

1ST EDITION

WAKE UP VERDE VALLEY

You've Just Been Ripped Off!

An in-depth examination of how the Yavapai Community College in Yavapai County, Arizona has ignored the Verde Valley for almost a half century while building an educational empire on the West side of the County.

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Emeritus Professor of Law, William Mitchell College of Law

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First Edition

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First Edition

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PREFACE

This book is political, historical, educational and provocative.

The book is political because it argues that politics have caused the College Administrations and Governing Boards over almost 50 years to selfishly concentrate capital development and program development in the Prescott/Prescott Valley area of the County. The concentration has accelerated in the last decade. This has been to the educational and economic detriment of the more than 70,000 citizens living in the Verde Valley. The Verde Valley makes up about one-third of the County and is separated by a mountain chain from the West side of the County.

The book is historical because it traces the development of the Yavapai Community College campuses and centers in the County from 1966 to June 1, 2016.

The book is educational. It collects and provides data gathered directly from College documents and reports. Numerous tables and charts are included to provide the reader with easily understandable statistical data. It is information that every citizen interested in post-secondary education in Yavapai County should have at his or her fingertips.

The book is provocative. It dares to raise questions that few in the County are willing to ask. For example, it asks

why is the athletic program for this Community College, which is a County supported institution, recruiting student athletes almost exclusively outside the County? It also asks why should Verde Valley taxpayers send \$7 million or more annually to a Prescott dominated College Administration to be spent on Prescott/Prescott Valley projects when Verde Valley post-secondary needs are been ignored? These and many other provocative questions are raised throughout the book.

I was motivated to write this book after serving a year on the District Governing Board (January 2013-January 2014). That experience caused me to believe that the citizens living in the Verde Valley were receiving neither fair access to post-secondary learning opportunities nor equitable treatment from the Community College as compared to West County development and learning opportunities.

The Community College access and inequality gaps between the two sides of the County, as I saw them, were enormous. As a matter of principle, I felt I could not remain on the Governing Board and let matters continue to slide. I also felt that my speech and my ability to effectively represent my constituents was seriously handicapped by the Carver model of policy governance. This propriety governance model had been adopted and was strictly applied by the Governing Board. I believed that only if I worked outside the confines of the Governing Board rules might the citizens of the Verde Valley become adequately educated and sufficiently concerned to do something about their plight.

The Administration and Governing Board decisions in December, 2013 attacking the rural areas of Yavapai County

post-secondary opportunities were the last straw. I was stunned when the present Administration received approval from the District Governing Board to invest \$103.8 million dollars in a capital development Plan with about 3% going to the Verde Valley. The Plan also took aim at the Sedona Center for Arts and Technology, saying it might be closed and sold. The Plan intended to close the nationally recognized film school in Sedona and transfer a portion of the nursing program on the Verde Campus once a \$50 million dollar new campus was built in Prescott Valley. It also contemplated closing down the rural Chino Valley Center, on the West side of the County.

At the same time, the College administrators were continually reducing the number of face-to-face courses being taught in the Verde Valley and enrollment was plummeting there and throughout the District. A small Community College Camp Verde facility had been closed.

The Verde Campus sat about one-third empty most days. Adding to the Verde Valley woes was the lack of Career and Technical Education training offered by the College. An ambitious Career and Technical Education program on the Verde Campus had been transferred to a newly built state-of-the-art Center at the Prescott airport, which was named the "Career and Technical Education Center" (CTEC).

The CTEC facility failed to provide Career and Technical Education (CTE) access to any East County high school students. However, it provided almost total access to West County high school students. West County high school students were receiving dual high school and college credit for

their coursework at CTEC. The blatant unfairness of the College's handling of CTE training in the County has remained for almost a decade with little or no effort to change the situation.

Overall, my goal with this book is to bring into the light of public scrutiny the \$84 million dollar Yavapai Community College operation and how it has failed to provide post-secondary educational access and equity to the citizens of the Verde Valley. The book should encourage serious public scrutiny and result in a greater demand for Community College accountability in Yavapai County.

Bob Oliphant

ACKNOWLEDGMENTS

Special acknowledgement must go to Ms. Ruth Wicks, who has championed the cause of improving post-secondary educational opportunities in the Verde Valley more than anyone over the past two years. She has spent literally hundreds of hours in this cause. There are few like her!

There are a great many other individuals and companies in the last two years who have shown the courage to challenge the status quo and insist that better post-secondary educational opportunities be provided to the Verde Valley. Here are a few: Verde Valley Board Advisory Committee, Former Mayor Rob Adams, Superintendent Barbara Uren, Superintendent Paul Tighe, Mayor Sandy Moriarty, KAZM, Sedona Redrock News, Ms. Jessica Williamson, Ms. Carol Cain, Mr. Steve Ayers, Mr. Bill Regner, Mr. Paul Chevalier, Mr. Dick Dahl, Mr. Dick Ellis, Mr. Peter Fagan, Mr. Randy Garrison, Ms. Carol German, Mr. Gary LaMaster, Ms. Julie Larson, Mr. Dan Mabery, Professor and Dean (retired) Lionel Martinez, Ms. Donna Michaels, Ms. Jackie Baker, Mr. Jim Pease, Mr. Matias D. Sandoval, Mr. Steve Segner, Mr. Joel Staadecker, Ms. Deb McCasland, Mr. Al Filardo and Ms. Barbie Duncan. And, there are many, many more who have contributed.

A very special thanks goes to my spouse Susan, who was continually patient as the book was developed and spent many hours helping with the final edits of the manuscript.

CONTENTS

CONTENTS

CHAPTER 1: GEOGRAPHY, POPULATION & CAMPUSES	1
INTRODUCTION	1
GEOGRAPHY	2
CITIES AND TOWNS	3
EARLY CENSUS DATA	3
RECENT CENSUS DATA	3
WEST SIDE COLLEGE FACILITIES	5
CERTIFICATE AND DEGREE ACCESS	6
DUAL ENROLLMENT	8
OTHER COLLEGES AND UNIVERSITIES	9
EAST SIDE FACILITIES	9
CONCLUSION	12
CHAPTER 2: THE FIRST OF FIFTY YEARS OF CONFLICT	13
INTRODUCTION	13
THE FIGHT FOR THE FIRST COLLEGE	13
AN AMAZING PROPOSAL	14
THE FIRST DECISION	15
A SECOND CHANCE	15
FINAL STATE BOARD DECISION	16
AN APPEAL TO THE GOVERNOR	17
ADDING FUEL TO SMOLDERING EMBERS	18
THE 1967 BOND VOTE ALMOST FAILS	18
CONCLUSION	18
CHAPTER 3: SEEKING INDEPENDENCE	21
INTRODUCTION	21
THE ADMINISTRATIVE COLLEGE IDEA	21
1975 DISPUTE	21
ADMINISTRATIVE COLLEGE (1995)	23

CONTENTS

TRIAL BALLOON -- A NEW COUNTY?.....	24
2013 AWAKENING.....	25
OUTRAGE.....	26
NOVEMBER, 2014 ELECTION.....	27
POLLS -- “WE WANT INDEPENDENCE”.....	27
OPTIMISM.....	28
MOST IMPORTANT -- AN ADVOCATE.....	28
AXING ANY CHANCE AT INDEPENDENCE.....	29
CONCLUSION.....	32
CHAPTER 4: SAVING THE SEDONA CENTER	33
INTRODUCTION.....	33
HISTORY.....	33
FILM SCHOOL LASTS 14 YEARS.....	34
THE 1999 MASTER PLAN.....	35
THE PLAN TO CLOSE THE CENTER.....	36
WEST SIDE EDUCATIONAL BENEFITS.....	37
REPRESENTATIVE RESIGNS.....	38
CITIZENS' ADVOCACY GROUP FORMS.....	38
CITIZENS OUTRAGED.....	39
MAYOR BLINDSIDED.....	40
COUNCIL AND MAYOR SAY “NO”.....	41
LAND SETTLEMENT; CENTER APPRAISED.....	42
ADMINISTRATION REGROUPS.....	42
LAND SETTLEMENT DETAILS.....	43
SEDONA SETTLEMENT ALTERS PLAN.....	43
CLASSES REMOVED FROM CENTER.....	44
CITIZENS DEMAND CLASSES.....	45
COLLEGE RESPONSE.....	45
CONCLUSION.....	46
CHAPTER 5: ACCESS, EQUITY, AND COUNTY TAXES FUNDING CITY	

CONTENTS

PROJECTS	47
INTRODUCTION	47
THE THREE PROJECTS.....	47
COLLEGE STRATEGY.....	48
THE STRATEGY CREATES PROBLEMS	49
THE “ACCESS AND EQUITY” ISSUE.....	50
CONCLUSION	50
CHAPTER 6: A GRAND CONCERT HALL FOR PRESCOTT	51
INTRODUCTION	51
THE “GRAND” CONCERT HALL CONCEPT.....	51
LUCK.....	52
THE BONDING SCHEME	52
COLLEGE STRATEGY APPLIED	53
YEAR 2000 -- \$69.5 MILLION BOND.....	55
THE 2011 RENOVATION.....	56
MORE TAX REVENUE USED.....	57
2012 -- PRESCOTT'S “CROWN JEWEL”	58
2013 - 2015 RENOVATION	58
STUDENT AUDITORIUM A DINNER THEATRE	59
SUBSIDIZING ANNUAL LOSSES SINCE 1992.....	59
A CHILLING STORY.....	60
A COVER UP?	60
CONCLUSION.....	61
CHAPTER 7: NEW COMMUNITY POOLS	65
INTRODUCTION	65
THE OLD POOL	65
THE YMCA POOL	66
THE 1999 MASTER PLAN	66
APPROVAL AND DELAY	67
ADVISORY COMMITTEE	69

CONTENTS

ADVISORY COMMITTEE MEMBERS RESIGN	69
EVENTUAL CONSTRUCTION	69
COST ESTIMATES VARIED	70
THERAPY POOL TOO.....	70
ATTORNEY GENERAL FINES BOARD	71
RECENT RENOVATION.....	72
RENT GOING UP? SUBSIDY GOING DOWN.....	72
A PERCEPTION OF OWNERSHIP	73
FEE SCHEDULE FOR POOL USE.....	73
CONCLUSION.....	74
CHAPTER 8: CITY TENNIS COMPLEX WITH COUNTY FUNDS	77
INTRODUCTION	77
1999 MASTER PLAN.....	78
1999--ALL FUNDS TO BE DONATED	78
THE 2012 DECISION	78
BUDGET CUTS NO OBSTACLE.....	79
PUBLIC RELATIONS STRATEGY	79
THE FINAL CONTRIBUTIONS.....	80
A \$450,000 CONTRIBUTION VANISHES.....	80
FORGIVING ORIGINAL PROMISE.....	81
MAINTENANCE?.....	81
WHO PAYS FOR OPERATIONS?	82
GRAND OPENING.....	82
PROTOTYPE FOR THE NATION.....	83
BOOSTING PRESCOTT TOURISM	83
WHAT EVERY COMMUNITY WILL WANT	84
CURRENT FEE STRUCTURE.....	84
CONCLUSION.....	85
CHAPTER 9: STEALING CTE TRAINING OPPORTUNITIES	87
INTRODUCTION	87

CONTENTS

IMPORTANCE OF CTE.....	87
EAST COUNTY JTED CREATED IN 2000.....	89
REGIONAL SKILLS CENTER ON VERDE.....	90
HOPE FOR NARSC.....	91
NARSC FACILITY COMPLETED IN 2004.....	92
POLITICAL STORM CLOUDS GATHER.....	93
THE PRESCOTT VOTING BLOCK.....	96
MINING INTERESTS AND WEST COUNTY.....	97
GOODBYE REGIONAL TRAINING CENTER.....	98
COLLEGE WANTS WEST JTED.....	99
WEST COUNTY JTED ARRIVES.....	101
OCTOBER 2009 JOINT AGREEMENT.....	101
APRIL 2011 ENGINEERING REPORT.....	102
ROBOTICS CAMP.....	102
OCTOBER 6, 2011 AGREEMENT.....	103
SEPTEMBER, 2014 AGREEMENT.....	103
GRAND REOPENING.....	105
CUDDLING UP WITH MOUNTAIN INSTITUTE.....	105
9,000 COLLEGE HIGH SCHOOL CREDITS.....	106
A DIFFERENT MODEL.....	106
CONCLUSION.....	107
 CHAPTER 10: A SPORTS EMPIRE FOR THE PRESCOTT CAMPUS111	
INTRODUCTION.....	111
ATHLETIC FACILITIES -- WEST SIDE ONLY.....	111
EVENTS ONLY ON PRESCOTT CAMPUS.....	114
ABSENCE OF COUNTY ATHLETES.....	114
SCHOLARSHIP SUPPORT.....	116
SUMMER CAMPS AND CLINICS.....	116
WASTING MONEY.....	117
CONCLUSION.....	118

CONTENTS

CHAPTER 11: A NATURE TRAIL ONLY FOR THE PRESCOTT CAMPUS119

INTRODUCTION	119
VERDE CAMPUS ACREAGE	119
THE 1993 VERDE CAMPUS VISION.....	120
VERDE FACULTY BUILD A TRAIL	120
THE 2005 VERDE TRAIL GRANT	121
ADMINISTRATORS DOOM THE TRAIL.....	122
CHAPTER SUPPORTS NATURE TRAIL.....	122
TEN-YEAR PLAN	123
ARCHITECT'S OFFER REJECTED	123
A TRAIL FOR THE PRESCOTT CAMPUS	123
CONCLUSION	124

CHAPTER 12: GOODBYE SQUASH AND HANDBALL127

INTRODUCTION	127
FACULTY INITIATIVE.....	127
SQUASH IN THE CURRICULUM.....	128
THE DEMISE OF A TINY PROGRAM.....	128
FACILITY DESTROYED.....	129
CONCLUSION	129

CHAPTER 13: MUSIC, PHY ED., DORMS & STUDENT GOVERNMENT..131

INTRODUCTION	131
CONCENTRATION ON PRESCOTT CAMPUS	131
MUSIC CONCENTRATION	132
MUSIC COURSES NUMBER 141	132
PHYSICAL EDUCATION COURSES.....	133
ON CAMPUS CHILD CARE.....	134
STUDENT GOVERNMENT CONCENTRATION	135
STUDENT BOOKSTORE	135

CONTENTS

DORMITORIES/RESIDENCE HALLS	136
NO AUDITORIUM	138
CONCLUSION	139
CHAPTER 14: DESTROYING ZGI AND THE SEDONA FILM SCHOOL ...	141
.....141	
INTRODUCTION	141
DAN GORDON	142
A CHANCE ENCOUNTER	142
FINANCIAL CONTRIBUTION IS HUGE	144
THE FIRST CLASS	144
STEPHEN SCHULTZE	144
A STRONG SUPPORTER	145
A UNIQUE PROGRAM	145
SUCCESS	146
AN ECLECTIC STUDENT BODY	147
CURRICULUM IN 2005	147
NAU PARTNERSHIP	148
REORGANIZATION IN 2005	149
FILM SCHOOL PRAISED	150
DARK CLOUDS FORMING	151
MAY 2, 2011	151
DIRECTOR AND SPOUSE LEAVE ZGI	152
GORDON DOES NOT ABANDON ZGI	153
WILLS JOINS THE COLLEGE	153
SUMMER, 2012 “DUST UP”	153
THE LAST STRAW	155
CUTTING OUT THE HEART AND SOUL	155
WILLS EXPLAINS	156
A NEW EXECUTIVE DEAN	156
FILM SCHOOL NOT CLOSING	157
BOOM: YOU'RE CLOSED	158

CONTENTS

MAYOR SHOCKED; FILM SCHOOL GOES.....	159
DEAN PEREY DEFENDS CLOSING.....	160
COLLEGE IGNORES REQUEST.....	161
AN EMPTY SHELL.....	162
CHANGING COURSE.....	163
CONCLUSION.....	164
CHAPTER 15: THE CASH COW	167
INTRODUCTION.....	167
FIRST ESTIMATE.....	167
SECOND ESTIMATE.....	168
TAX REVENUE GENERATED BY EAST SIDE.....	169
EXCESS PROPERTY TAXES.....	171
IMPACT OF EXCESS REVENUE.....	173
ADMINISTRATIVE PROPAGANDA.....	173
\$32.8 MILLION IN EAST SIDE PROJECTS.....	174
WHAT? A \$280 MILLION CONTRIBUTION?.....	175
GENERAL OBLIGATION BONDS.....	176
13% TO EAST SIDE.....	176
30% PAID; 12% RETURN.....	177
BONDS BECOME LESS ATTRACTIVE.....	178
PROPERTY TAXES UP, VOTERS DOWN.....	178
PLEDGED REVENUE BONDS.....	179
OTHER FUNDING SOURCES.....	179
FINANCING \$103 MILLION TEN-YEAR PLAN.....	182
CONCLUSION.....	182
CHAPTER 16: HOW PRESCOTT POLITICALLY CONTROLS THE VERDE VALLEY	183
INTRODUCTION.....	183
LOCATION OF ADMINISTRATION.....	183
WEST SIDE GOVERNING BOARD CONTROL.....	184

CONTENTS

WELL ORGANIZED WEST SIDE LOBBIES.....	185
EAST SIDE APATHY.....	186
DOUBLE THE VOTING POWER	187
PRESCOTT RESIDENTS RAISE MONEY	187
TRANSPARENCY; ACCOUTABILITY	188
CONCLUSION.....	190
CHAPTER 17: SAVVY PRESCOTT BUILDS AN ECONOMIC ENGINE .191	
INTRODUCTION	191
PRESCOTT RECOGNITION	191
PRESCOTT GENERAL PLAN.....	192
PRESCOTT’S \$130 MILLION ENGINE	193
COLLEGE PAYROLL.....	193
BUY HOMES; RENT APARTMENTS.....	194
PROGRAMS STIMULATE ECONOMY.....	194
ATTRACTING NEW RESIDENTS	194
ATTRACTING EMPLOYERS	195
CREATIVE CONTRIBUTIONS.....	195
RETIREEES AND TOURISTS.....	195
CONCLUSION.....	196
CHAPTER 18: THE BOARD, THE LAW, THE CARVER© MODEL ... 197	
INTRODUCTION	197
GOVERNING BOARD COMPOSITON.....	197
RESPONSIBILITIES.....	198
TERMS OF OFFICE	198
ACCOUNTING CHALLENGES.....	199
OTHER CHALLENGES	199
MEETING NEEDS OF ALL RESIDENTS	200
OTHER REQUIREMENTS	200
TAXES.....	202
FORMING AN ADMINISTRATIVE COLLEGE.....	202

CONTENTS

ADMINISTRATIVE COLLEGES -- REPORT	202
POWER TO CREATE COLLEGE.....	203
MEETING ALL COUNTY CITIZEN NEEDS.....	204
THE CARVER MODEL	204
CONCLUSION	207
CHAPTER 19: THE BENEFITS OF INDEPENDENCE	211
INTRODUCTION	211
WHY PRESCOTT FIGHTS INDEPENDENCE.....	211
PHILOSOPHICALLY	212
DEBT LOSES INDEPENDENCE.....	212
BENEFITS	213
CONCLUSION	226
CHAPTER 20: THE COLLEGE AS A PRIVATE CORPORATION	227
INTRODUCTION	227
TWO NEW FACTORS	227
THE REVENUE DIFFERENCE?	228
TAX RATE INCREASE	228
TUITION	229
REVENUE BONDS	230
LEASE/PURCHASE AGREEMENTS	230
A NEW VIEW OF USING REVENUE	230
CONCLUSION	231
CHAPTER 21: DECLINING ENROLLMENT	233
INTRODUCTION	233
NEED FOR EDUCATION	233
ENROLLMENT DECLINE	234
2015-16 ESTIMATES -- ENROLLMENT DOWN	235
PUZZLING	235
YAVAPAI COLLEGE IS NOT ALONE	236

CONTENTS

LOW INCOME STUDENTS	237
WILLS' DEFENDS DECLINE.....	237
POSSIBLE FACTORS AT YAVAPAI.....	238
TABLES.....	243
WHAT IS FTSE?	250
CONCLUSION	250
CHAPTER 22: INCREASING TUITION - DECLINING STUDENTS	253
INTRODUCTION	253
DIFFERENTIATED MODEL.....	253
LAST TEN YEARS: TUITION & HEADCOUNT	254
FEES INCLUDED IN TUITION (USUALLY).....	255
ENROLLMENT IMPACT	255
OUTSIDE ARIZONA CLASSES	256
TOTAL COST OF ATTENDANCE	256
AVIATION COURSES	257
FREE COMMUNITY COLLEGE.....	258
CONCLUSION	259
CHAPTER 23: YOUR PROPERTY TAXES: ARE THEY JUSTIFIED? ..	261
INTRODUCTION	261
PURPOSE OF COLLEGE BOARD.....	262
BOARD CONCERN: BIAS	263
ATRA ANALYSIS RAISES QUESTION	264
YAVAPAI TAXPAYERS SECOND HIGHEST	265
YAVAPAI TAXPAYERS PAY DOUBLE.....	265
ADMINISTRATION RESPONSE	266
COMMUNITY TAXPAYER CONCERNS.....	266
CONCLUSION	266
CHAPTER 24: THE FUTURE OF THE VERDE VALLEY?	269
INTRODUCTION	269

CONTENTS

WILL ADMINISTRATORS INVEST?	269
PRESCOTT CITIZENS OWN THE COLLEGE	270
SPORTS TEAMS ARE PRESCOTT'S	271
FOUNDATION MEMBERSHIP	272
PRESCOTT WOVEN INTO COLLEGE FABRIC.....	273
STAFF, FACULTY, EXECUTIVES.....	275
COLLEGE ADMINISTRATORS TO BLAME.....	275
WILLS POLITICAL BLUNDERS.....	276
EAST SIDE PROJECTS IN PERGATORY	277
FUTURE COLLEGE STRATEGY	278
INDEPENDENCE	280
CONCLUSION.....	281
CHAPTER 25: THE GAME OF POLITICS	283
INTRODUCTION	283
LAW LIMITS POLITICAL INVOLVEMENT	283
OFFICIAL ACTION REPORTS	285
SOLICITING FOR CANDIDATES.....	288
POLITICALLY ATTACKING MCCASLAND	289
WOOING THE GOVERNING BOARD	292
POLITICAL STATISTICS.....	294
CONCLUSION.....	297
INDEX	299

An abstract graphic featuring a series of curved, parallel lines that create a sense of depth and movement, resembling a tunnel or a stylized landscape. The lines are light gray and set against a white background.

CHAPTER 1

Geography, Population & Campuses

INTRODUCTION

Before examining the political shenanigans that have taken place involving the Community College during the past almost half century, it may be useful for someone not living in Yavapai County to have a basic understanding of its geography, population, and the Community College Campuses and Centers. For example, there is a natural mountain barrier that divides the East and West sides of the County. About one-third of the population lives on the East side of the divide and the remaining two-thirds on the West side. The East tends to be more rural; the West more urban.

The West side of the County has five Community College facilities, which includes a specialized three-year university. In addition, there exists a major university and a four-year college. By comparison, the East side of the County has two fledgling Community College facilities. While the West side College facilities have been heavily developed over the past five decades, the East side facilities have been only marginally developed.

GEOGRAPHY

GEOGRAPHY

Yavapai County covers an area of 8,125 square miles. It is huge with few roads connecting the concentrated population centers on the West with the more rural areas on the East. Adding to the difficulty of moving about the County is the fact that there is neither public nor community college bus transportation across the mountain range that divides the smaller cities and towns on the East side of the County from the large cities and towns on the West side of the County.

To provide some comparative understanding of the size of the County, it is larger than Connecticut, Delaware, Rhode Island and New Jersey. Yavapai County is approximately the same size as Massachusetts.

The Verde Valley, on the East side of the County, covers about 714 square miles located in the geographic center of Arizona, about 100 miles north of the Phoenix metropolitan area and about 70 miles south of Flagstaff. The Verde River runs through it and it is overlooked by Mingus Mountain and the Mogollon Rim. Historians report that the first notice of this region appears in the account of Antonio de Espejo, who visited in 1583. Little more was recorded until the commencement of prospecting for gold and silver in the 19th Century.

The Verde River cuts through the Verde Valley from northwest to southeast and is augmented by flows from Sycamore Canyon, Oak Creek, Beaver Creek and West Clear Creek. The area is unsurpassed in its variety of physical beauty with the red rocks and Mogollon Rim to the north

CITIES AND TOWNS

and east and the Black Hills and Mingus Mountain dominating the western and southern portions of the valley.

The Black Hills and Mingus Mountain form a natural barrier that separates the Verde Valley from the West Prescott/Prescott Valley portions of the County.

CITIES AND TOWNS

Yavapai County boundaries include the incorporated cities and towns of Camp Verde, Chino Valley, Clarkdale, Cottonwood, Dewey-Humboldt, Jerome, Prescott, Prescott Valley, and Sedona. The larger unincorporated areas of the county include the communities of Ashfork, Bagdad, Black Canyon City, Congress, Crown King, Mayer, Paulden, Red Rock, Seligman, Verde Villages, and Yarnell.

EARLY CENSUS DATA

In 1910, the County had a population of approximately 16,000 people. It rose to over 24,000 by 1920 and remained somewhat constant for the next 40 years.

The County was sparsely populated in 1965 when the idea of a Junior College was first broached. At the time Prescott was the County seat. According to the 1970 U.S. Census, the County had a population of only 37,000.

RECENT CENSUS DATA

Yavapai County experienced significant population growth in recent years. It had a total population in the 2010 census of 211,033. According to that census, the Verde Val-

RECENT CENSUS DATA

ley, which is on the East side of the County, had 64,470 residents. The Verde Valley makes up about 30 percent of the total Yavapai County population. Current estimates (2016) are that the population of the Verde Valley is in excess of 70,000.

Today, more than 100,000 people reside within the tri-city area on the West side of the County, which includes Prescott, Prescott Valley and Chino Valley. The majority of these residents live within a 10-mile radius of downtown Prescott. On the East side of the County, more than 30,000 residents live within five miles of the Verde Campus. Clarkdale, Cottonwood and the Verde Villages abut the Campus.

Table 1: U.S. Census Data

Community	1990	2000	2010
Cottonwood	5,918	9,179	11,265
Clarkdale	2,144	3,422	4,097
Camp Verde	6,243	9,451	10,873
Jerome	403	329	444
Sedona	7,720	10,192	10,031
Sub-total	22,428	35,573	36,710
Verde Villages	7,037	10,610	13,483
Big Park	3,024	5,245	6,147
Cornville	2,089	3,335	3,433
Lk Montezuma	1,841	3,344	4,706
Sub-total	13,991	22,534	27,769
Verde Valley Total	36,419	55,107	64,479 (30.5%)
Yavapai County Total	107,714	167,517	211,033

WEST SIDE COLLEGE FACILITIES

Table 1 above shows that 30.5% of all residents in Yavapai County live on the East side of the County; 69.5% on the West side of the County.

It should be noted that when the Community College compares the population of the West and East sides of the County, it consistently omits referring to the unincorporated towns of Bridgeport and the Verde Villages. These towns abut the City of Cottonwood. In the 2012 Yavapai County Comprehensive plan, those two unincorporated areas accounted for 13,483 residents.

WEST SIDE COLLEGE FACILITIES

Prescott Campus. There is no doubt that over the past five decades the various members of the Community College administrations and District Governing Boards have favored development of programs and construction of facilities on the West side of the County. The largest development has been on the 100 acre almost completely built out Prescott Campus. That Campus has residence halls, major athletic teams, athletic fields, and many classroom and support buildings. It rivals any small four-year College Campus in the nation.

The College Administration is located on the Prescott Campus. The Campus boasts of a 1,100 seat state-of-the-art dinner theatre, professional tennis complex, indoor swimming complex, gymnasium with bleachers, and a child care center. It is home to the "Roughrider" athletic teams in baseball, soccer, volleyball, and softball. It has four athletic fields, three of which are leased. Special Campus features include an art gallery and sculpture garden, a

CERTIFICATE AND DEGREE ACCESS

computer commons, and a state-of the-art library. Its two residence halls offer affordable housing in a comfortable and safe community. A third residence hall is planned along with a \$3 million soccer field.

CERTIFICATE AND DEGREE ACCESS

There is a significant difference in the courses, certificates and degrees easily available to County residents. The difference turns on whether you live on the West or East side of the County. For example, the Prescott “main” Campus offers 54 certificate programs along with 30 associate and transfer degrees. By comparison, the Verde Campus offers only 20 certificate programs and a dozen degree programs.

Prescott Valley Campus. The Prescott Valley Community College Center is relatively small. It trains approximately half of the police, emergency medical and fire personnel employed by Yavapai County through state-of-the-industry programs in the fields of law enforcement, fire science, emergency medicine and administration of justice. The Center also provides general education, computer and physical education classes, G.E.D. preparation and English for speakers of other languages.

Career and Technical Education Campus. The Career and Technical Education Center (CTEC) is a state-of-the-art Center that was opened in 2007. It accommodates programs and equipment that require a large square footage footprint to house. CTEC provides students a hands-on training facility that gives them a chance at better employment and the ability to stay in Prescott to go to school

CERTIFICATE AND DEGREE ACCESS

instead of leaving the area to attend a technical school. The Campus is located near the Prescott Airport in the former Ruger Building. The 108,000 square foot building sits on an 8-acre site.

An estimated 200 high school students per semester from the West side of the County are enrolled in training courses at CTEC. No high school students from the East side of the County are enrolled at CTEC. The East side of the County does not have a College CTE facility similar to CTEC.

Chino Valley facility. The Chino Valley Agribusiness & Science Technology Center consists of a single large classroom building plus some greenhouses. The classroom building is a “green” facility, which was built with xeriscape landscaping, rainwater harvesting, solar water heating, a geothermal heat pump system, and energy management control system and other features. It offers courses in Agribusiness Technology, Animal Care & Management, Production Horticulture, Canine Care & Handling, Therapy & Service Dog Team Skills, Equine Practitioner, Electrical Utility Technology, and offers general education classes, including English, math and science. There is also a computer commons, science lab, construction shop, and exercise room.

Northern Arizona Regional University, Prescott Valley. The NAU/Yavapai Regional University Campus is located in Prescott Valley. Yavapai Community College partnered with NAU to develop the University. It began accepting students in 2009. The University is described by Yavapai College as one of the “most innovative initiatives to date in Arizona.”

DUAL ENROLLMENT

The University provides students with the opportunity to pursue one of three bachelor's degree programs available at the Campus. The classes are said to be in “high demand” in Prescott Valley. Through hybrid classes, a student combines online learning with weekly class meetings. It offers the most affordable university tuition rates in Arizona.

Allied Health Center Campus, Prescott Valley. A \$50 million Allied Health Center was originally planned to be built on the West side of the County in Prescott Valley at a part of the \$103 million (which became \$119 million) development program announced by President Penelope Wills. In May, 2016 the \$50 million plan was reduced to spending about \$18 million with an immediate \$4 million investment authorized by the Governing Board. When completed, this will result in three major specialized learning Centers and a 100 acre main Campus located on the West side of the County operated by the Community College.

DUAL ENROLLMENT

Dual enrollment. Dual enrollment classes are offered at a number of high schools throughout the County. Dual enrollment permits high school students to take Community College courses at their high schools and receive both high school and Community College credit for them. Dual enrollment courses are offered on the West side of the County at the following high schools: (1) Ashfork, (2) Bagdad, (3) Bradshaw Mountain, (4) Mayer, (5) Mountain Institute (JTED), (6) Northpoint Expeditionary Learning, (7) Prescott, (8) Tri-City.

OTHER COLLEGES AND UNIVERSITIES

Prescott College. The West side of the County has an independent liberal arts college called “Prescott College.” It offers a four-year liberal arts program “in a broad, interwoven range of models of inquiry: literary, scientific, artistic, social, spiritual, and physical.” It also offers three Masters Degree programs and one Ph.D. program.

Embry-Riddle Aeronautical University. The West side of the County also has Embry-Riddle Aeronautical University. The curriculum at Embry-Riddle covers the operation, engineering, research, manufacturing, marketing, and management of modern aircraft and the systems that support them. It offers Bachelors, Masters, and Ph.D. degrees.

EAST SIDE FACILITIES

Sedona Center. In 2014 the Community College closed down the nationally recognized Sedona Film School that it operated at the Sedona Center. It also eliminated all but two part-time classes from that Center. It did this in anticipation of selling the Sedona Center and leasing space for the non-profit independent Osher Lifelong Learning Institute (OLLI). By April, 2016, after an outpouring of opposition from Verde Valley and Sedona residents who successfully blocked the sale of the Center, the College appointed four separate committees to determine what, if any, courses would be returned to be taught within the facility. The College remained adamant it would not return a film school to the Sedona Center.

EAST SIDE FACILITIES

Verde Campus. President Wills claims the Verde Campus, which is bounded by Clarkdale, Cottonwood, and the Verde Villages, is a “full-service” facility. It is not. It sits on 120 acres, most of which is bare and undeveloped. (About 15 acres of wine vines have been planted.) The Campus offers a dozen degree programs and around 20 certificate programs. About one-third of the Campus classrooms sit empty. As a part of the propaganda campaign waged with the East side of the County by President Wills’, she repeatedly states that during the period 2010-2014 the College “spent more than \$18 million of its capital budget on improvements on the Verde Valley Campus.” While relatively accurate, this was the only period in the history of the Verde Campus when the College expended this amount of money from primary taxes for capital improvement. She also ignores the fact that the College spent approximately \$32 million on the West side of the County for capital improvement from 2007 to 2014. She also ignores her decision to ask the Governing Board to spend over \$100 million in development from 2014 to 2024 with less than \$5 million going to College capital development on the East side of the County.

Unlike the Prescott Campus, the Verde Campus does not have athletic fields or athletic teams. It also does not have a performing arts center, student child care center, indoor swimming complex, tennis courts, gymnasium, bookstore, or student residence halls. A large number of its on-Campus classroom teaching programs have been eliminated.

The Verde Campus has a tiny art gallery. Its student/community auditorium consists of a 125 seat classroom with straight-back chairs and no stage. An outdoor pavilion

EAST SIDE FACILITIES

with a partial dirt floor was constructed in 2011. It is in the process of being improved. In recent years, under enormous pressure from East County residents, a \$3 million academic winery was constructed. It was paid for (or is being paid for) by donations. With the help of the community, a vineyard is being developed. About three acres a year over the past four years have been planted with grape vines by the College and community members.

Dual Enrollment. As noted earlier in this chapter, dual enrollment classes are offered at a number of high schools. Dual enrollment permits high school students to take Community College courses at their high schools and receive both high school and Community College credit for them. Dual enrollment courses are offered at the following high schools on the East side of the County: (1) Mingus Union High School, (2) Sedona Red Rock High School, (3) Camp Verde High School.

Table 2: Comparing West vs. East Education hubs

WEST	YCC Prescott	Full service
WEST	Chino Valley	Center
WEST	CTEC	CTE Center
WEST	Prescott Valley	Health Center
WEST	NAU/YC U	University
WEST	Embry-Riddle	University
WEST	Prescott College	College

CONCLUSION

Table 2: Comparing West vs. East Education hubs

WEST	Allied Health Ct	Developing
EAST	Sedona Center	Center
EAST	Verde Campus	Full service

CONCLUSION

The sparsity of roads connecting the East and West sides of the County, the mountain chain, an absence of public or college transportation between the two sides, and the enormous size of the County, all combine to create a real education opportunity barrier. Despite the barrier and the fact the West side has twice the number of citizens than the East side, there is no excuse for depriving the East side residents and their children of the opportunity for the same post-secondary learning experiences that West side citizens are offered by the Community College. This is especially true when the College has the resources to meet the needs of the residents on both sides of the County.

The treatment of the East side of the County by the West side is nothing more than a “rip-off” of the Verde Valley. It needs to be stopped. Reasonable access to all education programs offered anywhere in the County must become the Community College’s highest priority.

CHAPTER 2

The First Fifty Years of Conflict



INTRODUCTION

This chapter summarizes the first of several political disputes between the East and West sides of Yavapai County over the Community College. (The East side is commonly referred to as the “Verde Valley.”) It describes the 1966-67 political encounter over the physical location of the first community college in the County. Most will agree that the outcome of this dispute added to the already ill will existing between the two sides of the County. The ill will continues in some form to this very day.

THE FIGHT FOR THE FIRST COLLEGE

In 1965 the idea of a junior college first formally sprung up among Prescott residents. The Yavapai Community College *Timeline* reports that in November, 1965 Mrs. Merle (Opal) Allen, Prescott P.T.A. President, received a list of reasons from Doctor R.A. Perry suggesting that the time was ripe to form a Junior College.

A meeting was held in Prescott on December 6, 1965. At that meeting 43 persons interested in a Junior College attended. The meeting was under the sponsorship of the Prescott P.T.A.

AN AMAZING PROPOSAL

Given the interest, a campaign to support a Junior College District that encompassed all of Yavapai County was launched. The campaign was successful. On November 8, 1966 Yavapai County voters approved formation of a Junior College District. However, the exact site within the County for the College remained to be determined. Because of their initial efforts, Prescott residents no doubt assumed it would be located in that city.

However, Verde Valley leaders caucused and decided the Verde Valley on the East side of the County would be an ideal location for the first community college. They recognized the potential economic and educational value such an institution located in the Verde Valley held for residents. They began a vigorous political effort to persuade the State Junior College Board to locate the first Community College in the Verde Valley.

AN AMAZING PROPOSAL

The Verde Valley leaders contacted the Gulf States and Industries Corporation for help. The Corporation agreed to put together a proposal. When the Verde Valley leaders received the proposal from the Gulf States and Industries Corporation, they must have been ecstatic. It was more than almost anyone in the Valley could have dreamed about.

In its proposal the Company agreed to provide \$1.5 million in financing for student dormitories and a student center. It also offered an outright gift of \$100,000 for building purposes. Finally, it offered 165 acres of what was

THE FIRST DECISION

described as “prime land in the Clarkdale area” of the Verde Valley on which to build the Campus.

THE FIRST DECISION

Back in 1966 the final decision of the location of a new community college rested with the State of Arizona Junior College Board. The question of where to locate the community college in Yavapai County first came before that Board in 1966. Tension between Prescott and Verde Valley leaders was high. Much to the chagrin of Verde Valley residents, the State Board selected Prescott.

The Verde Valley leaders believed that there was something amiss if not outright underhanded about the location decision made by the State Board. They complained to the Yavapai County Supervisors who asked the Junior College Board to review the location decision. The Board honored the request and reopened the location issue.

A SECOND CHANCE

Given a second chance, Verde Valley residents decided that a favorable outside independent expert’s opinion might cement their argument that the junior college should be located in the Verde Valley. They contacted Northern Arizona University (NAU) and asked for an independent review of the proposed Prescott and Verde Valley sites. NAU agreed.

It took NAU a short time to conduct the review and prepare a report. To the relief, no doubt, of Verde Valley residents, the NAU report recommended Clarkdale as the more desirable location for the first Yavapai Community College.

FINAL STATE BOARD DECISION

FINAL STATE BOARD DECISION

The State Junior College Board convened on February 20, 1967. Verde Valley leaders were hopeful the Clarkdale site would be selected. However, the original decision remained unchanged. Despite the generous corporate offer, and the NAU independent site recommendation, Prescott was again selected as the site for the first community college by the State Junior College Board.

The State Board rejected the findings of the independent site survey team from NAU. That team, when considering the Prescott site, wrote the following:

“It is the belief of the survey team that this amount of available usable land on the site, approximately 50 to 55 acres, which still includes areas requiring considerable work and expense to suitably develop them, is inadequate for a junior college of the size envisioned in the future for Yavapai County.”

**SNEAKY TACTICS: PRESCOTT
SITE PICKED AFTER SURVEY
SHOWS IT UNDERSIREABLE.**

News accounts of the State Board meeting say that the Board went into executive session twice to consider the

AN APPEAL TO THE GOVERNOR

matter. The Verde Valley was not allowed to have a representative present during the two executive sessions. To some, excluding the Verde Valley was thought unusual, if not “sneaky.”

AN APPEAL TO THE GOVERNOR

In a last ditch effort to change the State Junior College Board decision, the Verde Valley Jaycees appealed to Arizona's governor Jack Williams. They asked him to look into the site selection process. The Governor rejected their request. He wrote that:

“I have looked into the matter and find that the board has acted and there is no recourse for this office.”

The *Verde Independent* reported that many individuals had written the Governor protesting the State Junior College Board's site selection decision. According to the *Independent*, most of the writers questioned why the Board had totally ignored “the offer of Gulf States and Industries of \$1.5 million financing for student dormitories and a student center, an outright gift of \$100,000 for building purposes, and 165 acres of prime land.” In a letter to the editor, one writer cynically wrote:

“Is it possible that the state junior college board has acted in an arbitrary and capricious manner?”

ADDING FUEL TO SMOLDERING EMBERS

ADDING FUEL TO SMOLDERING EMBERS

Most agree that the decision of where to locate the first community college, and Prescott's political shellacking of the Verde Valley efforts, added fuel to the embers of burning resentment, suspicion and uneasiness already held by many residents living on the East side of the County about Prescott's ability to dominate important matters that affected the Verde Valley. "Here, right before our eyes," thought many Verde Valley residents, "Prescott stole the Community College site away from us and will receive the significant future economic and educational benefits that will flow from that action. And we were helpless to do anything about it."

THE 1967 BOND VOTE ALMOST FAILS

Although Prescott was selected as the first site for the location for the County Community College, voters still had to approve General Obligation bonds to build the Campus at Prescott. On May 23, 1967 a County-wide election was held on the question of whether to approve a \$2.5 million bond issue. When the votes from all of Yavapai County were tallied, the Bond received approval by a 107 vote margin. (3,011 to 2,904.) Most of the opposition to the Bond is said to have come from Verde Valley residents still angry about the State Board's location decision.

CONCLUSION

Politically, the Verde Valley failed to match the political skills of Prescott when it came to a final location decision. Following the rejection by the Governor of a last minute appeal plus an affirmative vote on a Bond to build the cam-

CONCLUSION

pus in Prescott, the political contest over the Community College should have ended. However, it was just the beginning.

For the next five decades, Prescott and Verde Valley interests would politically fight over the Community College. That “fight” is far from over.

Table 1: Timeline

Year	Event
Nov 8, 1966	Voters approve formation of a Junior College District in Yavapai County.
May 23, 1967	Voters approve \$2.5 million for Prescott Campus in bond election.
Oct 25, 1969	Maricopa dormitory opens.
Sept 29, 1970	Prescott Campus dedicated.
Fall, 1972	Supai Hall dormitory opens.
Sept. 1974	Colleges leases 69 acres for Verde Campus on East side of County.
March 20, 1975	Ground breaking ceremony for Verde Valley Campus.

CONCLUSION

CHAPTER 3

Seeking Independence



INTRODUCTION

This chapter reviews the efforts made by the Verde Valley since 1967 to gain either partial or full independence from the Prescott dominated Community College administrations. One of the earliest efforts was to try and persuade the District Governing Board to create what is generally called an “Administrative College.”

THE ADMINISTRATIVE COLLEGE IDEA

Arizona law, A.R.S. § 15-1444, provides for the creation of an Administrative College. Once established, the Administrative College remains in the District and continues to report to the existing District Governing Board. Total independence can only be achieved by legislative action.

1975 DISPUTE

The idea of an Administrative College emerged eight years after the Verde Valley was politically trounced by Prescott in the site location fight. The Governing Board had decided to set up a small Verde Campus on the East side of the County. However, Verde Valley leaders became uneasy

1975 DISPUTE

with the progress the College Administration and the Governing Board were making on beginning the Campus. They claimed the Board and Administration were dragging their feet on getting construction underway.

The leaders were demanding to know when the promised construction of the Verde Campus would begin. They were also suggesting that the new Verde Campus be administratively separated from control of the Prescott based administration. The idea of a separate Administrative College to accomplish the separation was presented to the Governing Board.

Eventually, the Verde Campus became a reality with construction of several “temporary” buildings. Some of the “temporary” buildings would remain in place for almost 40 years. However, the suggestion of setting up a separate Administrative College, somewhat modeled after those emerging at the time in Maricopa County, was rejected. (It is not clear there was ever a vote taken on the issue by the Board.)

During the 1975 controversy, a letter to the editor of the *Verde Independent* expressed the pessimistic view held by many Verde Valley residents of the West side of Mingus Mountain. The writer stated:

“It isn't the first time the Valley has gotten the shaft from the Prescott end of the operation. There have been delays, and this Campus has been shoved to the low end of the totem pole at least twice before.”

ADMINISTRATIVE COLLEGE (1995)

The issue of an Administrative College on the East side of the County arose 20 years later in 1995. It was raised by the Dean of the Verde Campus.

Former Verde Valley Campus Executive Dean, Tom Schumacher, when interviewed by the *Verde Independent* newspaper on February 18, 2016 recalled the 1995 discussion about an Administrative College for the Verde Valley. According to Schumacher, “Dr. Eula Dean was the dean of the Verde Campus. I was her assistant dean at that time and we were asked by the YC President Dr. Doreen Dailey to consider the feasibility of becoming our own college and what steps we would need to take to make it happen.” Schumacher said that the proposal never made it back to the president's desk because it was determined “the task was [considered] far too Herculean.”

Schumacher commented during his interview that this was the closest the Verde Valley ever came to creating a separate administrative college. He was so supportive of the idea of an Administrative College that he came up with a new name and logo for the Campus. It would be called the “Verde Valley College.”

TRIAL BALLOON -- A NEW COUNTY?

“In my opinion, it was a rare missed opportunity and a sad moment for the Verde Valley.” Former Verde Campus Executive Dean Tom Schumacher.

TRIAL BALLOON -- A NEW COUNTY?

Controversy over domination by the West side of the County over the East side erupted again in 2007-2008. During this period, a trial balloon was floated by a group of citizens to assess the potential for creating a separate Verde Valley County.

Although media reports indicate the idea of a separate county was not supported by Cottonwood Mayor Diane Joens or Third District County Supervisor Chip Davis, some members of Cottonwood's City Council seemed to approve of the idea. For example, in an article in the *Verde Independent* newspaper of February 19, 2009 Councilman Duane Kirby stated the following:

“It has nothing to do with money. My decision is based on a great deal of emotion. I am tired of being the sad sister on the other side of the mountain.” Duane Kirby.

2013 AWAKENING

Kirby, who passed away in 2012, was once a Yavapai County Supervisor. He said he had believed that the Verde Valley should be a separate government for a long time.

Professor and former Division Dean at Yavapai College, Terence Pratt, also reflected on the separate county concept and its potential positive impact on the Verde Campus. He said:

“At the college, we don't get our fair share, either. If the time has not come yet, it is due to come.” Former Division Dean Terence Pratt.

The citizens who floated the trial balloon for a separate County eventually concluded there was not sufficient political will among the citizens in the Verde Valley to seek legislation at the State Capital to achieve that end. Therefore, the dream of many of coming out from under the perceived Prescott influence quietly vanished.

2013 AWAKENING

By 2013, all political efforts to separate the Sedona Center and the Verde Valley Campus from control of the Community College officials based in Prescott had failed. However, a brazen College capital development Plan put together by the current President (2016), Dr. Penelope Wills, triggered a renewed cry for independence from Verde Valley citizens.

OUTRAGE

The Wills' Administration asked the Governing Board to approve the Plan in December, 2013. As originally proposed by Wills, the ten-year \$103 million capital improvement Plan would spend almost all of the millions on the West side of the County in capital development. At best, less than \$5 million was to be spent in the Verde Valley. The Plan also anticipated the possibility of closing the Sedona Center and sending a portion of the Verde Campus nursing program to Prescott Valley. The nursing program would go after a \$50 million Allied Health Center was built, which was a part of the Plan. The Plan was approved by a 4-1 vote by the Governing Board at the December meeting.

OUTRAGE

Once this Plan became widely known in the Verde Valley, there was outrage. It immediately generated strong opposition in Sedona and throughout the Verde Valley. It also stirred up a renewed political effort by Sedona and Verde Valley citizens to seek control over post-secondary education offered on the East side of the County.

The Verde Valley newspapers were filled with editorials and letters to the editor about the treatment of the Verde Valley under the \$103 million Plan. For years, only a couple of citizens at best had appeared at the "call to the public" portion of a District Governing Board meeting. Suddenly, at every Governing Board meeting, angry and upset citizens from the Verde Valley appeared and voiced their opposition to the ten-year Plan in their three minute speeches at the "call to the public." They were less than subtle.

NOVEMBER, 2014 ELECTION

In the 2014 election for Governing Board members, citizens showed disdain for the Board's approval of the \$103 million Plan by ousting the two incumbent Board members who were challenged. The ferment for Verde Valley independence was growing.

POLLS -- "WE WANT INDEPENDENCE"

Polls in the *Verde Independent* and *Sedona Red Rock News* newspapers showed Verde Valley citizens did not feel the Community College was doing its job. In one poll, there was overwhelming support for an independent administrative college or alternatively a totally independent College.

In an on-line poll conducted by the *Sedona Red Rock News*, as of November 25, 2015, almost 70% of those responding agreed that the Verde Valley should move to secede from Yavapai College. They believed that the tax revenue going to the College was not being spent wisely. Another 13% of the respondents said the Valley should secede from Yavapai Community College because classes failed to meet residents' needs. Ten percent thought the Valley should not secede, however, they believed that the ten-year (now \$119 million) Plan (with about 5% being invested in the Valley) should be amended. Seven percent thought that the money was being spent wisely and the Verde Valley should not secede from the College.

A July, 2014 poll by the *Verde Independent* newspaper asked whether its readers believed the Community College was doing a sufficient job of improving communication

OPTIMISM

with the Verde Valley. In response, 86% of the readers indicated that Yavapai Community College was not doing a sufficient job.

OPTIMISM

From January, 2014 to March, 2016 there was increased optimism among Verde Valley residents that the Governing Board “might” listen to their voices and seriously consider creating an Administrative College or an alternative model that gave them a semblance of independence. The blue ribbon Verde Valley Board Advisory Committee (VVBAC), that had citizen representation from all sections of the Verde Valley, heard and responded to those voices.

MOST IMPORTANT -- AN ADVOCATE

June 9, 2015 is an important date. After meeting 14 times from two to three hours at each meeting and listening to dozens of experts, the VVBAC made 16 recommendations to the Governing Board. In one of its recommendations, the Committee wrote:

The single most important component for enduring quality, efficient, and accessible post-secondary education in our region is to have an advocate who can identify and address our unique challenges with solutions that reflect our complicated diversity and identity. That advocate must have the ability to garner the trust and transference of the public and private sector leaders of the Verde Valley communities and have the

AXING ANY CHANCE AT INDEPENDENCE

authority to advocate effectively for resources within the College as well as within the local communities.

“The single most important component for enduring quality, efficient, and accessible post-secondary education in our region is to have an advocate”

The most obvious way the “advocate” sought by the VVBAC could come about was via the creation of an Administrative College. The “advocate” would be the president.

AXING ANY CHANCE AT INDEPENDENCE

The District Governing Board met March 1, 2016 for its monthly meeting. The West County majority on the Governing Board and College President Penelope Wills leaped at the opportunity to axe any effort by Verde Valley citizens to achieve a semblance of independence.

The opportunity to quash the idea of independence arose when Al Filardo, the Third District representative, brought a motion asking the Board to hire an independent consultant to consider and report on various administrative alternatives for operating the College in the Verde Valley.

Bringing such a motion was a huge risk. One surmises that Filardo must have thought he could squeeze at least one vote out of the West side Representatives to support

AXING ANY CHANCE AT INDEPENDENCE

his motion through the use of logic and common sense. Mr. Filardo, an academic engineering professor by profession but an inexperienced politician, was dead wrong. His high risk motion failed miserably.

Filardo had worded his motion broadly so it didn't limit the proposed consultant's consideration to just an Administrative College. It asked that various options for the Verde Campus be explored.

It didn't matter to Wills and the West side voting block how Filardo worded the motion. They could hardly wait for the opportunity to drive the final political nails into the coffin of the Verde Valley independence effort. And they did! Only Governing Board District Two representative Deb McCasland, whose District is partly in the Verde Valley, supported Filardo's motion.

President Penelope Wills, who had obviously been briefed in advance of the meeting about the motion, was fully prepared to destroy it. As anyone familiar with her record on Verde Valley independence knows, she pugnaciously opposes any threat from any quarter that might reduce her power and authority in the County over any aspect of the Community College's operation.

Wills provided her facts and figures in opposition to the motion. The majority voting block West side Representatives joined in support of her with arguments that were neither logical nor sensible. In fact, some might be considered humorous if the issue was less serious. For example, one West side representative claimed that it would be impossible to find an independent expert who could do the job.

AXING ANY CHANCE AT INDEPENDENCE

Another representative, who thinks nothing of approving millions in capital development for the West side of the College, speculated that paying \$50,000, if that was what an expert might cost, was too much for the College to bear (as a part of its \$84 million budget). Still another West side representative thought matters on the East side of the County were just fine; apparently oblivious to the many times citizens from the East side of the County had bitterly attacked the control of the East side by the West side at almost every Governing Board meeting since he joined the Board.

Despite the unimpressive arguments opposing the motion, the West side majority exercised its political muscle and killed the motion. President Wills no doubt rejoiced at the outcome. It failed by a 3-2 vote.

The decision by Filardo to bring the motion at this particular meeting is somewhat surprising in a couple of respects. First, because it was such an obvious sensitive issue, an experienced politician would not have brought the motion without knowing in advance that there was a good chance of receiving support from one member of the West side voting block. (The West side Representatives control the Governing Board.) Without one supporter from the West side of the County, there was no hope the motion would pass. Would you bring a motion you know you're going to lose?

Second, the blue ribbon Verde Valley Board Advisory Committee was on the verge of considering this issue at a meeting the next day on the Verde Campus. According to its agenda, it was scheduled at 9:30 a.m. to discuss the

CONCLUSION

issue of retaining “an Independent Consultant to study the structure, benefits and cost of a separate Verde Valley Administrative College which would remain a part of the Yavapai College District.”

If the Committee had voted in favor of hiring an independent consultant, it would have given stronger political support to Filardo’s motion. The consequence of his motion was to essentially end the Committee’s consideration of this hot-button issue before it could make a recommendation with documentation in support of it to the Governing Board. Hindsight says it was a “political mistake.”

CONCLUSION

For almost five decades the Verde Valley leaders have politically fought to achieve independence from the control of the Prescott based College Administration and the West side majority on the District Governing Board. So far, the Verde Valley has been badly politically outmaneuvered. Some might say the Verde Valley efforts have been “spectacular political failures.”

Meanwhile, the Community College political efforts by those Representatives in control from the West side of the County have resulted in creating a huge educational access and equitable learning opportunity gap between the two sides of the County. Unfortunately, unless there is a dramatic change, the political domination by the West side of all Community College decisions affecting the East side of the County is certain to continue for the next fifty years. The East side of the County, it seems, will never achieve independence.

CHAPTER 4

Saving the Sedona Center



INTRODUCTION

This chapter describes the reaction of the citizens of the Verde Valley and Sedona to the threat made by Dr. Penelope Wills in October, 2013 that she was considering closing and selling the Sedona Center. When she made her threat, she offered no plans for a replacement. Rather, she said she was going to lease space for the Osher Lifelong Learning Center, an independent nonprofit corporation that is a partner with the College.

The chapter also provides a short history of the Center. Chapter 14 of this book provides a fairly detailed history of the rise and fall of the film school that was housed at the Center until 2014.

HISTORY

The building that houses the Sedona Center for Arts and Technology in Sedona, Arizona was originally intended for use as a Yavapai County museum. When that idea failed to materialize, the County Board of Supervisors agreed to turn it over to Yavapai College.

FILM SCHOOL LASTS 14 YEARS

The supervisors expressed the hope that the College would install an educational program in the facility that did not already exist in the County. Someone came up with the idea of a film school and the College began to explore the concept.

FILM SCHOOL LASTS 14 YEARS

With the help of a consultant, the College and Dan Gordon, a renowned Hollywood film screenwriter and film producer, came together and agreed to jointly work on developing a film school. Gordon created the nonprofit Zaki Gordon Independent Institute for Film Making (ZGI) to partner with Yavapai College.

The relationship with ZGI was a good one. ZGI gained national and international recognition for its unique curriculum and outstanding student body in the twelve years it was a partner with the College. The College gained fame for having a film program that rivaled any similar program at any college or university film school in the world.

However, in 2012 the relationships between ZGI and the College soured and was ended when Gordon lost his battle with Dr. Penelope Wills over control of the Film School curriculum. Gordon took ZGI and the unique curriculum he developed and left. Two years later, Wills' made the shocking announcement she was closing the renamed Film School and contemplating closing and selling the Center.

THE 1999 MASTER PLAN

THE 1999 MASTER PLAN

Yavapai College President Doreen Daily was a strong supporter of the Center and the Film School. She included the Center in the College 1999 Master Plan.

Table 1: Master Plan, Dec 10, 1999

Facility or Program	Type of structure or location/ square footage	Budgeted Cost/Pro- jected Enrollment	Facility Programming and Community Benefits
Sedona Center for Arts & Technology (Time frame 0-4 years)	New Building 17,300 sq. ft.	\$3.08 mil 1,000 enrollment	New facility provides broad training opportunities in multimedia and hi-tech career programs; academic and cultural partnerships for enhanced learning and general education.
Optional land purchase for additional building at Sedona site. (Time frame 0-4 years)	Land Purchase	\$500,00	College may exercise option to acquire land for additional building site at Sedona Cultural Park
Sedona Center for Arts & Technology. (Time frame 5-7 years)	New Building 10,000 sq. ft.	\$2,553 mil. 800 enroll	Expansion of multimedia and hi-tech skill development programs to meet growing industry training demands and local general education requirements.

The Master Plan proposed investing \$6,133,000 in the Center for capital improvements. The preceding table is a re-typed copy of the 1999 proposal taken from page 59 of the College Master Plan. According to the Master Plan, the Center's focus was to be on multimedia training and high-tech educational programs and learning space for specialized local programs.

Verde Valley voters in 2000 were asked to approve a \$69.5 million General Obligation Bond to improve College facilities throughout the County. They were aware of the

THE PLAN TO CLOSE THE CENTER

Master Plan proposal for the Center, which was included in the Bond. Most felt that the \$6.1 million capital investment was a good one. The Bond was approved.

Although \$6.1 million became available to improve the Sedona Center, the College delayed implementation. College records indicate that only part of the \$6.1 million was invested at the Center. They show that in 2004 the College purchased five acres near the Center for \$876,000. The remaining millions intended for two new buildings at the Center never materialized. The money was spent elsewhere.

It should be noted that President Daily, the Center's strongest supporter, resigned her position in October, 2004. It should also be noted that the Cultural Park, on which the College's 1999 Master Plan for the Center was somewhat related, went bankrupt. The 2004/05 interim College president and the two presidents who followed him were much less enthusiastic about the Center than was Doreen Daily.

THE PLAN TO CLOSE THE CENTER

Earlier chapters in this book have already touched upon the political battles between the East and West sides of the County over fair allocation of Community College resources. Recall that the latest battle began in December, 2013. That month President Wills unveiled a ten-year development plan that if successful would close down the more rural Community College Centers in Yavapai County while investing over \$100 million in capital improvements in the Prescott/Prescott Valley areas of the County.

WEST SIDE EDUCATIONAL BENEFITS

On the East side of the County, the plan contemplated selling the Sedona Center, closing the nationally recognized Film School, and moving a portion of the nursing program from the Verde Campus to Prescott Valley once the new Allied Health Center was in place. It also contemplated selling the Chino Valley Center, which is located on the West side of the County.

The College had closed the Camp Verde Center on the East side of the County in 2010 and pulled out of its partnership with the Walnut Creek Campus, which is about 45 miles northwest of Prescott. The Walnut Creek Campus was a collaborative partnership with Prescott College, Yavapai College, Sharlot Hall Museum, Northern Arizona University, and the Prescott National Forest. It is a 250-acre site, which hosts projects, classes, meetings, and long and short-term research projects for federal and state agencies and others.

Once the \$50 million Allied Health Center was in place in Prescott Valley, the existing Prescott Valley Center was to be sold. The revenue from the sale of all the properties no doubt would go to finance the Allied Health Center in Prescott Valley.

WEST SIDE EDUCATIONAL BENEFITS

If successful, the plan drawn up by President Wills' and her Administration would result in the citizens on the West side of the County having educational access to the following: (1) A 100 acre almost fully built out Campus at Prescott; (2) three large specialized Centers (CTECH, Prescott Valley; Chino Valley); (3) NAU/Yavapai Regional University; (4) Embry Aeronautical University; and (5)

REPRESENTATIVE RESIGNS

Prescott College. Meanwhile, it would leave the 70,000 plus citizens on the East side of the County with a single, underutilized and one-third empty Verde Campus in Clarkdale.

REPRESENTATIVE RESIGNS

The ten-year capital development plan was obviously unfair to the Verde Valley and in many ways unfair to all of Yavapai County outside the Prescott/Prescott Valley area. Although the plan added to the enormous educational imbalance already existing between the East and West sides of the County, it was approved by the District Governing Board on a 4-1 vote. Bob Oliphant, who represented the Third District in Yavapai County at the time, was the only member opposed to the plan. Herald Harrington, whose district was partially in the Verde Valley, sided with the West County interests. (He was subsequently overwhelmingly voted out of office in November, 2014.)

Oliphant resigned his District Governing Board position as a matter of principle in protest over the ten-year plan in January, 2014. He summed up the imbalance between the East and West sides of the County in four words: "The situation is hopeless."

CITIZENS' ADVOCACY GROUP FORMS

Ruth Wicks, a Verde Valley community organizer, and others were outraged with the ten-year-plan and its adverse impact on future Verde Valley post-secondary learning opportunities. In February, 2014 she launched an information effort to bring to the attention of Verde Valley citizens the unfair treatment being afforded them by the

CITIZENS OUTRAGED

ten-year-plan. She was joined by Bob Oliphant and other Verde Valley citizens.

Under Wicks' leadership, an informal association of concerned Verde Valley citizens was formed that called themselves the "Verde Valley Community College Advocates." The group consisted of citizens from throughout the Verde Valley including former District Governing Board members and former Yavapai College Deans, faculty and students.

The purpose of the association was threefold: First, to inform Verde Valley residents of their plight in the face of the huge expenditures outlined in the College's ten-year-plan that were going to the West side of the County to the exclusion of the Verde Valley. Second, to advocate a separate administrative college for the Verde Valley. Third, ask that a significant portion of Verde Valley residents' taxes going to the College that were used for projects on the West side of the County remain in the Verde Valley. The group held the first of many public meetings at Mingus Union High School during February, 2014.

CITIZENS OUTRAGED

On March 4, 2014 about one hundred upset citizens flocked to the Sedona Center for the only meeting the College District Governing Board was scheduled to hold in Sedona that year. Thanks to Wicks', the *Sedona Red Rock News*, and others, the citizens in the Verde Valley had begun to understand that President Wills was serious about her threat to potentially close the Sedona facility and was moving ahead on her decisions to eliminate the film school and direct almost \$100 million of development

MAYOR BLINDSIDED

exclusively in the Prescott/Prescott Valley area. The knowledge citizens had gained about the unfair treatment was evident at the March 4 Governing Board meeting.

One by one, residents of Sedona and the Verde Valley expressed their indignation, resentment and anger at the ten-year-plan, the closing of the Film School, and the contemplated closing of the Sedona Center. As one prominent Sedona citizen told the Governing Board:

“In the past eleven years since this Campus was opened, Sedona citizens have contributed about \$74 million to Yavapai Community College. For that we have this magnificent facility that we all love and enjoy and is world class. It is close to thievery to think that you would sell this Campus after we shipped \$74 million to this community college system.”

MAYOR BLINDSIDED

Sedona Mayor Rob Adams attended the October, 2013 meeting where Wills’ first made the surprise announcement about the potential closing of the Sedona Center. When interviewed shortly after the meeting, he remarked that he knew there were problems with enrollment, but was surprised to learn about the decision to possibly sell the Center. Politely, the Mayor commented, “I was kind of disappointed that I was not aware.”

COUNCIL AND MAYOR SAY “NO”

The Sedona City Council and Mayor extended an invitation to President Penelope Wills to appear at a Council session and explain her decisions to potentially close the Center and kill off the film school. She appeared at its March 6, 2014 meeting.

It was clear to everyone attending the March 6 meeting that there was no support on the City Council for the decisions made by Wills. Sedona Mayor Rob Adams addressed Wills directly saying:

“The last thing that I thought for the last two years was that we would be sitting here having this conversation about the closure of the Sedona Campus. Our conversations started when you (President Wills) was hired about expanding the presence of the Sedona Campus; that has always been the basis for our conversations. We were talking about, I suggested a culinary institute, you were investing resources into looking at that; all of a sudden we are looking at closing the Sedona Campus. That discussion did not happen between you and I. . . . That was very distressing to me, to say the least, and I think I made that pretty clear when the ten year plan was rolled out.”

Some cynics have suggested that the Wills’ withheld information from the Mayor because she anticipated little or no resistance to the plan to close the Sedona facility.

LAND SETTLEMENT; CENTER APPRAISED

They cite as evidence the fact that the Community College quietly and without any public outcry from Verde Valley residents entirely withdrew from its Camp Verde facility in 2010.

LAND SETTLEMENT; CENTER APPRAISED

Wills claimed on numerous occasions that she was unable to settle a ten-year land dispute with an adjacent land owner over access to the Sedona Center. She also claimed that this was the reason the College administrators' contemplated selling the Center as a part of the ten-year capital development plan.

It was learned that Wills had moved quickly to get the Center appraised in January, 2014. The appraisal was made two months in advance of the Sedona Board meeting in Sedona and only one month after the Governing Board had approved the ten-year plan that contained the possibility of selling it. It is thought by many that the appraisal was ordered in contemplation of a quick sale of the Center.

ADMINISTRATION REGROUPS

President Wills and the District Governing Board were no doubt stunned by the outpouring of residents opposing their decisions and the polite dressing down from the Sedona City Council and Mayor. It became clear that the citizens were not willing to accept a claim that the issue regarding access to the Center could not be settled with the adjacent land owner. Much, no doubt, to the chagrin of President Wills, she was being forced by public opinion to undertake serious negotiations to settle the access/land

LAND SETTLEMENT DETAILS

dispute. Otherwise, there would be the equivalent of rioting in the streets from Sedona/Verde Valley residents and local politicians who saw the closing of the Sedona Center as beyond “outrageous.”

To no one's surprise, a little over 60 days from the March 4 and March 6 meetings a settlement was tentatively reached between the Community College and the adjacent land owner. The agreement was finalized in June and the Sedona Center was saved.

LAND SETTLEMENT DETAILS

The formal agreement settling the land dispute is informative--especially when it reveals that Wills had the Sedona Center appraised two months prior to the March Governing Board meeting in Sedona. According to legal documents signed by the Governing Board June 11, 2014 the College swapped five acres it owned at the Sedona site with a value of \$200,000 per acre for the four acres owned by the landowner on the site adjacent the physical buildings, which was valued at \$305,000 per acre. The land had been valued by the Huck Appraisal Office January 3, 2014. The College paid \$220,000 cash difference to the land owner when swapping the parcels. The College was also to pay for one-half of the cost of the new roadway, not to exceed \$200,000 together with engineering costs not to exceed \$20,000.

SEDONA SETTLEMENT ALTERS PLAN

Once the settlement was in place, as noted earlier, President Wills was forced to alter her ten-year development

CLASSES REMOVED FROM CENTER

plan. After all, the millions of dollars anticipated from the sale of the Sedona Center property had disappeared.

The College with Governing Board agreement extended the ten-year-plan to 14 years. The College said it was moving the development of the Allied Health Center in Prescott Valley to the third phase of the plan and adding four years to it. This suggests that the College administrators were relying heavily on the funds from the sale of the Sedona Center to finance the construction of the new Prescott Valley Allied Health facility.

Note that despite the statements made in 2015 by the College that it intended to delay the Allied Health Center, that it changed its mind. In May, 2016 the Administration requested and the Governing Board authorized \$4 million in new construction for the Allied Health program at the Prescott Valley Center. In addition, it put on the shelf for future consideration \$14 million. (It suggested it was no longer pursuing a \$50 million investment in the Allied Health Center.)

CLASSES REMOVED FROM CENTER

Although President Wills backed away from closing and selling the Sedona Center, she followed through on her promise to close the Film School and remove all College credit courses from the facility. By the fall, 2014 there were two classes being held for credit at the Center. In essence, by the spring, 2015 the Sedona Center sat as an empty shell used by the self-financed independent nonprofit Osher Lifelong Learning organization.

CITIZENS DEMAND CLASSES

The citizen outcry that the Community College re-install classes at the Sedona Center grew louder and louder from 2014 to 2016. At town meetings and other gatherings, they urged that the Film School be returned and that a culinary program be instituted. Wills, who appears stubborn as a mule once her mind is made up, would not yield on returning the film school to the Center. However, there has been some response by her to citizen demands.

COLLEGE RESPONSE

After losing the contest with citizens over closing the Center, the Wills' administration began a series of efforts that some might characterize as "appeasement." For example, in the summer of 2015 a paved parking lot was constructed for the Sedona Center. In the College 2016-17 budget the Administration promised to invest over \$3 million in renovation of the Center. By May, 2016 there were four separate College committees working to determine what classes, if any, would be returned to the Sedona Center. President Wills also suddenly appeared eager to agree to locate a culinary school at the Center.

As this manuscript is prepared, the exact plans for returning courses or installing new ones that were stripped from it remain up in the air. The renovation details for the Center likewise remain to be formally announced. Finally, locating a culinary school remains somewhat problematic at this point.

CONCLUSION

CONCLUSION

The East Valley citizens won a significant battle with President Wills when they saved the Sedona Center. However, the future of the Center remains far from certain. Will the College return a significant number of credit courses to the facility? Will the College build and seriously support a culinary Institute at the Center, especially after it has just started a small one in Camp Verde? Or will it follow the dink and fail approach used to justify shutting down the Northern Arizona Regional Skills program on the Verde Campus in 2007?

The future holds the answers to these and many other questions about the Sedona Center.

CHAPTER 5

Access, Equity, and County Taxes Funding City Projects



INTRODUCTION

This chapter and the next three focus on large capital projects that were built on the Prescott Campus and appear to be of major benefit to the City of Prescott. Most would argue that it is inappropriate to consistently use property tax revenue gathered from all County residents to pay for projects that benefit only those residents of the Prescott/Prescott Valley area.

This chapter examines the strategy used by the College to build the projects.

THE THREE PROJECTS

Over the years various Yavapai Community College Administrations have invested significant amounts of revenue derived from County taxpayer property taxes to fund three large capital projects that arguably primarily benefit only the residents living in the city of Prescott. Those capital projects are: (1) the Performing Arts Center, (2) the indoor swimming complex, and (3) the professional tennis complex. The Performing Arts Center has required by far the largest investment. A fourth, the special events (soccer)

COLLEGE STRATEGY

field is on the drawing board and will be decided in the very near future. The Foundation has already indicated it is providing \$150,000 toward the \$3 million project.

The common threads that tie the above projects together are the following: First, on balance they have limited educational value. Second, they are probably too costly for the City of Prescott to build. Third, they primarily benefit the residents of Prescott rather than Yavapai Community College students. Fourth, they are all constructed on the Prescott Campus. Finally, a large percentage of Yavapai County residents living outside the Prescott area do not have access to them although they are obligated to pay for them with their property taxes.

COLLEGE STRATEGY

The College has employed a public relations strategy of one kind or another in each of the three major capital projects. to divert public attention away from the fact that residents living outside Prescott have little or no reasonable access to them. For example, when voters were asked to approve General Obligation Bonds for constructing the Performing Arts Center and later the swimming complex, other projects outside Prescott were included within the ambit of those bonds. This helped encourage a “yes” vote for the bonds and diverted attention away from the fact the capital projects on the Prescott Campus were inuring significantly to the benefit of Prescott retirees and other non-college persons in the Prescott area.

Another aspect of the College public relations strategy involves using the Yavapai Community College Foundation

THE STRATEGY CREATES PROBLEMS

as a kind of shield against public criticism about a particular capital project. The shield is generated when the Foundation sets up a drive to obtain reasonably large donations from persons living in and around the Prescott area to support a project. This was the case with the Performing Arts Center and the Professional Tennis Complex. A large public contribution to a project acts as a shield because it helps divert attention away from where the bulk of the revenue to initially build the project will come and where the bulk of future support to maintain it will come. Those two obligations quietly fall on the shoulders of all County property taxpayers.

THE STRATEGY CREATES PROBLEMS

One of the problems with the College strategy is this. Despite the fact that the vast bulk of the financial construction costs and future maintenance will come from all taxpayers, when a project is completed, the Prescott citizens who have contributed large sums of money to it naturally feel a very real sense of ownership and pride in it. For them, the project is “theirs.” After all, from their perspective, they raised most, if not all of the donated revenue to accompany the College decision to build it. Furthermore, the fund raising that went into the project was hard work!

Another problem for the College is that it has historically limited citizen involvement in these capital projects to Prescott/Prescott Valley residents. The reason for this is twofold: First the Prescott area of the County has the largest population concentration and culturally has a history of making generous nonprofit contributions. Second, most of the members of the Yavapai Community College Founda-

THE “ACCESS AND EQUITY” ISSUE

tion Board, which is located on the Prescott Campus, come from Prescott or areas immediately around it. The Foundation is a very strong natural lobby for Prescott residents’ interests.

Historically, the East side of the County has been pretty much ignored. It is generally not viewed favorably by the Foundation as a major source of revenue for projects.

THE “ACCESS AND EQUITY” ISSUE

Access and equity is a major issue for these three projects. As noted earlier, despite the large donations coming from Prescott residents to support two of the projects, the bulk of the capital construction costs and revenue to pay for ongoing maintenance derives from the property taxes of all residents of the County. Unfortunately, those County residents living outside Prescott have little or no access to the three large capital projects for which they are paying millions of dollars.

A second problem is “equity.” Because of the College’s limited focus, it has invested in capital projects like these three only in the Prescott/Prescott Valley area. It seldom considers equitably distributing or building similar capital projects anywhere else in the County.

CONCLUSION

The strategy employed by the College has left hundreds of thousands of County residents without access to major facilities for which they are paying. That is unfair.

CHAPTER 6

A Grand Concert Hall for Prescott



INTRODUCTION

This chapter focuses on the history and development of the Performing Arts Center. It is now a state-of-art 1,100 seat dinner theatre, which is probably the only one of its kind in the nation operated by a small Community College.

THE “GRAND” CONCERT HALL CONCEPT

The idea of a “grand concert hall” can be traced at least to the 1980s. It was then that the City of Prescott leaders wanted a “grand concert hall” where major Broadway plays and concerts by fine orchestras could be held. If possible, they also wanted a first-class art galley incorporated into the concert hall. However, they did not have the revenue to build such a facility. Furthermore, if the question of paying for such an expensive facility was put before the voters of the City of Prescott, a majority would most likely have turned it down.

So, where do you look for revenue to build such an expensive project if your City won’t build it for you? In Yavapai County the answer is obvious. You look to the

LUCK

goose with the golden revenue eggs, which is Yavapai Community College.

LUCK

When Prescott residents approached the College to seek support for a grand concert hall luck was on their side. The luck came in the guise of Community College President, Dr. Paul Walker (1984 - 1992). According to press reports, Walker claimed he “dreamed” of such a facility. For him, the dream became a reality and he became the leading spokesman for the project. He is credited with ultimately shepherding the Community College Bond issue to a successful County-wide vote.

At the time Walker dreamed of a “grand concert hall,” the Community College was holding programs and Music Department events in the Elks Opera House or the Yavapai College Community Theater.

In order to persuade County voters to approve revenue coming from a Bond to pay for the “grand concert hall,” a political campaign to support it was formed and a scheme to encourage a “yes” vote prepared. Plans were laid; Prescott community leaders were energized and organized.

THE BONDING SCHEME

Prescott residents and College officials no doubt realized that if County voters were asked to approve a Bond solely to support a “grand concert hall” on the Prescott Campus that would serve only residents in Prescott/Prescott Valley,

COLLEGE STRATEGY APPLIED

it would fail at the ballot box. Politically, the Bond offering had to be sweetened.

The sweetening came in the guise of including in the Bond several small projects that were scattered around the County. The Bond supporters no doubt felt that the scattering approach would guarantee a sufficient number of “yes” votes when it came to voter approval.

The College put together an \$11.3 million General obligation Bond proposal. It contained \$6.1 million for the “grand concert hall.” However, the Bond also included \$5.2 million for learning centers in Chino Valley, Prescott Valley, and the Verde Campus library building. It would also fund an expansion of building #3 on the Prescott Campus.

In 1988 the College political campaign to persuade Yavapai County voters to approve the \$11.3 million Bond was launched. As expected, the Bond had the backing of the College President and leading Prescott citizens.

Although press reports from the period indicate the 1988 \$11.3 million Bond request generated “heated debate” about the need or wisdom of investing in a “grand” auditorium on the Prescott Campus, it was approved by voters. When passed, it meant that every taxpayer in the County was paying for most of the construction of the facility and for most of its future operating costs.

COLLEGE STRATEGY APPLIED

As noted earlier, from a practical point of view, the “grand concert hall” concerts and other theatrical produc-

COLLEGE STRATEGY APPLIED

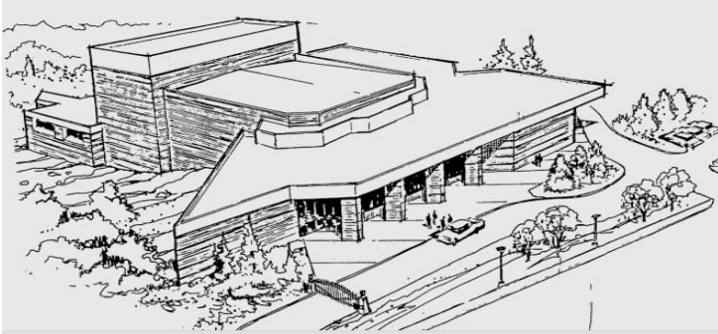
tions are only available to Prescott residents or those living in relative close proximity to Prescott. Also as noted earlier, the College had a strategy to deal with the potential public relations fall-out from residents unhappy they were paying for a project to which they had little or no reasonable access. The strategy required the involvement of the College Foundation in the project along with a campaign directed at Prescott/Prescott valley residents to contribute funds toward the project.

Working closely with the College Foundation, Prescott/Prescott Valley residents joined in a campaign to sell or sponsor seats in the concert hall. The Yavapai College Foundation created a challenge grant opportunity. It would match \$250,000 in contributions coming from residents.

The campaign to raise \$250,000 by selling seats in the auditorium was successful. A total of \$500,000 came to the College from the Foundation for the project. The Foundation campaign cemented a sense of ownership of the facility in Prescott residents even though their contributions made only a small dent in the initial construction costs of more than \$6 million dollars. As noted earlier, the generous \$500,000 contribution paled in comparison to the total capital constructions costs and maintenance costs incurred by the College from 1988 to present.

The “Grand Concert Hall” opened its doors on Sunday, April 26, 1992 with great fanfare.

YEAR 2000 -- \$69.5 MILLION BOND



“The Performing Arts Center certainly isn’t just for the College.” Mrs. Englese, 1988.

YEAR 2000 -- \$69.5 MILLION BOND

In the year 2000, the College ran a successful campaign for a \$69.5 million Bond. The Bond spread revenue for College projects throughout the County, which it had to do if it was to obtain approval from the voters. It allocated \$50,732,000 for new buildings and renovation of the Prescott Campus. However, there is nothing specifically mentioned about the “Grand Concert Hall” in the College Master Plan or in the news media reporting on the Bond that suggested revenue was being set aside for the “Grand Concert Hall.” It is assumed there was no new revenue

THE 2011 RENOVATION

included for the “Grand Concert Hall” from the \$69.5 million Bond.

THE 2011 RENOVATION

By 2011 Prescott residents and College Administrators decided it was time to improve the “Grand Concert Hall” or the “Performing Arts Center” as it was about to be named. This time the College Administration concluded it was unnecessary to seek funds via a General Obligation Bond for the project. (Dr. James Horton was College President until October, 2011.) Rather, during the previous five years the College Administration had created a budget that provided it with discretion to spend around \$8 million in annual revenue for capital projects. (The money could also have been used for general education projects.)

The new funding scheme for large capital projects was a relief to Administrators. It meant they no longer had to justify their expenditures for capital projects to the voters of Yavapai County. It also meant that the Administration could easily respond to Prescott lobbyists and special interests when deciding on how to spend the discretionary funds.

A potential roadblock to the Administrators' spending millions of dollars on a particular capital project was the District Governing Board. However, because almost always excess Community College revenue was flowing from the East side of the County to support a West side project, the Administration was virtually guaranteed that a West side District Governing Board majority would approve its capital funding request.

MORE TAX REVENUE USED

So, with the approval of the Governing Board, the Administration began to upgrade the theater. According to the 2012 Annual June Financial Report issued by the Community College,

“the District began another project in May 2011 to renovate the Performance Hall. Much of the interior was redone including new flooring, paint and wallpaper, box seating, reconfiguration, theatrical and house lighting, audio visual and a new ceiling. The project was completed in the fall of 2011. Funds from the District's Future Capital Projects Accumulation Fund were used for renovation.”

The press reported that the College invested in new audio visual technology, which it claimed would allow it to feature live events from around the world such as the Metropolitan Opera, Shakespeare from the Globe Theatre in England, the L.A. Philharmonic, and events from Lincoln Center. This same technology would allow the College to feature movies on a regular basis.

The total cost associated with this upgrade is unclear. Estimates are it cost at least \$2 million and because of unexpected problems, it may have cost \$3 million or more.

2012 -- PRESCOTT'S "CROWN JEWEL"

By the spring of 2012, the Performance Hall had been renovated. It was celebrating its 20th Anniversary and was now called the "Performing Arts Center." It was clearly viewed much more as a Prescott theatre than a student auditorium.

"Jewel of Prescott"

According to the press reports, since 1991, the Performance Hall proudly wore the title of the "Jewel of Prescott." It was estimated that over 1.2 million people had attended an event at the Hall from 1992 to 2012.

2013 - 2015 RENOVATION

The College and the Prescott community were not satisfied with the improvements the College made in 2011. Therefore, in 2013, in response no doubt to Prescott special interest lobbying efforts, the Penelope Wills' administration put together a capital plan for Governing Board approval to add a kitchen, elevator and other amenities to the just renovated theatre. The additional expenditures would cost taxpayers from \$1.5 to \$2 million dollars. By now Wills' had discovered how easily capital projects could be financed with County-wide taxpayer money and voters could not meddle in her decision.

Wills' assessment of her power to obtain approval for completely unneeded capital projects such as the elevator

STUDENT AUDITORIUM A DINNER THEATRE

and kitchen was accurate. Her request for sinking more money into the Performance Hall sailed through the Governing Board with only the Verde Valley representative opposing the expenditure with a negative vote.

STUDENT AUDITORIUM A DINNER THEATRE

Incredibly, the end result of investing millions of taxpayer dollars intended for post-secondary education was to transform the 1,100 student auditorium into an expensive dinner theatre for use by Prescott patrons. It is the only one of its kind on a small Community College Campus in the nation. As noted earlier, it's nice but certainly not needed.

SUBSIDIZING ANNUAL LOSSES SINCE 1992

Since the Performance Hall opened in 1992, it has been running in the red. That is, the income from ticket sales for its concert and theatrical performances has fallen far short of paying the cost of its operation. All of those losses have been made up from property tax money collected from all of the residents of Yavapai County along with tuition and state aid.

It is unclear just how many millions of dollars flowing from primary taxes have been used to subsidize the Performance Hall since it opened. In the April 26, 2012 edition of *The Daily Courier*, it reported that of Yavapai College's \$44 million annual operating budget at that time, about \$250,000, or 0.57 percent, goes to the Performing Arts Center. Dr. Clint Ewell is quoted on the annual loss incurred saying that:

A CHILLING STORY

“I'd like to see that go down by \$100,000 this year. There's not so much increased need for the facility as the desire for it take up less subsidy.”

A CHILLING STORY

When the monthly financial reports made to the College Governing Board are examined, they tell a different, and if accurate, chilling financial story. At least during the two years that the College accountants actually transparently reported the losses tied to the Center.

For example, in the June 11, 2013 District Governing Board Agenda, page 15 of 90, the College reported that the Performing Arts Center had lost \$543,376 during the first eleven months of its operation. The report put the total estimated loss for the year at \$649,000.

The following year the College reported in the June, 2014 Agenda, page 23 of 129, that the Performing Arts Center had lost \$449,700 during its first eleven months of operation and was budgeted to lose \$655,000 in total that year.

A COVER UP?

During 2014 citizens began to question the reasonableness of the huge losses associated with the Performing Arts Center found in the monthly financial report given to the Governing Board. It was not unusual for citizens to question those losses during a call to the public where a citizen has three minutes to address the Governing Board. When discussing the reported losses, the Governing Board indicated

CONCLUSION

its concern with the reports coming from the Administration's accountants and the citizen complaints. What could be done?

The response by the College Administrators was to change the accounting reporting scheme. At the beginning of the 2015-2016 academic reporting year, the accountants changed how the Performing Arts Center revenue and expenses were reported to the public. First, they removed the Performing Arts Center as a line item showing revenue, expenditures, and losses. Second, they lumped all auxiliary expenses into a single line item and removed the "Performing Arts Center" by name. It cannot be identified in the expense report. (There are eleven auxiliary functions run by the College that are supposed to break even.) By comparison, in 2013 and 2014 the Performing Arts Center was identified as a single line item specifically showing revenue, expenses, and losses.

The result was to hide the specific revenue and specific expenses of the Performing Arts Center from the Governing Board and the general public. Was it a cover-up? Under the new accounting scheme, it is no longer possible for a citizen to discover the amount of the loss, if any, associated with the College running the costly Performing Arts Center.

CONCLUSION

The Performing Arts Center is a nice, state-of-the-art facility. But for a very small Community College in a very large County, such a facility is totally unnecessary. There are millions of dollars of not as yet unmet educational needs throughout the County that the College should have

CONCLUSION

received a much higher priority than a Performing Arts Center. For example, consider the East side high school students and residents who have little or no access to the state-of-the-art Career and Technical Education that is offered to West side students and resident. Or, consider the residents of the northeast section of the Verde Valley who are ignored by the College. Or, consider that the Performing Arts Center, with its programs, concerts and Broadway plays is accessible to mostly Prescott residents. Finally, consider that the Center has limited educational value. It's nice; it's not necessary.

The exact amount of taxpayer subsidy for the Center remains a mystery as of May, 2016. Unless the District Governing Board gathers the courage to require accurate data to be supplied to the public about the subsidy, which includes detailed information regarding the nature of the subsidy and the amount, the taxpayer subsidy will forever be kept from the prying eyes of the citizens who pay for its operation.

This is a taxpayer "rip-off" and a drain on scarce revenue that should be directed to developing educational programs that serve all the residents of Yavapai County.

CONCLUSION

DINNER AND A SHOW

“Yavapai College Performing Arts Center offers pre-show dinners for select performances! Enjoy a meal in our beautiful balcony overlooking the Art Gallery, and then take your seat in the hall for the show - no fuss, no hurry, no worry about whether you'll arrive on time for the opening.”



College Website Advertisement.

CONCLUSION



CHAPTER 7

New Community Pools

INTRODUCTION

This Chapter describes how the City of Prescott residents and special interests persuaded Yavapai Community College to build a first-class indoor lap swimming pool and warm water therapy pool. Unlike the effort to build a concert hall, the residents apparently did not come forward with funds to help pay for the pool as encouragement for the project. It appears that the capital construction costs and all future maintenance costs were placed entirely on the backs of Yavapai County taxpayers. To the extent that fees are charged to residents for using the pool and collected by the College, it appears the residents' use is subsidized by the College.

THE OLD POOL

Somewhere between 1967 and 1975 a swimming pool was constructed on the Prescott Campus. Records have not revealed its initial cost. This pool was apparently heavily used by young and old Prescott residents in addition to Community College students. By 2000 the pool was in poor condition. It needed to be either renovated or closed.

THE YMCA POOL

THE YMCA POOL

There is now, and was in 2000, an indoor swimming pool operated by the James Family YMCA in the City of Prescott. It provides broad-based swimming opportunities for the Prescott community. It is used by Prescott High School for its swimming program. The YMCA offers courses in water fitness, life guarding, warm water workout following Arthritis Foundation Guidelines, a special needs and several other programs.

During the campaign for a new College pool, it was argued by some that the YMCA prices were too high and that it failed to offer many classes when compared to the number of classes offered by the College. One letter to the editor that appeared in the *Prescott Courier* newspaper complained that the YMCA charged \$8 a swim, something the writer could not afford.

John Lapp, one of the coaches for the private Prescott Pirates swim team lobbying for the College pool, stated that if the College closed its pool there is “no time or room at the Prescott YMCA” for the Pirates swim team.

THE 1999 MASTER PLAN

As a part of the justification for the \$69.5 million dollar General Obligation Bond the College asked County voters to approve in 2000, there was a provision for a “New Community Pool” based on the College Master Plan. The College stated that a “new pool area allows enhanced recreational and instructional opportunities.” It also stated that the “useful life of [the] existing pool and mechanical operations

APPROVAL AND DELAY

have been exhausted.” According to the College, the pool “provides general therapy and senior adult rehabilitation.” The money from the Bond also anticipated using revenue to allow “expanded space in Building 2 for physical education.”

APPROVAL AND DELAY

Voters approved a \$69.5 million Bond in 2000 for College County-wide projects. In addition to its Master Plan, the College had produced a brochure as a part of the political campaign encouraging voters to approve the Bond. The brochure indicated that some of the Bond money would go toward a new pool on the Prescott Campus. However, as reported by the media, once the Bond was approved by the voters, a controversy broke out between the College and various Prescott interests over the nature and extent of the investment to be made in the new swimming pool.

By the beginning of September, 2003 the College Administration and the District Governing Board were taking heat from an increasingly upset Prescott lobby because of the delay in constructing a new pool. According to press reports, the District Governing Board was suggesting as a possibility that because the ballot used in the 2000 \$69.5 million Bond election did not specifically mention the pool, it did not necessarily have to be built. In response to this suggestion, one Prescott citizen commented in a letter to the editor in the *Daily Courier* the following:

“. . . Now college officials are telling us that because the ballot didn't mention the pool specifically, they don't have to include it in

APPROVAL AND DELAY

their building plans. How disingenuous. We read the brochure, voted for the bond issue, didn't feel we needed to read the small print on the ballot because we believed what the officials told us in the brochure, and now we are told by Board Chair Ed Harris that "legally we don't have to do everything we said."

The September 9, 2003 Governing Board meeting is an important landmark in the pool controversy. At that meeting there was an outpouring of Prescott residents lobbying for the pool. They argued to Governing Board members that the existing Yavapai College pool had been vital to numerous children in Prescott who had taken swimming lessons. They said that the lifeguard and aquatics programs had benefitted both young adults and senior citizens. It "offered a sanctuary for injured people needing to rehabilitate and or sooth their aching bodies."

The press reported that seniors in their 80s and 90s felt that losing the College pool would be a death sentence to their lifestyles. They believed the excising pool needed to stay as it is or be refurbished and that the college should build an additional pool. A 63-year old said the College pool had helped her lessen the pain of nagging ailments. An eight-year daily swimmer at the facility, who had rheumatoid arthritis for 15 years, said she needed the pool for her aching joints. The consensus was the existing pool should not be closed.

ADVISORY COMMITTEE

ADVISORY COMMITTEE

On September 9, 2003, it was decided that a special advisory committee needed to be set up to deal with the various pool options. That was done and the advisory committee immediately began meeting. By December 9, 2003 the Advisory Committee was suggesting to the Governing Board that a \$1.5-million-dollar investment would provide an adequate pool. With this amount of investment, the existing pool would be retained and a new warm water therapy pool that was 3 feet deep added. The College Provost said he liked the idea of two pools.

ADVISORY COMMITTEE MEMBERS RESIGN

On January 7, 2004 the College's Aquatic Facility Advisory Committee chairman, Alex Vakula, and one of the committee's members, Dan Burchfeld, resigned. They gave as a reason for their resignation frustration with the process for determining how \$2.2 million would be allocated for the new pool.

EVENTUAL CONSTRUCTION

The lap swimming pool and the large warm water therapy pool were eventually constructed sometime after January, 2004. The College named the pools and exercise area a "Center for Fitness and Swimming." It has continued to maintain those facilities and advertise their availability to the Prescott community. It still does not have a College swim team.

COST ESTIMATES VARIED

COST ESTIMATES VARIED

There were a broad range of estimates being floated regarding the total costs of the new pool construction. They ranged from \$2.35 million to \$6 million. According to the May, 2007 report on the costs of the pool and Building 2 (May 2007 Governing Board Agenda, p. 36 of 143), the College expended \$5.7 million on Building 2, which contains the pools. It was estimated at the time it would spend an additional \$400,000 on the project. Exactly how much was eventually poured into the new pool construction is not entirely clear. Note, however, that College President Doreen Daily had indicated before she resigned in 2004 that voters may have misunderstood that only a portion of the money being expended for Building 2 was going toward the new pools.

THERAPY POOL TOO

Of particular importance to the retired citizens of Prescott is the large warm water therapy pool. The College advertises the pool today as offering “warm water exercise classes [that] are great for those with physical limitations such as arthritis, and other osteopathic conditions. Some classes offered are specifically for children, too.” Unfortunately, citizens outside the Prescott area whose property taxes support the pool do not have reasonable access to it because of distance and the absence of public or college transportation.

The Yavapai College pool offers an array of exciting aquatic related courses for beginners all the way to competitive swimmers. Warm water exercise classes are great for those with physical limitations such as arthritis, and other osteopathic conditions. Some classes offered are specifically for children, too. (Yavapai College website advertisement, 2016)

ATTORNEY GENERAL FINES BOARD

The pool controversy played a small role in the Governing Board members ending up with personal sanctions from the State Attorney General. According to the Attorney General, on October 9, 2003 Board member Herold Harrington sent two e-mail messages to three other Board members with an attachment concerning the swimming pool that was a draft titled "Proposed Resolution 2003-05". The first e-mail message contained the subject: "Updated resolution #2;" the second: "Resolution Version 3 or 4 or something like that." Mr. Harrington began the first e-mail message with "Hi all, Here is an updated resolution that we would like you to consider." In the second e-mail message, Mr. Harrington stated, "Hi everyone, Ed asked me to change the first paragraph to match the exact wording in the public documents."

The e-mails were reported by College Vice President Terry Bowmaster who filed an Open Meeting Violation claim with the Prescott County Attorney's office and the State Attorney General. The e-mails resulted in the Attor-

RECENT RENOVATION

ney General finding that Board Members Herald Harrington, Edward Harris, Paul Madden, and Donna Michaels “shall pay a penalty of five hundred dollars (\$500.00) from their personal funds, which shall be deposited into the general fund of the YCC.”

RECENT RENOVATION

The pools are a costly feature of the Prescott Campus. They require ongoing maintenance. Major renovation to the pools was completed in winter, 2016. The pools were drained and the area re-plastered. Any equipment that was not working properly was replaced. The lap pool was cleaned and the floor completely refinished. The therapy warm water pool was drained, cleaned and repaired. The costs associated with the renovation and upgrades to the lap pool and the warm water therapy pool were not revealed by the College.

RENT GOING UP? SUBSIDY GOING DOWN

At the May, 2016 District Governing Board meeting, the President of the Prescott Pirates Swim Team appeared and asked the Board for the opportunity to negotiate future increased fees being charged the team. He said that for “over 30 years” the College has provided the team with “subsidized rent.” He pointed out that in 2015 the College had increased its rent and that it is going up about 15% per year. He said that after the next year, the Swim Team would find it hard to meet the increased rent.

He argued that the value of the pool to the Community is that it provides “opportunities to children of all ages in

A PERCEPTION OF OWNERSHIP

the greater Prescott area to learn how to swim and then train as a competitive swimmer.” He added that “all kinds of swimmers use our team . . . [some] for a training platform for high school swimming in anticipation of going on to College. We also have many children who are using the team as a PE if there are home school or any other schools around who do not have swim teams.”

A PERCEPTION OF OWNERSHIP

There is little doubt that the pool is a fine facility. There is also little doubt that given its history that the citizens of Prescott have gained a perception that it is in large part their pool. Unfortunately, there is likewise little doubt that all of the County taxpayers paid for its construction and have been subsidizing its operation over the past 30 years.

FEE SCHEDULE FOR POOL USE

To somewhat help with the costs associated with the pool, the College has created a fee system for students enrolled in at least six credits of classes and for residents. The table that follows sets for the fees charged effective May, 2016.

CONCLUSION

Table 1: May, 2016 Fee Schedule

Purchase at Pool	Purchase from cashier at Bldg. #1
Daily Swim Adults - \$5 Students / YC Faculty & Staff - \$2	Annual Single Swim Pass - \$250 Students / YC Faculty & Staff Annual Pass - \$125
Daily Swim Children (Ages 3 and over) - \$2 Children 2 & under are free	Monthly Swim Pass - \$25 Students / YC Faculty & Staff Monthly Pass - \$12.50
Purchase at the Pool	Purchase at Cashier in Building #1
Daily Combo Adults - \$8 Students / YC Faculty & Staff - \$4	Annual Single Swim Pass - \$250 Annual Couples Pass - \$400 - save \$100 Students / YC Faculty & Staff Annual Pass - \$125

CONCLUSION

The lap pool and warm water therapy pool are a result of the strong lobbying by Prescott's citizenry. Neither the lap pool nor the therapy pool was needed by the College. They are "nice" facilities with extremely limited educational value to College students especially since the College does not have a swim team.

From all of the objective information gathered so far, it is clear that taxpayers are subsidizing the pool to the largest

CONCLUSION

benefit of Prescott citizens. By how much is totally unclear and left to speculation. The reason for this is that the College has never been required to produce financial information about the pool's operation as a separate entity to the citizens in the County. Until the District Governing Board demands accurate financial information about the pool to be made public, the amount of the annual subsidy will remain hidden from view.

The two pools are perceived as "Community Pools" for the Prescott area, not Yavapai Community College pools. As also noted earlier, the College does not have a swim team. For residents living outside the Prescott area, they are of no value because they cannot be reasonably accessed.

Lack of access to the pools is one issue. Another issue is equity. The College has not constructed a pool anywhere else in the County. It has not partnered with any city or town in the County to offer similar opportunities. For example, it could develop a swim program on the Verde Campus on the East side of the County and partner with the City of Cottonwood, which has built its own pool. But it is highly unlikely it will consider this "equity."

The burden of paying for an indoor swimming pool that you don't have access to is unfair to County Taxpayers. The failure of the College to equitably offer partnerships with cities and towns that have pools so that similar programs can be offered is not equitable and only adds to the unfairness of the College's action.

CONCLUSION

It is another example of a “rip-off” of County taxpayers, except those in Prescott for whom the two pools have been a terrific benefit for decades.

CHAPTER 8

City Tennis Complex with County Funds



INTRODUCTION

This Chapter describes how the residents and special interests in the city of Prescott partnered with Yavapai Community College to build a first-class seven-court tennis complex. It is the kind of tennis court complex the city of Prescott probably could not afford. It is also the kind of complex that other cities and towns in Yavapai County can only dream about. Except for Prescott, the College has never partnered with any other city or town in the County to provide support for a tennis court of any kind.

Constructing this tennis court complex is one of the more brazen of the responses by the current College Administration and District Governing Board to various lobbying efforts described in this book. As with the other capital projects, the Prescott interests set out to persuade the College to use its large bag of cash filled with County-wide property tax revenue to pay for most of the complex. Looking objectively at this project, everything points to the conclusion that the complex was and is intended as a facility to be used primarily by Prescott citizens.

1999 MASTER PLAN

The College Master Plan in 1999 addressed the existing tennis courts. The College estimated that it would cost \$204,000 to repair the tennis courts. This figure, of course, was under an administration that was not as free spending as the 2011-2016 one.

1999--ALL FUNDS TO BE DONATED

The 1999 Master Plan (page 65) also reflected a completely different Administrative philosophy toward spending taxpayer funds for nice but hardly necessary projects. At the time it was led by Dr. Doreen Daily. When considering renovating the existing tennis courts, which were heavily used by Prescott retirees, Daily made it clear in the Master Plan that all funds to improve them would be donated. Taxpayers would not be asked for a penny. The Doreen Daily philosophy has vanished.

THE 2012 DECISION

Where do you go to seek revenue for a state-of-the-art tennis complex for your city if your city doesn't have the will or the funds to build one? You look around for the easiest mark with a bundle of ready cash to come to your aid. In Yavapai County that mark is the Yavapai Community College.

Prescott folks are no doubt aware of the Community College's reputation as an easy mark for West County interests. Therefore, it was not unusual when Prescott residents and special interests got together with the

BUDGET CUTS NO OBSTACLE

Community College Administrators and Foundation to fashion a plan to build a professional tennis complex in 2012.

BUDGET CUTS NO OBSTACLE

Astonishing, records show that the tennis court project first won approval from the College Governing Board in 2012. This was just a year or so after the College had made huge cuts in its budget, claiming that a loss of state funding support made the cuts necessary. Those cuts included eliminating \$1.2 million dollars in scholarship aid that was badly needed for financially struggling students. The College also abolished 27 faculty positions, and reduced the nursing program by 50%. (Over 40 positions of one kind or another were eliminated.) Yet, when this project was approved those cuts had not been restored.

PUBLIC RELATIONS STRATEGY

As described in chapter 5 of this book, the College generates a public relations strategy when it decides to build a large capital project; especially if it appears that Prescott residents will derive most of the benefit from it. In the case of the tennis court complex, it developed a four-part strategy. First, it pointed to the fact it owned tennis courts that needed repair. Second, it asked Prescott special interests to make a large contribution to the construction of the tennis complex. Third, it involved the College Foundation in the effort so contributions would be tax deductible. Finally, it characterized the new construction as “preventive maintenance” rather than a capital project.

THE FINAL CONTRIBUTIONS

For the College Administration, the probability that the tennis courts would overwhelmingly be used by Prescott retirees was irrelevant. It was also irrelevant that student population on the Prescott Campus was in a six-year decline and there was not a College tennis team. However, with the local tennis association promising to make a significant tax deductible contribution to the Foundation for the project, the lobbying effort was successful. It was an easy sell to the complaint District Governing Board.

THE FINAL CONTRIBUTIONS

The decision to move ahead and build the tennis complex was made in 2014 by Penelope Wills. As a part of a four-part public relations strategy for the complex, the College Foundation obtained around \$150,000 from the biggest lobbying group, the Prescott Tennis Association. However, all of that revenue was rerouted to add a new 7th center championship tennis court with bleachers rather than apply those funds to the original six-court plan.

The biggest winner when the complex was completed was the City of Prescott. It scraped up \$25,000, which it put toward the project. According to College reports, it paid-out \$840,000 for the seven tennis courts plus another \$330,000 for adjacent road repair, drainage, parking lots, etc. Those funds came from County taxpayers.

A \$450,000 CONTRIBUTION VANISHES

Community College records suggest that there was some kind of obscure promise of \$450,000 to finance construction of the tennis courts made by outside interests

FORGIVING ORIGINAL PROMISE

back in 2012. However, the records are far from clear about who made the promise, when it was made, and how such a large contribution was to be raised. Assuming that \$450,000 was originally promised, it must have sweetened the deal and greased the skids, so to speak, for Governing Board approval.

FORGIVING ORIGINAL PROMISE

To make matters even more opaque for taxpayers concerned about how scarce educational resources are spent, the College wiped from its books the independent fundraising promise made (if one was made) in 2012 to raise \$450,000 for construction of the courts. The College then relabeled the project “preventative maintenance” rather than “capital improvement.”

MAINTENANCE?

Given the size and scope of this project, it is hard to conclude that it is a “preventative maintenance” project. As the photo that follows shows, the project the College considered preventive maintenance was a major capital construction project.

WHO PAYS FOR OPERATIONS?



WHO PAYS FOR OPERATIONS?

Once the College built the complex, it took on the added costs of operating it essentially for the City of Prescott. The College maintains the complex, hired a part-time employee to support it, and has developed a web site advertising the complex. <https://www.yc.edu/webtools/apps/tennis/> (last visited May, 2016). Payment of operation expenses are backed by taxpayer dollars. (Prescott and private clubs must pay maintenance expenses associated with their use of the complex for special events.)

GRAND OPENING

The grand opening of the Yavapai Community College state-of-the-art tennis complex on the Prescott campus was greeted with joy by Prescott dignitaries and College administrators at a December 11, 2014 ribbon cutting ceremony. This project, which in total cost County taxpayers somewhere around \$1.3 million dollars to complete, was far less

enthusiastically received by those living outside the Prescott area for whom the complex provides little or absolutely no benefit. And they have forked out hundreds of thousands in primary property tax revenue to pay for it.



PROTOTYPE FOR THE NATION

The new tennis complex is no ordinary tennis facility! It is described as a “seven-court tennis center [which] could become a prototype for others built across the country; the Best Small Tennis Facility in the Country.” Yet, as noted earlier, the Community College does not have a tennis team.

BOOSTING PRESCOTT TOURISM

Also as noted earlier, it is anticipated that the complex will boost tourism dollars for Prescott. By doing so it will add hundreds of thousands of dollars annually to Prescott's coffers through tournaments and other events. It is considered a big economic boost to the city.

WHAT EVERY COMMUNITY WILL WANT

WHAT EVERY COMMUNITY WILL WANT

The *Daily Courier* columnist Chris Howard recently wrote:

“This facility will be what every community will want to have in their future.” Chris Howard, *Prescott Daily Courier*.

The tournaments held at the complex are not College events. They are Prescott events. For example, the first major event held at the complex was the 2015 Prescott NTRP Memorial Tennis Tournament, which ran from May 22-24, 2015. It showcased 101 entries and 75 players participating in singles, doubles and mixed events for all ability levels and ages in 13 different divisions. The next tennis event was held Sunday, June 7, 2015: The Grand Prix Series. Many other events are planned.

“It's an exciting time for tennis players in the Prescott area . . . Cheers to a new era of tennis in 'Everybody's Hometown!'” (Prescott). Chris Howard, *Prescott Daily Courier*.

CURRENT FEE STRUCTURE

As of May, 2016 the College had instituted the following fee schedule for securing the courts. There are annual passes, six month passes, and daily passes available to the

CONCLUSION

public. Discounts for students apply only if the student is full-time, which means taking a minimum of 12 credits.

Table 1: May, 2016 Fee Schedule

\$25	\$150	\$250	\$5 /\$10
Monthly Pass:	6 Month Pass:	Annual Pass:	Court Reser- vations:
12 and under play FREE*	12 and under play FREE*	12 and under play FREE*	\$5 - Singles / \$10 - Doubles
50% student discount**	50% student discount**	50% student discount**	50% student discount**

*Children 12 and under play free when accompanied by a paid adult. ** 50% discount for full time employees and full time Yavapai College students (enrolled for 12 credits / semester)

CONCLUSION

There is little educational benefit for students to be derived from the tennis complex. The Community College has neither a tennis team nor an extensive tennis program. The city of Prescott benefits significantly. It will boost tourism dollars and add hundreds of thousands of dollars annually to its coffers through tournaments and other events. It will also help Prescott attract persons to retire there. Most of the County residents living outside Prescott do not have

CONCLUSION

access to the tennis complex, especially those on the County's East side.

The decision to build the tennis complex shows just how far the College has drifted from a County-wide focused Community College education institution into one that possesses at times a Country Club mentality determined to please Prescott residents. It also illustrates the ease with which scarce educational funds are approved by the Governing Board for a nonessential project.

Moreover, the College has not equitably distributed the construction of tennis courts to any other city or town in the County. There are no partnerships with them. The absence of access to the tennis complex and the unfair allocation of resources to one area of the County to the exclusion of the rest of the County is not equitable. This is especially hurtful when the remainder of the County residents are asked to pay for a project like this.

The question of how much taxpayers may be subsidizing annual maintenance of the complex is a mystery. The District Governing Board does not require this program to produce independent accounting details regarding expenses and fee income. Until the Governing Board has the courage to demand an annual public accounting of this project, the amount of taxpayer subsidy will continue to remain a mystery.

Overall, this project is nice but was never necessary. The scarce funds for post-secondary education should have been spent elsewhere in the County. This is a "rip-off."

CHAPTER 9

Stealing CTE Training Opportunities

INTRODUCTION

One of the most troubling chapters in the 50-year history of the Community College Administration and District Governing Board granting favoritism to the West side of Yavapai County involves how the East side lost its post-secondary Career and Technical Education (CTE) program, which was opened on the Verde Campus in 2004. Incredibly, those opportunities were snatched away from the Campus before the fledgling but promising CTE program could seriously develop.

It is also troubling that high school students on the West side of County have had access to Community College CTE training opportunities that are not available to high school students on the East side of the County. This huge disparity has continued for at least eight years without any movement to correct it.

IMPORTANCE OF CTE

Today's economy demands a better educated workforce than ever before. The jobs in this new economy require a great deal more complex knowledge and skills than past

IMPORTANCE OF CTE

jobs. One estimate is that in the United States two-thirds of the jobs created by 2018 will require some form of postsecondary education. (Carnevale, Smith, & Strohl, 2010).

For high school students, career and technical education is considered an educational strategy that can provide them with the academic, technical, and employability skills and knowledge needed to pursue post-secondary training or higher education. The training provides them with a career field prepared for ongoing learning (*Partnership for 21st Century Skills*, Association for Career and Technical Education, & National Association of State Directors of Career Technical Education Consortium, 2010).

Nationally, CTE programs are eliminating “vocational education” that often consisted of low-level courses, job training, and single electives. In its place are programs that provide opportunities to acquire the competencies required in today's workplace such as critical thinking, collaboration, problem solving, innovation, teamwork, and communication. CTE is no longer just about teaching a narrow set of skills sufficient for entry-level jobs; it is about preparing for careers.

A 2013 Arizona State University (ASU) report says career and technical education programs can help solve the skills gap in Arizona's workforce. The “skills gap” refers to the difference in the skills students leave high school with and the training they need to start careers.

Demand for jobs requiring an associate degree or technical training are projected to increase by 18 and 16.9 percent by 2020, according a report from ASU's *Morrison*

EAST COUNTY JTED CREATED IN 2000

Institute for Public Policy. The rise in demand for those two degrees is expected to be higher than any increase in demand for a bachelor's degree, which the report estimates will be 16.5 percent.

EAST COUNTY JTED CREATED IN 2000

The story of the potential for serious broad-based CTE training in Yavapai County at the high school and post-secondary college level begins in 2000. That year two events provided hope for a future major CTE program on the East side of the County. In fact, there was hope for future CTE for much of Northern Arizona.

First, voters on the East side of the County approved creating what in Arizona is called a “Joint Technical Education District (JTED).” Once approved, JTEDs are taxing districts that annually generate revenue for CTE courses within the district. This taxing revenue is provided annually through County property taxes.

The JTED boundaries that East County voters approved in 2000 encompass the entire Verde Valley and includes all three of the high school districts located there. The JTED District includes Jerome, Clarkdale, Cottonwood, Camp Verde, Sedona and the unincorporated areas of the Verde Valley.

After voters approved the JTED District, the JTED was set up with an independent administrative superintendent and staff. It obtained office space in Cottonwood where it administered the CTE program for the District. It took the

REGIONAL SKILLS CENTER ON VERDE

operational name, *Valley Academy for Career and Technology Education Center (VACTE)*.

VACTE did not have the money to build a centralized facility for CTE training. Instead, it worked with each high school in the Verde Valley to find a way to offer CTE courses at those sites. VACTE's budget was small with only a little more than \$1 million a year of revenue coming into it.

REGIONAL SKILLS CENTER ON VERDE

The second major CTE event that would affect the Verde Valley occurred when voters approved the 2000 \$69.5 million bond issue, which provided revenue for Community College renovation and expansion throughout the County. Included in that bond issue was a promise from the Community College to set aside revenue to construct and support a major CTE training facility on the Verde Campus, which is located on the East side of the County in Clarkdale. It was to be called the “*Northern Arizona Regional Skills Center (NARSC)*.”

Yavapai College teamed with the United States Department of Commerce to provide the funds to construct the *Center* on the Verde Campus. Yavapai College dedicated approximately \$1.3 million from its \$69.5 million bond while the federal government provided \$1.2 million in additional capital funding for workforce development.

Yavapai County residents expected that the *Center* would provide education and vocational learning opportunities for high school students and residents across much of

Northern Arizona. The program was intended to serve Yavapai, Coconino, Apache, and Navajo counties.

HOPE FOR NARSC

Professor Paul Kessel, the chief operational officer for the Verde Campus, when interviewed in 2002 about the future of the *Northern Arizona Regional Skills Center* on the Verde Campus, was enthusiastic. He said:

“[T]he (*Center*) will provide much-needed educational space and resources to further develop job training programs to benefit residents of northern Arizona. This is an exciting and unique opportunity for northern Arizona residents to gain specific work related skills that will allow citizens to seek immediate employment or increase their level of income in a current or new position. (*Daily Courier*, December 11, 2002.)

According to interviews given to the local media, the College indicated that the curriculum, at least in part, would be developed based on recommendations from business operators in Northern Arizona seeking specific training for existing and potential future employees. The College also announced that it had already identified a number of programs that were in the developmental stage. Those programs included the following:

- Nursing Assistant
- Direct Patient Care Provider

NARSC FACILITY COMPLETED IN 2004

- Medical Assistant- Front and Back Office
- General Office, Customer Service, Receptionist
- General Accounting, Receivable, Payable and Payroll
- Computer Repair
- Facilities Maintenance-Plumbing, Carpentry, Electrical, Grounds keeping, Air Conditioning
- Automotive Technician
- Welding
- Heating, Ventilation, Air Conditioning, Refrigeration
- Cottage Industry and Small Business Operations
- Commercial Drivers' License Training, Truck Driving, Bus Driving.

“We are excited about the opportunity of truly making this a community campus for our Verde Valley surrounding communities.” Paul Kessel.

NARSC FACILITY COMPLETED IN 2004

In February, 2004 the *Northern Arizona Regional Skills Center* on the Verde Campus was dedicated. The Comprehensive Annual Financial Report published and distributed by the College on June 30, 2004 summarized the progress of the *Center*. It reads as follows:

POLITICAL STORM CLOUDS GATHER

The construction of the new 15,000 square foot *Northern Arizona Regional Skill Center* on the Verde Valley Campus was completed this year. The building was formally dedicated at the February 2004 District Governing Board meeting. Programs at the *Center* will focus on six key areas - business and office technology, basic health-related occupations, construction and building maintenance, hospitality and tourism, information technology management, and manufacturing/engineering technology. The new *Center* will serve the workforce training needs of residents living in Apache, Coconino, Navajo and Yavapai counties. Partial funding for the *Center* was provided by the U.S. Department of Commerce - Economic Development Administration. Construction continued on the Academic Resource Center on the Verde Valley Campus.

POLITICAL STORM CLOUDS GATHER

Most likely, someone looking at the Community College President's office and District Governing Board as functioning administrative bodies from 2004 to 2006 would characterize them as being under heavy political attack and in a somewhat chaotic state. President Doreen Daily and a member of the Governing Board were being regularly attacked by the co-editor of the Community College newspaper and in letters to the editor in the Prescott newspaper. The co-editor of the College newspaper didn't like a particular Board member and described the College President as

POLITICAL STORM CLOUDS GATHER

“a covertly Machiavellian corporate-style dissent-crusher who in three years has turned an intellectual marketplace into a Stalinist anxiety mill.” The co-editor believed he possessed tape recordings of several college meetings that supported his opinion. A number of College employee groups had voted “no confidence” in Daily and called for her resignation.

Doreen Daily was president of Clatsop Community College, Oregon when she was selected by the College Governing Board from among 130 applicants. She was described as an “incredible change agent, visionary” and “a very good judge of people.” (*Daily Courier*, March 16, 1993) She resigned as Yavapai President October 12, 2004. She had served as president for 11 years. She was replaced by interim President Michael Murphy. (Note: In April, 2016 Daily held the prestigious position as Chair of the Board of Trustees for Southern California University in Orange County, California.)

Daily’s replacement said that he had four goals: To restore the college's image in the community; to create a college climate that will attract the worthiest candidate available for the permanent presidency; to resolve the critical disagreements that have brought the college to its current situation; and to focus on the Executive Leadership Team vacancies. Murphy was replaced in August, 2005 by Dr. James Horton.

The District Governing Board was also reeling during the 2004-2006 period from in-fighting over such issues as building a new pool and an Attorney General’s investigation into an Open Meeting violation.

POLITICAL STORM CLOUDS GATHER

Governing Board member Jim Holt resigned his position in August, 2004. He wrote that “my principles of open and collaborative behavior are not compatible with those of the district governing board and the college president.” Holt claimed there was an “unsympathetic and indifferent environment” on the board and that the essential elements for effective board work, “were often overlooked, forgotten, or simply ignored for expediency or personal agendas.” (*Daily Courier*, August 21, 2004).

Adding to the Governing Board woes was College Vice president of finance, Terry Bowmaster. He alleged in letters sent to the Yavapai County Attorney and the Arizona Attorney General's Office that three Community College officials attempted to hide information from the public. He claimed that President Doreen Dailey, Board Chairman Ed Harris and Board Secretary Herald Harrington conducted business in private by directing staff to meet with board members one at a time.

The Open Meeting violation was substantiated and the State Attorney General fined four members of the District Governing Board for Open meeting violations.

THE PRESCOTT VOTING BLOCK

“The repeated failure of board members to conduct the public's business in public adds up to a serious disregard for the law,” Attorney General Terry Goddard said. “I hope other public officials will take note of these findings and my office's commitment to rigorously enforce the Open Meeting Law.”

THE PRESCOTT VOTING BLOCK

By 2006, the turmoil surrounding Doreen Daily's resignation and the Governing Board in-fighting was beginning to subside. Unfortunately, major personnel changes on the District Governing Board resulted in the demise of the *Northern Arizona Regional Skills Center* and the elimination of most Community College CTE offerings in the Verde Valley.

Paul Madden followed Jim Holt and resigned from the District Governing Board. Ed Harris died. (*Daily Courier*, January 31, 2006). Three new West County representatives joined the Board: Ray Sigafoos and Pat McCarver replaced Harris and Holt. Paul Madden's seat was filled by Dale Fitzner. Harold Harrington and Donna Michaels, who represented Verde Valley interests, remained on the Board.

Sigafoos, McCarver, and Fitzner joined forces and quickly became a solid voting block for West County political interests. Harrington appeared to follow along with them. Those

MINING INTERESTS AND WEST COUNTY

West County interests were about to flex their political muscle over CTE training when College officials were approached by a mining company with a promise of significant funding for CTE courses.

MINING INTERESTS AND WEST COUNTY

In 2006, Phelps-Dodge (later Freeport-McMoRan Copper & Gold), a Phoenix-based global mining company, let it be known that it would financially support the creation of a two-year College apprenticeship program in diesel, industrial and electrical mechanics. Phelps-Dodge agreed to build classrooms and pay faculty salaries for the first three years of the program.

Rather than put the diesel training facility on the East side of the County as a part of the fledgling *Northern Arizona Regional Skills Center*, the College administrators, with Governing Board approval, began looking for a facility in the Prescott area where a CTE Community College Center could be developed.

The College Administrators found a large building at the Prescott airport for sale. They concluded it would be a perfect site for a CTE Community College Center. A funding scheme to purchase the building was quickly arranged. In April 2007, the College purchased the 108,000 square foot building under a lease purchase financing scheme for \$5 million. An additional \$750,000.00 was added for future renovations. (Recall the *Northern Arizona Regional Skills Center* was only 15,000 square feet.)

GOODBYE REGIONAL TRAINING CENTER

The materials in the District Governing Board Agendas for February and May, 2007, describe how the purchase of the building at the Prescott airport would be financed. They also describe the cash contributions expected from Phelps-Dodge. The District Governing Board formally approved a lease-purchase financing for the acquisition of the building “to expand occupational and technical career programs for our citizens.” The lease/purchase agreement indicated that an annual payment would continue until the lease/purchase agreement was fulfilled. The new Career and Technical Educational Center (CTEC) was set to become fully operational in time for the fall 2007 semester.

The material contained in the February, 2007 Board Agenda outlines the anticipated Phelps-Dodge corporate contribution to the new CTE Center from 2006 to 2008. The figure was set at \$717,000. There was also an indication that Phelps-Dodge might provide over \$300,000 in 2007-08 for operations.

GOODBYE REGIONAL TRAINING CENTER

Once the decision to build a major CTE Campus at the Prescott airport was made, the College showed little further interest in developing the *Northern Arizona Regional Skills Center* on the Verde Campus. Most of the anticipated CTE courses that were listed earlier in the chapter as in the development stage either never got off the ground at the *Center* or were eventually moved to the Prescott CTE Campus. Much later, if one inquired about the reason for the closure of the *Center*, a typical response from College officials was that it failed for lack of enrollment. With the demise of the *Northern Arizona Regional Skills Center* the

COLLEGE WANTS WEST JTED

dreams and hopes of thousands of residents on the East side of the County for a vigorous CTE College training center vanished.

The decision to close the *Center* meant that *VACTE* would not have a significant partnership with the Community College on the East side of the County. Those College pockets bulging with cash would be used to purchase costly CTE training equipment for the new West side College Campus. It also meant that an opportunity to closely coordinate CTE training with the College and high schools in the Verde Valley had gone. Closing the *Center* after only three years was a staggering CTE loss incurred by the 70,000 residents living in the Verde Valley.

Once CTE training was moved to CTEC, Verde Valley residents were left to struggle to find ways to support CTE training at their three high schools, all of which had serious financial support issues. CTE was offered in a limited fashion at various high schools and financed by the District JTED with its tiny budget. The Verde Valley *VACTE* was mostly ignored by Community College officials after 2007.

COLLEGE WANTS WEST JTED

There is little doubt that the District Governing Board, especially the members of the Board representing the West County interests, recognized the potential of a West County JETED linking arms with the College's well-financed CTEC Center. While the West County JTED could offer a limited number of CTE programs at its high schools, the CTEC Center could offer high-end training using costly equipment the West County JTED could never afford. CTEC could accom-

COLLEGE WANTS WEST JTED

modate high school students along with non-high school students in the same courses at its facility, which is important to sustaining a course.

By allowing high school students and non-high school students to jointly take courses at CTEC at the Prescott airport, everyone is a “winner.” West County high school students obtain College credit while the College receives tuition revenue from the West County JTED to help pay for operational expenses. Furthermore, with its millions of dollars, the College could purchase costly equipment for its CTE programs that were completely out of the question for the West side JTED.

However, there was a problem: There was not a Joint Technical Education District on the West side of Yavapai County in 2007. It would take politics to get one.

The District Governing Board jumped in to help move along the political issue of a JTED for the West County. At the February, 2007 District Governing Board meeting, the need for a West County JTED was placed on the agenda for discussion. Recall that this is also the meeting where the new CTEC Campus at the Prescott airport was approved. The idea of a West County JTED received accolades from the District Governing Board. In fact, the Board was so excited at the potential of a West County JTED it adopted Resolution #2007-02 encouraging its development. The Board Resolution made the political case for a West side JTED.

WEST COUNTY JTED ARRIVES

Politics to support a West County JTED moved swiftly following the District Governing Board resolution. In the fall of 2008, the question of creating a JTED for the West side of Yavapai County was on the ballot for West side voters. Seven West-side communities voted to create the JTED with more than 70 percent of those voting on the issue approving it. Once the West County JTED was formed, it took the name "*Mountain Institute*." The next step for the College and the *Mountain Institute* was to coordinate CTE offerings on the CTE Community College Campus at the Prescott airport.

OCTOBER 2009 JOINT AGREEMENT

The relationship between the College and the West side JTED was solidified at the October 8, 2009 District Governing Board meeting. The Board unanimously and no doubt enthusiastically approved an Intergovernmental Agreement between the *Mountain Institute* Joint Technical Education District No. 02 and Yavapai College.

The College described the purpose of the Agreement as providing "college courses to satellite district and other students eligible for enrollment in courses funded by the *Mountain Institute* JTED. Educational opportunities may include enrollment into regularly scheduled courses and/or enrollment into customized educational arrangements." It had never made such an agreement with the County's East side JTED.

APRIL 2011 ENGINEERING REPORT

Mountain Institute high school students began taking classes jointly in reasonably large numbers with Community College students at the CTEC at the Prescott airport. The dual enrollment provisions at CTEC for high school students plus adult non-high school students all being taught together made the College courses far more sustainable.

APRIL 2011 ENGINEERING REPORT

Beginning in the fall of 2011, the College together with the *Mountain Institute*, agreed to offer an Applied Pre-engineering Degree Program at the CTEC for high school students. This program was made possible through a federally funded Science, Technology, Engineering, and Mathematics (STEM) initiative. The partnership allowed high achieving students to get a jump start in their junior year of high school if they were considering a career in engineering.

Yavapai College's Applied Pre-Engineering students could earn an Associate's degree in Applied Pre-Engineering. They could also earn six separate industry certifications for electronics, robotics and computer numerical control. The program provided an opportunity to earn the above certifications as well as over 20 college credit hours by the time high school students graduated from high school.

ROBOTICS CAMP

To complement the pre-engineering program, the College introduced at CTEC a Robotics Camp in the summer of 2011 for girls and boys in grades seven through twelve. The campers worked in a team setting, learning the skills to build robots and compete against skill courses or against

OCTOBER 6, 2011 AGREEMENT

each other. They tackled daily engineering challenges and gained invaluable problem solving and interpersonal skills.

There is no indication that transportation issues between the East and West sides of the County were resolved so that girls and boys seeking to attend the Robotics Camp living on the East side of the County had easy, reasonable access to the program.

OCTOBER 6, 2011 AGREEMENT

A new intergovernmental agreement was executed between the College and the *Mountain Institute* in October, 2011. The agreement encompassed 17 courses.

SEPTEMBER, 2014 AGREEMENT

In September, 2014 the *Mountain Institute* and Yavapai College executed another intergovernmental agreement. It listed 47 courses that JTED students could take at the CTEC and the per credit fee the College charged JTED.

Table 1: Course and per credit cost (2014)

Course	Course	Course	Course
Nursing Assistant \$460	Pvt airplane ground 1 \$1200	Airplane preventative main. \$662	Digital circuits \$276
Diesel Preventative \$184	Pvt airplane ground 2 \$1200	Fundamentals of instructor \$92	Intro line-worker 1 \$184

SEPTEMBER, 2014 AGREEMENT

Table 1: Course and per credit cost (2014)

Course	Course	Course	Course
Diesel electrical systems \$368	Pvt helicopter ground 1 \$1200	Intro CNC Machining/ operator \$184	Field training (lineworker) \$552
Transmission/transaxles \$368	Pvt helicopter ground 2 \$1200	CMC Machine setup \$184	Legal and ethical issues \$184
Automotive Brakes \$368	Pvt helicopter simulation \$662	3-D program & rapid prototyping \$276	Intro Manufacturing Tech \$358
Manual Drive \$368	Pvt airplane simulation \$662	Career and personal development \$276	Human nutrition \$216
Diesel steering & suspension \$368	Air Traffic Controller \$92	Intro to engineering \$276	Energy industry fundamentals \$276
Diesel Heat and air \$368	Procedures, Air Traffic Control \$92	Basic electricity \$368	Welding 1 \$184
Engine Diagnostics \$460	ATC Radar \$92	Electrical apparatus \$368	Welding II \$184
Auto engine repair \$184	Pvt Glider ground \$92	Intro to robotics \$276	Oxy-Acetylene Welding \$368
Arc 1	Arc 2 \$368	Blueprint reading \$368	MIG Welding \$368
Medical terms	Metal fabrication \$368.	Pipe welding \$368	

GRAND REOPENING

There was a grand re-opening of CTEC on October 10, 2015 at the Prescott airport to celebrate over \$6 million in renovation. The multi-million dollar upgrades to the facility included new classrooms, computer labs, faculty offices, instruction areas and environmental enhancements. According to the College, technical education is one of its fastest growing offerings at the Community College level.

CUDDLING UP WITH MOUNTAIN INSTITUTE

The relationship between the *Mountain Institute* JTED and the College has grown closer over the years. This was due in part to the lobbying interests on the West side of the County and the fact that some of the best lobbyists were also members of the highly influential College Foundation. The membership gave them intimate contact with the College President and her advisors.

In February, 2016 the District Governing Board approved moving the relationship of the College and the *Mountain Institute* closer. The “closeness” was the result of the *Mountain Institute* agreeing to move its Administrative headquarters to the Community College CTEC at the Prescott airport. In addition, the College said it was consolidating the *Mountain Institute* allied health programs with the College health programs at a new facility being built on the existing Prescott Valley Center. In May, 2016 the Governing Board approved moving ahead with the Allied Health Center with an investment of \$4 million into the existing Prescott Valley Center.

9,000 COLLEGE HIGH SCHOOL CREDITS

9,000 COLLEGE HIGH SCHOOL CREDITS

By 2016 an estimated 200 or more high school students from the West side of the County were involved in CTE classes at CTEC. In a *Mountain Institute* press release in December, 2015 it stated that in the last six years, *Institute* high school students had earned more than 9,000 post-secondary credits from Yavapai Community College.

A DIFFERENT MODEL

It is common for some Community College staff to argue that the reason that *VACTE* receives such different treatment from the College than the *Mountain Institute* is that they are “different models.” That is misleading.

VACTE has located all of its CTE training at the three high schools on the East side of the County. It did this because it did not have a choice.

Mountain Institute has 17 programs that take place at either a Satellite Campus (which are programs established within the seven public school in the county) or Central Campus (which are program established by MIJTED hosted at one of the Yavapai College campuses). The courses at the Community College facilities offer college credits through Dual or Concurrent enrollment agreements that include anywhere from 6 to 24 credits, with the tuition being paid by MIJTED. A Satellite Campus offering is similar to the CTE offerings at the East County high schools. However, because of the ability to work with the Community College, there are fewer courses offered at the Satellite Campus than would otherwise be necessary.

CONCLUSION

The Mountain Institute has a new Aviation Program offered in partnership with Yavapai College that will lead to (1) FAA certifications in fixed wing flight,(2) Helicopter, and (3) Air traffic control ground schools.

It also has launched a comprehensive two year Allied Health program that explores Medical Professions in year one and branches out into Nursing (CNA) or Sports Medicine programs with a third option to stay in Medical Professions for year two.

The *Mountain Institute* also has obtained the old Fudruckers Restaurant at 2970 N. Park Ave., Prescott Valley. It operates its culinary school at that facility.

CONCLUSION

At the time this manuscript is written, not a single student from the three East County high schools has received the opportunity to attend a course at the College CTE Campus at the Prescott airport. This is after almost ten years of development of that Campus on the West side of the County.

It is impossible for high schools on the East side of the County to duplicate programs offered at CTEC. The most obvious reasons they cannot duplicate involve space, cost and qualified faculty. High schools on the East side of the County do not have the space for putting in comparable programs. Even if they did, the enormous cost of the equipment like that found at CTEC makes such an effort impossible. Furthermore, faculty to teach sophisticated CTE courses are difficult to find and then to hold. The compen-

CONCLUSION

sation is very low when compared to the marketplace available to these highly skilled teaching technicians outside academia.

It is also impossible for the East side JTED, *VACTE*, to build a centralized training facility comparable to CTEC. It simply does not have the money for a facility or to purchase the costly training equipment found at CTEC.

The Community College Administration has shown little regard for the fact that the 70,000 residents and their children on the East side of the County do not have access to the CTE Campus at the Prescott airport. The College does not even provide student transportation from the Verde Campus and Sedona Center to CTEC.

Distance and the absence of College or public transportation also creates problems for non-high school residents living on the East side of the County seeking CTE training at CTEC. This is especially true for part-time workers, single mothers and fathers, the unemployed and others. Many find the remoteness from their home to CTEC too distant to travel and the shortest route, which is over Mingus Mountain, sometimes too dangerous to drive.

The access problems related to an absence of transportation remain unresolved and ignored. The refusal of the District Governing Board to invest money in CTE training on the East side of the County is unconscionable. Meanwhile, hundreds, if not thousands, of high school students and non-high school adults on the East side of the County have missed out on career and technical education training

CONCLUSION

opportunities. The College has the revenue to address these shortcomings. It chooses not to do so.

The taxpayers on the East side of the County are providing millions of dollars in revenue to support CTEC construction and its ongoing programs. Yet, they are not provided similar CTE programs offered at CTEC. That is neither fair nor reasonable. Why should two-thirds of a County's residents benefit from a program when one-third of its residents are left out? Especially when the Community College has the revenue to address the inequity.

The CTEC story is troubling in terms of the callous treatment afforded the East side of the County at the hands of the College Administration and West side politicians on the District Governing Board. By any standard, it is a real "rip off" of educational opportunities, access and equity.

CONCLUSION

CHAPTER 10

A Sports Empire for the Prescott Campus



INTRODUCTION

This chapter provides information about the Yavapai Community College athletic programs. The information exemplifies how the East side of the County has been ignored and the West side favored when it came to development of athletic programs. College administrators have either selfishly or myopically located all major organized athletic contests, athletic facilities, and athletic programs on the Prescott Campus (one soccer field in Prescott Valley).

The athletic programs snub Yavapai County high school graduates who may seek an opportunity to play on a Community College team. Yet, the million dollar plus athletic department relies on all County residents to provide it with operating revenue.

ATHLETIC FACILITIES -- WEST SIDE ONLY

With three exceptions, all major College athletic buildings and grounds are owned and situated on the Prescott Campus. The exceptions are the leased soccer fields from the town of Prescott Valley (Mountain Valley Park) and the

ATHLETIC FACILITIES -- WEST SIDE ONLY

city of Prescott (Ken Lindley Field). It also leases a softball field from the City of Prescott. There is a minimal upkeep charge associated with the leases.

The College has constructed a regulation basketball gymnasium with bleachers on the Prescott Campus. The gymnasium is the only one of its kind built by the College in the County. It is the home of the College Volleyball team. The team does not play any of its "at home" matches outside the Prescott Campus.

The College has constructed one of the finest baseball fields in the Community College league on the Prescott Campus. Neither the softball nor baseball teams play any "at home" games in Yavapai County outside Prescott.

In addition to these facilities, the Prescott Campus boasts an indoor swimming complex and therapy pool; a huge aerobics room with state-of-the-art equipment, and a professional tennis complex. You will not find similar Community College facilities anywhere else in the County. (Note. You will find a small exercise room and a small exercise facility with state-of-the-art equipment on the Verde Campus in Clarkdale.)

ATHLETIC FACILITIES -- WEST SIDE ONLY



Wasted educational funds--the center field concrete plaza.



Yavapai Community College indoor lap pool

EVENTS ONLY ON PRESCOTT CAMPUS

EVENTS ONLY ON PRESCOTT CAMPUS

With the exception of the Soccer team, which as noted above leases fields from Prescott and Prescott Valley, all of the College's athletic teams play on the Prescott Campus. The College has made no effort to have them play on the East side of the County.

For most East County residents, the College athletic teams do not exist. Their matches and games are neither advertised nor regularly reported by the local newspapers on the East side of the County. (The *Verde Independent* on June 5, 2016 did run a story about the baseball team seeking a national title.) They are of no interest to most in the Verde Valley.

ABSENCE OF COUNTY ATHLETES

The College is enamored with creating championship athletic teams. It has been fairly successful in this endeavor and believes the success rests with its decision to recruit outstanding athletes from anywhere. The result of this is that with the rarest exception, student athletes in Yavapai County have little or no opportunity to participate in the four major sports activities: Volleyball, softball, baseball, and soccer.

The following table contains the rosters of the four Community College athletic teams. It lists the number of students from Yavapai County on the teams. It also lists the number of students from Arizona whose hometown is outside Yavapai County. Finally, it lists the students recruited from other states and nations outside the United States.

ABSENCE OF COUNTY ATHLETES

The data was gathered from the rosters as reported by the College on its Athletic website in April and May 2016.

Table 1: Where does YCC Recruit for Athletes?

Table 2: s

Team	Yavapai County recruits	Arizona Recruits outside Yavapai County	Outside Arizona recruits	Out of U.S. recruits
Softball (2015)	0	6	12	0
Volleyball (2015)	1	8	6	1
Baseball (2015)	1	14	10	1
Soccer (2016)	1	5	23	0
Total	3 (of 89)	33 (of 89)	51 (of 89)	2 (of 89)

A little over three percent of the athletes on the Community College teams are from Yavapai County. Yet, the College was created for Yavapai residents and their children. The absence of County athletes on the teams raises a fundamental question: Isn't a County supported Community College sports program intended to primarily develop County talent? Even in the sports arena? Has the College

SCHOLARSHIP SUPPORT

lost is way when it comes to serving the community that built it and now pays for it. The answer is obvious.

SCHOLARSHIP SUPPORT

Exactly how much scholarship money the College provides from the general fund to support the athletes it recruits is unknown. In 2012, the last time the College reported the amount of scholarships it set aside specifically for its athletes, the figure was \$445,000. It no longer reports the scholarship amount in the accounting data furnished the public.

Using taxpayer funds for athletic scholarships raises a fundamental question: Should County taxpayers support an Community College athletic scholarship program that does not offer County high school graduate athletes a realistic opportunity to participate in it? Moreover, wouldn't the scholarship money be better spent by returning it to the County in support of County students who are graduating from County high schools?

SUMMER CAMPS AND CLINICS

Yavapai Community College offers youngsters living in Prescott and Prescott Valley the chance to participate in meaningful and fun athletic activities over the summer months. These activities are in the form of summer athletic clinics and camps.

These excellent clinics and camps have been developed over a period of years and many are operated by the Yavapai College coaching staff and participated in by the

WASTING MONEY

members of the various athletic teams. For example, a soccer clinic was offered for boys and girls ages 5-16 on August 13, 2016 in Prescott Valley. The same clinic was offered August 20 in Prescott. Members of the College soccer team participated in the two clinics.

A Volleyball Youth Clinic (Grades 1-8) was offered May 31 - June 2, 2016. Three Volleyball camps were also offered: Youth Camp, Grades 1- 8, June 6th - 8th; Elite Camp, Grades 6 - 12, June 9th -11th and a Pre-season camp, Grades 8- 12, July 18th - 20th. All on the West side of the County.

There were several baseball camps and a softball clinic offered sponsored by the College on the West side of the County in 2016. There were also two swim schools sponsored by the College on the West side of the County in the summer of 2016 for children ages 3 to 18.

Although boys and girls living on the East side of the County are not barred from attending clinics and camps offered on the West side of the County, the distance to travel and the absence of any public transportation (or Community College transportation), is a major barrier. They have as a practical matter little or no access to them.

WASTING MONEY

In 2014 the College renovated at a cost of thousands of dollars a cement plaza on a hill overlooking the baseball field. When considered against the unmet educational needs in the County, it was a complete waste of taxpayer money. As with many projects, it was totally unnecessary.

CONCLUSION

CONCLUSION

The athletic facilities and related programs are selfishly centered on the Prescott Campus. Because of its goal of having championship teams, it believes it must recruit almost all of the student athletes for its teams outside Yavapai County. Because of this emphasis, it fails to provide any serious first and second year college athletic opportunities for Yavapai County high school graduates.

The wonderful camps and clinics created in Prescott/ Prescott Valley for children have not been expanded outside that area in any meaningful way. That is not equitable.

Until the District Governing Board has the courage to demand a detailed report on the number and amount of athletic scholarships and other support given athletes, citizens in the County will be kept in the dark. That is a failure by the Board to uphold its fiduciary duty to the County residents.

CHAPTER 11

A Nature Trail only for the Prescott Campus



INTRODUCTION

This chapter provides the background of nature trail development on the Verde and Prescott campuses. It illustrates the extreme favoritism given to West County projects over the East County. It compares the failed 25-year struggle to develop a nature trail on the Verde Campus with the two-year successful effort to develop a nature trail on the Prescott Campus.

VERDE CAMPUS ACREAGE

The Verde Campus in Clarkdale sits on about 120 acres. At least 85 acres of that property is vacant and covered with brush, rocks, grass, mesquite and other small trees and bushes. From 15 to 17 acres has been planted as a vineyard. The remaining land is occupied by campus buildings.

The vacant land sits on a gently sloping mountain side that contains a handful of small washes. It is a perfect site for a nature trail. A nature trail could be educational. It could also function as an inviting passive marketing tool for the Verde Campus by attracting citizens to it via the trail. It

THE 1993 VERDE CAMPUS VISION

could be a “winner” for the College and for the citizens living in the Verde Valley.

THE 1993 VERDE CAMPUS VISION

The faculty on the Verde Campus envisioned a nature trail on the vacant land in 1993. They believed that a nature trail could promote the conservation of a natural area for the “edification and enjoyment of the community.” They also believed that a nature trail could promote community education about the biological and cultural aspects of the Verde Valley. When they looked over the gently sloping vacant 85 acres on the Verde Campus, they believed that the land could provide a natural environment that incorporated clearly marked trails where community members could walk and possibly ride their bicycles. They also believed that a Verde Campus nature trail could be linked to other planned and existing trails in the immediate area.

VERDE FACULTY BUILD A TRAIL

Two Yavapai College instructors, Professors Jon Freriks and Jim Bostwick, decided to build some primitive trails on the acreage. This was in 1993. It meant moving rocks, pulling weeds, and hard work. They received help from students, fellow instructors, and members of the community for the project. They successfully carved out a series of short primitive walking trails on a large portion of the vacant land. Although primitive, students and members of the community began to use them.

THE 2005 VERDE TRAIL GRANT

In 2005 another Yavapai faculty member, Professor Chris Breitmeyer, applied for and received a grant to further enhance and develop the existing short primitive nature walking trails. The purposes of the Verde Campus trail system was described by Professor Breitmeyer as follows:

Preservation: To promote the conservation of a natural area with the city of Clarkdale for the edification and enjoyment of the community.

Education: To promote community education about the biological and cultural aspects of the Valley.

Recreation: To provide a natural environment with clearly marked trails where community member can enjoy opportunities via foot, bicycle.

Community Connectivity: To provide safe and convenient access to, from and through the Verde Valley campus and link the trail to other planned and existing trails.

Professor Breitmeyer received help from his fellow instructors, students and community members for the project. Records show Professor Breitmeyer used the grant money to plant 52 varieties of trees and plants along the primitive trails. He also paid for construction of sturdy outdoor placards that contained interpretative signage that

ADMINISTRATORS DOOM THE TRAIL

highlighted the unique landscape. He and his helpers put them up.

The trees and plants planted by Professor Breitmeyer required a great deal of care including regular watering. In heavy rain, a portion of a walking trail might wash out and have to be repaired. Professor Breiteyer saw to it that the plants were watered and the trails repaired.

ADMINISTRATORS DOOM THE TRAIL

Unfortunately, Professor Breitmeyer left the College around 2007/08. When he left, the Administration in Prescott was asked to ensure the nature trails developed by him were maintained. The administration refused. The Administration allowed the trails to be washed away and the plants to die. When asked to explain why the College was allowing this to happen, one Vice President replied that the trails were potentially dangerous and not ADA compliant.

CHAPTER SUPPORTS NATURE TRAIL

In 2008 the newly formed Greater Verde Valley Chapter of the Yavapai College Foundation attempted to come to the aid of the dying trees and plants, crumbling trails, and cracked and broken hoses. The Chapter wrote a document entitled, "Principles of Land Use." Development of a serious nature trail was included. The document was endorsed by the communities surrounding the Verde Campus.

Penelope Wills became president of Yavapai College in August, 2011. She ignored the "Principles of Land Use" doc-

TEN-YEAR PLAN

ument. She refused to consider building a nature trail on the Verde Campus. By now, the little trails that made up a single large trail continued to wash out; the plants were mostly dead.

TEN-YEAR PLAN

The College's ten-year \$119 (initially \$103 million) million capital development plan (with less than 5% allocated to the Verde Valley) gives the nature trail on the Verde Campus only passing acknowledgement. It states that it is "poorly defined" and has "safety concerns." Nothing in the 10-year capital development plan addresses the fundamental need for developing and maintaining a nature trail on the Verde Campus.

ARCHITECT'S OFFER REJECTED

In the spring of 2013 a Clarkdale architect was contacted. He was asked to contribute his time and effort to draft a nature trail on the vacant land on the Verde Campus. He agreed to do so. However, he needed a scale drawing of the Verde campus before he could begin his work. When College President Penelope Wills was contacted and asked to provide such a drawing, she refused. She also rejected the offer of free architectural support for such a project.

A TRAIL FOR THE PRESCOTT CAMPUS

The story of a nature trail on the Prescott Campus on the West side of the County is as different as night and day. Planning for such a trail on the Prescott campus began

CONCLUSION

around 2004. Prescott administrators, working with the College Foundation, moved ahead with plans to construct one. It took only two years before a nature trail was fully developed on that Campus.

The Prescott Campus nature trail encircles the campus and is 1.5 miles long. It is a non-motorized trail for pedestrians and bicycles. The College describes the trail as “built to preserve our natural areas, provide recreational opportunities, and encourage biological, and cultural opportunities for all. It is an official Arizona State Trail, carefully designed and built to be natural and sustainable with the help of a Heritage Fund Grant and local contributors.”

The College also says that “Although the college board approved development of the trail, the trail was funded with grants and donations independent of general college funds. As part the Arizona state trail system, Yavapai College's 25-year commitment includes providing ongoing maintenance to keep the trail accessible for all users as a community resource.”

In 2016 the College Foundation was seeking financial support to repair the trail from the damage created by the 2014 historic monsoon season. The College also has a series of future projects for the trail planned that include informational kiosks and interpretive signage to highlight the unique landscape.

CONCLUSION

Today, on the Verde Campus, the plants and trees carefully and lovingly planted by Professor Breitmeyer and his

CONCLUSION

helpers are dead or dying. What is left of the small nature trails has returned to its more primitive form. Meanwhile, on the Prescott Campus, there is a well-developed nature trail. What's the difference? Politics, power, and the personal views of a Yavapai Community College President.

It is clear that the President can politically get away with ignoring the East side of the County with such simple projects as a nature trail. The Verde Valley is given neither respect nor a serious voice in these matters.

(Note: In April, 2016, while this manuscript was being written, the College Administration began hinting at the possibility of a trail of some kind on the Verde Campus. However, no specific plans were produced.)



Decaying cracked hoses -- 2008

CONCLUSION

Table 1: Timeline

1993	Instructors Jon Freriks and Jim Bostwick, with help from students, fellow instructors, and members of community, carve out primitive walking trails.
1993-2004	Primitive trails used by community, students, faculty.
2004	Professor Chris Breitmeyer applies for grant to enhance nature trail.
2004	Plans begun for Prescott Campus Nature Trail.
2005	Chris Breitmeyer receives grant to further enhance and develop the primitive nature trail. (College did not match the funding.)
2005-06	With help of fellow instructors, students and community members, Breitmeyer plants the trees and small plants he received as a part of the grant.
2006	Breitmeyer places placards/standards describing the history and flora in several spots along the nature trails he is developing
2006-2007	Breitmeyer leaves Verde campus.
2006/2007	Prescott Campus nature trail in place.
2007-08	Administration refuses to water plants or to otherwise maintain and/or encourage further development of trails on Verde Campus.
2008	The 52 varieties of plants and trees are dying because of lack of water and care. Watering hoses crack and are not replaced.
2008	Cultural walking trail is included in the "Principles of Land Use" document prepared by the Greater Verde Valley Chapter of the Yavapai College Foundation. The cultural trail is endorsed by the communities and their officials adjacent the Verde campus.
2013	College responds to request for scale drawing for architect to design trails at no cost to College with "it's not time yet."
2013	Ten year Master Plan says the trail on the Verde campus "appreciated, but poorly defined and has caused safety problems."
2016	Nature trails return to primitive form.

CHAPTER 12

Goodbye Squash and Handball



INTRODUCTION

This chapter described the failed effort to develop a squash program on the Verde Campus. It exemplifies how the Community College views athletic efforts of any kind on the Verde Campus.

FACULTY INITIATIVE

In 2003 there was an outdoor handball court on the Verde Campus. Records do not reveal when or how it was built. It was sparsely used and never developed by the College as an integral part of its athletic program.

That year, Yavapai College Instructor Don Sheer thought that the facility could be put to better use. He persuaded the College to convert one of the racquetball courts to a squash court. However, the College made it clear that if Sheer wanted a squash court, he would have to pay for most of its construction. He agreed to the terms.

Sheer paid to install a thick glass back wall, new wood flooring and special lines and markings along the walls and floor. The college agreed to enclose the court all the way

SQUASH IN THE CURRICULUM

around and pay for air conditioning. This made squash a year-round option.

When interviewed about the project, Sheer said: “It took almost a year.” He also said. “It was a significant donation but it was worth it. I'd love to see three courts going at the same time.”

SQUASH IN THE CURRICULUM

Once construction of the court was finished, Sheer began teaching a special squash elective on the Verde Campus. His first class drew 11 students, many of whom continued playing through the summer and planned to take the course once again in the fall. Sheer optimistically said that “[i]t's going to start growing here once people hear about it. It's a good game because it's easy to learn. The rules are simple. But it takes years to perfect.”

In 2006, Sheer, a retired optometrist who lived in Sedona, trained for months for the U.S. squash tournament. He won the national championship in the 55+ age category. He reported that he had 12 students in his class, ranging from 20 to 64 years old.

THE DEMISE OF A TINY PROGRAM

It is not clear what happened after 2006/2007. It is clear that the squash program ended at some point during that period.

By 2008 the handball court and squash facility were beginning to fall into disrepair. The College showed minimal

FACILITY DESTROYED

or no interest in an ongoing squash program on the Verde Campus or in maintaining the handball courts. The facility sat empty most of the time.

FACILITY DESTROYED

The handball/squash facility was torn down in 2011/12. A portion of its walls were used to build the Southwest Wine Center building.

CONCLUSION

There was no athletic department on the Verde Campus to develop a handball program. There was no athletic department on the Verde Campus to assist Don Sheer in developing a squash program. Or to provide ongoing support for it. In sharp contrast, on the Prescott Campus, coaches are hired and replaced when they retire or move on to other jobs. There is an organized effort to retain and develop athletic programs in four major sports. Sports facilities are plentiful throughout the Prescott Campus and can even be found adjacent to the Campus residence halls.

However, the Community College Administration (and Governing Board) seldom, if ever, looks over the mountain range to the East side of the County to develop an athletic program of any kind. It is another way the College refuses to effectively develop the Verde Campus. It is another “rip-off” of the East side of the County.

CONCLUSION



CHAPTER 13

Music, Phy Ed., Dorms & Student Government

INTRODUCTION

The purpose of this chapter is to compare and contrast some of the courses and projects that exist and thrive on the Prescott Campus but nowhere else in the District. It illustrates the favoritism given to the Prescott Campus when developing certain face-to-face courses.

CONCENTRATION ON PRESCOTT CAMPUS

Over the past half century, the Community College administrations and the District Governing Board have concentrated on construction and renovation involving major capital projects at the Prescott Campus and the Career and Technical Education Center (CTEC) at the Prescott airport. That construction and renovation has accelerated dramatically since 2000. But investing millions in constructing and renovating buildings does not begin to tell the story of the development of the Prescott Campus. Administrators have also concentrated on developing certain courses almost exclusively for the Prescott Campus. Furthermore, the Administrators have decided to provide the typical student accoutrements routinely associated with a college primarily

MUSIC CONCENTRATION

on the Prescott Campus. These accoutrements include residence halls, student government and a student bookstore.

MUSIC CONCENTRATION

One of the major areas of concentration on the Prescott Campus is music. One explanation for this concentration might be that Administrators feel guilty about the huge costs associated with building and maintaining the Performing Arts Center. A strong music program with many student groups may assuage the guilt and provide political cover for the millions of taxpayer dollars used to transform the student auditorium into a dinner theatre.

MUSIC COURSES NUMBER 141

The fall 2016 College listing of music courses offered throughout the District illustrates the concentrated effort to develop a music curriculum on the Prescott Campus. According to the on-line registration catalog, there were 148 music courses being offered in the entire Community College District. Of that number, two courses were listed at the Sedona Center and two were listed on the Verde Campus in Clarkdale. In addition, three of the courses were listed as on-line offerings and one course was listed in Prescott Valley. The remaining 141 or so courses were offered face-to-face on the Prescott Campus.

Not only has the College concentrate time and energy on the Prescott Campus to develop its list of music courses, it has also spent time and energy developing various chorale and orchestral groups on that Campus. For example, in August, 2015 the College listed 10 student music groups

PHYSICAL EDUCATION COURSES

and one new group (youth choir) on the Prescott campus. None were listed on the Verde Campus or at the Sedona Center. The singing groups on the Prescott Campus included the following: Master Chorale, Youth Choir, Chamber Choir, Chamber Singers, Women's Chorale, and Community Chorale. The orchestral groups included the Symphonic Band, Concert Band, Big Band/Jazz Band, Jazz Combo, and Symphony Orchestra.

The music curriculum centered so heavily by College Administrators on the Prescott Campus is not equitable. Citizens living in the numerous small cities, towns and villages in Yavapai County, especially those on the East side of the County, deserve equitable consideration and access to similar music courses.

PHYSICAL EDUCATION COURSES

Another area (of many) where the College Administrators have concentrated their efforts at developing a particular area of the curriculum is physical education.

The fall, 2016 on-line registration catalog lists a total of 87 physical education classes offered in the District. Of those, 11 were listed in the Verde Valley, 3 in Chino Valley, and 11 on-line. The remaining 62 courses were offered either on the Prescott Campus or in the immediate Prescott area.

(Note that the Prescott Campus has accoutrements that exist only there. They include an indoor swimming pool, professional tennis court, and a large gymnasium. It is not idle speculation to believe that there is a relationship

ON CAMPUS CHILD CARE

between these accoutrements and the curriculum on the Prescott Campus.)

ON CAMPUS CHILD CARE

Students on the Prescott Campus have many advantages. One of them is a subsidized on-campus child care Center. Students with infants and small children may apply for grants to help pay for the costs of child care at the Center. This kind of child care is only available on the Prescott Campus. That care is provided at the Del E. Web Family Enrichment Center <https://www.yc.edu/v5content/family-enrichment-center/> (last visited May, 2016). There is no similar College built and subsidized child care center anywhere else in the District.

As noted above, the child care facility is subsidized. Estimates are that taxpayers pick up around a quarter million dollars a year to keep the facility running. It is also estimated that it is used by Prescott residents 55% of the time; students 45% of the time. Whether residents who are not students are paying market prices for the care, as they should, is not clear.

It seems unfair to students with small children outside the Prescott Campus area to not have the same opportunity for access to scholarships that would pay for local child care. It is also unfair for County Taxpayers to subsidize the costs of residents in the Prescott area, if that is occurring, because they are not paying the going market price for the service.

STUDENT GOVERNMENT CONCENTRATION

How child care is handled by the College administrators is another example of a failure to provide equitable treatment to student families throughout the entire District.

STUDENT GOVERNMENT CONCENTRATION

Student organizations are an important part of the fabric of any College Campus. In the District, the College Administration has concentrated student government development on the Prescott Campus. The result is to weaken the student interest and student involvement at all College Centers and the Verde Campus.

Data provided by the Community College illustrates the inequity between the Verde Campus and the Prescott Campus. In August, 2015 the College listed 14 student organizations on the Prescott Campus. Two of them, Phi Theta Kappa and the Student Nurses Association, met on both the Prescott and Verde campuses.

For the Verde Campus, Sedona Center, Prescott Valley Center and Chino Valley Center to become strong post-secondary educational facilities within the District, the Administrators must give them equitable consideration when it comes to developing student government.

STUDENT BOOKSTORE

Most Colleges still have a campus walk-in student bookstore. The existence of a book store signals to students that they are attending a “real College Campus.” There once was a bookstore on the Verde Campus. It was closed. The only full-service Community College bookstore exists on the

DORMITORIES/RESIDENCE HALLS

Prescott campus. The Verde Campus should receive equitable treatment, even when it comes to a student bookstore.

DORMITORIES/RESIDENCE HALLS

Community College student residence halls are located only on the Prescott Campus. There are two halls there with a third to be built in the near future.

History. According to the Yavapai Community College *Timeline*, the first student dormitory opened on the Prescott Campus in November, 1969 (Maricopa Hall). It was followed by a second dormitory in 1972 (Supai Hall). The population of the entire County at the time was not more than 40,000. A third dormitory was opened in June, 1994 (Kachina Hall). In 2015 Supai Hall was demolished while Maricopa Hall and Kachina Hall were renovated at a cost of about \$7 million. Five million dollars of the revenue was raised by the College issuing its own revenue bonds. Those bonds are repaid from student tuition, fees and other non-tax sources.

Benefits. There are intangible benefits that flow to students living in a residence hall. They are close to classes and other campus conveniences. A residence hall community typically houses a diverse population, which makes living on-campus an enriching experience.

The College Administration and Governing Board have adamantly rejected developing a residence hall on the Verde Campus. They use the typical chicken and egg approach, which is that until there is a significant increase in enrollment, there will not be a residence hall. Mean-

DORMITORIES/RESIDENCE HALLS

while, as enrollment on the Prescott Campus continues to dwindle (a 6-year slide so far), a third residence hall is planned as a part of the ten-year-development on that Campus.

The Governing Board and Administration refuse to recognize that the first two student residence halls on the Prescott Campus were constructed when the entire population of the County was about 40,000. Today, 70,000 residents live on the East side of the County, which should easily support a thriving Verde Campus, Sedona Center and at least one residence hall.

Impact on Verde Campus. The stone-walling of constructing a residence hall has seriously stifled development of the Verde campus as a full-service facility. There are many advantages to having such a structure on a small campus. For example, a campus residence would allow and support new and exciting programs to be located in the Verde Valley. In addition, students in the culinary program, restaurant/hotel program, Viticulture program and associated Southwest Wine Center, fire science program, and nursing program would find a residence facility welcoming. A residence facility would make the Verde and Sedona campuses educational destinations for persons from all over the state and region when regular education classes are not in session. (Note: On June 15, 2015 Executive Dean Perey stated there had to be a population of 300 to financially support a residence hall. He indicated he did not support a residence hall on the Verde Campus.)

The opposition to building a residence hall is another example of how the Prescott dominated Administrators

NO AUDITORIUM

and the District Governing Board have thwarted development of a strong campus on the East side of the County. It adversely affects the Verde Campus and the Sedona Center. For students, there are virtually no accommodations available for them to rent in Sedona and there are few in the Cottonwood/Clarkdale area.

NO AUDITORIUM

Outside the Prescott Campus, there is no Performing Arts Center. In fact, there are no student auditoriums anywhere in the District except on the Prescott Campus. On the Verde Campus, a large classroom that seats 125 is used as its indoor “auditorium.” It has no stage and the lighting and sound are primitive. An audience must peer between the gaps in rows of straight-back chairs set on the level floor to see any part of a performance.

The absence of a small student auditorium on the Verde Campus cripples any effective opportunity for student convocations, concerts, plays, music groups or major community events. Administrators may point to an outdoor pavilion on the Verde Campus as “maybe” meeting some of those needs. However, it has limited value at best. It has a poorly constructed small concrete stage. The wind whips through the pavilion in the fall and spring often freezing spectators who have braved an evening to view an event. The sun roasts anyone on the stage during late spring, summer, and early fall attempting to use it. Its portable chairs provide little seating comfort. It also has a partial dirt floor and lacks major accoutrements such as built in sound, lighting, etc. The College has received many complaints about its inadequacy and has indicated it is going to put in a bet-

CONCLUSION

ter floor and plant some trees that may help shade the facility from the blazing summer sun. And maybe reduce the winds from whipping through it covering spectators with dust and dirt.

CONCLUSION

The concentration on the Prescott Campus and the West County Centers has left 70,000 residents living on the East side of Yavapai County inequitably stranded on an island barren of comparable CTE offerings when compared to the West side of the District; barren of many course offerings when compared to the West side of the District; barren of the accoutrements normally associated with a college; and barren of access to post-secondary course offerings provided only in Prescott. The disparity between the East and West sides of the County in post-secondary opportunities and serious College development is dramatic.

CONCLUSION

CHAPTER 14

Destroying ZGI and the Sedona Film School

INTRODUCTION

Chapter 4 of this book describes how citizens rallied to save the Sedona Center for Arts and Technology from potentially being closed and sold. This chapter focuses on how President Penelope Wills closed down the *Zaki Gordon Institute For Independent Filmmaking* (ZGI) in 2012 and the newly named “Sedona Film School” by 2014.

The account in this chapter is based on newspaper clippings, speeches and books written by ZGI's co-founder Dan Gordon, transcripts of radio broadcasts and College documents. It is a story of two Community College Presidents who appear to be at polar ends of ZGI as a viable Community College educational facility. One College President co-founded and enthusiastically supported ZGI and expert film maker Dan Gordon. The other President cut the rug from under Dan Gordon and ZGI during a “dust-up” between the two over control of the ZGI curriculum.

It is of interest to note that Penelope Wills was hired in August, 2011 and closed ZGI only a little less than a year later. At her direction, ZGI was replaced and renamed the *Sedona Film School*. It failed miserably and closed just two

DAN GORDON

years after ZGI ended its relationship with the College. Both of these decisions illustrate what some would characterize as an exercise of extraordinarily poor management judgment on the part of College President Penelope Wills.

DAN GORDON

Dan Gordon, who was the driving force behind ZGI, is an extraordinary person. Coming from poverty as a child, he accumulated significant wealth during his successful film writing career. He is intense with a long and distinguished career in film making. He has written and/or produced at least ten feature films including *Passenger 57* (1992), *Wyatt Earp* (1994), *Murder in the First* (1995), *The Assignment* (1997) and *The Hurricane* (1999). He is credited with writing hundreds of hours for a variety of television programs. He is also credited with writing five novels and producing four plays.

A CHANCE ENCOUNTER

In his book, *Postcards from Heaven*, and in interviews, Dan Gordon relates a conversation with a stranger seated next to him he met on a flight to Calgary, Canada. The stranger turned out to be a consultant traveling from Sedona to Calgary to look at that city's cultural park. During their conversation, she explained that the cultural park in Sedona had a building on it that was initially going to be used as a museum. However, that idea didn't materialize and the building was turned over to the Community College by the Yavapai County Supervisors. The College named it the "Sedona Center for Arts and Technology."

A CHANCE ENCOUNTER

The consultant explained to Gordon that a decision had been made that the Center was going to house a film school and she was researching models on which to base it. She said that “we don't have any idea about what kind of film school to put in or why anyone would want to come to our film school instead of someone else's.”

Gordon carried a vision of a film school in his head given to him by his son Zaki Gordon. The young Gordon was an emerging filmmaker when he was killed in a terrible traffic accident in 1998 at age 22. During the airplane conversation, Dan Gordon saw the possibility of his son's vision coming to life. When questioned by the consultant, he explained why persons would attend a film school in Sedona. He said:

“Because it's going to be the best hands-on program in the world, unlike any other film school there is, and the classes aren't going to be divided up into, you know, beginning directing, beginning sound, film aesthetics 101.”

The conversation sold the consultant on Gordon's idea for a film school. She asked him to fly to Sedona to meet with City and Community College officials to discuss the concept. He agreed.

Gordon flew to Sedona as he promised. However, it took six months of negotiating between a nonprofit corporation Gordon had set up (ZGI) and the Community College before the Film School became a reality. Gordon agreed to establish the school on the specific condition that its

FINANCIAL CONTRIBUTION IS HUGE

unique curriculum design was to be considered his copyrighted intellectual property. Gordon also wanted to ensure the school's unique curriculum as envisioned by his deceased son was not altered without his approval. The College agreed and a contract incorporating his terms was signed.

FINANCIAL CONTRIBUTION IS HUGE

Gordon made a substantial financial commitment to get ZGI going. He purchased and paid for all the film equipment needed to set up the school. He also agreed to pay the salaries of the ZGI faculty for the first three years of its operation. ZGI was born and proudly bore the name of Dan Gordon's son, Zaki Gordon.

THE FIRST CLASS

On October 2, 2000 19 students showed up for classes. ZGI had begun at Yavapai College's Sedona Center.

STEPHEN SCHULTZE

Some may argue that Stephen Schultze should also be considered a ZGI founder. In 2000 he was persuaded by Dan Gordon to take leave from his involvement in the movie industry in Los Angeles and move to Sedona. He was an active screenwriter, cinematographer and director. He became ZGI's program director, chief instructor and overseer of the school's activities. He anticipated staying only two or three years at the school; he stayed on for eleven years.

A STRONG SUPPORTER

Former Yavapai College President Doreen Daily was a staunch supporter of ZGI. Gordon writes that “she fought long and hard to get and protect our budget and at the same time ensure the uniqueness of our program, which would have been bureaucratized to death at any other institution.” Unfortunately for the future of ZGI, President Daily resigned her position in October, 2004.

A UNIQUE PROGRAM

ZGI has been described as “the first school designed for those who have decided they want to make their own small-budget independent feature length films.” The institute was accredited through Yavapai Community College. The requirements for admission were a high school diploma and “a true desire to make a movie.”

A student enrolled at the Institute could earn a Digital Filmmaking Certificate from Yavapai College in one year. The graduates' short films were premiered at the *Zaki Gordon Shorts Festival*. Students could devote a second year to studies resulting in an Advanced Certificate in Filmmaking. This more advanced program involved developing a feature film project that, in partnership with Kodak, would be screened at the Cannes Film Festival.

Schultze described the uniqueness of the program in an interview with Juliana Rose in the *Red Rock Review*. He said that students do not learn filmmaking as it has been taught in leading American film schools. Rather than create a traditional separate, theory-based set of courses taught by

SUCCESS

various professors, ZGI offers a holistic, process-orientated approach. A mentor oversaw the entirety of the student's work and progress and professionals working in the industry were brought in periodically to deliver specific workshops on aspects of directing, lighting, cinematography, sound and editing.

During their first semester, ZGI students faced a rigorous schedule of eight to twelve hour days, 5-7 days a week. According to the *Red Rock Review* article, "[t]heir activities included a variety of classroom study, film analysis, script writing and treks into the field to make their own short exercise movies. These super-shorts were written and produced based upon techniques used in scenes by great filmmakers of the past. After a weekly lecture and analysis with screenwriter Dan Gordon, students formed teams, wrote scripts and headed to the field with gear to make a new movie each week. Each student had the opportunity to practice the crafts of writer, director, producer, video photographer, light and sound technician. Raw footage was then shared, edited and the resultant mini-film evaluated by the class as a whole."

SUCCESS

ZGI received accolades and was considered enormously successful. In its first seven years it graduated a large number of students. During that period, students made around 1,000 five-minute films, 250 thirty-minute thesis films, and three feature-length films.

Two students from the Institute were named as finalists in the Student Academy Awards. They were recognized as

AN ECLECTIC STUDENT BODY

among the top 50 filmmakers in the United States. ZGI was one of six film schools in the nation to receive a special grant from Kodak to set up a second-year professional program for selected students. It was a member of the International Society of Film and Television Schools, and its students' films appeared in film festivals around the world.

AN ECLECTIC STUDENT BODY

In *Postcards from Heaven*, Gordon writes that “we are open to anyone eighteen years of age and up regardless of academic background. Also because we are part of a community college, our students range from eighteen-year-old kids to seventy-plus-year-old kids, with equal numbers of people in their sixties, fifties, forties, and thirties. We have had students from England, Ireland, Thailand, Japan, Spain, Australia, Tonga, Egypt, and Brazil.” It is estimated that students from 30 countries enrolled at the school at one time or another, which gave it an international flavor.

Each year the Institute hosted scholarship winners at a Zaki Awards ceremony in Sedona. The winners of Zaki Gordon scholarships from Columbia University, UCLA, USC, and Viewpoint high school were flown to Sedona for the event. It co-sponsored the *Sedona International Film Festival* and administered the Zaki Gordon awards. It was the only film school in the nation that granted scholarships to other film schools as well as its own.

CURRICULUM IN 2005

The Spring, 2005 Yavapai College *Academic Program Review* provides detailed insight into the curriculum and

NAU PARTNERSHIP

success of the program. The report states that “the curriculum is a full-time nine month, thirty-two credit intensive studies and practical work application certificate in film-making (DFM). The curriculum was designed to insure a successful graduate's ability to secure work in the film industry. The historical success is demonstrated in many key factors:”

- “RETENTION - In class retention has never dropped below 89% in any given semester.
- “FTSE has more than doubled from 18.7 in 2000-01 to 39.4 in 2003-04
- “ENROLLMENT more than doubling from 221 in its first year to 500 enrollments in year four.
- “The film program is accepted as a premium provided to Yavapai County. Applicants have been willing to accept a \$25.78 increase in the price per credit hour. In 2001 tuition for a full-time student was \$2,750/year and in 2004 it was \$3,500/year.
- “Students have screened their short films in festivals around the globe. Graduates are currently working in various roles in television and feature studios. Some have started industrial video production companies and a few are producing feature length films.
- “ZGI has attracted many award winning filmmakers to teach during its weekend workshops.”

NAU PARTNERSHIP

Yavapai College developed a partnership with Northern Arizona University (NAU) that allowed NAU students to

minor in film at ZGI. NAU also allowed ZGI students to transfer their Yavapai College credits to NAU.

REORGANIZATION IN 2005

Once President Daily resigned as College President, the relationship between ZGI and the Community College started slowly to wane because of cost. The College announced in 2005 that it was cutting back on its financial support of the program. It said in a press release the following:

“Yavapai College is no longer accepting new students into its associate's of science in Digital Media Arts program or its related two certificate programs in Digital Storytelling and Web Design. This decision was reached after evaluating the administrative operational structure and the economic feasibility of specialty programs offered at the Sedona Center for Arts & Technology. As a result of this review and according to the institutional-financial analysis, the average cost of instruction per one full time student equivalency (FTSE) is approximately \$5,000 district-wide. In the Digital Media Arts program the cost of FTSE was in excess of \$20,000 per one FTSE.

“In an effort to control costs at the Sedona Center, its administrative structure was also reorganized, resulting in a reduction in force.

FILM SCHOOL PRAISED

“The college will continue to offer Web design courses, many of which are available through its computer systems applications program. Some comparative classes available include Create Web Pages and Flash Graphics. The college also offers courses in its art and graphic design certificate programs including design, digital photography and Adobe Photoshop. Comparative classes through Yavapai College's Zaki Gordon Institute include screen writing, digital editing, image and sound, and storytelling as well as selected Master Workshops in programs such as Final Cut Pro and interview techniques.

“While the Sedona Center will remain a valuable asset to Yavapai College, the administration is formulating a plan to operate the center in the most cost-effective manner including exploring the possible consolidation of providing facility services through, and in conjunction with, the Verde Valley Campus.”

FILM SCHOOL PRAISED

On April 10, 2007 the Institute received a glowing report at the District Governing Board meeting. The report reads:

“The Zaki Gordon Institute is entering its eighth year. More than one-hundred fifty students have graduated from its three cer-

DARK CLOUDS FORMING

tificate programs. Graduates are currently working in the film industry in Los Angeles, New York, and Florida. Other students work locally through their own production companies, as well as in the corporate video world.

“Future areas of expansion include video gaming, sound design, acting and television. Current and previous partnerships include Kodak Corporation, Mole Richardson Corporation, JL Fischer, FotoKem Lab, AZ Film Link and the Sedona International Film Festival. Stephan Schultze, ZGI Director, sits on the Boards of the Sedona International Film Festival and Arizona State University's School of Cinema.”

DARK CLOUDS FORMING

Dan Gordon worried that ZGI was coming under increasing pressure from the College to cut costs. He also worried that College presidents probably didn't understand much, if anything, about film making and probably didn't understand him very well either. He began to look around the county for another possible venue. This time his search was to find a four-year school to carry on the work ZGI had pioneered.

MAY 2, 2011

In his quest for an additional film school, Gordon looked at public and private universities. He decided that a private

DIRECTOR AND SPOUSE LEAVE ZGI

university with a large amount of money to finance a film center where one did not exist was his best bet. Although he was seeking a four-year college or university where he could develop another film school, he was not abandoning ZGI in Sedona.

Liberty University made an offer he could not refuse. On May 2, 2011, because of an agreement with Dan Gordon, Liberty University announced that plans were under way to open a *Center for the Cinematic Arts* in the 2011-2012 academic year.

DIRECTOR AND SPOUSE LEAVE ZGI

In the summer of 2011 Stephan and Lori Schultze left Sedona and ZGI and joined Liberty University. Stephan commented that he was most proud of the ZGI students who came through the school and “moved onto other parts of film making and other parts of life.” He also commented that the style of the school helped students work in small crews of four to 10 film makers, giving them the training they needed so they could easily transition to work on big studio projects or simply make films with small crews wherever they happened to go after graduation.

Lori Schultze began at ZGI as an actress in student films. After acting in 2000, she later joined the school as a student. She was hired on as staff in 2003 and was eventually promoted to direct public relations and marketing. She and Stephan married in 2005.

The Schultze’s departure created an immediate personnel and marketing crisis for the College in general and

GORDON DOES NOT ABANDON ZGI

threatened the future of the film program. The College did not quickly fill the vacated positions. By dragging its feet, it did little to allay growing fears and suspicions of Verde Valley/Sedona residents that ZGI was on the verge of closing. According to press reports, by August 22, 2011, when Film School classes began without Professor Schultze as director and his marketing director spouse, the College had yet to name a replacement for either of them.

GORDON DOES NOT ABANDON ZGI

While the new Center was getting started at Liberty University, Dan Gordon returned to Sedona to continue his work with ZGI. He saw the two schools as complimentary and surmised that ZGI could continue and flourish in Sedona. Stephan Schultze agreed to teach in the fall 2011 program at Sedona. Gordon was asked to help with enrollment and he recruited 40 students to begin the 2011/2012 academic year.

WILLS JOINS THE COLLEGE: AUGUST, 2011

In August, 2011 Dr. Penelope Wills became the President of Yavapai Community College. It is unclear how much she knew about academic film making or how much she knew about Dan Gordon and ZGI at the Sedona Center.

SUMMER, 2012 "DUST UP"

During the summer, 2012 Dan Gordon learned from the new Director of ZGI that he was no longer the sole decision maker when it came to the school's curriculum. From Gordon's perspective, the new Director was "reshaping the

curriculum.” Obviously upset at the turn of events, he asked for and received a meeting with Wills.

The meeting between Gordon and Wills, according to Gordon's account, appears to have been anything but cordial. During the meeting he says that Wills told him point blank that “You have really nothing to say about the curriculum as a part of Yavapai College. You're a guest lecturer. I understand you volunteer your time, or something.”

Gordon responded to Wills that he volunteered his time to the Sedona school because “you can't afford me for a day.” In an effort to persuade Wills' that he was a qualified film maker with the depth of experience to make academic curriculum decisions, he explained that he had turned down offers to be the head of film schools at UCLA, NYU, Columbia, the London Film School, Tel Aviv University, Jerusalem Film School and others. Wills was not persuaded.

The conversation continued down-hill and Gordon no doubt became very upset and eventually angered by Wills attitude toward him and her decision to take away his curriculum decision making authority. Although somewhat unclear, it appears that Wills was not fully aware of the terms of the contract between Gordon (ZGI) and Yavapai College. Gordon says that when Wills discussed the agreement during their meeting, she told him that “this contract gives you too much power.” He replied, “that's because I spent the money to build the damn school.”

Gordon continued the conversation in a futile attempt to move Wills. He outlined a long string of successes

THE LAST STRAW

enjoyed by the school but to no avail. Wills was apparently unimpressed.

THE LAST STRAW

Whether Wills indicated at any time during the meeting that she was willing to share any control of the school with Gordon is unclear. According to Gordon, during their meeting Wills said, “well, [the contract] has to be renegotiated next year and I'm here to tell you right now that if it is renegotiated, I won't negotiate terms, I will dictate them.” This was the last straw for Gordon.

Gordon left the meeting upset and no doubt angry. He rhetorically asked himself, “What would Zaki do in this situation?” The question was answered the very next day. After consulting with his lawyer, Gordon tried to reach Wills by telephone. He says she was too busy to talk with him and he was routed to a Vice President. He informed the Vice President that he would obtain a cease and desist order against the College preventing it from using his curriculum design. He also informed the Vice President that the College had 24 hours to remove his son's name from the Center. Furthermore, he said he was revoking the College's license to use the unique teaching methods ZGI had employed for film making at the Center.

CUTTING OUT THE HEART AND SOUL

Much later, Dan Gordon wrote in a newspaper editorial appearing in the *Red Rock News* the following:

WILLS EXPLAINS

“. . . [T]he current director of the school and the President of Yavapai College violated their contract with the Institute by unilaterally changing course content.

“As president of the Institute, I cancelled their right to use our name or our copyright-protected methodology and I ceased providing my services, which were offered gratis for twelve years, as lead instructor. The result speaks for itself. Their enrollment dropped 44 percent and the college is dropping the program. When you cut the heart and soul out of something, you cannot expect the body to survive.”

A similar letter to the editor appeared October 17, 2013 in the *Verde Independent*.

WILLS EXPLAINS

Several months after she had closed the film school and during a radio interview on KAZM in Sedona, Wills provided her side of the dispute with Dan Gordon. She said: “[H]e wanted to go ahead and evaluate faculty and run the entire program. It was not a partnership. . . . the advisory committee was very upset with what he was dictating and he wasn't working as a peer with that advisory (committee).”

A NEW EXECUTIVE DEAN

In July, 2012 the College moved Dr. James Perey into the position of Executive Dean for the Verde Campus and

FILM SCHOOL NOT CLOSING

Sedona Center. Executive Dean Tom Schumacher, a long-time resident of the Verde Valley and an outspoken advocate for it, was removed.

Most describe Dean Perey as likable and hard working. He had been an Associate Dean and managed the Chino Valley Community College Center on the West side of the County. Some in the Verde Valley felt that as an outsider he was unlikely to understand their post-secondary educational interests. He was cynically labeled an educational carpet bagger because he didn't move to the Verde Valley after receiving the executive appointment. He daily commuted round-trip from his home in Chino Valley to the Verde Campus and the Sedona Center.

Some in the Verde Valley also feared that he lacked any real independent decision making authority to do much about the Center's Film School problems. After all, he was number three in the College chain of command behind the vice presidents and Wills. He was considered a manager.

When Dean Perey settled into his new job, one surmises that he was aware of the storm clouds hovering over the newly named Sedona Film School.

FILM SCHOOL NOT CLOSING

Once it became clear that ZGI had severed its relationship with the College, there was an effort to assuage the growing concern among Verde Valley residents over the future of the newly named *Sedona Film School*. It was now totally independent of Dan Gordon. For example, Yavapai College Director of Marketing and Communications Mike

BOOM: YOU'RE CLOSED

Lange was quoted on August 9, 2012 in the *Red Rock News*. He said: "The Yavapai College film program is continuing and is being enhanced. It is not being dissolved."

At a December, 2012 ceremony where the Sedona Film School received the Sedona Mayor's Arts award, residents received more reassurance that it would not close. Patrick Schweiss, Executive Director of the Sedona International Film Festival said, "The Sedona Film School . . . contributes so much to this community and to Yavapai College. Sedona can be proud to have a world-class film school with personalized one-on-one attention to its students by a staff that is dedicated to giving the next generation of filmmakers' unparalleled education and training. Where most film schools take 2-3 years to put a camera in a student's hand, here in Sedona they are shooting (and getting hands-on experience) in the first three weeks. And it is obvious that their work is paying off when you see the films at their annual, year-end shorts film festival."

In the December 2012 Community College press release touting the Mayor's award, the College noted there was now an "enhanced film school curriculum" in place. It also noted that it was "expanding [its] relationship with the renowned Sedona International Film Festival (SIFF) and planning for a special series of technical workshops during the 2013 Festival."

BOOM: YOU'RE CLOSED

President Penelope Wills called a public meeting in October 2013 on the Verde campus in Clarkdale. The purpose of the meeting was to explain the ten-year capital

MAYOR SHOCKED; FILM SCHOOL GOES

development plan she had drawn up with outside consultants and now planned to implement, assuming Governing Board approval.

Residents from Sedona and the Verde Valley were aghast when Wills announced her decision to close the Film School that had replaced ZGI by the end of 2014. Adding salt to the wound, Wills said that her new ten-year development plan contemplated possibly closing and selling the Sedona Center. To many, the decisions made by Wills amounted to educational heresy. The citizens saw the film school as a major Sedona and Yavapai Community College asset. They also felt betrayed because of College statements made only months earlier assuring them it intended to continue to operate and enhance the Film School in Sedona.

Wills promised to lease other facilities for the independent, self-financed Osher Life Long Learning (OLLI) program that was housed in the Center once the Sedona facility was closed and sold. She also indicated it was possible she might establish some film courses at the Verde Campus in Clarkdale.

As word spread of the decisions made by Wills, Sedona and Verde Valley residents were alarmed, surprised, confused and angry.

MAYOR SHOCKED; FILM SCHOOL GOES

As noted in Chapter 4 of this book, Sedona Mayor Rob Adams, who attended the October, 2013 announcement by Wills of the closing, was blind-sided. At a Sedona City Coun-

DEAN PEREY DEFENDS CLOSING

cil meeting held March 6, 2014 as described in chapter 4, the Mayor directly addressed Wills saying: “The last thing that I thought for the last two years was that we would be sitting here having this conversation about the closure of the Sedona campus.”

Although the Sedona Mayor, Council and Verde Valley citizens expressed their outrage at the suggested closing of the Center and termination of the Film school, Wills persisted in closing down the school. She backed off selling the Sedona Center.

DEAN PEREY DEFENDS CLOSING

At various public meetings and during newspaper interviews, Executive Dean Perey explained why he believed closing the Film School was justified. For example, on October 1, 2014 Dean Perey told citizens at a meeting that the College's subsidy of the film school caused its demise. He claimed that the annual subsidy was \$300,000. The accuracy of that figure was questioned. Following the meeting, the College was asked to provide details to support the subsidy claim. In response it provided the following vague statement:

“The college evaluated the variable revenues (Tuition, Fees, State Appropriation) compared to the variable instructional costs (labor and benefits). Using this methodology, a discipline would be either financially self-sustaining or subsidized. Due to the structure of the program and declining enrollments, the Yavapai College Film Pro-

COLLEGE IGNORES REQUEST

gram was significantly subsidized. As you know, we are evaluating whether we can restructure the program in such a way that we offer a quality program at a lower subsidy.”

COLLEGE IGNORES REQUEST

A new request was sent to the College to provide a clearer explanation about the subsidy using dollar and cents figures. That request was ignored by the College. There was never a response.

On October 15, 2013 Ms. Yvonne Gonzalez, a reporter for the *Verde Independent*, interviewed Dean Perey about the decision to close the Film School. He told the reporter that the Film School was not “taking on any new students.” He also said enrollment had dropped “44 percent in the last year.” He added that the “film program has several flaws impacting enrollment that need to be fixed, like only allowing full-time students to take classes.”

The failure to give a detailed explanation regarding the subsidy and Dean Perey's defense for closing the facility left much to be desired. Some attributed the 44% decline in enrollment used by Perey to several factors: First, the College apparently had done little serious recruiting for students the year before it was closed, despite a claim made only a year earlier it had doubled enrollment. Second, after Dan Gordon severed his relationship with the College, rumors were everywhere in the community that the Film School was about to close. Third, many prospective students no doubt heard the rumors and anticipated the Col-

AN EMPTY SHELL

lege was on its way to closing the Film School. They didn't apply.

When Perey criticized the Film School curriculum, observers scratched their heads and wondered about the irony of his criticism. Why was he defending the closing based on the College's own failure to correct flaws he felt were impacting enrollment? With Dan Gordon gone, President Wills had full authority to do anything with the curriculum she desired. Why didn't she alter it if that was the problem?

Perey also said during a newspaper interview that "Yavapai College cannot allocate several thousand dollars for one program to market itself, and won't invest more money in a program with a curriculum that doesn't allow Mingus Union High School students to earn dual credits or create a pathway from secondary education to college." Observers also found this a curious explanation. If there were dual enrollment problems, why hadn't the College acted to resolve them? It was now fully in control of the Film School. It appeared to many that Perey was using the College's own failure or incompetence to provide an excuse for closing the Film School while refusing to recognize who was in control of those matters.

AN EMPTY SHELL

As detailed in chapter 4, the effort to sell the Sedona Center was blocked by the Sedona City Council and Mayor who were joined by citizens outraged at the prospect of losing the Center. (Citizens were likewise outraged when they learned the Sedona Taxing District alone pumped in

CHANGING COURSE

over \$6 million in tax revenue annually to the Community College.) Despite pleas from many in Sedona and the Verde Valley to return the Film School to Sedona, Wills stood her ground.

The Film School was closed and by the summer of 2014 the Sedona Center sat virtually empty of credit courses. As noted earlier, its only occupant was the Osher Lifelong Learning Institute (OLLI). OLLI is an independent non-profit organization that mostly finances its operation from private funds that it raises.

CHANGING COURSE

One surmises that Wills recognized her errors in judgment in handling the Center and the Film School. Two years after closing the Film School, she put in a paved parking lot at the Center. She agreed to invest over \$3 million into future renovation. She also appears to have agreed to locate a culinary school at the Center.

(Note: When this manuscript was written (May, 2016), there were four separate committees looking into what classes might be returned to or begun at the Center in four different areas. However, no concrete proposals for courses were as yet put forth by Wills.)

By 2016, Wills was beginning to install some film-making courses at the Verde Campus in Clarkdale and had started a tiny culinary program at the Camp Verde High School by renting the School's kitchen for evening classes. The College describes the culinary program as a "16-credit-hour certificate program . . . designed to equip students

CONCLUSION

with culinary fundamentals needed for employment in the restaurant industry. Yavapai College will use the teaching kitchen at Camp Verde High School.”

(Note: On closer examination, in the fall 2015 two four-credit culinary classes were actually offered at Camp Verde. However, there were four separate four-credit classes offered at the Restaurant operated by the *Mountain Institute* in Prescott Valley. Camp Verde Students took eight credits at that facility.)

CONCLUSION

ZGI brought a revolutionary film teaching model to Yavapai Community College. ZGI also brought Sedona and Yavapai Community College world-wide recognition because of its unique training program and its enormous success. It was a school that could compete and outperform almost any academic university film program anywhere. Its closing was a huge loss to Northern Arizona, the College, the Verde Valley and Sedona.

The closing illustrates many of the weaknesses with the Community College system. First, there was no process in place that integrated students, faculty, community and the President’s office into resolving problems raised because of financing issues created by ZGI.

Second, Wills apparently did not recognize or appreciate the national recognition ZGI was bringing to the Community College. Such recognition attracts students to enroll in classes other than film making.

CONCLUSION

Third, if Dan Gordon's account of his meeting with Wills is accurate, Wills neither understood nor appreciated his dedication to film making and his dedication to his late son. She also apparently failed to understand the depth of his connections to the film industry that helped make the Film School so successful.

Fourth, it is difficult to believe Wills fully understood the attachment citizens of Sedona and the Verde Valley had to the film school and the pride they took in it. Closing it down in the fashion she chose injured Sedona/Verde Valley pride.

Fifth, one is puzzled why the College did not charge its tuition strategy for ZGI. Because of its national reputation, ZGI could easily compete with other film schools and charge the going market rate for tuition. In contrast, it charges the market rate for various aviation classes it currently offers. The market rate for several of those courses in 2016 is \$575 per credit hour.

Sixth, one is also puzzled at the College's effort to blame the Film School for not having certain classes. Wills had made it clear to Dan Gordon that she was in charge of the curriculum. Why didn't she simply offer those classes at the Verde Campus rather than insist on closing down the existing successful curriculum at the Sedona Center?

Overall, closing ZGI and then the renamed Sedona Film School and announcing the potential sale of the Center were colossal errors in judgment.

CONCLUSION

CHAPTER 15

The Cash Cow



INTRODUCTION

This chapter tends to be somewhat technical in its effort to describe all the sources of revenue coming to the College. It also is written in an effort to disclose that the West side Community College operations are heavily dependent on receiving tax and other revenue not used by the East side but created by taxpayers and/or students living there. The excess revenue goes to support the capital projects and educational programs concentrated by the College on the West side of the County. There is speculation that the need for this revenue may be one reason the Verde Campus and the Sedona Center have been left to almost die on the vine by the College Administrators.

FIRST ESTIMATE

When dealing with the Yavapai College Administration, it is a formidable task to obtain accurate financial data related to the costs of operating the Sedona Center and the Verde Campus in Clarkdale. When pressed for detailed operational data, the College Administrators have responded with the excuse that they cannot supply the information because the College accounting department

SECOND ESTIMATE

doesn't keep its accounting data in a manner that would easily reveal the information.

However, after repeated requests, in February, 2014 the College provided the City of Sedona, activist Ms. Ruth Wicks, and others with an estimate of the total operational costs for the Verde Campus and the Sedona Center. The College put the total direct and indirect costs for the year 2013 at \$7,050,000.

SECOND ESTIMATE

In 2015, the blue ribbon Verde Valley Board Advisory Committee asked the College Administration for accurate data regarding the costs associated with operating the Sedona Center and the Verde Campus. There were the typical delays. Finally, in a document dated October 1, 2015 the College provided new estimates. This time, the total direct and indirect operational costs were calculated for 2014-15. Table 1 that follows immediately sets out the information provided by the College. It includes direct and indirect operational costs plus an estimate of preventive maintenance costs. They totaled \$7,232,695.

Table 1: Operational Costs: Sedona Center & Verde Campus

Category of cost provided by College: 2014-15	College estimate
Direct Costs: Verde Campus	3,876,271
Indirect costs Verde (allocated by the College to project)	2,525,506
Direct Costs: Sedona Center	53,484

TAX REVENUE GENERATED BY EAST SIDE

Table 1: Operational Costs: Sedona Center & Verde Campus

Category of cost provided by College: 2014-15	College estimate
Indirect costs Sedona (allocated by the College)	191,258
Preventive Maintenance (Verde Campus)	490,852
Preventive Maintenance (Sedona Center)	95,324
TOTAL	\$7,232,695

TAX REVENUE GENERATED BY EAST SIDE

Once the costs associated with operating the facilities on the East side of the County were obtained, the next issue was to determine the amount of tax revenue generated by East side residents that went to the Community College. The burning question was whether the tax revenue sent to the College covered the costs of operating the Verde Campus and Sedona Center.

(Note: Revenue is generated by East side residents for the College from several sources other than property taxes. Those sources include tuition paid by East County students, new construction tax, and state aid as determined by the number of students residing on the East side of the County.)

To begin an analysis to determine the total property tax revenue paid by East County residents, recall that the Verde Valley encompasses all of the Third District of Yavapai County but only a portion of the Second District of Yavapai

TAX REVENUE GENERATED BY EAST SIDE

County. The Third District stretches from Jerome to Sedona and includes Clarkdale, Cottonwood, Jerome, Sedona, Red Rock, the Verde Villages, Village of Oak Creek, Verde Santa Fe, and Bridgeport. The second district includes Camp Verde, Cornville, Beaver Creek and any unincorporated areas of the County in that area. The Second District stretches over the mountain range that separates the East and West sides of the County and extends to the Yavapai County border with Maricopa County. A portion of it is in or borders the town of Prescott Valley.

To obtain accurate property tax data paid by citizens in the Verde Valley for the Community College, the County Treasurer's office was contacted. That office reported that it anticipated that Third District citizens would pay \$12,083,279 in 2014 primary and secondary taxes. The office also reported that it anticipated that Second District citizens would pay \$9,251,903.29 in primary and secondary property taxes. Based on these figures, table 2 that follows immediately indicates the approximate total amounts of primary and secondary property taxes Yavapai County anticipated collecting for the Community College from Verde Valley citizens in 2014.

Table 2: 2014 Verde Valley Taxes Paid to College

	Total Taxes	Primary taxes	Secondary taxes*
Third District	\$12,083,279	10,569,524	1,513,755
Second District (1/3 of \$9.3 Million)	\$3,000,000**	2,100,000	900,000***

EXCESS PROPERTY TAXES

Table 2: 2014 Verde Valley Taxes Paid to College

	Total Taxes	Primary taxes	Secondary taxes*
Total	\$15,083,279	\$12,669,525	\$2,413,755
College own estimate for 2014/15		\$12,741,850	No estimate by College

[This is a high estimate that assumes each district of the two districts paid 30% of the total yearly debt payment for General Obligation Bonds, which is estimated at \$5.045 million. It is high because there are five districts and if each district paid an equal amount of taxes toward the debt, that would come to about \$1 million per district. It is possible that the primary taxes paid in the Verde Valley may be closer to \$14 million than the conservative figure used in the above table. ** A best estimate. *** A best estimate.]

EXCESS PROPERTY TAXES

Once there are reasonably accurate figures showing the total tax revenue collected in the Verde Valley for the Community College, you can compare the total revenue with the total direct and indirect expenses and determine whether there is excess annual revenue. When that is done using the data provided by the College and the County Treasurer, it is clear that Verde Valley residents property taxes more than cover Community College expenses in the Valley. In fact, there is an excess of at least \$5.5 million.

(Note: Data revealed that the Sedona Taxing District alone pays over \$6 million in property taxes to support the Community College.)

EXCESS PROPERTY TAXES

It is important to understand that the excess tax revenue flows to the Administration based in Prescott where decisions regarding its redistribution are made. Unless there are capital improvements made in the Verde Valley, one can expect that all of the excess is applied to projects on the West side of the County.

Table 3: Excess revenue over expenses--Sedona Center, Verde Campus

Total primary taxes collected	Total estimated expenses for Verde Campus, Sedona Center	Excess going to West Side
\$12,741,850*	7,232,695	\$5,509,155

Table 4: Sources of revenue generated by East side students

Source of Revenue	Going to Verde Valley	Going to Prescott (2014/15 Est.)
Tuition paid by Verde /Sedona students		1,404,969
Verde/Sedona State funds because of Verde students		148,179
Total	0	\$1,553,148

As already noted, there are other sources of revenue generated by the Verde Campus and Sedona students.

IMPACT OF EXCESS REVENUE

Table 4 above lists some of the estimated revenue generated by those sources. The figures were provided by the Community College in 2015. Because property tax revenue pays for all direct and indirect expenses associated with the Verde Campus and Sedona Center, it is reasonable to assume that the revenue generated by the students is normally applied by the Administrators to West side projects.

IMPACT OF EXCESS REVENUE

The total amount of excess annual revenue flowing from the Verde Valley to the Administration headquarters in Prescott is at least \$7 million. In addition to this revenue, all the revenue from many other sources are collected by the College for West side use. The impact is that over the years the Administrations and Governing Boards have created in Prescott an excellent small four-year college campus while calling it a "Community College." This has been to the extreme detriment of County residents living outside Prescott.

ADMINISTRATIVE PROPAGANDA

The College Administration, which has been under constant pressure from the Verde Valley since 2014 to explain how it distributes revenue, claims that it spends "on average" in the Verde Valley \$12,524,446. This is, of course, a misleading statement. But good propaganda. The College arrived at that figure by cherry picking the only five years in its almost fifty-year history when it renovated the dilapidated buildings and failing infrastructure on the Verde Campus in Clarkdale. This was the period from 2010 to 2014.

\$32.8 MILLION IN EAST SIDE PROJECTS

The cost of renovating the Verde Campus, which the College says was \$18 million on its website <http://www.yc.edu/v5content/campuses-and-sites/verde-valley/> (last visited April 18, 2016) (but President Wills says it was \$20 million), was mostly caused by the need for a new central heating plant and a warehouse. In reviewing the budget for capital projects issued by the College for 2010/11 and 2012/13, the warehouse and heating plant cost a total of \$7.4 Million.

(Note: The heating plant costs skyrocketed on the Verde Campus when plans to use the old heating plant from the Prescott Campus fell through. The Prescott heating plant was replaced at a cost of nearly \$11 million.)

\$32.8 MILLION IN EAST SIDE PROJECTS

While improving the Verde Campus over the four year period 2010-2014 is a “big deal” in the College’s propaganda campaign, almost lost is the fact that from 2007 to 2014 the Administration was hard at work on the West side of the County with a host of multi-million dollar capital projects. It never reminds the public about the cost of these projects when it tosses out the \$18 million it invested in the Verde Campus. The West side projects are listed in table 5 that follows immediately.

WHAT? A \$280 MILLION CONTRIBUTION?

Table 5: West side projects: 2007-2014

New Career and Technical Education Campus, Prescott Airport	\$5.75 Million
Resident hall renovation, Prescott Campus	\$7 Million
NAU/YCC Regional University, Prescott Valley	\$4 Million
Chiller; heating cooling system, Prescott Campus	\$10.75 Million
Performing Arts Center, Prescott Campus	\$5 Million
Professional tennis complex, Prescott Campus	\$1.3 Million
Total	\$32.8 Million

WHAT? A \$280 MILLION CONTRIBUTION?

It is interesting to speculate on just how much revenue Verde Valley residents and students may have contributed to the development of the College on the West side of the County since 1967. One may assume, for example, that for at least 40 years, the Verde Valley taxpayers have been annually generating the equivalent of \$7 million. Until 1975 there was no Verde Campus so all revenue generated for the College by Verde Valley residents from 1967 to 1975 was invested in the Prescott side of the County. After 1975, the revenue generated by Verde Valley residents was greater than the expenses related to operating the Verde Campus and much later the Sedona Center. Therefore, one can roughly estimate that over a 40-year-period, the Prescott administration received the equivalent of \$280 million in excess revenue generated by East County residents. Is that surprising?

GENERAL OBLIGATION BONDS

GENERAL OBLIGATION BONDS

The most common effort to generate revenue for capital projects for the Community College was to use what are called “General Obligation Bonds” (GOB). General Obligation Bonds must be approved at a regular election by the County voters before they can be issued. As noted earlier, they have traditionally been sought for capital projects when the College believes it is necessary to renovate old facilities, build new ones, or improve the infrastructure.

Because a GOB must be approved by County voters, a political campaign is necessary to justify them. The campaign results in a County-wide debate over the wisdom of the issue. The last time Yavapai County voters were asked to approve a GOB was in 2000. That year County voters approved \$69.5 million in General Obligation bonds for capital improvements for projects spread throughout Yavapai County.

13% TO EAST SIDE

Going back to 1967, revenue from voter approved General Obligation Bonds has provided a total of \$72.6 million to the West side of the County for Community College projects. Those bonds have also provided a total of \$10.7 million in revenue to the East side of the County for Community College projects (a total of \$83.3 million). This means that about 13 percent of total bond revenue of

30% PAID; 12% RETURN

\$83.3 million made its way to the Verde Campus and the Sedona Center since 1967. (See Table below.))

Table 6: Distribution of GOBs

Date	To West Side Development	To East Side Development
1967	\$2.5 Million	0
1988	\$10.3 Million	\$1 Million
2000	\$59.8 Million	\$9.7 Million
Total	\$72.6 Million	\$10.7 Million

30% PAID; 12% RETURN

The General Obligation Bonds are repaid by residents through their “secondary” property taxes. The total secondary tax Community College debt payment to be applied to the outstanding GOBs in 2015 was \$5,045,850.

With around 30% of the population living on the East side of the County, they pay an estimated 30% on the total debt, which amounts to an estimated \$1,513,755 million. However, East Valley residents have received only 13 percent of the GAO since 1967. If the current debt is intended to pay off only the 2000 GAO issue, the GAO return for Verde Valleys residents is an estimated 16% of the total. As with everything financial, the Verde Valley residents are paying in taxes for much more than they are receiving in return.

BONDS BECOME LESS ATTRACTIVE

BONDS BECOME LESS ATTRACTIVE

The General Obligation Bond procedure was not attractive to College Administrators. While the GOB process was democratic, the Administrators were often forced to answer many questions about the College and its needs as they traveled around the County. One suspects that the College Administrators felt that the citizens of the County were in general too ill informed to make a reasoned judgment about College matters. Moreover, the Administrators no longer wanted to take the chance that the voters might down their request for new capital projects. A dramatic change in budgetary practice in 2007 would deal with this issue.

PROPERTY TAXES UP, VOTERS DOWN

It is important to understand that by 2007, the College had begun to develop a budget that contained excess money that it did not apply to general educational operations. In this “new” budget on average it was able to invest around \$8 million dollars a year in capital projects without interference from voters. It did this by increasing the County property tax rate, which required only three “yes” votes of the District Governing Board. It also increased student tuition annually. Moreover, in 2010/11 there would be large staff layoffs and programmatic changes. By 2011 the Community College had become essentially a private corporation and voters were no longer needed before huge capital projects could be undertaken.

PLEDGED REVENUE BONDS

As noted already, beginning in 2007, the College administrators abandoned the General Obligation Bond approach to paying for capital development. Instead, they turned to another source of income for projects: Issuance of Revenue Bonds. Pledged revenue bonds are bonds the Governing Board may issue on its own initiative without voter involvement. For example, they were used most recently to finance at least \$5 million of the renovation of the Prescott Campus residence halls. These are repaid from tuition, fees, rentals, and other charges to students, faculty, and others.

OTHER FUNDING SOURCES

(Note: This section of the chapter provides additional technical information about the “other sources” of revenue used to operate the College.)

Tuition. One of those other sources is tuition. Sedona/Verde Valley residents attending the Community College pay tuition and fees. These range from \$75 per credit to as much as \$660 per credit for some aviation classes. As noted earlier, tuition and fees paid by Verde Valley students are normally not invested in the Valley. The College has estimated that tuition payments coming from Verde Valley residents totals about \$1.4 million annually.

New construction tax. Yavapai College receives a portion of all the new construction tax imposed by Yavapai County on new construction, which is about a half million dollars a year.

OTHER FUNDING SOURCES

Revenue from other districts. All of the tax revenue from the first, fourth and fifth districts stays on the West side of the County. In addition, about two-thirds of the revenue from the second district also stays on the West side of the County.

State aid. Each year the College receives support from the State of Arizona. Of the total amount in 2014/15 of \$1.49 million received by the College, it estimated that students in Districts two and three accounted for about ten percent of that funding--\$148,149.00. (Note that in 2014-15 the Comprehensive Annual Financial Report issued by the College it stated this amount at \$1,689,900.)

Share of state sales tax. This revenue is provided to the College as a result of state-wide voter approval of proposition 301, which is also known as the *Relating to Sales Tax for Education Act*. It was approved in 2000 at a state-wide election. The 2014-15 College Comprehensive Annual Financial report states it received \$666,264 in revenue as its share of the state sales tax during that period. This money may not be used directly for capital projects.

Unspent General Fund monies. At the end of a fiscal year there may be money in the General Fund for operations that was not spent and can be used for any purpose. In February, 2016 the Governing Board approved a request by the Administration to transfer \$2,871,000 of unspent General Fund revenue to the Capital Accumulation account where it will be used for preventive maintenance and Capital Improvement projects.

OTHER FUNDING SOURCES

Dual enrollment fees. The College now requires that high school students who take dual enrollment courses taught at County high schools pay a minimum of \$10 per credit hour. The 2016 goal was to receive about \$300,000 from the high schools.

Foundation support. The Yavapai Community College Foundation provides support for various projects and scholarships. For example, it was instrumental in raising \$250,000 in contributions for the Performing Arts Center. As of April, 2016 it intends to contribute \$150,000 thousand toward a new soccer field, another non-educational endeavor. On the educational side, it is committed to raising at least \$1.5 million (possibly \$3 million) for the academic winery on the Verde Campus.

Government grants. Capital development and other projects may be financed, at least in part, by government grants. For example, Building “L” on the Verde Campus was constructed in 2004 in part with a grant from the Federal Department of Commerce to help develop the *Northern Arizona Regional Skills Center*. (Recall the *Center* was closed down in 2007.)

Another example is the electrical line worker program. In September, 2012 Yavapai College was awarded a \$1.87 million federal grant as part of a \$13,477,799 grant awarded to a consortium of five Arizona community colleges to develop programs and help fulfill the state's energy industry workforce needs. Dr. Penelope Wills said that the United States Department of Labor grant was to be used to support a new electrical line worker program with Arizona Public Service (APS), to expand the college's mining pro-

FINANCING \$103 MILLION TEN-YEAR PLAN

gram and to strengthen its existing electrical instrumentation program. This program was developed on the West side of the County and only high school students from the West side of the County currently have the option of taking courses in the program.

FINANCING \$103 MILLION TEN-YEAR PLAN

When the College Administration rolled out the costs associated with the ten-year capital development plan in December, 2013 they made it clear to the Governing Board that no General Obligation Bonds were needed to complete it. This plan, which as originally announced, aimed at spending \$103 million over the ten year period, had less than 5% of the development in the Verde Valley.

How then would it be financed? The answer should be obvious to the reader. With the extra millions annually coming out of the Verde Valley.

CONCLUSION

When the distribution of revenue over the past decades is carefully examined, it is clear beyond doubt that the East County residents have been “ripped off.” Millions and millions of dollars in revenue generated by them has been swallowed up through the development of the West County Community College campus, centers and programs. The East has been left to almost die on the vine with fewer and fewer programs and at best, minimal development.

CHAPTER 16

How Prescott Politically Controls the Verde Valley



INTRODUCTION

The purpose of this chapter is to list and describe the seven factors that give Yavapai County Community College West side political interests almost permanent control over East side political interests. These factors make it almost impossible for the 70,000 to 80,000 residents of the Verde Valley to have any real voice regarding the nature and extent of Community College development on the Verde Campus or the Sedona Center. The seven factors are set out below.

LOCATION OF ADMINISTRATION

The first factor is the physical location of the College Administrative offices on the Prescott Campus in the City of Prescott. This location gives the President and his or her staff the opportunity for close daily contact with Prescott/Prescott Valley political interests. It also provides potential outside informal social contact between College executives and local residents at social dinners and other events (and *vice versa*). Access to the President's office is always open and conveniently available to Prescott/Prescott Valley lobbying interests. All they have to do is knock on the door. In

WEST SIDE GOVERNING BOARD CONTROL

contrast, in Yavapai County, which is the size of the state of Massachusetts, those residents living outside Prescott may have to take off a day's work and drive for hours to meet with the College President.

WEST SIDE GOVERNING BOARD CONTROL

The second factor giving West County control over the East side of the County is the composition of the five-member District Governing Board that in theory has overall control of the College. The West side of the County can always count on having its three members (a majority) to firmly represent their local political interests. A cynic would say that the West Side Governing Board Representatives are "play acting" when they claim to represent the entire County. When questions are raised about the wisdom of locating a new major project on the Prescott Campus or in Prescott Valley rather than the Verde Campus, the most common response from West side Representatives is that the West side of the County has a larger population than the East side of the County. Population, of course, should have little to do with what most believe is the mission of the College. That is, providing equitable access to post-secondary learning opportunities to every resident of the County wherever they live.

The three-member majority can and do exercise their political muscle whenever it is needed to protect West side interests. It is no accident, for example, that from 2014-16 the West side Governing Board Representatives voted as one to reject at least a half dozen specific proposals brought to it by the blue ribbon Verde Valley Board Advisory Committee. Those proposals were all supported by the

WELL ORGANIZED WEST SIDE LOBBIES

two East side District Governing Board Representatives. The vote was consistently 3-2 against the Verde Valley.

WELL ORGANIZED WEST SIDE LOBBIES

The third factor favoring West County interests is the existence of extremely strong lobbying groups on the West side of the County. One of the strongest is the Yavapai Community College Foundation. The Foundation consists of 28 leading citizens. Most of them reside in the Prescott/Prescott Valley area. Usually, there are only one or two persons from the Verde Valley sitting on the Foundation Board. Its membership, which includes Yavapai Community College executives, function like any other special interest group. With its lobbying power, it can easily guide the College in the direction of Prescott/Prescott Valley interests whenever the opportunity presents itself.

Astonishingly, the Executive Director of the 501(c)(3) nonprofit corporation (the Foundation) also holds the title of Vice President of Development at the College. This cements the communication channel between the Foundation and the College Administration. The dual position also carries within it the influence of the Prescott/Prescott Valley Foundation members directly into College decision making. It is a connection filled with conflict of interest but one that any lobbying group would love to possess.

The political Representatives on the West side are also actively lobbying the College on their constituents' behalf. For example, Prescott Valley put together a four member team to lobby at the January, 2016 District Governing Board meeting to accelerate development of the Allied

EAST SIDE APATHY

Health Center in that town. In a month the College responded and a portion of the lobby quickly returned to publicly congratulate the Board on its decision.

EAST SIDE APATHY

The fourth factor is the general apathy of Verde Valley residents when it comes to the Community College. There are many reasons for this. First, the Community College has been hidden from their view for years. It has not been a priority. Second, they seldom participate in Foundation or other major Community College events held on the West side of the County. The distance plus the mountain chain make it unreasonable for most to drive over to the other side of the mountains. One result is that the games and matches of the four Community College athletic teams located on the Prescott Campus are nonexistent when it comes to Verde Valley resident interest or support.

Another reason for apathy might be the result of Valley residents having given up any hope of being able to combat Prescott's strong political control of events in the Verde Valley that affect them. They see any contest between the Valley and Prescott as inevitability leading to them losing.

Until 2013, Verde Valley political Representatives such as the mayors and District Governing Board members have been unwilling to publicly raise questions about the non-development on the East side of the Campus. Maybe the reluctance to raise a red flag warning by District Representatives is associated with the Carver model of governance adopted by the Governing Board about ten years ago. The Carver model is unfriendly to free speech. Maybe the fact

DOUBLE THE VOTING POWER

the College invested \$18 million to replace the failing infrastructure on the Verde Campus was sufficient to pacify the Board Representatives and local politicians. For whatever reason, until 2013, they were as quiet as church mice when it came to public discussion of the education disparity between the East and West sides of the County.

DOUBLE THE VOTING POWER

The fifth factor giving the West side of the County control over the East side is voting power. The fact is the West side of the County has double the voting power of the East side of the County because it has double the population. Whenever a College bond issue comes before the voters that heavily favors the West side of the County, West side voters can be counted on to approve it. That was the case, for example, when the first bond issue was approved by voters on May 23, 1967. The vote was 3011 to 2904 (107 margin) and a \$2.5 million bond for creation of Yavapai College in Prescott was passed. The opposition came from the Verde Valley, which lost.

The informal voting power of the West over the East will also show up in the softball surveys occasionally distributed by the College. The survey returns will reflect the dominant views of the West side, which should be and are favorable to the Community College. The Verde Valley voices are drowned out.

PRESCOTT RESIDENTS RAISE MONEY

The sixth factor giving West side control is the ability and willingness of the Prescott/Prescott Valley residents to

TRANSPARENCY; ACCOUNTABILITY

raise money to support a particular Community College project. While the money raised is insignificant when compared to the revenue County taxpayers will eventually pay out for a project, the contribution acts as political justification for moving ahead on a particular project. It also psychologically gives Prescott/Prescott Valley contributors a strong sense of ownership in the project.

For example, the Prescott/Prescott Valley residents contributed around \$250,000 to support the initial construction of the Performing Arts Center. This seems like a lot until you realize that from the beginning of construction around 1990 to 2016, the bricks and mortar costs of construction and renovation of that facility are 11 million or more. Furthermore, it loses thousands and in some years hundreds of thousands of dollars that are subsidized by all County residents. Another example is the seven-court professional tennis complex that was completed in 2014. The complex was built by the College primarily for Prescott residents. They contributed over \$150,000 as support while the College paid about \$1.3 million to build the plush complex. The donations accomplished their intended purpose.

TRANSPARENCY; ACCOUNTABILITY

The seventh and final factor is the absence of transparency regarding College operations. The District Governing Board uses a process that is called the “Carver” model of Board governance. This trademarked proprietary model wrests all operational control away from the Governing Board. It provides it with a single channel of communication about the College that emanates directly from the College President and her staff. It bars them from discussing

TRANSPARENCY; ACCOUNTABILITY

anything that has to do with College operations. They cannot ever discuss College issues with staff or students. They cannot publicly disagree over an issue once a vote has been taken by the Board. The process is a farce because the District Governing Board Representatives are elected officials.

The Board has no committees to examine important operational matters. It meekly receives limited information only at its monthly meeting. Obviously, the information sent to the Board by the President and her staff is filtered. In this way it provides only information that sheds a positive light in one direction--the one that flatters the executive. Objective information and unfavorable data seldom, if ever, reach the eyes and ears of the Governing Board or the residents of the County. The governance model is a handy shield that allows an Administration to function without having to answer operational questions from Governing Board members. It is also a convenient shield that can be used to hide unfavorable operational data from the public.

Because of the Carver governance model, the District Governing Board does not set annual goals for the College President. Something many consider unthinkable. The goals are called "ends" by the Carver model and are buried in a long and complex reporting process that few outside Carver consultants seem to fully understand. There are no public goals and no priority is established in the use of this model. When the President is evaluated each year, there are no concrete objectives to meet such as increasing enrollment by two percent. It is a wonderful model best used by Administration bureaucrats to hide from being accountable for anything specific to the general public.

CONCLUSION

CONCLUSION

There are powerful, entrenched West County political interests that control the development of the Community College. The control has been to the detriment of the remainder of the County; especially the Verde Valley. Unfortunately, there is little hope that the Verde Valley will ever be politically strong enough to deal with the West side interests.

One partial solution for the Verde Valley to rid itself of these interests is to establish an Administrative College. It would give the Verde Valley “some” political standing in a fight with the Prescott lobby over the allocation of financial and other College resources. So far, the College President, with the support of the West side Board Representatives, has successfully fought off every attempt to create an Administrative College.

The best answer for the Verde Valley is to create a separate county where the 70,000 or more residents can make their own independent decisions about post-secondary education. To do that will take legislation, which in itself might take a real political revolt by residents. So far, the Verde Valley does not appear to be ready for a real political revolt.



CHAPTER 17

Savvy Prescott Builds an Economic Engine

INTRODUCTION

The purpose of this chapter is to provide information about the economic importance of a strong Community College to a local community. The chapter focuses on Prescott and describes how that City has recognized and benefitted from the extensive local development of Yavapai Community College. The College, the tenth largest employer in the County, is a major economic engine helping drive the economy in Prescott.

PRESCOTT RECOGNITION

From 1967, when the decision to locate the Community College in Prescott was announced, to the present, Prescott citizens and their political leaders have recognized the economic importance of developing the College as a part of their local economy.

By contrast, most, but not all, political leaders and citizens in the Verde Valley have either not understood the economic value of a fully developed local Community College in the Verde Valley or have considered themselves

PRESCOTT GENERAL PLAN

helpless to compete against the political clout of Prescott and West County interests when it came to the College.

PRESCOTT GENERAL PLAN

An example of just how savvy Prescott's political leadership is about the importance of the Community College as a local economic engine and post-secondary education in the community in general can be seen in its 2012 General Plan. That Plan in part states:

There are three campus based institutions of higher learning located in Prescott --Embry-Riddle Aeronautical University, Yavapai College and Prescott College. Local colleges can draw high-end economic development to Prescott by providing for an educated workforce. In some cases providing for the needs of a specific industry. . . .

Yavapai College provides workforce development through a trade school curriculum catered to the Prescott area. This provides a connection to Prescott's economic vitality.

Yavapai College creates a \$131.2 million economic impact on Yavapai County per an independent study conducted in August 2011. . . .

Educational hubs attract students from inside and outside of the area, bringing money into the community. Education, qual-

PRESCOTT'S \$130 MILLION ENGINE

ity job training and skill development lead to high paying and diverse jobs with an improved standard of living.

PRESCOTT'S \$130 MILLION ENGINE

In December, 2014 during the dedication of one of the two newly renovated residence halls on the Prescott Campus, Prescott's Mayor recognized the value of YavaPai College as a local economic engine. He said that "the city of Prescott appreciated the long partnership with Yavapai College, including its \$130 million impact on the City." He also said that the City of Prescott was proud of its relationship with the College because it "showcases the gateway of our community."

COLLEGE PAYROLL

As an economic engine, the payroll generated by the College is important to a local economy. The pay checks from the large number of Yavapai Community College employees living on the Prescott/Prescott Valley side of the County has a direct economic impact on those two communities. In a 2013 "Fact Sheet" prepared by Yavapai College, it reported that in 2011-2012 it employed approximately 400 full-time faculty and staff and 1,100 part-time faculty and staff. Although the College did not break down the number of employees by Campus or Center, a reasonable estimate is that about 85% of those employees are located on the West side of the County. As a consequence, the College employee payroll annually accounts for millions of dollars going into the local economy on the West side of the County.

BUY HOMES; RENT APARTMENTS

BUY HOMES; RENT APARTMENTS

In addition to payroll, Prescott benefits from the Community College because employees purchase homes and rent apartments there. This in turn helps stimulate home and apartment construction. College employees and students buy clothing, purchase cars, groceries and other wares. Students obviously are a source of revenue flowing to clubs, restaurants, outdoor events and theatres in Prescott.

PROGRAMS STIMULATE ECONOMY

Programs offered by Yavapai Community College may by themselves help stimulate the Prescott economy. For example, an aviation consultant report authored in 2006 entitled "Prescott Airport Economic Impact Study," confirmed the significance of the economic influence of the Yavapai College Professional Helicopter Pilot Program to the city of Prescott. The author wrote:

"When taking the direct and indirect expenses of the helicopter program (into account), we estimate the total economic impact of Yavapai College- Guidance Aviation helicopter program on the wider community to be \$15.2 million."

ATTRACTING NEW RESIDENTS

Another economic factor associated with a strong local Community College is that it helps attract new residents to a city. For example, Prescott is well known as a possible

ATTRACTING EMPLOYERS

retirement destination. The Yavapai Community College Prescott campus is considered extremely helpful in selling Prescott as a serious destination for retired persons. *Money Magazine* has listed Prescott as fourth among the top 25 places in the United States to retire. One of the reasons given in the magazine for this high rating is that “Yavapai College's 17-year-old lifelong learning program offers roughly 200 classes a year.”

ATTRACTING EMPLOYERS

Yavapai College has no doubt helped attract and retain employers in Prescott who are seeking a well educated worker pool. This is especially important to any city given today's economy.

CREATIVE CONTRIBUTIONS

The Community College has brought into Prescott a large, well educated, creative faculty. The faculty share their creativity and knowledge with Prescott and the surrounding communities in a variety of positive ways. This includes working on boards and commissions or giving speeches on topics in which they are experts. For example, faculty member Helen Stephenson is the Founder and Executive Director of the Prescott Film Festival. She has been a driving force behind the development of the Festival.

RETIREES AND TOURISTS

The College is willing to use property tax revenue from all County residents and invest it in projects that will help

CONCLUSION

Prescott attract retirees and tourists. For example, the College recently invested about \$1.3 million dollars in building a new tennis complex on the Prescott campus (road improvement and tennis court construction). Estimates are that the complex will boost tourism dollars for Prescott and add hundreds of thousands of dollars annually to its coffers through tournaments and other events. (The College does not have a tennis team.)

CONCLUSION

The direct and indirect economic benefits of seriously developing a local Community College are obvious. The citizens in Prescott have done just that. However, the citizens on the East side of the County, who arguably have a greater need for a Yavapai Community College economic engine, have for the most part been deprived of it. The result is a significant Community College resource imbalance between the West and East sides of the County.

CHAPTER 18

The Board, the Law, The Carver© Model

INTRODUCTION

This is a technical chapter. It reviews the composition and duties of the District Governing Board in general. It also addresses relevant Arizona law that applies to the District Governing Board. Finally, it touches on the Carver model of policy governance. This is the governance model adopted and followed by the Yavapai Community College District Governing Board.

GOVERNING BOARD COMPOSITON

The Yavapai Community College District Governing Board consists of five duly elected representatives. They normally serve a term of six years although vacancies are sometimes filled by appointment of the County Education Superintendent. Those on the Board in May, 2016 were: Ray Sigafos, appointed in 2006, District 1, representing Prescott interests and former Governing Board Chair. Deb McCasland, elected 2014, District 2, representing a large portion of the Verde Valley and additional residents on the West side of the County. Al Filardo, District 3, appointed 2014, representing Sedona and the Verde Valley. Pat McCarver, appointed 2006, present Board Chair, District 4, repre-

RESPONSIBILITIES

senting the West side of the County outside Prescott and Prescott Valley. Steve Irwin, elected 2014, District 5, representing Prescott Valley. The Board members geographically share their district boundaries with the five County Board of Supervisors. In other words, if a District Governing Board member is from District 3 in the County, there is also a County Supervisor from District 3.

RESPONSIBILITIES

In theory the District Governing Board acts as the representative voice of the citizens of Yavapai County. As citizen representatives it is supposed to make decisions that are in the best interests of the citizens of the County as a whole while nevertheless representing the interests of the constituents of a particular district. In practice, if the allocation of resources between the East and West sides of the County is a measure, the interests of the West side of the County have been dominant. East side County residents generally agree that they are considered the poor second educational cousins of the West side.

TERMS OF OFFICE

As noted earlier, the District Governing Board Representatives are elected for six-year terms, much like Yavapai County Supervisors. Each District in the County votes for a candidate to represent that District. Unfortunately, there is wide-spread apathy about becoming a member of the Board. Moreover, citizens have little knowledge about the Board's duties and responsibilities and with the exception of the fall 2014 election, residents have shown little or no serious interest in the Governing Board election of repre-

ACCOUNTING CHALLENGES

sentatives. Even in 2014, only two of the three sitting Board members running for another term had a contested election. Often, the lone applicant for a seat on the Governing Board is appointed for a term of years by the Yavapai County School Superintendent.

ACCOUNTING CHALLENGES

Newly elected District Governing Board members may be intellectually challenged when they begin their term. The reason for this is the large, complicated \$84-million-dollar budget that they must understand in detail and either approve or reject each year. Unless a Board member is equipped with an educational background that prepares him or her to grasp the nuances of fund accounting, heavy reliance must be placed on the College President and staff to provide understandable financial information and guidance. That is a challenge.

OTHER CHALLENGES

Board members have other practical challenges. They are paid nothing for their work (except travel expenses) and all five in Yavapai County share a single administrative assistant with the Community College President. The difference between the support a College Governing Board member receives and the support a County Supervisor receives is like the difference between night and day. For example, County Supervisors have district offices, receive full-time salaries and are surrounded by a support staff to help them govern. They are constantly in contact with their constituents, make many speeches, and sometimes take controversial stands on issues. This is all in sharp contrast to

MEETING NEEDS OF ALL RESIDENTS

Governing Board members who are seldom, if ever, seen by their elected constituents.

MEETING NEEDS OF ALL RESIDENTS

Arizona law provides extensive guidance for a District Governing Board. For example, state law requires that the Board Adopt policies at a public meeting and:

“offer programs that meet the educational needs of the population served by the Community College.” *A.R.S. 15-1444(A)(2) (2015).*

OTHER REQUIREMENTS

Other Board legal requirements include the following:

Evaluate vocational and technological programs once every five years with assistance from business, industry, labor representatives, and other district boards. *A.R.S. 15-1452; A.R.S. 15-1445(10).*

Offer dual enrollment courses if it is “in the best interest of the citizens of the district.” *A.R.S. 15-1821.01 (2015).*

Contract for a Community College president, which may be for more than one year but not more than five years. *A.R.S. 15-1444(A)(6), (7), (8) (2015).*

OTHER REQUIREMENTS

Determine various location(s) of the college. *A.R.S. 15-1444(A)(11) (2015).*

Issue bonds to fund construction related to revenue-producing buildings. *A.R.S. 15-1481 through 15-1491 (2015).*

Board may waive tuition for employees, spouses or dependents of employees or nonresident students if waiver “is in the best interest” of the state and the student. *A.R.S. 15-1445(3) (2015).*

Board members can travel within or outside of Arizona for college business and be reimbursed for lodging, transportation and daily expenses. *A.R.S. 15-1406(B) & (C) (2015).*

Board may use County Attorney and/or hire outside attorney(s). *A.R.S. 15-1448 (2015).*

Board may sue and be sued. *A.R.S. 15-1444(B)(3).*

Board members are immune from personal liability for actions taken in good faith, within the scope of Board authority, and during regular or special meeting. *A.R.S. 15-1443(C) (2015).*

TAXES

TAXES

The Board is required to comply with Arizona Revised Statutes § 15-1461.01 in order to increase taxes beyond the “levy neutral” amount. If the levy that Yavapai College plans to assess includes a two percent increase approved by the District Governing Board, then this statute requires the Board to perform certain tasks including: publish a notice (in a form required by Statute) in a general circulation newspaper, or mail a notice to registered voters in the district and issue a press release containing the truth in taxation notice to all general circulation newspapers in the district, and mail information regarding this process to the property tax oversight commission.

FORMING AN ADMINISTRATIVE COLLEGE

Arizona statute § 15-1444 provides the District Governing Board with the power to create as many community colleges within its district as it desires. Language in the statute such as “maintain each community college” within its district; visit each community college “under its jurisdiction;” and determine “the location within the district of a community college” gives it the power to do this. For example, the District Governing Board in Maricopa County has created ten administrative colleges so far. As the population grows, it may add additional colleges within that district.

ADMINISTRATIVE COLLEGES -- REPORT

Once an Administrative College is created, it continues to report to the District Governing Board in the County. For example, if the Yavapai County District Governing Board

POWER TO CREATE COLLEGE

allowed the Verde Valley to set up an Administrative College, both the Prescott Community College on the West side of the County and the Verde Community College on the East side of the County would report to the same District Governing Board. To provide an orderly mechanism for the reporting, a Chancellor's office is usually created and the Presidents of the various Colleges send their budget requests through that office to the Governing Board.

The colleges created under § 15-1444 exercise a significant amount of autonomy. They are, therefore, sometimes referred to as “administrative colleges.” For example, Scottsdale Community College is an administrative college within the Maricopa District Governing Board's jurisdiction. It is one of ten such administrative colleges set up under the statute.

POWER TO CREATE COLLEGE

As noted above, the Yavapai Community College District Governing Board has the power to create an “administrative college” for the Verde Valley by a vote of three of its members. Such a college would have autonomy from the Prescott dominated administration; it would be operated by its own President. The West side of the County would continue with the present administrative setup. The new Administrative College would continue to report to the existing District Governing Board. The Board would most likely appoint a Chancellor to assist it with competing budgetary requests coming from the two administrative colleges.

MEETING ALL COUNTY CITIZEN NEEDS

MEETING ALL COUNTY CITIZEN NEEDS

A District Governing Board must meet the educational needs of the entire County. Arizona Statute A.R.S. 15-1444(A)(2) makes this clear. It states that a community college governing board shall “adopt policies in a public forum to offer programs that meet the educational needs of the population served by the community college.” Those “needs” and the “population served” necessarily must include those throughout the County.

THE CARVER MODEL

Although the Yavapai County District Governing Board members are elected officials, close observers find they are unable to function effectively in their elected capacity. The reasons for their ineffectiveness are tied to a number of factors. Some of those factors include the absence of compensation, no Governing Board office within each of the five districts in Yavapai County for its representatives, and the absence of a personal support staff for each representative. However, the conservative reliance on the Carver model of policy governance is probably the primary reason Board member's fail to function as effective political representatives. The model is copyrighted and the College must pay for its use. The Carver consultants are very protective of the model.

Few, if any, educational institutions use the Carver model in Arizona. It is estimated that less than one percent of school districts across the United States use it. The governance model was purchased by the Yavapai College Dis-

THE CARVER MODEL

trict Governing Board several years ago from salespeople who market it nationally.

Indoctrination. Carver consultants are regularly hired by the Governing Board to run certain board meetings, especially retreats. They are also used to indoctrinate new Board members to the “Carver Model.” The consultants are handsomely compensated for their work.

Committees. The Carver model of governance is viewed by most as primarily a proprietary corporate model of governance, which uses no committees. The model has been applied to Yavapai District Governing Board. As a consequence, the District Governing Board of Yavapai College has no committees of any kind. It entirely relies on the Administration to look into and resolve issues.

The problem of no Board committees when combined with the delegation of so much authority to the Administration can be serious. For example, the issue of providing adequate access to East County high school students and others on that side of the County to the Career and Technical Education Campus (CTEC) at the Prescott airport has been left to languish for almost a decade. Because the Administration has wide discretion in all matters, this issue has been allowed to drift for years without resolution.

Single channel of information. The Carver model provides only a single information channel for a Board member. That channel goes directly from the President to the Governing Board.

THE CARVER MODEL

The Carver model has erected an informational wall of sorts between the Governing Board and anyone associated with the College other than the President. One new Board member was aghast when his former students approached him after he took a Board seat and explained to him that the College no longer permitted them to speak with him. Discussions between a Board member and Community College staff, students or faculty are strictly forbidden.

Third District representative Al Filardo was critical of the Carver Model of Policy Governance at the August 12, 2014 Board meeting. He commented that the lines of communication under the Carver model were too restrictive. He said:

“The more communication channels you have, the more effective you become in coming to decisions that are proper. . . . I question the effectiveness and the efficiency of this narrow communication channel. . . . (quoting from a third party paper) What is put in monitoring reports (from the President to the Board) . . . although truthful, it might not present the entire truth. And thus be deceptive. . . . Words and statistics can be used to hide the entire picture or at the very least, to make it blurry. . . . I'm not saying we change all of it, I'm saying we change some of it.”

No politicking. The Carver model discourages a Board member from politicking on behalf of a position. It does this by insisting that once a vote on an issue has been

CONCLUSION

taken, the Board member cannot express or discuss with his or her constituency that vote in a negative manner.

No public goals set for President. When Rita Cheng was hired as President for Northern Arizona University, the Arizona Board of Regents approved a set of annual and multi-year performance incentives in Cheng's contract on top of her base salary. It also set eight multi-year performance incentives to accomplish by 2017. They included retaining at least 75 percent of NAU's freshmen class in 2016-17, spending at least \$39.2 million on research, awarding at least 4,625 bachelor's degrees and having at least 3,200 community college transfer students enroll at NAU. An additional bonus is available if more than 43.2 percent of graduating seniors rate their entire educational experience at NAU as "excellent" on their senior surveys.

In sharp contrast, no public goals are set by the Yavapai Community College Governing Board for the College President. The President need only meet the "ends," of the governing process, which are little understood by the general public. An absence of publicly stated goals and a barrier preventing the Governing Board from looking at operations results in almost no accountability and no real transparency of College operations.

CONCLUSION

One of the most important provisions of Arizona law is Arizona Statute A.R.S. 15-1444(A)(2). It mandates that the District Governing Board must "meet the educational needs of the population served by the community college." From the perspective of East side County citizens, the Gov-

CONCLUSION

erning Board is failing to follow this imperative. The evidence is clear and unequivocal that there exists an enormous disparity in educational opportunities offered by the Community College on the East side of the County as compared to the West side of the County. There is likewise clear and unequivocal evidence that the Community College as an economic engine has more than favored the West side of the County. It is very difficult to conclude the Governing Board is in compliance with the statute given these circumstances.

The serious question about whether the District Governing Board is complying with state law is multiplied by the use of the Carver model of policy governance, which has been adopted by the Board. Critics of the Carver model argue it is not consistent with the principles of democratic-republicanism, fails to fit the political realities of the American experience, and is operating without the understanding or consent of the citizens who elected the Board members.

The Carver model has made the Yavapai College District Governing Board a weak political instrument. Almost all decisions have been delegated to well-paid bureaucratic administrators. Political debate about important educational issues and discussion about the long-term future of the College on the East side of the County is less than adequate. However, the model has provided nonelected College administrators with enormous control and power to determine the future of Yavapai Community College.

The Governing Board is also weak because of the lack of compensation and support staff for a Board member. With-

CONCLUSION

out staff support, a Board member is forced to rely almost entirely on the President and his or her staff for information.

CONCLUSION



CHAPTER 19

The Benefits of Independence

INTRODUCTION

The purpose of this chapter is to answer the question often asked of Verde Valley residents, “What are the benefits of an independent Community College?” The chapter contains 26 responses to that question. The responses, which follow below, are not arranged in an order of importance.

It should be noted that for decades Verde Valley citizens have been seeking to set up either an Administrative College that carries a semblance of independence but remains associated with Yavapai College or a completely independent Community College created by the Arizona Legislature. So far, their political efforts to achieve independence have failed.

WHY PRESCOTT FIGHTS INDEPENDENCE

Why do the College Administration and District Governing Board West side majority fight giving the East side of the County independence? The answer is pretty simple. It must control the flow of revenue to the West side of the County if it is to survive as it now does. With control, it can

PHILOSOPHICALLY

continue investing millions into local economic development on the West side of the County to the detriment of the East side residents.

Political leaders on the West side of the County realize that the College Campus and Centers it has built over there are significant economic engines pumping millions into the local economy (the College is the County's 10th largest employer). The College has begun investing millions of dollars into developing a new Allied Health Center in the town of Prescott Valley. If it lost control of the revenue coming from the Verde Valley, it might seriously delay or prevent building those engines on the West side of the County.

PHILOSOPHICALLY

Philosophically, there are few virtues more important than independence. Independence is a requirement for building a strong Community College on the East side of the County that reflects the values and culture of the Verde Valley. How can citizens effectively make decisions about the future of post-secondary education in the Verde Valley if every action they recommend has to be filtered through the Prescott based and Prescott influenced Yavapai College Administration? Without independence, Verde Valley citizens can't be the captain of their own Community College ship. At best, they must be satisfied scrubbing the decks while someone else sets the direction they are to follow.

DEBT LOSES INDEPENDENCE

It is important to remember that if the Verde Valley creates a debt with the Prescott Based Administration, it loses

BENEFITS

its independence. For example, when Prescott decided to renovate the Sedona Center, some independence was lost. When the College decided to experiment with a tiny culinary school in Camp Verde, some independence was lost. When the College decided to support building a winery on the Verde Campus, some independence was lost.

Once the Prescott based Administration decides to support programs in the Verde Valley, the College President has power over its citizens. That power exists because the discretionary power given to the President to withdraw funding from a project whenever she chooses to do so. Even if the College President was benevolent, he or she may unconsciously use the power created by the “debt” to influence Verde Valley citizens.

BENEFITS

1. *Independence allows citizens to retain property tax revenue raised in the Verde Valley.* Today, a conservative estimate is that Verde Valley citizens pay a total of \$14 to \$15 million a year in primary and secondary property taxes to support Yavapai Community College. It costs only \$7 million to operate the Verde Campus and Sedona Center. Another estimated \$1.5 million or more is used to pay off the College's General Obligation Bond debt. The excess of tax revenue over operational costs is at least \$5.5 million. Usually, that revenue goes to the West side of the County where it supports West County projects. With independence, Verde Valley residents can apply all of their tax revenue to enhance post-secondary educational learning opportunities solely in the Verde Valley.

BENEFITS

2. *Independence allows tuition payments, state aid, grants, and fees paid by or because of Verde Valley students to remain in the Verde Valley.* Today, Verde Valley students enrolled at Yavapai Community College pay tuition. All tuition revenue, State aid, and student fees go to support programs on the West side of the County. (Recall that primary taxes paid by citizens fully support current operations at the Verde Campus and Sedona Center.) The College estimates that the total collected in these categories is about \$1.6 million. With independence, Verde Valley residents can control that revenue and apply it to the Verde Valley Community College and Sedona Center.

3. *Independence allows the Verde Valley to share in the new construction tax that now all goes to the West side of the County.* Each year the College receives approximately \$500,000 in revenue because of a County tax on new construction. With independence, Verde Valley residents can apply all of their share of the County new construction tax revenue to enhance post-secondary education in the Verde Valley.

4. *Independence encourages serious consideration of the development of a centralized College Career and Technical Education Center.* Today, the College operates one of the finest Career and Technical Education Centers (CTEC) in the nation at the Prescott airport. Unfortunately, the Verde Valley has been ignored.

One consequence of ignoring the Verde Valley is that for the past eight years no high school students in the Verde Valley have been able to take any courses at the CTEC. CTEC is also too distant for many Verde Valley residents to attend

BENEFITS

who are not high school students. By comparison, high school students at the *Mountain Institute* on the West side of the County have been attending CTEC for years and have gained an estimated 9,000 college credits while doing so. Furthermore, there is no mountain chain that blocks non-high school residents on the West side of the County from easily driving to CTEC. With an independent college, the Verde Valley can effectively focus on resolving the unfair CTE issue and potentially build a smaller version of the current CTEC facility. Independence will allow Verde Valley residents and their children to create equal learning opportunities so they can have access to the same type of CTE training now offered on the West side of the County.

5. *Independence encourages closer coordination by the College with the Valley Academy and Career Technical Education (VACTE) JTED.* An independent college in the Verde Valley will be able to effectively concentrate on, work with and coordinate career and technical education training programs offered by VACTE. This is something the Community College Administrations based in Prescott have not been able to do for 16 years. By comparison, there has been close and supportive development between the *Mountain Institute* on the West side of the County and the Community College since the *Mountain Institute* was begun in 2008. The East side CTE training has been left to its own devices.

6. *Independence encourages closer and better coordination of dual enrollment programs.* All three high schools on the East side of the County have dual enrollment programs with the Community College. These programs allow qualified high school students to simultaneously obtain high

BENEFITS

school and college credit for certain courses. The courses are taught at the high schools by qualified high school faculty and require a high degree of cooperation from the Community College. Those courses can be much more carefully monitored by the College for quality and more closely coordinated with an independent college located in the Verde Valley working with the three high superintendents and faculty. The Verde Valley has also expressed a unanimous view that dual enrollment students should not be charged a fee by the College. The College has ignored the Verde Valley residents and imposed a student per credit fee. The fee was approved by the three-member West side voting block on the District Governing Board. With independence, the views of the 70,000 plus citizens in the Verde Valley will be respected; not disregarded.

7. Independence allows development of local athletic programs. There are no organized Community College athletic programs on the East side of the County. All major facilities and all major programs exist only on the West side of the County. The College does not serve as an advanced training ground for County high school athletes. It relies almost entirely on out-county, out-state, and international recruiting. A well organized small athletic program made up of local talent and holding local matches and games will serve that training purpose in the Verde Valley. It will also increase student enrollment and enhance community interests in the Verde Campus and Sedona Center. Without independence, there will never be any kind of organized athletic program at the Verde Campus or the Sedona Center.

BENEFITS

8. *Independence allows consideration of creating small multi-use indoor theatre.* The largest classroom on the Verde Campus holds 125 persons and acts as a sort of auditorium. For years Verde citizens have asked that a small 350 seat auditorium be built. This will accommodate student plays, concerts, etc. Today, there is no adequate indoor auditorium or gathering place. Only with independence can such a facility be constructed. With the facility will come development of strong music and acting programs that can compliment the strong music and acting programs that already exist at the three high schools in the Verde Valley.

9. *Independence provides "own identity and traditions."* Students attending an educational institution like to feel that it has its own traditions, its own plan, and its own programs. They don't like to feel that their community college is just an off-shoot or a branch of another controlling institution. A separate Verde Valley Administrative or independent campus will respond to these feelings by generating its own identify and own traditions.

10. *Independence allows selection of "own" campus president.* Under the present College presidential selection process, a large presidential selection committee dominated in representative numbers by the West side of the County interviews the candidates for the presidency. The committee usually meets in Prescott and the Chair is often selected from the West side of the County. With independence, the East side of the County would be able to effectively participate in the selection of the College president. That president becomes "their" choice and Verde Valley citizens will naturally see themselves as owners and participants in the life of the campus.

BENEFITS

11. *Independence provides "real" Verde Valley Advocate.* With independence, the President of the East side Community College becomes the independent "voice" of the Verde Valley citizens. Today, there is no independent "voice" speaking for the Verde Valley in the Administration. The Executive Dean on the Verde Campus is third in the College chain of command. He reports to vice presidents and the College President. He is a manager, accountable to the College President. He cannot function as an independent "voice." Only with independence will the Verde Valley gain the kind of advocate's voice that is needed.

12. *Independence gives the President of the Verde Valley College employment protection.* President Penelope Wills is fond of telling listeners that the current administrative scheme is similar to that of an independent Administrative College. There are, of course, many differences. For example, today an Executive Dean of the Verde Campus selected by the College President must worry about being fired should he or she publicly advocate for programs and projects for the Verde Valley that do not agree with the perspective of Wills. It would be employment suicide to publicly disagree with Wills. She has the power to fire the Executive Dean. The issue doesn't even go to the District Governing Board. Only with independence does the president of the Verde College have protection from the Prescott based College president.

13. *Independence provides for fair competition for scarce resources.* With independence, the Verde Valley will be rid of the West side of the County robbing the East side of its revenue without a voice in opposition. With the president of an Administrative College in place representing the

BENEFITS

Verde Valley that person could compete annually on a level financial playing field for educational dollars with the Prescott President who would then represent only the interests of the West side of the County.

14. *Independence reduces chances of dramatic alterations of programs when there is a College President changeover.* When the Sedona Center was built, it had a strong supporter in then College President Doreen Daily. She also championed the nationally recognized Film School. When she resigned in 2004, the presidents who followed her were less and less supportive of the Center and the Film School. Finally, in 2013 President Penelope Wills stunned the Verde Valley by announcing she was shutting down the Film School and potentially putting the Center up for sale. It was an astonishing turn of events.

Daily also was a champion of bringing Career and Technical Education training to Northern Arizona. She promoted and began developing the Northern Arizona Regional Training program on the Verde Campus, which was intended to teach career and technical education (CTE) skills to students in at least three counties. Three years after Daily resigned, the “new” College President shut down the Northern Arizona Regional Training program that she had promoted. He moved CTE almost entirely to the Prescott airport. There, the College began building a state-of-the-art CTE facility. Verde Valley citizens were essentially left out. Only with independence can these kinds of dramatic changes in programming be avoided.

15. *Independence provides opportunity for President and staff to gain intimate knowledge of the Verde Valley and its*

BENEFITS

culture. A Verde Valley College President would be in a much better position to understand the Verde Valley than an Executive Dean who lives in Chino Valley on the West side of the County. (Or a President who lives in Prescott.) A Verde Valley President by living and communicating with its residents would gain an intimate knowledge of the culture of the Verde Valley--its strengths and weaknesses. With that knowledge, a President could respond to the cultural diversity of the Valley in a way that an administration located in Prescott, no matter how it tries, will find challenging.

16. *Independence means regular availability in Verde Valley.* Currently, Verde Valley staff and administrators spend significant amounts of travel time going back and forth to Prescott for a variety of meetings. With a Verde Valley President and administration located in the Verde Valley, most of the time away from the Verde Campus to attend those meetings is eliminated.

17. *Independence means returning College student government to the Verde Valley.* Student government is now concentrated on the Prescott Campus. Student government is a part of the essential fabric of a vibrant College. An independent college in the Verde Valley would restore student government with a local flavor.

18. *Independence means the opportunity to work more closely with the Yavapai-Apache nation.* The Yavapai-Apache Nation is located in the Verde Valley. It is comprised of five tribal communities: Tonally, Middle Verde, Rimrock, Camp Verde and Clarkdale. There are 2,440 total enrolled tribal members (December 2014 numbers) with over 750

BENEFITS

residents living in the five tribal communities. Poverty is common within the Nation. An independent Verde Valley College can work more closely with the Nation than an Administration located in Prescott.

“The single most powerful factor in the growth of any economy is the power of education in the lives of our people. Education empowers people to be thoughtful and make responsible life choices and allows us to think, plan, envision and achieve a better future,” stated Yavapai-Apache Nation Chairman Thomas Beauty to a joint session of the Arizona State Legislature in January, 2015.

Beauty said, “How can our children advance toward an educational achievement when they start out poor, hungry and subject to all of the ills and disadvantages that accompany poverty. The cure for poverty is economic opportunity. The key to economic opportunity is education. Arizona must focus on improving its K-12 education system and provide better access to higher education for all students.”

It was noted at the May 11, 2016 Verde Valley Board Advisory Committee meeting held on the Verde Campus that the Yavapai-Apache Nation was pretty much ignored during graduation ceremonies. Only with independence will the Yavapai-Apache Nation receive the appropriate recognition it deserves during College functions on the East side of the County.

19. Independence provides access to post-secondary education for the poor, working mothers and fathers, and part-time employees seeking training for new job opportunities. Currently, the absence of many good roads, public or

BENEFITS

college transportation, and distance prevents those out-of-work, working mothers and fathers, and part-time employees seeking new CTE skills from having reasonable access to those opportunities. With independence the Verde Campus can focus effectively on addressing these issues.

20. *Independence means appropriate consideration of “left out” pockets of the population in the Verde Valley.* The Community College has all but left out certain areas of the Northeast section of the East side of Yavapai County. These areas include the Village of Oak Creek, Beaver Creek, Lake Montezuma and Rimrock. Only with independence will the Verde Valley be able to sharply focus on adequately addressing all population areas within the East side of the County with post-secondary educational opportunities.

21. *Independence means accurate gathering of data regarding costs associated with operating Verde Campus and Sedona Center.* The College Administration is unable to provide anyone with the exact costs of operating the Verde Campus and Sedona Center (it provides estimates). With independence, the citizens will be able to obtain accurate data regarding the total costs associated with operating those facilities.

22. *Independence means less College spin.* Dan Engler, editor, *Verde Independent*, wrote on May 11, 2016 of his chagrin over the inability of the College to provide the answers to the following two questions: “How many graduates this year at the Verde Valley Campus of Yavapai College? And, how does that number compare with recent years?” The Administration was not able to provide those numbers. Instead, it responded: “We do not assign stu-

BENEFITS

dents a primary campus in Banner (internal data tracking etc app), so when we report graduates they are Yavapai College grads. That said, we could breakout Verde students, but we would need to define a methodology.” Engler commented that “the college is clueless about how to serve the Verde Valley. Our campus does not have local administrators, and getting an answer to questions specific about the Verde Campus will not get answered until the college routes it through a research department to find the best possible spin.” Independence will eliminate the current spin on everything related to the Verde Valley.

23. Independence means quickly addressing local issues such as adequate signage. For many years, residents, faculty and staff of Yavapai Community College have urged the College administration to significantly improve signage. To some extent the Administration has responded, but most agree that it is too little and much more needs to be done.

On the West side of the County the administrators have recognized the need for better signage and have responded. For example, they spent thousands of dollars for an electronic display sign adjacent Sheldon street. They also spent thousands of dollars putting a huge sign on the Performing Arts Center theatre.

With independence, the problem of adequate signage and similar operational issues will be quickly addressed.

24. Independence will help reduce historic distrust of West County. With their own Verde Valley College, the historic distrust by Verde Valley residents of “everything from Prescott” will be reduced. It should encourage citizens from

BENEFITS

both sides of the mountain chain to work jointly and more closely with each other.

25. *Independence means the citizen voices of the Verde Valley will be heard and respected.* The best example of how little the Verde Valley is respected by the current Administration and three-member voting block on the West side of the County is the record of the Verde Valley Board Advisory Committee. Repeatedly over the last year and a half (2015-2016) recommendations have been made to the Governing Board by the Verde Valley Board Advisory Board. Repeatedly those recommendations have been ignored by the controlling majority. For example, Mr. Paul Chevalier, speaking for the Verde Valley Board Advisory Committee (VVBAC), suggested at the November 9, 2015 Governing Board meeting that the Governing Board, College administrators, and the VVBAC hold a series of joint meetings to work out solutions to the VVBAC's 16 recommendations for improving post secondary education in the Verde Valley. Mr. Chevalier stated that to resolve the post secondary educational issues raised by the VVBAC, it would take cooperation among everyone to solve them—the Board, the administration, and the VVBAC. The Administration and the Governing Board rejected the recommendation.

For example, at the August 5, 2015 Board meeting the question of the future of the Verde Valley Board Advisory Committee to the District Governing Board came up during discussion. When Verde Valley Board representative Al Filardo moved to continue the Committee for two years, the motion was met with strong opposition from the West County majority voting block and if facial expressions are

BENEFITS

any indication, also by College President Penelope Wills. It was sidelined.

At the District Governing Board's May 19, 2015 meeting, four recommendations came from the Verde Valley Board Advisory Committee. They included: (1) Delay approval of the capital improvement portion of the 2015-2016 budget until the District Governing Board has the recommendations of the Verde Valley strategic plan currently being developed. (2) Increase the marketing and recruitment efforts in the Verde Valley by implementing a program of continuous and direct interaction with students and their parents to seek students' wants and aptitudes. (3) Amend the Campus Master Plan to remove all language about divesting of the Sedona Campus. (4) Do not raise property taxes this year. Three of the four motions were rejected by the Board on a 3-2 vote with the West side representative voting together to oppose them. Only the request to formally remove the Sedona Campus from the 10-year-plan was approved.

On March 1, 2016 the three-member voting block from the West side of Yavapai County voted to once again increase student tuition. The two members of the Board from the Verde Valley opposed the increase. In 2015, the Board had increased tuition by a 3-2 vote. The dissenters were the Verde Valley representatives.

As noted earlier, the Verde Valley Board Advisory Committee strongly recommended that the Community College not charge a per credit fee for high school students enrolled in the dual enrollment program. That recommendation was rejected and a \$10 per credit per student fee was adopted

CONCLUSION

by the District Governing Board on a 3-2 vote. The West side majority once again voted as a block in support of the Administration's request. Repeatedly, the voices of the citizens of the Verde Valley are not listened to on the District Governing Board. The voices are not respected.

26. *Independence means becoming a local economic engine.* Chapter 17 of this book contains a list of reasons and examples demonstrating why a strong local community college is an asset to a community. With independence, the Community College on the East side of the County will have the future opportunity to become the kind of economic engine now existing in Prescott. Recall that a Community with a strong Community College economic engine benefits because of the following: (a) Employee payroll, (b) increased demand for housing caused by employees, (c) having programs that stimulate a local economy, (d) attracting new residents thus bringing new revenue to a community, (e) attracting new employers with a well-educated work pool, (f) helping sell an area as a welcome tourist destination.

CONCLUSION

The above list of 26 reasons explains why independence is so important to the Verde Valley. Recall, the Verde Valley consists of 70,000 plus citizens who would support and control their own post-secondary educational future with independence. The mule-like reluctance of the current Administration and three-member West voting block to consider independence for the East side of the County is morally wrong.

CHAPTER 20

The College as a Private Corporation

INTRODUCTION

This chapter argues that Yavapai Community College has become operationally an \$84 million private corporation while remaining a publicly supported institution. The chapter explains how property taxes and other sources of revenue have made this recent phenomenon possible.

TWO NEW FACTORS

There are two important factors that support the premise of this chapter. First, because of the Carver model of governance adopted by the District Governing Board, there is minimal accountability by the Administration for operations to anyone including the Governing Board. Second, the College Administrators have found a way to budget revenue so that they no longer need to seek citizen approval via a request for a General Obligation Bond for major College renovation and construction projects.

(Note that there is a detailed analysis of all the sources of revenue found in chapter 15 of this book.)

THE REVENUE DIFFERENCE?

THE REVENUE DIFFERENCE?

Few citizens of Yavapai County realize the dramatic difference between how Yavapai Community College is funded and how all other public education institutions such as public schools are funded. The most significant difference is the ability of the District Governing Board to annually raise the County property tax rate to provide revenue for the Community College. No other educational institutions in Arizona have this power.

TAX RATE INCREASE

Power to increase annual tax rate. Arizona Revised Statutes A.R.S. § 42-17151 provides the Yavapai Community College District Governing Board with the authority to levy taxes on property in Yavapai County. The District levies two types of property taxes: primary and secondary. The primary tax levy supports all of the Community College operations while the secondary tax levy funds are limited to voter-approval via Obligation Bonds. Bond proceeds are primarily used to acquire land or construct facilities (buildings, land improvements, etc.) for the College.

The most obvious difference between funding a high school in Yavapai County and the Community College, as noted above, is found in A.R.S. § 42-17151. This statute allows Community Colleges but not high schools to increase the property tax rate by a vote of the College District Governing Board. The District Board may increase the Yavapai property tax rate up to 2% each year. This revenue flows directly to the College. All it takes to increase the property tax rate in the County is for three of the five mem-

TUITION

bers of the District Governing Board to vote “yes” at the annual budget approval meeting.

Cumulative power. The power to increase the County property tax rate is cumulative. That is, if the District Governing Board does not increase property taxes by 2% one year, it can increase them by 4% the next year. For example, College President Penelope Wills, when addressing the Camp Verde City Council in March, 2015 stated that because the District Governing Board had not increased taxes in three of the last four years, it could, but would not, increase them by ten percent in 2015. There is no appeal to a higher state authority of a Governing Board decision to increase property taxes.

TUITION

Another difference between high schools and the Community College is that the latter can charge tuition. The District Governing Board can increase tuition as much and as often as it desires. Over the past ten years, for example, the Governing Board has increased student tuition every year, although it will claim it didn't increase tuition in 2013. The 2013 claim is misleading because the College made a dramatic change in the fee structure that year. On careful investigation, a citizen will discover that in 2013 the College put in place a three-tiered specialized tuition structure. It is estimated that almost half of all courses are now listed in tiers, which are far more costly per tuition credit hour than the basic tuition advertised by the College.

REVENUE BONDS

REVENUE BONDS

A third unique method of financing a Community College is its power to issue Revenue Bonds. A.R.S. §§ 15-1481 through 15-1491 (2015). Revenue Bonds are backed by student tuition, fees and other sources but not property taxes.

For example, when \$10.75 million was needed in 2012 to build a Chilled Water Plant on the Prescott Campus, most of the project was funded with pledged revenue obligation proceeds that will be paid back from student tuition and fees. When the District Governing Board authorized a new central plant/warehouse on the Verde Campus in 2013, it was funded in part with pledged revenue obligation proceeds. When about \$7 million dollars in major renovation of the residence halls on the Prescott Campus was completed in 2014, most of the project was funded with \$5 million in Revenue Bond proceeds.

LEASE/PURCHASE AGREEMENTS

The College also engages in other sorts of financial schemes such as setting up lease-purchase agreements. This financial scheme was used to purchase the Career and Technical Education Center at the Prescott airport in 2007. The leases are repaid using primary tax revenue.

A NEW VIEW OF USING REVENUE

Since 2007, the College Administrators have taken the view that primary tax revenue can be used to renovate or build large capital projects. Until 2007, it appears the College agreed with most other public institutions that pri-

CONCLUSION

mary tax revenue could not be used to support capital projects. Rather, General Obligation Bonds were the revenue source for them.

The Administrators arbitrarily decided to create a new type of budgetary scheme based entirely on primary tax revenue. The new budgetary scheme contained a category that was intended exclusively for capital projects. The scheme was perfect for Administrators seeking almost total power over capital and renovation decisions. The scheme kept County voters' from asking probing questions about capital expenditures and eliminated voter rejection of a capital bond request made by the Administration. The new budget approach awarded Administrators virtually unchecked discretion in spending for capital projects. They only had to convince three members of the Governing Board to follow their capital recommendations, which they had discovered was easily accomplished.

The Administrators have concluded that from their perspective there was nothing unethical about using student fees and tuition to pay back the debt created through the issuance of Revenue Bonds. Therefore, they increased the use of this method of financing large capital projects.

CONCLUSION

Under the new budgetary scheme, College Administrators sit around a table and carve out the percentage of annual revenue to use on teaching salaries, educational projects and how much to put into new swimming pools, tennis courts, athletic fields and large buildings. When it comes to large capital projects, College Administrators no

CONCLUSION

longer must go to the public and justify raising their taxes for the projects. They have the power to raise the tax rate on primary property taxes every year. (There is no appeal from the Governing Board decision.) They have cleverly turned to that source of revenue, which was once thought to be used only for general educational operations, to satisfy their capital expansionist wishes.

The citizens of Yavapai County are neither consulted about the wisdom of the capital expenditures nor asked to approve them. The citizens are helpless to stop the Administrators from building completely unneeded facilities and projects with little educational value. The College is no longer accountable to them.

Can anyone doubt that Yavapai Community College masquerades as a public institution while it is operating like a private corporation?

CHAPTER 21

Declining Enrollment



INTRODUCTION

This chapter provides data intended to show the puzzling decline in the actual number of students who are enrolling at Yavapai Community College. The drop in terms of “headcount” is dramatic. The College has been able to keep its head above water, so to speak, by encouraging students who do attend to take more classes. Thus, the Full Time Student Equivalent (FTSE) number has not declined as precipitously as has the actual number of students enrolling.

The chapter’s enrollment information is based entirely on data obtained from Yavapai Community College. The chapter suggests that the enrollment decline may be due to a number of factors that Yavapai College could have addressed in the past and should address now.

NEED FOR EDUCATION

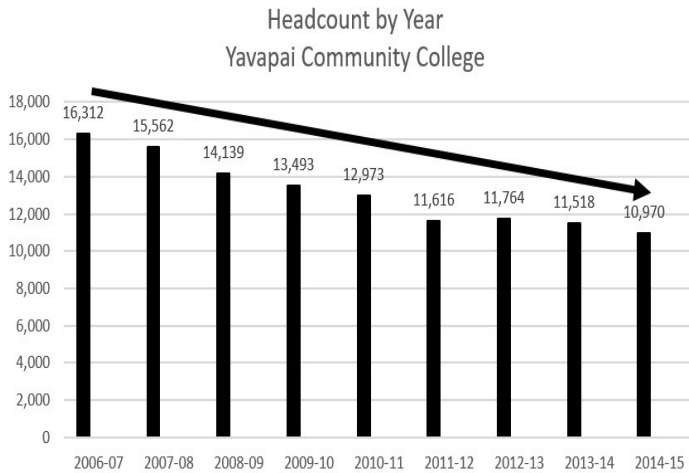
By 2020, it is estimated that 35 percent of job openings will require at least a bachelor's degree and another 30 percent will require at least some college or an associate degree. *White House's progress report on free community*

ENROLLMENT DECLINE

college issued September, 2015. Despite this *Report* and others, Community Colleges in Arizona are experiencing a large drop in enrollment.

ENROLLMENT DECLINE

According to College data, the current Administration is presiding over a slow but steady decline in total District student enrollment. To illustrate, in 2006/07 the College reported 16,312 students taking courses at one of the College Campuses or Centers. However, by 2014/15 the total number had dropped to 10,970. That is a nine year drop in total enrollment of 5,342 students.



2015-16 ESTIMATES -- ENROLLMENT DOWN

At the time this manuscript was prepared (May, 2016) the College had not announced the total enrollment for the 2015-16 academic year. However, it reported at the District Governing Board meeting in May, 2016 that revenue was down by \$1 million dollars because of a large drop in enrollment. It also stated that \$1 million dollars was lost because of its failure to comply with Veterans' Administration regulations in operating its aviation program. It is estimated that there will be about a 5% drop in enrollment in 2015/16.

PUZZLING

The slow decline in enrollment is puzzling. This is especially so in view of reports from Northern Arizona University (NAU) in the fall, 2015 and the University of Arizona. NAU, for example, reported it was breaking enrollment records. NAU's overall student population in 2015 was 29,035, up from 27,639. NAU welcomed 5,141 first-time freshman compared to 4,765 in 2014. Enrollment in the fall, 2015 at the Flagstaff campus was 20,839, a nearly 5 percent increase from 19,913 the previous year. "Our commitment to Arizona is represented in this outstanding incoming freshman class," said NAU President Rita Cheng. "Its diversity and distinctiveness evidence the important and changing nature of our state and the communities we serve. I'm delighted to see that NAU continues to be a university of choice for so many new and returning students."

NAU announced in May, 2016 that it was increasing its recruitment activity in Yavapai County and opening a new

YAVAPAI COLLEGE IS NOT ALONE

visitor facility in Prescott Valley as a part of its recruiting effort.

The University of Arizona reported in 2015 that total enrollment was at an all-time high.

Enrollment is booming at Grand Canyon University with about 59,700 students. Most of them are online, but the university also has a growing residential campus with new facilities that rival those of the best schools. By the fall, 2015 undergraduate enrollment was expected to reach 10,500. A second campus in Mesa is planned. The President of Grand Canyon said the school can't build dorms fast enough.

YAVAPAI COLLEGE IS NOT ALONE

The Community College enrollment decline experienced by Yavapai College is occurring at other community colleges in Arizona. The *Arizona Republic* newspaper reported on November 27, 2015 that "Full-time enrollment at Mesa Community College had dropped by nearly a quarter since the 2010-11 school year and by more than a third at the Red Mountain campus." A Task Force Panel assembled to examine the reasons for the enrollment drop claimed a decline in high-school graduates and increased competition from other schools such as Grand Canyon University as factors contributing to the enrollment slump.

On September 15, 2015 Pima Community College reported that its enrollment was down 4 percent from 2014, the fourth consecutive year the number of students has dropped. In 2014 the college recorded a nearly 10 per-

LOW INCOME STUDENTS

cent decline. Pima's spokesperson Libby Howell suggested that enrollment at community colleges is closely linked to the economy: enrollment goes up during recessions and down when the economy improves. "And in fact, that's what we've been seeing at community colleges across the country," she said. "This is not a Pima problem, it's a community college issue."

LOW INCOME STUDENTS

Low-income high school graduates were far less likely to enroll in higher education in 2013 than in 2008. College enrollment among the poorest high school graduates — defined as those from the bottom 20 percent of family incomes — dropped 10 percentage points during the same time period, the largest sustained drop in four decades. In 2013, just 46 percent of low-income high school graduates enrolled in two-year and four-year institutions, according to data prepared by the *American Council on Education*. In a *Washington Post* story of November 24, 2015 regarding the drop, it reported that "the trend could be due to fast-rising tuition prices at many colleges that lead low-income students to deem higher education unaffordable. Or it could be due to the economic recovery and the availability of more jobs. It could be, still, that the data are wrong: The data from the Census Bureau survey . . . covers just one-tenth of one percent of the U.S. population."

WILLS' DEFENDS DECLINE

President Penelope Wills claimed in a September, 2015 letter to the Community College faculty that a strong econ-

POSSIBLE FACTORS AT YAVAPAI

omy and the decision by the Veterans Administration is the cause of falling enrollment at Yavapai Community College.

According to Wills',

“enrollment is slightly down but when you consider the primary reason, the stronger economy, I can accept that! Another major impact on our enrollment was the VA decision not to allow us to enroll veterans in our aviation programs (rotary and fixed wing.) We are working with our industry partners, North-Aire and Guidance, to enroll more civilians in these two programs so that we can satisfy the VA's ruling of 85/15 (No more than 85% of any program can be comprised of veterans receiving benefits.) We hope we will soon be able to announce a viable solution.”

POSSIBLE FACTORS AT YAVAPAI

A few possible reasons that may explain the decline in enrollment at Yavapai are listed below. Some of reasons are quite general while others are specific.

1. The College may in some cases be pricing itself out of the market. It has increased tuition well above the inflation rate every year over the past ten years. Although Yavapai College appears a bargain, to many even its comparatively low tuition may have become a barrier.

2. It may be that many persons believe that the return on two years of college is not worth the investment. As the December 2, 2012 issue of *The Economist* put it, "Rising fees and increasing student debt, combined with shrinking financial and educational returns, are undermining at least the perception that university is a good investment." The article observed that average tuition has been rising more quickly than the rate of inflation since the 1980s, and more undergraduates now take out student loans that will burden them for many years after graduation.

In a 2015 Gallup-Purdue Index Report entitled, *Great Jobs, Great Lives. The Relationship Between Student Debt, Experiences and Perceptions of College Worth*, less than half of recent graduates reported they thought that "college was worth the cost."

3. The College Marketing Department is unable to effectively compete with other educational institutions in recruitment of students.

4. The competition from the three-year NAU/Yavapai Regional University in Prescott Valley may be attracting significant numbers of students away from attending Yavapai College.

POSSIBLE FACTORS AT YAVAPAI

5. The liberal arts Prescott College and Embry University have increased recruiting efforts.

6. A theme of “excellence” in the educational experience at Yavapai College has not been sufficiently promoted by the Wills’ Administration. The marketing/advertising sends mixed messages at all levels. For example, the 2016 fall flyer inserted into the *Verde Independent* newspaper advertising courses open for enrollment was printed on gray, poor quality bleed through newsprint. The cheapest available. The cheap paper sends a visual message. Potential students may incorrectly view the poor quality flyer as sending a message that the education they receive at Yavapai College is inferior to that received at other educational institutions.

7. The College has refused to build a residence hall on the Verde Campus, which would make the College much more attractive to some students.

8. The College has failed to nurture strong relationships with the high schools in the County. For example, a College Dean recently related a story about his successful effort to change a perception of a teacher at Prescott High School who was expressing to

POSSIBLE FACTORS AT YAVAPAI

his students a very unfavorable opinion about the College.

9. The College has not instituted a sufficiently strong program to award a large number of scholarships to County high school students.

10. The College has failed to utilize an obvious recruitment technique of awarding County high school student athletes scholarships and an opportunity to play on its athletic teams. The College, to its detriment, awards an estimated half million dollars in scholarships annually to students almost all of whom do not come from the County. In fact, many come from outside Arizona and a few from outside the United States.

11. The College has failed to take full advantage of the dual enrollment program as a marketing tool to recruit students to the College.

12. The Wills' Administration has engaged in a fight with superintendents on the East side of the County over dual enrollment fees, which damaged its reputation.

13. The Wills' Administration has engaged in a fight with Verde Valley and Sedona residents over the Sedona Center, which damaged the College's reputation.

POSSIBLE FACTORS AT YAVAPAI

14. President Wills closed the Sedona Film school, which damaged the College's reputation.

15. The Wills' Administration has concentrated on spending primary tax revenue on renovation and new buildings rather than concentrate on student recruitment and sending a message of excellence to prospective students.

16. A portion of the aviation program was closed down in March, 2014 because the College had failed to comply with Veterans' Administration requirements. A \$60 million lawsuit is currently being litigated by the former director of the program who claims he was fired, which alleges among other things that he was fired because he complained about the failure to comply with VA regulations. This has damaged the College's reputation.

17. The District Governing Board has failed to set clear recruiting goals for the President. In fact, the Board does not set any publicly stated goals for the President. Instead, it relies entirely on the vague ends statements contained in the Carver model of policy governance.

18. The College has failed to adequately inform parents of prospective students in

TABLES

the County about the value of attending Yavapai College.

TABLES

The tables that follow show the decline in the number of students attending Yavapai College. At the top of the charts is the “headcount.” The decline is also measured by the total course credits taken by all students and divided by 12, which is called the Full-Time-Student-Equivalent or FTSE.

A. Tables showing enrollment 1996-2001.

Table 1: Total Headcount: 1996-2001

1996/97	1997/98	1998/99	1999/00	2000/01
9,719	10,280	10,073	11,645	13,838

Table 2: FTSE by Campus: 1996-2001

	1996/ 97	1997/ 98	1998/ 99	1999/ 00	2000/ 01
Prescott	1,853	1,881	1,884	1,825	1,800
Verde	512	514	526	514	559
Sedona	46	72	66	74	97
Pres. Valley	113	161	183	214	171
Chino Valley	53	40	61	57	67
Elder Hos	-	-	-	117	188

TABLES

Table 2: FTSE by Campus: 1996-2001

	1996/ 97	1997/ 98	1998/ 99	1999/ 00	2000/ 01
Other	31	95	80	84	79
Total	2,608	2,763	2,800	2,885	2,936

B. Tables showing enrollment 2001-2006.

Table 3: Headcount: 2001-2006

2001/02	2002/03	2003/04	2004/05	2005/06
14,426	14,212	14,463	13,398	15,936

Table 4: FTSE by Campus: 2001-2006

	2001/ 02	2002/ 03	2003/ 04	2004/ 05	2005/ 06
Prescott	1,944	2,047	1,962	1,882	1,954
Verde	537	551	549	624	692
Sedona	112	123	136	125	129
Pres. Valley	214	220	273	290	269
Chino	77	80	109	121	127
Elder Host.	169	136	146	95	112
Other	57	99	96	94	69

TABLES

Table 4: FTSE by Campus: 2001-2006

	2001/ 02	2002/ 03	2003/ 04	2004/ 05	2005/ 06
Total	3,110	3,256	3,271	3,231	3,352

C. Tables showing enrollment 2005-2010.

Table 5: Headcount: 2005-2010

2005/06	2006/07	2007/08	2008/09	2009/10
15,936	16,312	15,562	14,139	13,493

Table 6: FTSE by Campus 2005-2010

	2005/ 06	2006/ 07	2007/ 08	2008/ 09	2009/ 10
Prescott	1,942	2,096	2,137	2,317	2,396
Verde	687	685	658	690	652
Sedona	129	135	107	102	90
Pres. Valley	260	316	307	330	266
Chino	120	117	113	114	108
Elderhostel	112	72	-	-	
CTEC	-	-	111	137	138
OnLine	-	-	-		
Dual Enroll	33	125	167	170	140

TABLES

Table 6: FTSE by Campus 2005-2010

	2005/ 06	2006/ 07	2007/ 08	2008/ 09	2009/ 10
Other	69	71	90	25	131
Total	3.352	3.617	3.690	3,885	3,920

D. Table showing enrollment 2010-2014.

Table 7: Headcount: 2010 - 2015

2010/11	2011/12	2012/13	2013/14	2014/15
12,973	11,616	11,764	11,518	10,970 (2,003)

Table 8: FTSE by Campus: 2010-2015

	2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	%
Prescott	1,894	1,605	1,479	1,446	1,357 (537)	(28.5%)
Verde	453	337	289	278	271 (182)	(39%)
Sedona	40	25	42	21	1 (39)	(97.5%)
Pres. Valley	220	198	175	208	135 (85)	(39%)
Chino	120	106	101	79	85 (35)	(29%)

TABLES

Table 8: FTSE by Campus: 2010-2015

	2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	%
Elderhostel	-	-	-	-	-	0
CTEC	152	196	250	305	298 [146]	[96%]
Online	915	1,095	1,143	1,162	1,183 [268]	[29%]
Dual Enroll.	200	245	321	331	323 [123]	[66%]
Other	212	167	184	173	153 (59)	(28%)
Total	4,206	3,974	3,984	4,003	3,806 (400)	(10%) down

. The recession periods in the U.S. are shaded.

Table 9: Declining Enrollment

Year	Head Count	President
1996/97	9,719	Doreen Daily 7/ 1993 to 8/2004
1997/98	10,280	
1998/99	10,073	
1999/2000	11,645	
2000/2001	13,838	Mar 2001 to Nov 2001
2001/02	14,426	Recession

TABLES

Table 9: Declining Enrollment

Year	Head Count	President
2002/03	14,212	
2003/04	14,212	Michael Murphy 8/2004 to 8/2005
2004/05	14,463	James Horton 8/ 2005 to 8/2011
2005/06	13,398	
2006/07	16,312	Dec 2007 Reces- sion begins
2007/08	15,582	Recession
2008/09	14,139	CTEC Opened
2009/10	13,493	June, 2009 Recession ends
2010/11	12,973	Camp Verde closed
2011/12	11,616	Wills 8/20/2011
2012/13	11,764	Wills
2013/14	11,518	Sedona crisis
2014/15	10,970	
2015/16	Est. 5% drop	

Table 10: Enrollment by FTSE by Selected Campus

Year	Presco tt	Verde	Sedon a	PV	CV
2005/06	1,942	687	129	260	120

TABLES

Table 10: Enrollment by FTSE by Selected Campus

Year	Prescott	Verde	Sedona	PV	CV
2006/07	2,096	685	135	316	117
2007/08	2,137	658	107	307	113
2008/09	2,317	690	102	330	114
2009/2010	2,396	652	90	265	108
2010/2011	1,894	453	40	220	120
2011/2012	1,609	337	25	198	106
2012/2013	1,479	289	42	175	101
2013/14	1,446	278	21	208	79
2014/15	1,357	271	1	135	85

Table 11: Enrollment by FTSE by Selected Campus

Year	CTEC	Online	Dual Enrollment	Other	Total in District
2005/06	0	0	33	69	3,352
2006/07	0	0	125	71	3,617
2007/08	111	0	167	90	3,690
2008/09	137	0	170	25	3,885
2009/2010	136	0	140	131	3,920
2010/2011	152	915	200	212	4,206
2011/2012	196	1,095	245	167	3,984

WHAT IS FTSE?

Table 11: Enrollment by FTSE by Selected Campus

Year	CTEC	Online	Dual Enrollment	Other	Total in District
2012/2013	250	1,143	321	184	3,984
2013/14	305	1,162	331	173	4,003
2014/15	298	1,183	323	153	3,806
2015/16	Unknown	Unknown	Unknown	Unknown	Unknown

WHAT IS FTSE?

FTSE is defined as the total semester credit hours taken by all students divided by 12. This is considered to be a full-time course load. For example, if 10 students took courses and achieved a total of 144 credits, that would be calculated as 12 FTSE (144 divided by 12).

CONCLUSION

There are a host of possible reasons for the declining number of students taking Community College courses. One reason may be that the competition for first-year students is fierce. For example, NAU not only is the winner in the region when it comes to recruitment, it is increasing its effort in Yavapai County to attract first and second year students.

Meanwhile, the Yavapai Community College Administration remains fascinated with construction and renovation of buildings. It has not, and is not, concentrating on either

CONCLUSION

advertising or marketing. A majority of the Governing Board members are content to sit silently by and watch the decline. They do not listen to those calling for action.

Until the District Governing Board has the courage to set specific enrollment goals for the Administration, it will continue to ignore the issue. It will also continue to come up with excuses to explain why it cannot compete with NAU, Grand Canyon University, or the University of Arizona for first-year students. Finally, it will continue its building spree as the campus population continues to dwindle. Allowing this to happen is a rip-off of taxpayers.

CONCLUSION

CHAPTER 22

Increasing Tuition - Declining Students



INTRODUCTION

This chapter is technical in nature. It provides information about the tuition and fee structure at Yavapai Community College.

DIFFERENTIATED MODEL

Most persons looking at tuition reports from Yavapai Community College do not realize that it has moved from a flat tuition structure to a differentiated tuition model. There are four categories of per credit fees under this model. In the 2016/17 academic year, courses considered “basic fee courses” charge \$79 per credit hour. Tier one courses charge \$90 per credit hour. Tier two courses charge \$100 per credit hour. Market based courses may charge up to \$575 per credit hour. In general, the more expensive programs (Nursing, Allied Health, Science, Career and Technical) have higher tuition than general education courses. A few programs (Aviation) have what the College calls “market-based tuition.”

LAST TEN YEARS: TUITION & HEADCOUNT

LAST TEN YEARS: TUITION & HEADCOUNT

Table 1: Tuition and headcount of students by year.

Fiscal Year	Annual Tuition Rates (*1)	Base Tuition per Credit Hour	Tier #1 Tuition per Credit Hour	Tier #2 Tuition per Credit Hour	Market driven courses	Total Headcount
2005/06	1,320	\$44	0	0	?	13,398
2006/07	1,350	\$45	0	0	?	16,312
2007/08	1,470	\$49	0	0	?	15,582
2008/09	1,560	\$52	0	0	?	14,139
2009/10	1,740	\$58	0	0	?	13,493
2010/11	1,800	\$62	0	0	?	12,973
2011/12	2,010	\$67	0	0	?	11,616
2012/13	2,100	\$70	0	0	?	11,764
2013/14	2,100	\$70	\$78	\$87	?	11,518
2014/15	2,160	\$72	\$83	\$92	?	10,970
2015/16	\$2,250	\$75	\$86	\$96	\$105 to \$662	Est. 5% drop
2016/17	\$2,370	\$79	\$90	\$100	\$110 to \$575	Unknown

* (1) Tuition based on one year of full-time equivalent credit for in-state students at District's base tuition rate. Beginning fiscal year 2012-13 the District implemented a differentiated tuition model. Examples of the per credit charge for market courses in 2014/15 are as follows: Emergency Medical Services \$105.00; Gunsmithing \$125.00; Nursing \$145.00; Radiology \$150.00.

FEES INCLUDED IN TUITION (USUALLY)

FEES INCLUDED IN TUITION (USUALLY)

Existing course fees are usually included in the tuition. Thus, there are no course fees for most students. In the long-term, College Administrators claim this makes the cost of college more transparent.

ENROLLMENT IMPACT

When the College Administrators created the differentiated tuition model, they surmised that it would not significantly impact enrollment. They believed that the constant increases in Arizona's university tuition should continue to make Yavapai College an inviting and cost-effective alternative.

Whether the Administrators' belief is well-founded is unclear. What is clear is that enrollment at the Community College continues to decline. Some will argue that the last thing a company does when its product is dropping in sales is to increase its price. Therefore, it is argued that the increases in tuition asked for virtually every year are unwise.

Regardless of the arguments about tuition, it is generally agreed that a Community College is a bargain when compared to other educational institutions. (If it is such a bargain, why the continued decline?)

Table #2 assumes a student is enrolled in a 3-credit hour Community College course that charges only the basic fee of \$79. The College estimates that the student would pay \$237 for that course. That total excludes books and

OUTSIDE ARIZONA CLASSES

assumes the student is an Arizona resident. Table #2 compares Yavapai College's total basic fee for a three-credit course with three other state higher education institutions.

Table 2: Comparing tuition and fees.

3/23/2016	Tuition	Fees	Total
Arizona State University	\$2,031	\$260	\$2,291.00
Northern Arizona University.	\$2,028	\$349	\$2,377
University of Arizona	\$2,226	\$224.94	\$2,450.94
Yavapai Community College.	237	0	\$237

OUTSIDE ARIZONA CLASSES

Arizona Statute A.R.S § 15-1470 states that Yavapai Community College may offer credit and noncredit courses and services outside of this state. A District is not entitled to state aid payments for students who are provided courses and services outside Arizona.

TOTAL COST OF ATTENDANCE

The College provides the following illustration on its website as an estimate of the costs associated with a first-year full-time student attending Yavapai Community College in 2014-15.

AVIATION COURSES

Academic Year: 2014-15	
Estimated tuition and fees	\$2,065
+ Estimated room and board charges <small>(Includes rooming accommodations and meals)</small>	\$7,500
+ Estimated cost of books and supplies	\$1,600
+ Estimated other expenses <small>(Personal expenses, transportation, etc.)</small>	\$3,900
<hr/>	
Estimated total cost of attendance:	\$15,065
- Estimated total grant aid: <small>(Includes both merit and need based grant and scholarship aid from Federal, State, or Local Governments, or the Institution)</small>	\$0
<hr/>	
Estimated Net Price After Grants and Scholarships: \$15,065	
<p>Grants and scholarships do not have to be repaid. Some students also qualify for student loans to assist in paying this net price; however, student loans do have to be repaid.</p>	

AVIATION COURSES

Aviation classes have both tuition and flight fee charges. The per credit tuition was reduced by almost \$100 per credit hour in 2016/17. The per credit charge for aviation classes varies from \$100 to \$575. The following table illus-

FREE COMMUNITY COLLEGE

brates the costs for a full semester's training from the College to obtain a private pilot license.

Table 3: Semester 1: 2016-17 Private pilot license

COURSE Number/Name	Per-Credit Tuition / Flight Fees	Per-Course-Cost
AVT 115 (4 credits) Instrument Pilot Airplane Ground	\$575.00	\$2,300.00
AVT 116 (4 credits) Instrument Pilot Airplane Flight	\$575.00	\$2,300.00
AVT 116 - Flight Fee Instrument Pilot Airplane Flight	--	\$14,311.00
AVT 214 (1 credit) Private Pilot Instrument Sim	\$575.00	\$575.00
SEMESTER TOTAL		\$19,486

Note that the total cost for the same private pilot course in 2014/15 was \$13,019.00. There is no explanation for the \$5,500 increase in two years.

Also note that the total cost for the first semester of helicopter training in 2014/15 was \$21,231.00 (R22) or / \$39,310.00 (R44). The first semester training in 2016/17 was \$37,862.00. The R22 category was eliminated.

FREE COMMUNITY COLLEGE

President Barack Obama has proposed making two years of community college free. The "America's College Promise" program would create a federal-state partnership with

CONCLUSION

federal funding covering three-quarters of the average community college tuition, and states covering the rest.

“America’s College Promise Act of 2015” was introduced in Congress to implement President Obama’s proposal. In addition to an estimated nine million community college students, 300,000 students at minority serving institutions would receive tuition waivers. Both proposals would require colleges and universities to utilize federal performance indicators and adopt evidence-based practices and assessments to help improve student outcomes.

Obama’s proposal for a federal-state partnership to provide tuition-free access to community college students is modeled after recent state legislation. Since 2014, Tennessee, Oregon, and Minnesota have created free community college programs. At least 10 additional states have legislation under consideration during the 2016 session to create programs.

In Arizona, House Bill 2229 was introduced in the legislature. It would have mandated that a Community College District Governing Board “Waive the first two years of tuition and fees for students who reside in this state and who maintain a grade point average of at least 2.5 on a 4.0 scale, or the equivalent, for the duration of the two-year tuition waiver period.” It did not pass out of the House.

CONCLUSION

The impact of the continual increase in tuition on enrollment is unknown. Generally, as the analysis in this chapter shows, over the past ten years, the increase in tuition has

CONCLUSION

been accompanied by a decrease in actual numbers of students attending Yavapai Community College. In ten years, there has been a drop of over 5,000 students.

There is a long list of possible reasons for the decline in actual numbers of students taking classes. Many of those reasons were considered in chapter 21 and are not repeated here. However, it is concerning that the District Governing Board has permitted the College Administration to increase tuition every year in one form or another without a detailed explanation and analysis of where the tuition dollars are going. It is also concerning that the District Governing Board has not asked that the impact of increased tuition on enrollment be explored by outside experts. It is concerning that the Governing Board does not have the courage to set an enrollment goal for the President and her staff during her annual review. It is also concerning that the District Governing Board has failed to explore the advertising/marketing plans the College has been using to recruit students. Finally, it is concerning that Northern Arizona University considers Yavapai County fertile first-year recruiting territory and is moving ahead with more aggressive recruiting efforts in it. Yavapai College has not announced a similar plan.



CHAPTER 23

Your Property Taxes: Are they Justified?

INTRODUCTION

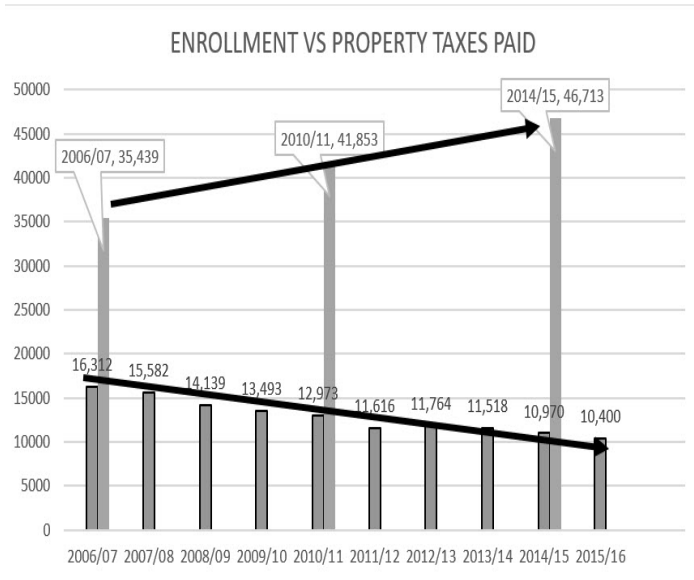
The purpose of this chapter is to examine the relationship between the revenue being supplied the College via County property taxes and the number of students who are serviced by it. It asks whether the College revenue being spent on each student is out of line with other community colleges in Arizona.

ENROLLMENT DOWN, TAXES UP

The data provided by the Community College raises doubt in the minds of many taxpayers about how effectively tax revenue is being spent by the College. For example, over the past ten years while the number of students attending the College has dropped by over 5,000, property taxes have continued to climb. With total enrollment down by one-third, tax revenue has increased by \$11 million from \$35.4 million to \$46.7 million. To some, the large increase in tax revenue over the past ten years is supporting many fewer students. They ask: "Shouldn't the tax burden have remained consistent with student enrollment?"

PURPOSE OF COLLEGE BOARD

Tax Chart/ENROLLMENT



PURPOSE OF COLLEGE BOARD

A major responsibility of the College District Governing Board is to protect taxpayers by seeing to it that the Administration results are obtained at justifiable costs. The ends statement 3.0 adopted and applied by the Yavapai College District Governing Board reads:

“The purpose of the Yavapai College District Governing Board, on behalf of the taxpayers of Yavapai County and the State of Arizona, shall be to ensure that Yavapai College

BOARD CONCERN: BIAS

achieves appropriate results at a justifiable cost, and avoids unacceptable actions and situations.

This language is probably the District Governing Board's most important ends statement (ends are goals) found in its governance model. The language means, at least in part, that the Board is responsible to County taxpayers to ensure a Community College Administration is neither wasting tax revenue nor asking for a tax rate increase when it is not warranted. In 2006/07 there were over 16,000 students taking classes and the operating revenue was \$35.4 million. By 2015/16 there were only 10,400 students taking classes while general tax revenue had climbed to \$46.7 million. These figures are alarming to some.

There is a concern that the Governing Board is not taking its responsibility seriously. Is it protecting Yavapai taxpayers? The concern is illustrated by the chart on the previous page. The chart shows a constant property tax increase over the past ten years despite a constant decline in the number of students being served during that same period of time.

BOARD CONCERN: BIAS

Both of the Verde Valley Representatives, Deb McCasland and Al Filardo, have expressed concern about this phenomena. At the May, 2016 District Governing Board meeting, Third District Representative Al Filardo stated his concern over Governance Process Policy 3.0. He stated that:

ATRA ANALYSIS RAISES QUESTION

“In my opinion there is not sufficient evidence to indicate compliance with this Governance Process Policy [3.0]. Self evaluation process by the board provides a limited view of the DGB's performance. There seems to be some implicit bias by some members to discount a third party analysis that might provide a more objective evaluation of Policy Governance 3.0.

Second District Representative Deb McCasland agreed with Filardo. She wrote: “The interpretation (referring to 3.0) needs to be addressed. This is a key responsibility of the Board.”

ATRA ANALYSIS RAISES QUESTION

An analysis released in September, 2015 by the Arizona Tax Research Association (ATRA) specifically addressed the issue of how much tax revenue Yavapai Community College was investing in each of its enrolled students. In its special state-wide report on Community Colleges, ATRA compared the Yavapai Community College District with all of the other Community College districts in Arizona.

ATRA used as its standard the Full Time Student Equivalent measure (FTSE). FTSE is typically defined as the total semester credit hours taken by all students divided by 12. A full course load is considered when a student takes 12 credits. (Two students each taking 12 credits results in 2 FTSE's. (24/2.)

YAVAPAI TAXPAYERS SECOND HIGHEST

The ATRA report was revealing. Based on its analysis, “on average, the taxpayer effort per FTSE is just under \$6,000” in Arizona.” However, “the highest is the Navajo Community College District at \$11,421 with Yavapai Community College District close behind at \$11,091.” This analysis took into consideration both primary and secondary taxpayer revenue.

YAVAPAI TAXPAYERS PAY DOUBLE

When ATRA examined and compared the amount of revenue provided only from primary property taxes on a per student basis using FTSE, Yavapai College led all community colleges in Arizona. The ATRA report states that the Yavapai District's “primary property tax levy per FTSE ranks highest in the state at \$10,667, nearly double the statewide average.”

What does “nearly double the statewide average” mean to taxpayers? One can only speculate. It could mean that there is poor management by the Administration. Maybe it means that the large amount of new revenue is supporting a capital renovation and building spree. Or, maybe it means that students are receiving more in terms of learning opportunities and support than other Arizona community college students. Or it could mean something entirely different.

ADMINISTRATION RESPONSE

ADMINISTRATION RESPONSE

President Penelope Wills has in general addressed the issue raised by the ATRA analysis. Her response is that the College provides more opportunities, accoutrements, and support for its students than other Community Colleges. However, she has not provided detailed comparative data with other community colleges in Arizona to support her generalized response.

COMMUNITY TAXPAYER CONCERNS

During the May, 2016 District Governing Board meeting, Al Filardo asked why the College's spending per FTSE was double the average of the other Community Colleges in the State. He noted that persons in his district were complaining about how their taxes were being spent and their concern appeared "backed up by the ATRA Report."

Filardo said: "What we are charging the taxpayer per FTSE is double what everyone else is charging in the entire State." He continued, "So, the connection between being compliant [with 3.0] and addressing the questions of the people in my community are bringing up is something that somehow we need to connect." The Board seemed to agree that the issue would be addressed at a future retreat. The Administration did not respond.

CONCLUSION

The College Administration has brushed aside the question of why it is spending double the amount per FTSE when compared with other community colleges. It has not

CONCLUSION

produced detailed comparative data to support the Wills' view that it is doing much more per student than other community colleges. The County taxpayers are left in the dark.

Mr. Filardo has raised a question of bias on the part of some members of the Board when claiming to comply with a Board goal of protecting taxpayers. What does that mean?

The best citizens in Yavapai County can do is to shake their heads and hope Mr. Filardo and Ms. McCasland are able to persuade President Wills to explain in detail exactly how she is spending twice the state average in taxes on each student. Hopefully, she will provide details to support the fact there is a need for \$11 million more in tax revenue when the student body (using headcount) has dropped by one-third. Moreover, will the Governing Board have the courage to quickly tackle this issue or will it be pushed under the table?

CONCLUSION



CHAPTER 24

The Future of the Verde Valley?

INTRODUCTION

The purpose of this chapter is to assess as realistically as possible the future of post-secondary education in the Verde Valley. It argues that for a number of reasons, citizens in Prescott and Prescott Valley perceive a closeness and an ownership interest in the College that is not shared by most in the Verde Valley. The ownership link between Prescott citizens and the College makes serious long-term future development on the Verde Campus and the Sedona Center highly problematic.

WILL ADMINISTRATORS INVEST?

Despite the recent efforts to save and resurrect the Verde Campus and the Sedona Center, the future prospects of Yavapai Community College Administrators vigorously investing in post-secondary educational development in the Verde Valley are poor. It is like closing the barn door after the horse has bolted. The citizens are trying to take action when it's 50 years too late.

That does not mean that Verde Valley citizens should give up their fight for improved post-secondary educational

PRESCOTT CITIZENS OWN THE COLLEGE

opportunities. It is an area of the County that badly needs them. However, it does mean that the task ahead is a daunting one, filled with practical and political obstacles that will challenge them at every turn.

PRESCOTT CITIZENS OWN THE COLLEGE

The citizens of Prescott perceive to a considerable extent that they “own the Community College.” Understandably, they will not give up “ownership” easily. From their perspective, the citizens of the Verde Valley have sat on the sidelines for years making little or only occasional financial contributions to Community College scholarships and projects. In contrast, they have consistently provided substantial financial support. For example, when the Dell Web Family Enrichment Center needed financial support, it came primarily from Prescott area citizens, not the Verde Valley. Other examples include Prescott citizens raising \$250,000 to match another \$250,000 to help construct the Performing Arts Center. They raised \$150,000 or more to help build a professional tennis complex. When the College considered closing the swimming pool in 2004, it was Prescott citizens who lobbied the District Governing Board to keep it open and build a first-class facility. They donated thousands of dollars to help with the development of the Southwest Wine Center, even though it was on the Verde Campus on the East side of the County. Time and again, they have come forward with thousands, sometimes hundreds of thousands of dollars, for the Community College. Few from the Verde Valley have joined them.

The Administration has put on the budget drawing Board millions of dollars to build a new multi-purpose

SPORTS TEAMS ARE PRESCOTT'S

events field. It is really a soccer field and is being considered because of the strong Prescott and internal College soccer lobby. It is totally unnecessary but already the Foundation has indicated it will put up \$150,000 to support it. One can anticipate another hundred thousand or so to come from the Soccer community in the Prescott area to seal the deal. The remaining millions will come from the pocket books of County taxpayers outside the Prescott area who will never attend a single game and who know little or nothing about the soccer team. However, the contributions coming from Prescott will provide the perception that the field is a Prescott project and owned by Prescott citizens.

The Performing Arts Center concerts and plays are attended mostly by Prescott citizens. When asked to provide funds to help sustain the Center, those funds came mostly from Prescott citizens. A gorgeous sculpture garden was developed adjacent the Center. It is the result of generous contributions of time and money, mostly from Prescott citizens.

As "owners," Prescott citizens take enormous pride in "their" accomplishments. The fact that millions of dollars come from thousands of citizens outside the Prescott area who have little or no access to the Center and have no alternative but to pay their property taxes to support it is not a concern.

SPORTS TEAMS ARE PRESCOTT'S

Another aspect of ownership of the College as perceived by Prescott citizens is their support of the four championship College athletic teams. When the athletes play their

FOUNDATION MEMBERSHIP

games or matches, they are played only in the Prescott area and the bleachers are filled mostly with Prescott citizens. When they hold their various fund raising events to support the student athletes and student athletic programs, it is mostly Prescott area citizens that attend. The most read newspaper in the Prescott area, *The Daily Courier*, follows and reports on the college athletic teams.

Meanwhile, on the East side of the County, the athletic teams do not exist. At best, a tiny handful of fans follow their activities. The teams play no games or matches in the Verde Valley and the local newspaper, *The Verde Independent*, does not advertise or only occasionally reports on them. They are a meaningless expense in the eyes of many in the Verde Valley.

FOUNDATION MEMBERSHIP

A third major contributor to the perception that Prescott owns the Community College is the Yavapai Community College Foundation. Its offices are on the Prescott Campus and its outreach beyond the Prescott area is marginal. The officers include the College President who is usually lauded each month by the Foundation members. The Foundation's Executive Director changes hats when it is convenient and becomes the Vice President for College Advancement & Foundation. The obvious conflicts of interest between the independent 501(c)(3) Foundation and the Community College are ignored. It makes for a cozy relationship between everyone but the residents in rural Yavapai County; especially those living on the East side of the County.

PRESCOTT WOVEN INTO COLLEGE FABRIC

The Foundation has struggled for 45 years to generate revenue for Community College scholarships and has been mostly successful in receiving funds from persons in Prescott. It has also been successful, especially in the last ten years, with its overall fund raising efforts. It is made up overwhelmingly of Prescott area citizens who meet once a month with the College President and staff and report on their activities.

Most will agree that the Community College Foundations is one of the best in the nation associated with a Community College. The citizens, again mostly living in the Prescott area, are proud of their accomplishments with the Foundation. Their hard work and influence has made the Prescott Campus one of the finest in the nation. It rivals any small college anywhere. From their lens, with all the hard work they have put into the Foundation, it is understandable why they perceive they own a major piece of the Community College.

(Note: From 2007 to 2012 citizens in the Verde Valley created from scratch the Greater Verde Valley Chapter of the Yavapai Community College Foundation. The Chapter, which President Wills scrapped in 2012, was the driving force along with former Executive Dean Tom Schumacher in the creation of the wine program on the East side of the County. It also raised thousands of dollars in scholarships for Verde Valley students.)

PRESCOTT WOVEN INTO COLLEGE FABRIC

Over the years, the College administrators have allowed the citizens of Prescott to be woven into the everyday oper-

PRESCOTT WOVEN INTO COLLEGE FABRIC

ational fabric of the Community College. It is a fabric that will be almost impossible to pull apart. The Community College athletic facilities are far too large for the small student body on the Prescott Campus but about right to help accommodate Prescott citizens and its small student body. The relationship created by the interweaving of the College and Prescott citizens is not based on an informal arrangement. The College and Prescott have formalized the relationship.

For example, in May, 2016 the District Governing Board formally approved an agreement between the College and the City of Prescott that gave Prescott citizens “frequent, daily use” of the tennis complex. In another agreement, approved at the May, 2016 meeting, the College and Prescott formally agreed to joint use of the College owned baseball field. Joint usage contracts were executed between the City of Prescott and the College regarding the Ken Lindley soccer field and the softball field, both of which are owned by the City.

The College has formally agreed to provide the Walraven gymnasium at least two nights a week for the City of Prescott's fall volleyball league and two nights a week in the winter for Prescott's basketball league. The facilities are provided at nominal cost to the City of Prescott.

The College's fitness center, therapy pool, and swimming pool are all open to Prescott citizens for a small fee. About half of the children at the subsidized Child Care Center are from Prescott parents who are not students.

STAFF, FACULTY, EXECUTIVES

One should not discount the positive social and political associated with living on the West side of the County. All College executives and an estimated 80% or more of the faculty and staff reside there. They socialize, play and party together and form normal social bonds and a natural citizen bias for the West side of the County. Incredibly, the top five Community College officials charged with overseeing the Verde Campus and Sedona Center commute from the West side of the County to the East side. The Verde Campus/Sedona Center Executive Dean maintains a home in Chino Valley, on the West side of the County. This is all to the detriment of the Verde Valle

COLLEGE ADMINISTRATORS TO BLAME

The seeds of the perception of ownership of the College by Prescott citizens were planted years ago. The Administrators did little or nothing to discourage their growth. Those seeds have become deeply rooted plants that view the College as “theirs.” They will be difficult, if not impossible to uproot.

The result is a Community College on the West side of the County that its citizens rightly or wrongly strongly perceive as their own. The College Administrations have been careless in allowing the ownership perception to grow. It appears the executive leadership has turned a blind-eye to what was happening. Rather than focus on the most challenging task of providing equal access to post-secondary educational programs throughout the County and distributing College resources equitably around the County, they

WILLS POLITICAL BLUNDERS

took the easiest path. That path led them to concentrate revenue and projects in the Prescott area. They employed what most would consider a myopic view of educational responsibility, but clearly a seductive one.

WILLS POLITICAL BLUNDERS

President Penelope Wills has repeatedly politically blundered and overplayed her political hand in support of the West side citizen lobby. Her actions have resulted in an “awakening” on the East side of the County. The first blunder was to approve over a million dollars for a completely unneeded seven court professional tennis complex. It was clearly a project for the City of Prescott. The second blunder was to allow the student auditorium to become an 1,100 seat totally unneeded dinner theatre. The third blunder was closing down the Sedona Film School, a program that Sedona residents had begun to strongly identify with and take pride in as “theirs.” The fourth blunder was to threaten to close the Sedona Center without a plan to build a new facility when Sedona taxpayers in their taxpaying district were sending over \$6 million annually to the Community College. Finally, she politically blundered when she announced a ten-year \$103 million capital development plan where less than 5% was earmarked for the Verde Valley.

Wills was no doubt confident that the general East citizen apathy that had allowed the Community College to become essentially the “Prescott Community College” over a 45-year period would continue. But her decisions were too much and too obvious for even the most apathetic Verde Valley citizen to swallow. One after another Verde

EAST SIDE PROJECTS IN PERGATORY

Valley citizens began to question what was happening to their tax money and to post-secondary education opportunities. The Sedona mayors and City Council became a particular sore spot for Wills' as once alerted they were not about to sit back and allow the College to leave them entirely out in the cold.

Wills was also confident that because she had the cash in hand to further develop the West side campuses there was minimal likelihood of a citizen revolt. It was like taking candy from a baby once the College Administrators had created a budget leaving them with primary tax revenue of from \$6 million to more than \$8 million a year to invest in any capital project they selected. No longer did they have to answer to voters in a General Obligation Bond election. It turns out, however, that Wills went too fast and too far. She badly overplayed her political hand.

EAST SIDE PROJECTS IN PERGATORY

There are a couple of projects on the East side of the County that offer some hope of redemption in terms of enhanced post-secondary education. They are the Southwest Wine Center and a most recent promise of a culinary school in Sedona. They are useful to use as propaganda by the College Administration as it attempts to pacify the growing unrest on the East side of the County.

However, these are projects that have little chance of major success in the long-term. Why? First, because both projects to thrive will need a serious business plan, a competent business manager, and a serious financial commitment. It is doubtful the College will supply these tools. The

FUTURE COLLEGE STRATEGY

Southwest Wine Center, if property managed, could already be cultivating up to 80 acres of grapes and returning a net profit to the College of hundreds of thousands of dollars. Instead, it is planting two or three acres a year with a goal of eventually farming 17 acres of grapes. Whether it has a business plan and a business manager remains problematic. (See Walla Walla Community College). That information is kept from the public and from the District Governing Board.

Another reason the two facilities are faced with a challenge to survive is the need to attract students from the region to sustain the programs. However, housing for students in Sedona is impossible because of the rental prices and availability and very difficult in Cottonwood and the remainder of the Verde Valley. This was a well-known major problem for the Sedona Film School as it struggled for 12 years. The obvious solution is to build a residence hall at the Sedona Center or on the Verde Campus. However, the College Administration and three member majority West side voting block have indicated strong opposition to such a suggestion. Until President Penelope Wills or the Administration that follows hers is ready to seriously invest considerable dollars in support of these two facilities, their long-term existence is problematic. For the most part, they will remain in some state of purgatory.

FUTURE COLLEGE STRATEGY

It is pretty clear that the present administration (2016) will continue to follow the strategy of “dink and fail” on the East side of the County while blasting ahead on further development of the West side campus and centers. The

FUTURE COLLEGE STRATEGY

“dink and fail” strategy consists of starting programs and then not aggressively supporting them over several years. When enrollment falls, the classes are closed and listed as another “Verde Valley failure.”

The College will boast of a “comprehensive strategic plan . . . including a plan for the Verde Valley.” (See Red Rock News, May 20, 2016, p. 7A). However, if one actually examines the current strategic plan for the Verde Valley, it is little more than an extremely vague document containing a host of obtuse declarations. It is by no stretch of one’s imagination an actual planning document. It’s a political paper; little else.

The goal of the current administration is to pacify for the moment the political pressure coming from Sedona and satisfy Camp Verde that the tiny culinary program run at the Camp Verde High and restaurant in Prescott Valley will not be shut down. While there are a few film courses started on the Verde Campus, they were begun with the hope of further pacifying the East side residents. A major focus for film will be on the Prescott Film Festival and the College’s continued support of it. The College has no intention of re-creating a film school on the East side of the County.

While the minor diversions provided by the “dink and fail” programs are moving along in the Verde Valley, the Administrators are aggressively moving ahead on Campus development on the West side of the County with the slightly modified ten-year plan. For example, the District Governing Board 2016 capital budget authorized the Administration to spend well over \$4.5 million on improv-

INDEPENDENCE

ing Building #15 on the Prescott Campus. It also authorized \$4 million to spend on developing the footprint on the Prescott Valley Campus for the Allied Health Center. On the budget drawing board is about \$3 million to build a completely unneeded multi-use (soccer) field on the Prescott Campus (the Foundation already shows contributions of \$50,000 each year for three years beginning in 2017 to begin sugar coating the project).

In the often overlooked preventative maintenance program, more than \$3 million has been authorized for spending by the Governing Board in the 2016 budget. About all of the \$3 million is intended for projects on the West side of the County with the bulk of the expenditures going to the Prescott Campus. Another \$2.1 million was approved for equipment replacement. About \$100,000 of that sum will go directly to the Verde Campus and Sedona Center. The remaining \$2 million is for the West County College projects (\$349,000 and \$417,000 in network services and technology may indirectly affect the East County facilities.) The Performing Arts Center has been allocated about \$75,000 to purchase new equipment.

So, from a budgetary perspective, little has changed. The West side of the County continues to swallow most of the revenue for capital projects with plans to swallow much more in the coming years.

INDEPENDENCE

It should be obvious to any objective observer that the College has dug a money pit for the West side of the County that must be filled each year if it is to continue spending at

CONCLUSION

the present pace. It is not going to relinquish its hold on the Verde Valley as long as that money pit exists. As someone in the Verde Valley has said, "We want independence from the colonial educational empire centered in Prescott." Unfortunately, independence will not come easily because of the need for revenue from the Verde Valley to run West side projects.

CONCLUSION

The good news is that the Verde Valley has begun to wake up and realize how its citizens have been "ripped off" by the West side of the County for the past 45 years. The bad news is that the Verde Valley does not have the political strength to do much about it. It will take a great deal of luck along with an educational uprising in order to bring the same level of post-secondary opportunities to the Verde Valley that are enjoyed on the West side of the County. Only time will tell if Verde Valley citizens have the stomach to persist in the struggle with the West side. Maybe they will "get lucky" with the State Legislature and receive their own College District. Otherwise, they will continue to be "ripped off" for the next half century by West County interests.

CONCLUSION



CHAPTER 25

The Game of Politics

INTRODUCTION

This chapter is political and technical. It comments on, and illustrates, the political game that has become a part of the Community College life in Yavapai County. The chapter also reviews the technical restrictions placed on the Community College to prevent the Administrators from using College resources to further the political campaign of a member of the District Governing Board.

LAW LIMITS POLITICAL INVOLVEMENT

The College Administration is limited by A.R.S. § 15-1408 from using College resources to further the political activity of Governing Board Representatives. The statute declares:

A. A person acting on behalf of a community college district or a person who aids another person acting on behalf of a community college district shall not use community college district personnel, equipment, materials, buildings or other resources for the purpose of influencing the outcomes of elections. Notwithstanding this section, a community

LAW LIMITS POLITICAL INVOLVEMENT

college district may distribute informational pamphlets on a proposed bond election as provided in A.R.S. § 35-454. Nothing in this section precludes a community college district from reporting on official actions of the governing board.

Obviously, President Penelope Wills and her staff are included within the statute. Therefore, they must refrain from any direct political activity in contravention of it.

The Arizona Attorney General has interpreted the above quoted section of the statute, in part, as follows:

1. "Person acting on behalf of" or "aids a person acting on behalf of" a community college district means that the person is acting with the express or implied consent or assent of the community college district or is aiding such a person. Restatement (Third) of Agency § 1.01 (Tentative Draft).
2. "Influencing the outcomes of" means using community college district resources to engage in any activity that is an attempt to persuade persons to vote for or against a particular candidate, party, position or ballot measure. The test for determining whether activities using community college district resources are designed to influence the outcome of an election is whether the activities further a communication that, taken as a whole, unambiguously urges a person to

OFFICIAL ACTION REPORTS

vote in a particular manner. The communication “must clearly and unmistakably present a plea for action, and identify the advocated action; it is not express advocacy if reasonable minds could differ as to whether it encourages a vote for or against a candidate or encourages the reader to take some other kind of action.” *Kromko v. City of Tucson*, 202 Ariz. 499, 503, 47 P.3d 1137, 1141 (App. 2002), quoting *Schroeder v. Irvine City Council*, 97 Cal.App.4th 174, 118 Cal.Rptr.2d 330, 339 (2002).

The phrase also applies to activities leading up to qualifying or attempting to qualify ballot measures and candidates for the ballot, including fund raising and circulating petitions relating to candidates or ballot measures, including recall petitions. The phrase covers engaging in any activity that is an attempt to persuade persons to sign, circulate or refrain from signing or circulating a petition or contributing to or refraining from contributing to any political committee.

OFFICIAL ACTION REPORTS

Given the statute, is there a way to politically promote a member of the Governing Board without contravening the law? It appears that the Community College Administration believes there is. It apparently relies on the final sentence in the above statute, which reads: “Nothing in this section precludes a community college district from reporting on

OFFICIAL ACTION REPORTS

official actions of the governing board.” The following are some examples of how this sentence has been used to report on Board actions while simultaneously promoting the Governing Board Representatives.

Radio broadcast. On September 30, 2014 President Penelope Wills hosted a radio show on KYCA. KYCA is available to listeners in the Prescott/Prescott Valley area. The two Governing Board Representatives whose seats were being challenged at the forthcoming General Election were Herald Harrington and Dale Fitzner. They were the only Governing Board guests on the radio show. To close observers of President Wills’ and the Governing Board, it was evident that they were her strong supporters. It was also evident to close observers that she did not want to lose them on the Governing Board.

Therefore, so as not to violate the state statute, their 15 minute segment was devoted to a discussion about a Governing Board summer survey report regarding the College. During the broadcast Wills sounded to some listeners as akin to the boss of a political party. She cooed and gushed over the Governing Board. For example, she said: “We have a fantastic District Governing Board.” “I couldn't ask for a better board.” “[W]hat a good job they are doing.”

Could two political candidates sitting on the Governing Board and engaged in a hotly contested election ask for a better endorsement from a College President? Hardly. While there should be little doubt that the broadcast was intended to help Harrington and Fitzner with their campaigns, the statute probably made it a “report from the

OFFICIAL ACTION REPORTS

Governing Board,” which is allowed. Pretty clever, don't you think?

Governing Board Report (catalog). Governing Board reports can be produced so as to remain within the above statutory prohibition while subtly politically promoting a Governing Board member. Here is how the Wills’ Administration appears to have accomplished that objective.

Since 2014 President Wills’ has authorized her staff to spend time, effort, and money on preparing a Governing Board Report. It is no ordinary Report. To some, it has the flavor of an expensive political document filled with photos and subtle accolades about the Board. How much the four-color Report costs taxpayers in terms of the time to write, layout, photograph, print and mail is not revealed by Wills.

As noted above, this catalog first appeared in 2014 prior to the November election. It was handed out at various public meetings by College staff and Governing Board members, which no doubt may have advanced the political efforts of the incumbent Governing Board Representatives Harrington and Fitzner. (Note: They both eventually lost the election by a wide margin so arguably the Report was not that helpful.)

In 2016 the Report was enhanced. It is 16 pages long with many four-color photos and subtle accolades via the softball survey run by the College for the Governing Board. The catalog was created and printed by College staff. It was distributed throughout the County by Penelope Wills at various town and city meetings where she used it as background for a speech. Much like the 2014 catalog, it is not

SOLICITING FOR CANDIDATES

difficult to imagine this catalog as more of a political document than a white paper report on Governing Board activities.

The 16 page catalog flatters Governing Board members, especially those who protect the Administration and the West side interests. For example, West side Representative Pat McCarver is found in five photos in the catalog along with a full page personal letter. This, a cynic would argue, is one way McCarver is repaid for her protection and unwavering support of Wills' and her Administration.

Glossy four-color tri-fold. In 2016 the College Administration also produced a three-page tri-fold entitled, "Yavapai College District Governing Board, How it Works for You" <http://www.yc.edu/media/dgb/#p=1> (last visited May, 2016). Once again, a cynic might claim it is in part a political pay off. For example, Representative Pat McCarver's photo in full color adorns the cover of the tri fold. She is posed in her doctoral gown with an American flag in the background standing with her hand on the arm of a student allegedly during a graduation ceremony. You couldn't ask for a better political photo. But it's legal--clever, don't you think?

(Note: While the College is constantly searching for avenues of new revenue, it is obviously spending thousands of dollars in time, energy, and resources on these four-color productions at a significant cost to taxpayers.)

SOLICITING FOR CANDIDATES

Arizona law does not allow College staff to solicit on behalf of political candidates while on College business.

POLITICALLY ATTACKING MCCASLAND

They can, of course, solicit for political candidates after working hours.

Official Yavapai County records disclose that the then newly appointed Yavapai Community College Outreach Coordinator, Linda Buchanan, was hard at work on August 4, 2014 for Board Representative Herald Harrington. She was obtaining signatures from citizens on a nominating petition for Harrington so he could run in the General election for the seat he held.

No one has suggested that Buchanan violated Arizona law by obtaining signatures for Harrington on August 4. In fact, as noted at the outset, Arizona law allows a Community College employee to do whatever he or she wants to on his or her own time. Buchanan says she was doing this politicking on her own time. The incident illustrates how College employees may legally become involved in the political campaigns of a Governing Board member.

POLITICALLY ATTACKING MCCASLAND

Second District Representative Deb McCasland has been a particular thorn in the side of President Penelope Wills. She walloped long-time Wills' supporter Herald Harrington in the November, 2014 election and has refused to become a rubber stamp for the Administration. She has long experience with the College and reads everything coming to the Board. She asks questions and has criticized the ten-year Plan as unfair to the Verde Valley. She has questioned Board policies and Administrative decisions, which may adversely affect the citizens of the Valley. She has also

POLITICALLY ATTACKING MCCASLAND

asked for such things as greater open communication between the Governing Board and the Administration.

For example, at the May, 2015 Governing Board meeting, she wrote that she had “concerns about actions that have taken place under Dr. Wills’ leadership.” When asked to agree that the Governing Board was ensuring that “Yavapai College achieves appropriate results at a justifiable cost, and avoids unacceptable actions and situations,” she refused. She said that “more data” was needed.” There was “not enough information to evaluate” whether the Board was complying with the directive. She continued that “fiscal oversight is a very important role of the Governing Board.”

One month later, at the June 9, 2015 Governing Board meeting Chair Pat McCarver participated in a clever political attack on McCasland. McCarver announced that there had been a “due diligence review” of comments, suggestions and criticism made by McCasland during the year. (So much for free speech. There had never been a so called formal due diligence review (allowed by statute) of this kind in the last decade, if before.) Without first discussing the matter openly at a public meeting, McCarver had apparently hired a lawyer to look into various comments made by McCasland while on the Governing Board. Her comments were the alleged basis for the due diligence review. (Wills, McCarver, or both must have kept a list of McCasland’s comments.)

According to the summary due diligence report released to the public by McCarver, the lawyer hired by McCarver looked into such statements of opinion made by McCasland

POLITICALLY ATTACKING MCCASLAND

as Wills “failed on numerous occasions to provide leadership blaming the messenger and not the actual situation.” The lawyer disagreed with McCasland's opinion and concluded “the review did not substantiate any of the allegations against President Wills.” Or, to put it another way, the lawyer's opinion differed from McCasland's opinion.

McCasland, when interviewed, described the experience as something less than providing her a fair hearing.

Wills' later used the June proceeding as the basis for a political letter she sent to one of the most influential members of the College Foundation. That Foundation member was also a good friend of McCasland. The letter, which Wills has admitted sending, expanded on the limited information provided the public in May and included the fees charged by the lawyer (not released to the public) for the due diligence review. It is not hard to guess at the reason Wills' sent this political letter to this Foundation member. It's all a part of the politics of Yavapai College.

The 2016 election. McCasland is certain to face a difficult challenge to her seat in the November, 2016 election. Because a portion of her district is in Prescott Valley, one surmises the candidate will be carefully and quietly selected behind the scenes by the West side power brokers whose questions from McCasland are no doubt viewed as a threat. If there is one person Wills' and the three-member West side majority want off the Governing Board, it is McCasland.

Lesson learned. The lesson for anyone considering seeking a seat on the Yavapai Community College District Gov-

WOOING THE GOVERNING BOARD

erning Board is clear. If you publicly challenge someone as powerful as Wills', you better be prepared for a real political cat fight. Free speech in terms of Administrative criticism is not welcomed. It is politics up to your neck.

WOOING THE GOVERNING BOARD

The most important item on the College President's political agenda is no doubt to keep the Governing Board members happy. Recall that the only power the Governing Board has left under the Carver model of governance is to fire the President. Happiness of a Board member is accomplished through charming and wooing by the Administration.

The wooing occurs at every turn. It occurs at Board meetings where the Board is praised by the Administration. It continues with the printing of very expensive catalogs and brochures applauding the Board and flattering them with photos. If there are opportunities such as radio broadcasts, speeches to city and town governments, the Board is wooed.

Sometimes the wooing is personal. For example, only weeks after Third District Representative Al Filardo was elected to the Governing Board, the College "arranged" for his wife Jody to appear in a College video program about the Southwest Wine Center. One surmises that both Filardos' were flattered by the attention.

The wooing can be very effective. For example, it may take the form of persuading a Board member to change his or her public stand on issues extremely important to the

WOOING THE GOVERNING BOARD

Administration. For example, when Board Representative Steve Irwin ran his 2014 campaign for the District Governing Board seat, he made what most people believed were clear, specific promises to not raise property taxes on Yavapai County taxpayers. On his 2014 Facebook he stated the following:

October 31, "You have a choice-get out and vote for Steve Irwin #YavapaiCollegeGoverning Board as a member of Yavapai College Governing Board I promise to help guide the College in Financial Responsibility and be a strong supporter of not raising your property taxes while requiring a higher quality of education."

October 19, 2014: * * * "A vote for me equals NO NEW TAXES."

After he was elected to the Board, it is pretty clear he was being wooed by the Administration. The wooing produced results at the June, 2015 Governing Board meeting. Here is what happened.

The Board meeting was scheduled to begin at 11:00 a.m. At 11:00 a.m. all the Board members were present but Irwin. This constituted a quorum. In the past, Board meetings began on time as long as a quorum was present. However, it did not start. As Wills' and her staff scurried about the room with telephones pressed to their ears, they looked panicked.

POLITICAL STATISTICS

The hot button issue before the Board at this meeting was whether to increase the property rate on County taxpayers. It was well-known that the vote on the issue was tied 2-2 with only the West side Representatives wanting the increase. If the meeting began and a formal vote taken, the rate increase would be rejected by the tie vote. Irwin, who had promised no tax increase, was not needed to block the increase.

When Representative and Board Chair Pat McCarver refused to start the meeting without Irwin, citizen observers immediately realized something was “up.” They then watched, somewhat in comic relief, as the Wills' staff desperately and now clearly in panic mode attempted to contact Irwin. The delay plus the desperate efforts to contact Irwin signaled to most citizen observers that a deal had been struck with Irwin by Wills. He had been wooed to change his opposition to a tax rate increase.

The meeting was held up by McCarver until Irwin finally appeared. It was 11:23. The meeting was then called to order and Irwin, as observers now predicted, did not abide by his pre-campaign promise. He voted with the other two West side Representatives to approve the request made by Wills to increase the property tax rate. It's just politics as usual in Yavapai County.

POLITICAL STATISTICS

The Community College Administration is fond of using statistics as propaganda to persuade unwary citizens that the Verde Valley is already getting more than its deserves. For example, one of its favorite statistical arguments is that

“Yavapai College has invested \$75,000 per full-time-equivalent student at the Verde campus, compared to \$37,000 at the Prescott campus and \$25,000 in Prescott Valley.” It never provides the detailed calculations and background it used to support the claims. It’s great propaganda for unwary citizens to read. It’s also indicative of an Administration that doesn’t see the real value and mission of education. That is, the Administration is apparently saying that if it costs more to educate fewer students in a particular area, then it shouldn’t be done. (Or, you should be thankful for whatever you’re getting.)

Strategic Plan. Like crafty politicians, the Wills' Administration has drafted a vague strategic Plan for the Verde Valley. Also like crafty politicians, the Administration has used the Plan to respond to issues about a lack of post secondary education in the Verde Valley raised by the blue ribbon Verde Valley Board Advisory Committee (VVBAC).

For example, after discovering how much excess tax revenue was flowing to the West side of the County from the East side, the VVBAC recommended in a document sent to the Governing Board that more revenue be spent in the Verde Valley. Using its strategic Plan in response to that recommendation, the College Administration replied that “In review of the expenditures of the past five-year period, 87% of property taxes collected from the Verde region have been expended in the Verde Valley.” The implication is that this percentage of revenue was routinely expended in the Verde Valley now and would be spent in the future. It was, of course, a clever misleading political statement.

POLITICAL STATISTICS

The Administration cherry-picked one four-year period in the 40-year history of the Verde Campus; the period from 2010-2014. During that period, the College spent \$18 million to upgrade the infrastructure of the Verde Campus in Clarkdale. It remodeled a few buildings, removed the old collapsing wooden structures, built an outdoor pavilion, put in new electrical and water infrastructure, constructed a district warehouse and put in a new heating plant.

However, during the remaining 36 years the Verde Campus existed, there were no similar cash expenditures made to the Verde Campus or Sedona Center using primary tax revenue. Furthermore, there was no indication in the ten-year plan that the College intended to invest \$18 million in any future four-year period in the Verde Valley. (Recall that of the \$119 million to be spent in the Plan, less than 5% was allocated to the Verde Valley.) This was a case of political cherry picking by the Wills' Administration; something less than a full and honest response.

Strategic Plan is vague: The Administration often talks about the strategic Plan for the Verde Valley. On close examination, one discovers the Plan is mostly a political document. It is vague with broad generalized statements. It does not set out specific goals. For example.

VVBAC Chair Paul Chevalier was present at the November, 2015 Governing Board meeting when Wills produced to the surprise of the citizens present a new strategic Plan. She claimed she had linked the 16 recommendations made by VVBAC to improve the Verde Valley to various parts of the Plan. Chevalier was provided as a courtesy about a min-

CONCLUSION

ute to comment on a copy of it that was handed to him. He said:

“What we're looking for in terms of this [referring to the Wills' strategic Plan] is something more concrete. We're looking for hard answers. That is what the communities are looking for.”

The document produced by Wills' contained no hard answers. There were no responses from the Board to Mr. Chevalier's comment.

It was politics as usual!

CONCLUSION

The Community College is one of the least accountable public institutions in Arizona. It is one of the most political in Arizona.

The only answer for the East side of the County, given the politics at work in the Institution, is to seek an independent Community College District. Hopefully, Arizona legislators will have the courage and see the need and create such a district.

CONCLUSION

INDEX

INDEX

A

Access

- CTE college credits 106
- CTE learning opportunities 215
- CTE training single parents 108
- CTEC 108
- Degrees and Certificates 6
- East County students to CTEC 107
- Lack of transportation to CTEC 108
- Only to child care on Prescott Campus 134
- Performing Arts Center 50
- Residents have access in Prescott 183
- Robotics camp 103
- Swimming pool 75
- Tennis complex 86
- Therapy pool 70
- Verde Campus nature trail 121
- Working poor need better access to post-secondary opportunities 221
- Yavapai-Apache Nation 221

Administrative College

- 1975 disputer 21
- Eula Dean 23
- Motion for Administrative College loses 31
- Motion to hire independent consultant 29
- Reporting to County District Governing Board 202
- Statute allowing formation of 202
- Trial balloon 2007 24
- Votes needed on District Governing Board to create

203

Wills opposition 30

Allied Health Center

- Description 8
- Source of revenue to build 37

American Council on Education

- Enrollment data 237

Arizona Junior College Board

- Final location decision 16
- First location decision 15

Arizona State University

- CTE Report 88

Athletes

- From Yavapai County 115
- Scholarship support from College 116

Athletic events

- Prescott domination 114

Athletic facilities

- Developed on West side only 111
- Overview 111
- Swimming complex 112
- Tennis complex 112

Athletic teams

- Ownership 271

Attorney General

- Fines imposed on Board members 70
- Open meeting law fines 95
- Swimming pool issue 71

B

Bob Oliphant

- Resigns 38

Bond

- 1967 capital bond 18
- 2000 \$69.5 million 90
- Northern Arizona Regional Skills Center 90
- Pledged revenue bond for dormitories 136

INDEX

- Year 2000 \$69.5 35
- Bonds**
 - Amount paid on General Obligation bonds 171
 - Comparing amount to each side of County 176
 - Distribution chart 176
 - Distribution table 177
 - District Governing Board authority to issue 179
 - General Obligation Bonds defined 176
 - General Obligation Bonds generally described 176
 - How are they repaid 177
 - No longer welcome 178
 - Ten-year plan will not use 182
- C**
- Camp Verde Center**
 - Closed in 2010 37
- Campuses and Centers**
 - Chino Valley Center 7
 - CTEC described 6
 - NAU Regional University 7
 - Prescott Campus 5
 - Prescott Valley Center 6
 - Sedona Center 9
 - Verde Campus 10
- Carver governance model**
 - Committee structure not relevant 205
 - Indoctrination 205
 - indoctrination 204
 - No committees 189
 - No goals for College President set annually 189
 - Overview 204
 - Politicking 206
 - Single channel of information 205
- Cement plaza**
 - Described 117
- Census Data**
 - Comparing East and West County 5
 - Yavapai County 3
- Child care**
 - Prescott Campus 134
 - Subsidized by rural residents 134
- Chris Howard**
 - Daily Courier 84
- City of Prescott**
 - Donation to tennis complex 80
- College claim**
 - Film school not closing despite ZGI and Dan Gordon departure 157
- College payroll**
 - Economic engine 193
- Community College president**
 - Length of contract 200
- Conflict of interest**
 - Foundation Executive Director and also College VP 185
- Corporate model**
 - Charging tuition 229
 - Lease purchase agreements 230
 - Power to increase tax rate 228
 - Primary taxes used for capital projects 231
 - Revenue bonds 230
- County Treasurer's office**
 - Property tax data 170
- CTE**
 - Arizona State University Report 88
 - Importance of CTE training 87
 - Morrison Institute for Public Policy report 88
 - Type of training need by 2018 88

INDEX

CTEC

- 2014 intergovernmental agreement between College and Mountain Institute 103
- Applied pre-engineering program 102
- Date of grand reopening 105
- Distance challenges for part-time workers, unemployed, others 108
- Example of no Board committees means not addressing absence of CTE training on East side of County 205
- Governing Board politics for West County JTED 100
- Hands on training 6
- High school students help sustain CTEC 100
- Impossible to duplicate programs at East County high schools 108
- Moving Mountain Institute to 105
- Operational by fall 2007 98
- Purchase price 97
- Robotics camp 102
- Transportation problem 108
- West side students attending each year 7

Culinary School

- Camp Verde 164
- Prescott Valley 164

D

Daily Courier

- 2004 Jim Holt resigns from board 95
- 2012 report on PAC 59

- CTE interview in 2002 91
- Daily resignation 94
- Governing Board 2006 resignation 96
- Reporting on College teams 272
- Tennis complex lauded 84

Dale Fitzner

- Joins Governing Board 96

Dan Gordon

- Background 142
- Chance encounter leads hm to Sedona 142
- Financial contribution to Film School 144
- History 34
- Meets with Wills' over curriculum dispute 153
- Pressure to cut costs realized 151
- Recruits 40 students 153
- RED ROCK NEWS editorial 155
- Vision of film school in Sedona 143

Determine various college locations

- Statute giving Governing Board authority 201

District Governing Board

- 2004 to 2006 unrest 94
- Authority to raise tax rate 202
- Challenges as a Board member 199
- Immune from legal action 201
- Meeting educational needs of all residents 200
- Meeting needs of the County 204
- Membership 197
- Power to create Administrative College 203
- Responsibilities 198
- Sedona meeting 26
- Terms of office 198

INDEX

- Travel 201
- Don Sheer**
 - 2006 National squash champion 128
 - Verde Squash program 127
- Doreen Daily**
 - Attacked by College paper 93
 - Film school supporter 35
 - Philosophy on donations 78
 - Strong ZGI supporter 145
- Dr. Paul Walker**
 - Performing Arts Center backer/founder 52
- Dual Enrollment**
 - East Side of County 11
 - Explained 8
 - New fee schedule put in place 181
 - West Side of County 8
- Dual enrollment courses**
 - Statute authorizing 200
- E**
- Economic engine**
 - College payroll 193
 - College programs may stimulate local economy 194
 - College will attract new employers 195
 - Economic partnership with Prescott recognized 193
 - Faculty contributions 195
 - History in Prescott 191
 - Purchase homes & rent apartments 194
 - Strong college attracts new residents to area 194
 - Strong College sells retirees on location 195
- Educational facilities**
 - West and East side compared 1
- Election**
 - 2014 Governing Board results 26
- Embry-Riddle Aeronautical University**
 - Described 9
 - West side educator 37
- Enrollment**
 - By FTSE per campus 248
 - Current estimates of decline 235
 - FTSE explained 250
 - low income students 236
 - Low-income students less likely to enroll 237
 - Northern Arizona University 236
 - Pima Community College 236
 - Ten year comparison 234
 - Twenty year chart 247
 - University of Arizona 236
 - Wills' gives reasons for decline 238
 - Yavapai ten-year charts 243
- Equity**
 - Swimming pools 75
 - Tennis complex 86
 - Therapy pool 70
- Eula Dean**
 - Considers Administrative College 23
- F**
- Filardo**
 - 2016 motion for consultant 30
 - Critical of Carver governance model 206
- Film School**
 - Wills' explains closing 155
- Film school**
 - closing defended by dean 159
 - Executive Dean Perey defends

INDEX

closing 160
mayor shocked at announce-
ment 158
Mayor's award in 2012 158
Sedona City Council meeting
March 6, 2014 159
Sedona mayor shocked at clos-
ing announcement
159
Wills' announces in October
2013 it will close 158
Wills' explains reasons for sepa-
rating from ZGI 156
Wills' promise to close 44

FTSE

Defined 250

G

Gallup-Purdue Index Report for 2015

Is College worth it 239

General Fund monies

Unspent 180

Genesis for Junior College

Prescott 1965 13

Government grants

Generally 181

Greater Verde Valley Chapter of the Yavapai College Foundation

Land use document 122

Guidance Aviation

Economic value to College and
Prescott area 194

Gulf States and Industries Corpora- tion

Student dormitories 17
Verde Campus proposal 14

H

Helen Stephenson

Prescott Film Festival 195

I

Independence

Allows accurate gathering of
Verde Valley educa-
tional costs 222

Allows for consideration of
small East County Per-
forming Arts theatre
217

Allows for development of local
athletic program 216

Allows for quickly addressing lo-
cal issues 223

Allows retention of tax revenue
213

Allows retention of tuition 214

Creates CTE possibilities 214

Developing student govern-
ment 220

Discussed 280

Eliminates Prescott Central spin
on information 222

Encourages closer relationship
with VACTE 215

Gives Verde Campus executive
employment protec-
tion 218

Increases likelihood of respect
224

Makes consideration of all
Verde Valley citizens
possible 222

Makes Verde staff regularly
available at Verde
Campus Sedona Cen-
ter 220

May help reduce distrust of
West County 223

Opportunity to enhance CTE
training opportuni-
ties 221

Opportunity to work more

INDEX

- close with Yavapai-Apache Nation 220
 - Permits regional control of dual enrollment 215
 - Permits selection of own president 217
 - philosophy 211
 - Philosophy of 212
 - Possibly reduce distrust of West County 223
 - Provides opportunity for fair competition for scarce resources 218
 - Provides own identity 217
 - Provides portion of County construction tax 214
 - Provides protection from dramatic changes in programs where not warranted 219
 - Provides the potential for building an educational economic engine 226
 - Provides Verde executive with intimate knowledge of Verde Valley culture 219
 - Provides Verde Valley advocate 218
 - Why Prescott fights Verde Valley independence 211
- J**
- Jack Williams**
 - Governor turns down location appeal 17
 - James Family YMCA**
 - Overview 66
 - James Perey**
 - Appointed Executive Dean of Verde Campus 156
 - John Lapp**
 - Private swim team coach 66
- JTED**
- History, East county created in 2000 89
 - West side of county seeks JTED 99
- K**
- Kirby**
 - Verde Valley independence argument 25
- L**
- Land settlement**
 - Sedona Center 42
 - Liberty University**
 - Center for Creative Arts 152
 - Lori Schultze**
 - Background 152
 - Leaves Sedona and ZGI 152
- M**
- McCasland**
 - Election 291
 - Supports hiring independent consultant 30
 - Merle (Opal) Allen**
 - Promoter of first Junior College 13
 - Michael Murphy**
 - Interim president 94
 - Morrison Institute for Public Policy**
 - CTE 88
 - Mountain Institute**
 - Allied Health program 107
 - Aviation program 107
 - Birthered in 2008 101
 - College dual enrollment credits 106
 - Courses at CTEC 103
 - Culinary School 107

INDEX

- Dual enrollment value 102
- Engineering report of 2011 102
- Intergovernmental agreement
 - with college 2011 103
- Intergovernmental agreement
 - with College in 2009 101
- Intergovernmental agreement
 - with College in 2014 103
- Moving headquarters to CTEC in 2016 105
- Programs described 106
- Music**
 - Courses offered on Prescott Campus 131
 - Emphasis on music only in Prescott 132
 - Number of courses offered at Prescott Campus 132
 - Singing and orchestral groups on Prescott Campus 132
- N**
- Nature trail**
 - 1993 vision of trail 120
 - 2005 grant to Verde Campus 121
 - Architects offer rejected 123
 - Prescott 123
 - Timeline on Verde Campus 126
 - Verde campus 119
- New Construction Tax**
 - Described 179
- Northern Arizona Regional Skills Center**
 - 2000 bond includes 90
 - Closed down 97
 - CTE courses moved or closed 98
 - Dedicated in Clarkdale 92
 - Department of Commerce grant 90
- Proposed courses 91
- Purpose 91
- Northern Arizona University**
 - Increasing enrollment 235
 - Verde location better 15
 - West side educational opportunity 37
- O**
- Oliphant, Robert**
 - Resigns from Governing Board 38
- Open meeting law violation**
 - Attorney General 95
- Operational Costs**
 - Verde campus & Sedona Center 168
- Osher Lifelong Learning Institute**
 - Occupies Sedona Center alone 163
- Outdoor handball court**
 - Verde Campus 127
- Ownership**
 - Citizens woven into College fabric 273
 - Prescott citizens 270
- P**
- Pat McCarver**
 - Joins Governing Board 96
- Performing Arts Center**
 - 1980s 51
 - 1988 bonding scheme 53
 - 1988 campaign to sell seats 54
 - 2011 renovation 56
 - 2012 report of renovation 57
 - 2013 losses 60
 - 2013 to 2015 renovation 58
 - 2014 losses 60
 - Access 50

INDEX

- Accounting change in reporting losses 60
 - Dinner theatre 59
 - Equity to rural residents 50
 - Overview 47
 - Paul Walker 52
 - Prescott's crown jewel 58
 - Subsidizing by rural residents 59
 - Phelps-Dodge**
 - CTE proposal 97
 - Donations to CTEC 98
 - Physical Education**
 - Number of courses offered district-wide 133
 - Prescott Campus courses 133
 - Pima Community College**
 - Enrollment decline 236
 - Poll**
 - 2015 RED ROCK NEWS 27
 - Pratt, Terence**
 - Yavapai College Division Dean 25
 - Prescott**
 - General Plan 192
 - Prescott Campus**
 - Certificate and associate degree programs 6
 - Prescott College**
 - Described 9
 - West side educational opportunity 38
 - Prescott control**
 - Governing Board majority on West side of County controls 184
 - Location of administration 183
 - Raising money breeds ownership in College 187
 - Strong West side lobby 185
 - Transparency 188
 - West side has double the voting power 187
 - Prescott voting block**
 - Forms in 2006 96
 - Principles of Land Use**
 - Verde Campus 122
 - Private corporate model**
 - Yavapai college 227
 - Propaganda**
 - How tax money applied 173
 - Public Relations Strategy**
 - Applied to 1988 bond 53
 - Applied to capital projects 48
 - College PR person Mike Lange says new film school enhanced 157
 - Problems created by 48
- R**
- R.A. Perry**
 - Early Junior College promoter 13
 - Ray Sigafoos**
 - Appointed to Governing Board 96
 - RED ROCK NEWS**
 - Citizen Poll 2015 27
 - Closing Sedona Center 39
 - Dan Gordon editorial 155
 - PR statement in re Film School enhanced after Gordon leaves 158
 - Residence halls**
 - Benefits if built on Verde Campus 137
 - History on Prescott Campus 136
 - Intangible benefits 136
 - Minimum residents required 137
 - Revenue from other districts**
 - Impact on Verde Valley 180
 - Rita Cheng**
 - NAU President 207
 - Rob Adams**

INDEX

- Surprised by Sedona closing announcement 40
- Ruth Wicks**
 - Launches information effort 38
- S**
- Schumacher, Tom**
 - Administrative College comment 23
- Sedona Center**
 - Appeasement after failing to close and sell 163
 - Appraised 43
 - Attempted closing 9
 - Citizens demand classes 45
 - Classes removed 2014 44
 - Excess revenue over expenses 172
 - Film school background 141
 - History 33
 - Improvements after settlement 45
 - Land settlement 42
 - Land settlement details 43
 - Operational costs in 2013 168
 - Plan to close announced 2013 36
- Sedona City Council**
 - Sedona Center meeting March 6 2014 41
- Squash**
 - Facility demolished 128
 - Verde Campus 127
 - Verde Campus curriculum 128
- State Aid**
 - Described 180
- State sales tax**
 - Described 180
- Statutes**
 - A.R.S 15-1470 256
 - A.R.S. 15.1408 283
 - A.R.S. 15-1406(B) & (C) (2015) board travel 201
 - A.R.S. 15-1443(C) (2015) immunity from liability 201
 - A.R.S. 15-1444 autonomy 203
 - A.R.S. 15-1444 form administrative college 202
 - A.R.S. 15-1444(A)(11) (2015) determine location of colleges 201
 - A.R.S. 15-1444(A)(2) (2015) meet needs 200
 - A.R.S. 15-1444(A)(2) meeting citizen needs 204
 - A.R.S. 15-1444(A)(6), (7), (8) (2015) president's contract 200
 - A.R.S. 15-1444(B)(3) sue and be sued 201
 - A.R.S. 15-1445(3) (2015) waive tuition 201
 - A.R.S. 15-1448 (2015) use County Attorney 201
 - A.R.S. 15-1452 Evaluate programs every 5 years 200
 - A.R.S. 15-1461.01 levy tax rate 202
 - A.R.S. 15-1481 through 15-1491 (2015) issue bonds 201
 - A.R.S. 15-1821.01 (2015) dual enrollment 200
- Stephen Schultze**
 - Background 144
- Strategic Plan**
 - Overview 279
- Strategy**
 - Future Dink and Fail 278
- Student athletes**
 - Absence of county students 114
- Student bookstore**
 - Prescott Campus 135

INDEX

Student government

Prescott Campus 135

Summer campus

Prescott 116

Summer clinics

Baseball 117

Prescott 116

Soccer 117

Softball 117

Swim schools 117

Volleyball 117

Swimming pool

1999 master plan 66

2003 advisory committee 69

2016 fee schedule 74

2016 rental issue 72

Citizens lobby in 2003 68

Cost estimates 70

Overview 65

Renovation in 2016 72

Senior 2004 lobby 68

Subsidizing by rural residents 74

T

Table

1999 Master plan 35

Areas where athletes recruited
from 115

Comparing tuition 256

Cost to obtain private pilot li-
cense 258

County census data 5

Declining enrollment 2012 to
2016 247

declining enrollment over 20
years 247

Distribution of GOB 177

Enrollment by FTSE by campus
249

Enrollment by selected campus
FTSE 248

Enrollment down while taxes up

261, 262

Nine year drop in student enroll-
ment 234

Operational costs Verde and Se-
dona 168

Sources of revenue East side
students 173

Swimming pool 2016 schedule
73

Total cost of attending Yavapai
256

Tuition and headcount by year
254

Verde Valley taxes paid to Col-
lege 170, 171

West side projects 2007 to 2014
174

Taxes

Arizona Tax Research Asso. re-
port 264

Authority of District Governing
Board to levy 202

Board compliance with ends
statemen 266

College response to ATRA 266

Cumulative power to increase
property tax rate 229

Enrollment data 261

Enrollment down & taxes up
262

Excess property axes 171

Excess provided over 40 years
175

Flowing to College 169

Governing Board concerns 263

Justifying how they are spent
261

Taxpayer per FTSE double other
community colleges
266

Yavapai residents pay doubt the
State average 265

INDEX

Ten year plan

- Changed when Sedona Center not sold 44
- December 2013 approved 26
- Nature trail on Verde Campus 123

Tennis complex

- \$450,000 vanishes 78
- 1999 Master Plan 78
- 2012 lobby 78
- Budget cuts in 2012 79
- Fee structure 84
- Final contributions 80
- Forgiving original promise 81
- Grand reopening 82
- Large possible contribution vanishes 80
- Maintenance v capital investment 81
- Operation subsidy 82
- Overview 77
- Strategy to sell to public 79
- Tourism 83

Terry Bowmaster

- 2004 College VP and whistle blower 95
- Whistle blower 71

The Economist

- College not worth it article 239

Therapy pool

- Used by seniors 70

Timeline

- 1966 to 1975 19

Tuition

- Aviation 253
- for outside Arizona classes 256
- Free tuition bill fails 259
- Last ten years 254
- Overview at Yavapai College 255
- Range of fees 179
- Total cost of attendance full-

time at Yavapai College 256

U

United States Department of Commerce

- CTE grant 90

V

Valley Academy for Career and Technology Education Center

- Administrative structure 90

Verde Campus

- Absence of auditorium hinders development 138
- Auditorium 138
- Certificate and associate degrees offered 6
- Excess revenue over expenses 172
- General description 10
- Nature trail 119
- Operational costs 168
- Pavilion 138
- Squash program 127

Verde Independent

- 1995 interview 23
- 2009 letter 24
- Tom Schumacher interview 23
- Verde claim is best location 17

Verde Valley

- Apathy of residents 186
- Future discussed 277

Verde Valley Board Advisory Committee

- Operational costs of Verde and Sedona Center 168
- Proposals rejected 184

Verde Valley Community College Advocates

- Formed 39

INDEX

Verde Valley Jaycees

Appeal 1967 location decision
17

\$150,000 80

YMCA

Swimming pool program 66

W

Washington Post

Enrollment data 237

West side educational benefits

Listed 37

Wicks, Ruth

Community organizer 38

Wills, Penelope

Date she takes office 122

Nature trail 122

Opposition to Administrative
College 30

Political blunders 273, 276

Rejects free architect offer 123

Y

Yavapai Community College Foundation

Conflict of interest 272

Directors mostly from Prescott
area 49

East side apathy 186

Effective lobby for Prescott 50

Executive director's conflict of
interest 185

Number of members 185

Performing Arts Center drive 54

Plan for tennis complex 79

Political view of East County res-
idents 50

Prescott nature trail involve-
ment 124

Record of success 273

Role in raising contributions 181

Strategic use of Prescott resi-
dents 48

Tennis complex donation of

Z

ZGI

2005 Curriculum Report 148

Accolades and early success 146

Creates unique film school pro-
gram 145

Eclectic student body 147

NAU partnership 148

Nonprofit formed to partner
with Yavapai College
141

Reorganization in 2005 149

Scholarship awards at other
Universities 147

Six months of negotiating to set
up 143

Student Academy Awards 146



EMERITUS PROFESSOR ROBERT OLIPHANT'S PRIMARY focus of study has been in law. His areas of concentration are civil procedure, family law, and trial advocacy. He has authored many books and articles and has argued dozens of appellate cases. His most recent law books were co-authored with Professor Nancy Ver Steegh, Mitchell-Hamline Law School, St. Paul. Their latest textbook is "Work of the Family Lawyer." Their specialized legal analysis book on family law

is "Family Law Examples and Explanations." The latest editions of those two books were published by Wolters-Kluwer in March, 2016. They are used in law schools around the nation.

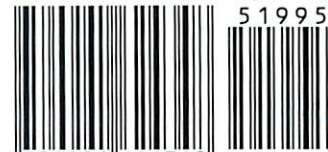
This investigative book takes him into the area of post-secondary education at the Community College level in Yavapai County, Arizona, which is about the size of Massachusetts. There he has examined the operation of the Yavapai Community College, a post-secondary institution that is supported primarily through County property taxes. The book is the result of over two years of research and investigation. It is historical, political, educational, and provocative.

The genesis for the book began in late 2012 when Oliphant was appointed to represent the Verde Valley on the Yavapai College District Governing Board. The Verde Valley is considered the poor second cousin to the more urbanized West side of the County. The Verde Valley is separated by a mountain chain from the West side of the County. There are few good roads that link the rural Verde Valley with the more urban and politically powerful West side of the County. In excess of 70,000 citizens live in the Verde Valley.

He was stunned to discover the unfair treatment his constituents in the Verde Valley had received from the College Administrations and District Governing Boards for almost a half century. After serving on the Board for less than a year, its decision to approve the College Administrations' request to spend \$103 million dollars on a capital development plan with about 3% coming to the Verde Valley was the last straw. The Board approval came in December, 2013 and Oliphant resigned his position as a matter of principle in January, 2014.

Since his resignation, he has worked tirelessly with Verde Valley Community organizer Ms. Ruth Wicks and many others to make citizens in the Verde Valley aware of the disparity in educational opportunities between the Verde Valley and the West side of the County. That is the purpose of this book.

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