</b> Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17 - 24). Complete Part X of Schedule D		<b>25</b>		
	<b>26 Total liabilities:</b> Add lines 17 through 25 . . . . .	199,500	<b>26</b>	251,500	
<b>Net Assets or Fund Balances</b>	<b>Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.</b>				
	<b>27</b> Net assets without donor restrictions . . . . .	176,709	<b>27</b>	-165,871	
	<b>28</b> Net assets with donor restrictions		<b>28</b>		
	<b>Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.</b>				
	<b>29</b> Capital stock or trust principal, or current funds . . . . .		<b>29</b>		
	<b>30</b> Paid-in or capital surplus, or land, building or equipment fund . . . . .		<b>30</b>		
	<b>31</b> Retained earnings, endowment, accumulated income, or other funds		<b>31</b>		
	<b>32</b> Total net assets or fund balances	176,709	<b>32</b>	-165,871	
<b>33</b> Total liabilities and net assets/fund balances	376,209	<b>33</b>	85,629		



**Part XI Reconciliation of Net Assets**  
 Check if Schedule O contains a response or note to any line in this Part XI

<b>1</b>	Total revenue (must equal Part VIII, column (A), line 12)	<b>1</b>	724,881
<b>2</b>	Total expenses (must equal Part IX, column (A), line 25)	<b>2</b>	1,067,461
<b>3</b>	Revenue less expenses. Subtract line 2 from line 1	<b>3</b>	-342,580
<b>4</b>	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	<b>4</b>	176,709
<b>5</b>	Net unrealized gains (losses) on investments	<b>5</b>	
<b>6</b>	Donated services and use of facilities	<b>6</b>	
<b>7</b>	Investment expenses	<b>7</b>	
<b>8</b>	Prior period adjustments	<b>8</b>	
<b>9</b>	Other changes in net assets or fund balances (explain in Schedule O)	<b>9</b>	
<b>10</b>	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (A))	<b>10</b>	-165,871

**Part XII Financial Statements and Reporting**  
 Check if Schedule O contains a response or note to any line in this Part XII

	Yes	No
<b>1</b> Accounting method used to prepare the Form 990: <input checked="" type="checkbox"/> Cash <input type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.		
<b>2a</b> Were the organization's financial statements compiled or reviewed by an independent accountant? If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		No
<b>b</b> Were the organization's financial statements audited by an independent accountant? If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		No
<b>c</b> If "Yes," to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.		
<b>3a</b> As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?		No
<b>b</b> If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.		

**SCHEDULE A**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Public Charity Status and Public Support**  
Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.  
▶ Attach to Form 990 or Form 990-EZ.  
▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

OMB No. 1545-0047

**2023**

**Open to Public Inspection**

**Name of the organization**  
THE LEARNING COMMUNITY INC

**Employer identification number**

46-2625575

**Part I Reason for Public Charity Status** (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1  A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2  A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990).)
- 3  A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4  A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: \_\_\_\_\_
- 5  An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6  A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7  An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8  A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9  An agricultural research organization described in **170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land grant college of agriculture. See instructions. Enter the name, city, and state of the college or university: \_\_\_\_\_
- 10  An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 11  An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 12  An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
  - a  **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
  - b  **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
  - c  **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
  - d  **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
  - e  Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
  - f Enter the number of supported organizations . . . . . \_\_\_\_\_
  - g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization, (described on lines 1- 10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
<b>Total</b>						



**Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**  
 (Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization failed to qualify under the tests listed below, please complete Part III.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grant.") . . .						
<b>2</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf . . . . .						
<b>3</b> The value of services or facilities furnished by a governmental unit to the organization without charge..						
<b>4 Total.</b> Add lines 1 through 3						
<b>5</b> The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f) . . . . .						
<b>6 Public support.</b> Subtract line 5 from line 4.						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
<b>7</b> Amounts from line 4. . . . .						
<b>8</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources . . . . .						
<b>9</b> Net income from unrelated business activities, whether or not the business is regularly carried on . . . . .						
<b>10</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.). . . . .						
<b>11 Total support.</b> Add lines 7 through 10						
<b>12</b> Gross receipts from related activities, etc. (see instructions) . . . . .					<b>12</b>	
<b>13 First 5 years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b> . . . . .						<input type="checkbox"/>

**Section C. Computation of Public Support Percentage**

<b>14</b> Public support percentage for 2023 (line 6, column (f) divided by line 11, column (f)) . . . . .	<b>14</b>	
<b>15</b> Public support percentage for 2022 Schedule A, Part II, line 14 . . . . .	<b>15</b>	
<b>16a 33 1/3% support test—2023.</b> If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization . . . . .		<input type="checkbox"/>
<b>b 33 1/3% support test—2022.</b> If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization . . . . .		<input type="checkbox"/>
<b>17a 10%-facts-and-circumstances test—2023.</b> If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization . . . . .		<input type="checkbox"/>
<b>b 10%-facts-and-circumstances test—2022.</b> If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization . . . . .		<input type="checkbox"/>
<b>18 Private foundation.</b> If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions . . . . .		<input type="checkbox"/>



**Part III Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	27,689	124,528	293,880	138,010	-219,501	364,606
<b>2</b> Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose	863,312	687,284	701,505	625,764	689,533	3,567,398
<b>3</b> Gross receipts from activities that are not an unrelated trade or business under section 513						
<b>4</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
<b>5</b> The value of services or facilities furnished by a governmental unit to the organization without charge						
<b>6 Total.</b> Add lines 1 through 5	891,001	811,812	995,385	763,774	470,032	3,932,004
<b>7a</b> Amounts included on lines 1, 2, and 3 received from disqualified persons					5,981	5,981
<b>b</b> Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year.						
<b>c</b> Add lines 7a and 7b.					5,981	5,981
<b>8 Public support.</b> (Subtract line 7c from line 6.)						3,926,023

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
<b>9</b> Amounts from line 6.	891,001	811,812	995,385	763,774	470,032	3,932,004
<b>10a</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources			276	496	245	1,017
<b>b</b> Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975.						
<b>c</b> Add lines 10a and 10b.			276	496	245	1,017
<b>11</b> Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on.						
<b>12</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
<b>13 Total support.</b> (Add lines 9, 10c, 11, and 12.)	891,001	811,812	995,661	764,270	470,277	3,933,021
<b>14 First 5 years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here.</b> <input type="checkbox"/>						

**Section C. Computation of Public Support Percentage**

<b>15</b> Public support percentage for 2023 (line 8, column (f) divided by line 13, column (f))	<b>15</b>	99.820 %
<b>16</b> Public support percentage from 2022 Schedule A, Part III, line 15	<b>16</b>	99.980 %

**Section D. Computation of Investment Income Percentage**

<b>17</b> Investment income percentage for 2023 (line 10c, column (f) divided by line 13, column (f))	<b>17</b>	0 %
<b>18</b> Investment income percentage from 2022 Schedule A, Part III, line 17	<b>18</b>	0 %

- 19a 33 1/3% support tests—2023.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization.
- b 33 1/3% support tests—2022.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3% and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization.
- 20 Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions.

**Part IV Supporting Organizations**

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, of Part I, complete Sections A and B. If you checked box 12b, of Part I, complete Sections A and C. If you checked box 12c, of Part I, complete Sections A, D, and E. If you checked box 12d, of Part I, complete Sections A and D, and complete Part V.)

**Section A. All Supporting Organizations**

		Yes	No
<b>1</b>	Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
<b>2</b>	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
<b>3a</b>	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
<b>b</b>	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
<b>c</b>	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
<b>4a</b>	Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes" and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
<b>b</b>	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
<b>c</b>	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
<b>5a</b>	Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
<b>b</b>	<b>Type I or Type II only.</b> Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
<b>c</b>	<b>Substitutions only.</b> Was the substitution the result of an event beyond the organization's control?		
<b>6</b>	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
<b>7</b>	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990) .</i>		
<b>8</b>	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
<b>9a</b>	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
<b>b</b>	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>c</b>	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>10a</b>	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
<b>b</b>	Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings).</i>		



**Part IV Supporting Organizations (continued)**

		Yes	No
<b>11</b>	Has the organization accepted a gift or contribution from any of the following persons?		
<b>a</b>	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?		
	<b>11a</b>		
<b>b</b>	A family member of a person described on 11a above?		
	<b>11b</b>		
<b>c</b>	A 35% controlled entity of a person described on line 11a or 11b above? <i>If "Yes" to 11a, 11b, or 11c, provide detail in Part VI.</i>		
	<b>11c</b>		

**Section B. Type I Supporting Organizations**

		Yes	No
<b>1</b>	Did the officers, directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
	<b>1</b>		
<b>2</b>	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised or controlled the supporting organization.</i>		
	<b>2</b>		

**Section C. Type II Supporting Organizations**

		Yes	No
<b>1</b>	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		
	<b>1</b>		

**Section D. All Type III Supporting Organizations**

		Yes	No
<b>1</b>	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
	<b>1</b>		
<b>2</b>	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
	<b>2</b>		
<b>3</b>	By reason of the relationship described in line 2 above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		
	<b>3</b>		

**Section E. Type III Functionally-Integrated Supporting Organizations**

- 1** Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):
- a** The organization satisfied the Activities Test. Complete **line 2** below.
  - b** The organization is the parent of each of its supported organizations. Complete **line 3** below.
  - c** The organization supported a governmental entity. Describe in **Part VI** how you supported a government entity (see instructions)

**2** Activities Test. **Answer lines 2a and 2b below.**

- a** Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*
- b** Did the activities described on line 2a, above constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*

**3** Parent of Supported Organizations. **Answer lines 3a and 3b below.**

- a** Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If "Yes" or "No," provide details in Part VI.*
- b** Did the organization exercise a substantial degree of direction over the policies, programs and activities of each of its supported organizations? *If "Yes," describe in Part VI the role played by the organization in this regard.*

		Yes	No
	<b>2a</b>		
	<b>2b</b>		
	<b>3a</b>		
	<b>3b</b>		



**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

- 1**  Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in **Part VI**). See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

<b>Section A - Adjusted Net Income</b>		(A) Prior Year	(B) Current Year (optional)
<b>1</b>	Net short-term capital gain	<b>1</b>	
<b>2</b>	Recoveries of prior-year distributions	<b>2</b>	
<b>3</b>	Other gross income (see instructions)	<b>3</b>	
<b>4</b>	Add lines 1 through 3	<b>4</b>	
<b>5</b>	Depreciation and depletion	<b>5</b>	
<b>6</b>	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	<b>6</b>	
<b>7</b>	Other expenses (see instructions)	<b>7</b>	
<b>8</b>	<b>Adjusted Net Income</b> (subtract lines 5, 6 and 7 from line 4)	<b>8</b>	
<b>Section B - Minimum Asset Amount</b>		(A) Prior Year	(B) Current Year (optional)
<b>1</b>	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):	<b>1</b>	
<b>a</b>	Average monthly value of securities	<b>1a</b>	
<b>b</b>	Average monthly cash balances	<b>1b</b>	
<b>c</b>	Fair market value of other non-exempt-use assets	<b>1c</b>	
<b>d</b>	<b>Total</b> (add lines 1a, 1b, and 1c)	<b>1d</b>	
<b>e</b>	<b>Discount</b> claimed for blockage or other factors (explain in detail in <b>Part VI</b> ):		
<b>2</b>	Acquisition indebtedness applicable to non-exempt use assets	<b>2</b>	
<b>3</b>	Subtract line 2 from line 1d	<b>3</b>	
<b>4</b>	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	<b>4</b>	
<b>5</b>	Net value of non-exempt-use assets (subtract line 4 from line 3)	<b>5</b>	
<b>6</b>	Multiply line 5 by 0.035	<b>6</b>	
<b>7</b>	Recoveries of prior-year distributions	<b>7</b>	
<b>8</b>	<b>Minimum Asset Amount</b> (add line 7 to line 6)	<b>8</b>	
<b>Section C - Distributable Amount</b>			Current Year
<b>1</b>	Adjusted net income for prior year (from Section A, line 8, Column A)	<b>1</b>	
<b>2</b>	Enter 85% of line 1	<b>2</b>	
<b>3</b>	Minimum asset amount for prior year (from Section B, line 8, Column A)	<b>3</b>	
<b>4</b>	Enter greater of line 2 or line 3	<b>4</b>	
<b>5</b>	Income tax imposed in prior year	<b>5</b>	
<b>6</b>	<b>Distributable Amount.</b> Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	<b>6</b>	
<b>7</b>	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions)		



**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** (continued)

Section D - Distributions	Current Year
<b>1</b> Amounts paid to supported organizations to accomplish exempt purposes	<b>1</b>
<b>2</b> Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	<b>2</b>
<b>3</b> Administrative expenses paid to accomplish exempt purposes of supported organizations	<b>3</b>
<b>4</b> Amounts paid to acquire exempt-use assets	<b>4</b>
<b>5</b> Qualified set-aside amounts (prior IRS approval required - provide details in <b>Part VI</b> )	<b>5</b>
<b>6</b> Other distributions (describe in <b>Part VI</b> ). See instructions	<b>6</b>
<b>7 Total annual distributions.</b> Add lines 1 through 6.	<b>7</b>
<b>8</b> Distributions to attentive supported organizations to which the organization is responsive (provide details in <b>Part VI</b> ). See instructions	<b>8</b>
<b>9</b> Distributable amount for 2023 from Section C, line 6	<b>9</b>
<b>10</b> Line 8 amount divided by Line 9 amount	<b>10</b>

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2023	(iii) Distributable Amount for 2023
<b>1</b> Distributable amount for 2023 from Section C, line 6			
<b>2</b> Underdistributions, if any, for years prior to 2023 (reasonable cause required-- explain in <b>Part VI</b> ). See instructions.			
<b>3</b> Excess distributions carryover, if any, to 2023:			
<b>a</b> From 2018. . . . .			
<b>b</b> From 2019. . . . .			
<b>c</b> From 2020. . . . .			
<b>d</b> From 2021. . . . .			
<b>e</b> From 2022. . . . .			
<b>f Total</b> of lines 3a through e			
<b>g</b> Applied to underdistributions of prior years			
<b>h</b> Applied to 2023 distributable amount			
<b>i</b> Carryover from 2018 not applied (see instructions)			
<b>j</b> Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
<b>4</b> Distributions for 2023 from Section D, line 7: \$			
<b>a</b> Applied to underdistributions of prior years			
<b>b</b> Applied to 2023 distributable amount			
<b>c</b> Remainder. Subtract lines 4a and 4b from line 4.			
<b>5</b> Remaining underdistributions for years prior to 2023, if any. Subtract lines 3g and 4a from line 2. If the amount is greater than zero, explain in <b>Part VI</b> . See instructions.			
<b>6</b> Remaining underdistributions for 2023. Subtract lines 3h and 4b from line 1. If the amount is greater than zero, explain in <b>Part VI</b> . See instructions.			
<b>7</b> Excess distributions carryover to 2024. Add lines 3j and 4c.			
<b>8</b> Breakdown of line 7:			
<b>a</b> Excess from 2019. . . . .			
<b>b</b> Excess from 2020. . . . .			
<b>c</b> Excess from 2021. . . . .			
<b>d</b> Excess from 2022. . . . .			
<b>e</b> Excess from 2023. . . . .			

**Part VI Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions).

**Facts And Circumstances Test**

Return Reference	Explanation
SUPPORTING SCHEDULE	2021 PPP LOAN FORGIVENESS INCOME 254,604
SUPPLEMENTAL INFORMATION	PPP LOAN FORGIVENESS INCOME WAS IN 2021



MEMORANDUM

TO: Cigdem Gurgur, Chair  
Executive Committee

FROM: James McHann, Chair  
University Resources Advisory Committee

DATE: 12/18/2024

SUBJ: Addendum to Report in Response to EC Charge to URAC Concerning Daycare at PFW

---

**Sales Update on the Reed Road Property**

The Purdue Fort Wayne Foundation has accepted an offer to purchase the property on Reed Road from a national childcare provider with 41 facilities in nine states. The sale is expected to be finalized by February 4th.

This purchaser has stated it intends to continue the relationship with the PFW School of Education and is currently in discussions with The Learning Community (TLC) to continue to operate the childcare center. They have made assurances that the facility will continue to provide childcare services after the closing date.

Consistent with what was announced in August, the PFW Foundation will extend TLC's lease until the February 4 closing date.

The PFW Foundation received one other offer that was 21 percent lower than the accepted offer.

As we have expressed from the beginning, PFW and the PFW Foundation are committed to fostering a family-friendly environment that recognizes and supports the day care, childcare, and childhood education needs of our faculty, staff, and students. We believe this positive development supports the PFW Foundation's stated goal of finding a buyer that can help achieve these aspirations.

This is the culmination of months of hard work that were devoted to ensuring this facility's next chapter includes childcare services.

Glen Nakata  
BJ Hull

MEMORANDUM

TO: Cigdem Z. Gurgur, Chair  
Senate Executive Committee

FROM: Holly Hullinger, Chair  
Educational Policy Committee

DATE: 12/10/2024

SUBJ: Academic Regulations to Extend the Course Withdrawal Deadline

---

**WHEREAS** the attached memorandum is reviewed and approved by the Educational Policy Committee;

**BE IT RESOLVED** that the attached resolution be considered by the Senate.

<b>Approved</b>	<b>Opposed</b>	<b>Abstention</b>	<b>Absent</b>	<b>Non-Voting</b>
Michael Wolf				
Terri Swim				
Abby Blackmon				
Stephen Buttes				
Sherrie Steiner				
Jaiyanth Daniel				
Tara Lewis				
Jenna Rupp				
Andres Montenegro				
Sarah Wagner				

---

## Memorandum

**To:** Educational Policy Committee

**From:** Abby Blackmon, Director of Student Conduct and Care; David Cochran, Professor of Systems Engineering; Kent Johnson, Executive Director for Academic Accountability and Student Success; Noor O’Neill, Professor of Anthropology

**Date:** Tuesday, November 5, 2024

**Subject:** Updating PFW Academic Regulations to Extend the Course Withdrawal Deadline

---

**WHEREAS** [Senate Document \(SD\) 16-45](#) and Sections 3.8 and 3.9 of the PFW Academic Regulations allow students to withdraw from 16-week courses up through week 9 of the semester; and in weeks 10 through 16, students can request an exception to the withdrawal deadline.

**WHEREAS** the grading timelines in individual courses and information available to students provided by different instructors vary; and

**WHEREAS** the decision to withdraw or remain in a course can have long-lasting impacts on a student’s academic progress and financial well-being; and

**WHEREAS** the decision to withdraw from a course is one of the most consequential academic decisions students have to make in college, and a large proportion of students face this decision in their first year, and students will benefit from having more time to make an informed choice about course withdrawal, including benefiting from having more information on which to base the decision; and

**WHEREAS** primary role advisors play a central role in helping students make this decision, but the current timeline makes this difficult for them to play that role given that the current withdrawal deadline falls during a peak advising period; and

**WHEREAS** data suggest that the later in a semester that a student withdraws from a course, the more likely they are to succeed in the class when/if they retake it; and

**WHEREAS** there are fewer requirements for withdrawing before the regular deadline, allowing students to remove themselves from class without additional barriers that may be found in the exception to the withdrawal deadline process; and

**WHEREAS** the current Academic Regulations do not differentiate between the critical terms of a course “drop” and a course “withdrawal” as currently used on campus and discussed with students; and

**WHEREAS** this proposed extension aligns PFW with the timeline of other Purdue campuses and aspirational peers; and

**WHEREAS** the Financial Aid and Registrar's Offices must process course withdrawals and publishes the withdraw deadline more than one semester in advance,

**BE IT RESOLVED** that the window to withdraw from a 16-week class be extended from week 9 to week 13; and

**BE IT RESOLVED** that the window to withdraw from shorter courses be adjusted appropriately; and

**BE IT RESOLVED** that the changes be implemented in Fall 2025, to leave time for the Financial Aid and Registrar's Offices to update their processes, plan ahead for the shift in workload, and publish revised deadlines to the campus community in a timely matter; and

**BE IT FINALLY RESOLVED** that the relevant portions of Academic Regulations sections 3.8.2 be revised as indicated below.

## Edits with Track Changes

3. 8.2: Course drops and withdrawals (cancellations of registration). A student may drop or withdraw from one or more courses, subject to the time limits below and the restrictions described in ~~this s~~Sections 3.8 and and in section-3.9 by presenting a request to at the Registrar's Office, the department of the student's major, and/ or through Self-service in the online registration system.

The following table outlines course drop, withdrawal, and exception deadlines for 16-week courses. The proportional dates for shorter sessions can be found on the Academic Calendar.

### Weeks Restrictions

<b>Weeks</b>	<b>Restrictions</b>
<u>Course Drop:</u> First week of classes (or equivalent, based on course length. See chart below.)	<u>Students are able to drop one or more courses through the online registration system. Any dropped courses are not recorded on the student's record. College/School/Division policy determines whether an academic advisor's approval is required. Course is not recorded on the student record.</u>
<u>Course Withdrawal:</u> <u>Weeks 2 through 139</u>	<u>Students must submit a request through the Registrar's Office. Courses are recorded with a grade of W on the student's record. College/School/Division policy determines whether an academic advisor's approval is required. Course is recorded with grade of W on the student record.</u>
<u>Request for an Exception to the Withdrawal Deadline:</u> <u>Weeks 140 through 16</u>	<u>Courses cannot normally be <del>withdrawn</del> <del>dropped</del> during this period <u>except in serious, non-academic, extenuating circumstances.- Students should contact the Office of Student Conduct &amp; CARE for this request.</u> If a <del>drop</del><u>request for an exception to the withdrawal deadline</u> is approved, the course is recorded with a grade of W on the student record.</u>

The following table displays the point in time a withdrawn grade will be recorded on the student's permanent record, based on course length.

Number of Weeks the course meets	Course Drop without Withdrawal Grade	Withdrawal Grade Recorded
9 or more	Days 1-7	Day 8 and thereafter
3 to 8	Days 1-3	Day 4 and thereafter
2	Days 1-2	Day 3 and thereafter
1	Day 1	Day 2 and thereafter

Day 1 of a course is the first day of the term or part of the term. All calendar days are counted, including weekends.

The opportunity to drop a class is restricted as specified below: The following restrictions may apply when a student is seeking to drop or withdraw from one or more courses:



3.8.2.1: Alleged academic dishonesty. Students will not be permitted to drop or withdraw from a class in which there is an pending allegation or finding of a violation of the academic dishonesty policy.

3.8.2.2: ~~Late-term drops~~ Withdrawals related to academic performance. If a student decides to drop or withdraw from a class due to academic performance, this must be completed prior to Week 13 of the semester or equivalent dates for shorter sessions. -After the ninth-thirteenth week (or equivalent), students will not be permitted to ~~drop~~ withdraw from a class due to poor academic performance in the class.

3.8.2.3: ~~Late-term drops~~ Withdrawals unrelated to academic performance. After the ninth thirteenth week (or equivalent), students must submit a request for an exception to the withdrawal deadline. This request must be a non-academic, extenuating circumstance beyond the student's control that prevented them from withdrawing by the deadline and is supported by appropriate documentation. ~~and with the approval of the student's academic advisor and the student's dean/division director, a student may drop a course when the reason for requesting the drop is unrelated to the student's academic performance in the course.~~

3.8.2.4: Post-term ~~drops~~ withdrawals or issues. After the end of the sixteenth week, students must submit a request for an exception to the withdrawal deadline. If there is an error in the grading of a course, the student should work with the instructor by following a course may be dropped only by following the procedure for a change of grade (see Section 6.6).

3.8.3: Change of Pass/Not-Pass option. A student may change the Pass/Not-Pass option for a course during the first four weeks of a regular semester or the first two weeks of a summer session by obtaining the signature of the academic advisor next to the appropriate notation on the schedule-revision form.

3.8.4: Change of auditing option. A student may alternate between audit and credit status during an academic session. A change from audit to credit or credit to audit may occur only during the first six weeks. The regular audit deadline is the Friday ending the first week of class. The late audit deadline is the Friday ending the sixth week of class. Approval of a regular change of auditing status in the first week of class requires a signature or written acknowledgment from the student's advisor and a representative from the Financial Aid Office (when applicable). Approval of a late change in auditing status during weeks two through six requires a signature or written acknowledgment from the course instructor, academic advisor, and a representative from the Financial Aid Office (when applicable).

3.9: Withdrawal from the university. Withdrawal from the university is normally accomplished by withdrawing from each course in which the student was enrolled. Special circumstances which can affect the withdrawal are specified below.

3.9.1: Withdrawal for military service. Any student called to active military duty may present a copy of their military service orders and (a) withdraw from all courses and receive a 100% refund of tuition and fees at any time during the semester through the end of final examinations or (b) with the permission of each instructor, receive an Incomplete or final grade in the courses taken. Such requests and documentation may be presented by the student or other responsible party who has the student's permission to make the request. Refunds of fees will not be made if the student receives a grade and credit for the course, and all refunds will be adjusted as required

by financial aid regulations. If a withdrawal is processed after the fourth week of classes, the grade of W will be assigned.

3.9.2: Withdrawal for personal circumstances. Students who seek to withdraw from PFW after the ~~ninth~~ thirteenth week of classes, based on personal circumstances, should contact the Office of Student Conduct & CARE for guidance about the process.

### Edits- Clean Copy

3. 8.2: Course drops and withdrawals (cancellations of registration). A student may drop or withdraw from one or more courses, subject to the time limits below and the restrictions described in Sections 3.8 and 3.9 by presenting a request to the Registrar’s Office, the department of the student’s major, and/or through Self-service in the online registration system.

The following table outlines course drop, withdrawal, and exception deadlines for 16-week courses. The proportional dates for shorter sessions can be found on the Academic Calendar.

<b>Weeks</b>	<b>Restrictions</b>
Course Drop: First week of classes (or equivalent, based on course length. See chart below.)	Students are able to drop one or more courses through the online registration system. Any dropped courses are not recorded on the student’s record.
Course Withdrawal: Weeks 2 through 13	Students must submit a request through the Registrar’s Office. Courses are recorded with a grade of W on the student’s record.
Request for an Exception to the Withdrawal Deadline: Weeks 14 through 16	Courses cannot normally be withdrawn during this period except in serious, non-academic, extenuating circumstances. Students should contact the Office of Student Conduct & CARE for this request. If a request for an exception to the withdrawal deadline is approved, the course is recorded with a grade of W on the student record.

The following table displays the point in time a withdrawn grade will be recorded on the student’s permanent record, based on course length.

Number of Weeks the course meets	Course Drop without Withdrawal Grade	Withdrawal Grade Recorded
9 or more	Days 1-7	Day 8 and thereafter
3 to 8	Days 1-3	Day 4 and thereafter
2	Days 1-2	Day 3 and thereafter
1	Day 1	Day 2 and thereafter

Day 1 of a course is the first day of the term or part of the term. All calendar days are counted, including weekends.

The following restrictions may apply when a student is seeking to drop or withdraw from one or more courses:

3.8.2.1: Alleged academic dishonesty. Students will not be permitted to drop or withdraw from a class in which there is a pending allegation or finding of a violation of the academic dishonesty policy.

3.8.2.2: Withdrawals related to academic performance. If a student decides to drop or withdraw from a class due to academic performance, this must be completed prior to Week 13 of the semester or equivalent dates for shorter sessions. After the thirteenth week (or equivalent), students will not be permitted to withdraw from a class due to poor academic performance in the class.

3.8.2.3: Withdrawals unrelated to academic performance. After the thirteenth week (or equivalent), students must submit a request for an exception to the withdrawal deadline. This request must be a non-academic, extenuating circumstance beyond the student's control that prevented them from withdrawing by the deadline and is supported by appropriate documentation.

3.8.2.4: Post-term withdrawals or issues. After the end of the sixteenth week, students must submit a request for an exception to the withdrawal deadline. If there is an error in the grading of a course, the student should work with the instructor by following the procedure for a change of grade (see Section 6.6).

3.8.3: Change of Pass/Not-Pass option. A student may change the Pass/Not-Pass option for a course during the first four weeks of a regular semester or the first two weeks of a summer session by obtaining the signature of the academic advisor next to the appropriate notation on the schedule-revision form.

3.8.4: Change of auditing option. A student may alternate between audit and credit status during an academic session. A change from audit to credit or credit to audit may occur only during the first six weeks. The regular audit deadline is the Friday ending the first week of class. The late audit deadline is the Friday ending the sixth week of class. Approval of a regular change of auditing status in the first week of class requires a signature or written acknowledgment from the student's advisor and a representative from the Financial Aid Office (when applicable). Approval of a late change in auditing status during weeks two through six requires a signature or written acknowledgment from the course instructor, academic advisor, and a representative from the Financial Aid Office (when applicable).

3.9: Withdrawal from the university. Withdrawal from the university is normally accomplished by withdrawing from each course in which the student was enrolled. Special circumstances which can affect the withdrawal are specified below.

3.9.1: Withdrawal for military service. Any student called to active military duty may present a copy of their military service orders and (a) withdraw from all courses and receive a 100% refund of tuition and fees at any time during the semester through the end of final examinations or (b) with the permission of each instructor, receive an Incomplete or final grade in the courses

taken. Such requests and documentation may be presented by the student or other responsible party who has the student's permission to make the request. Refunds of fees will not be made if the student receives a grade and credit for the course, and all refunds will be adjusted as required by financial aid regulations. If a withdrawal is processed after the fourth week of classes, the grade of W will be assigned.

3.9.2: Withdrawal for personal circumstances. Students who seek to withdraw from PFW after the thirteenth week of classes, based on personal circumstances, should contact the Office of Student Conduct & CARE for guidance about the process.

MEMORANDUM

TO: Cigdem Gurgur, Chair  
Senate Executive Committee

FROM: Elva Resendez, Chair  
Ad Hoc Academic Regulations Task Force

DATE: 12/6/2024

SUBJ: Ad-Hoc Academic Regulations Task Force 2023-2024 Report

---

# Ad-Hoc Academic Regulations Task Force 2023-2024 Report

## Description of the Task Force

### Preamble:

In Spring 2022, the PFW Faculty Senate approved the creation of an Ad-Hoc Academic Regulations Task Force to review the existing PFW Academic Regulations. The main goals of this Task Force are to ensure there are no remnants of Indiana University Academic Regulations and to suggest situations in which PFW should consider updating Academic Regulations to mirror PWL.

The Educational Policy Committee (EPC) requested a Task Force be created because this task was “found the workload to beyond that which can be expected of a standing committee within the academic year” (SD 21-37)

The Ad-Hoc Academic Regulations Task Force was approved for working over the Summer of 2023 with the approval for a \$3,000 stipend for each 9-month Faculty member to work over the summer (by OAA). The Task Force could not find enough participating members.

During the Academic year of 2023-2024, the Ad-Hoc Academic Regulations Task Force was approved to work over the Academic year but without the \$3,000 stipend. The Task Force still could not find enough participating members to work.



## Official Task Force Formation:

At the beginning of the 2023-2024 Academic Year, the Ad-Hoc Academic Regulations Task Force found enough members, knowing the stipend would not apply.

### **Task Force Members:**

Elva Resendez (Chair)  
Chris Huang  
Terri Swim  
Barton Price  
Nurgul Aitalieva  
Jay Johns

## Explanation of Work:

The Ad-Hoc Academic Regulations Task Force met as a group 16 times over the 2023-2024 Academic year. The Task Force reviewed (roughly) 700 Academic Regulations between Purdue University West Lafayette and Purdue University Fort Wayne. These regulations are broken into the following categories:

- **Academic Notice and Separation:** Covers policies on academic probation and dismissal.
- **Academic Programs:** Outlines the available programs and their respective requirements.
- **Academic Year and Calendar:** Details the structure of the academic year, including semester durations and examination schedules.
- **Classes:** Addresses policies related to class attendance and participation.
- **Degree Requirements:** Specifies the criteria for earning various degrees.
- **Financial Obligations and Responsibilities:** Discusses students' financial responsibilities to the university.
- **Grades and Grade Reports:** Explains the grading system and the issuance of grade reports.
- **PFW Academic Regulations Not Found in PWL.**
- **Registration and Course Assignments:** Provides guidelines on course enrollment and assignment processes.
- **Scheduling of Exams:** Provides information on the timing and administration of exams.
- **Scholastic Recognition:** Details honors and recognitions for academic achievements.
- **Scholastic Records:** Describes the maintenance and access to academic records.

To this point, the Task Force has reviewed every Academic Regulation and has completed the following in regards to PFW:

1. Made changes to the outdated or non-applicable language, such as:
  - a. Ensuring any address is specific to PFW rather than PWL.
  - b. Swapping the term “President” with “Chancellor”
2. Created editing notes for the creation of the Academic Regulation suggested updates.
3. Identified PFW regulations that should mirror PWL or be specific to PFW.

All of this information is currently in “Taking Notes” form and not arranged in a way that would be easy to decipher or aligned with the overall goals of this Task Force. To finalize the tasks, many previous Task Force members, in addition to the new Registrar Tara Lewis, have volunteered to spend time in December 2024 and January 2025 to make this information presentable, even though the Task Force officially disbanded at the end of the 2023-2024 Academic year.

MEMORANDUM

TO Fort Wayne Senate

FROM: Cigdem Gurgur, Presiding Officer

DATE: 12/18/2024

SUBJ: Composition of the Intellectual Diversity Complaint Advisory Review Board

---

In accordance with SD 24-6 “SEA 202 Intellectual Diversity Complaint Advisory Review Board,” of which one adopted clause is:

the Chancellor and the Faculty Chairs will select seven (7) members to serve on the Advisory Review Board from the panel of volunteers, each from a different major unit: one regular and one alternate member serving an initial term of one year each, a second regular and the second alternate member serving a term of two-years each, the third regular member serving a full three-year term, and two additional members serving one year to help with crafting policies

The Chancellor and the Faculty Chairs met on December 16 and selected the following faculty:

- Regular members  
Noor Borbieva O’Neill; COLA, Anthropology (three-year term)  
Cheu-jei Lee; SOE, Teacher Education (two-year term)  
Betsy Berry; COS, Mathematics (one-year term)
- Alternates  
Shannon Johnson; LIB (two-year term)  
Kent Kauffman; DSB, Economics and Finance (one-year term)
- Policy advice (one year term)  
Paresh Mishra; ETCS, Organizational Leadership  
Rebecca Coffman; VPA, Art and Design