

The More You Know – February 2, 2018

Dear Colleagues,

Included with last week's edition of *The More You Know*, I attached a summary of the Governor's new funding formula proposal. This week's edition of *TMYK* is a follow-up on that.

If you reviewed last week's added attachment, you saw the following on page 5:

The Governor proposes \$175 million to fund the transition of community colleges to a new Student-Focused Funding Formula for general apportionments, which has some similarities to the K-12 Local Control Funding Formula (LCFF) that was implemented beginning in 2013-14. The proposed formula is composed of:

- *Base Grant (50% of funding)—based on enrollment using a per-full-time equivalent student (FTES) funding rate, similar to the current general apportionment calculation.*
- *Supplemental Grant (25% of funding)—based on the number of low-income students; those who receive a College Promise Grant (formerly Board of Governors) fee waiver or Pell Grant.*
- *Student Success Incentive Grant (25% of funding)—based on the number of degrees and certificates granted and the number of students completing them in three years or less, with additional funds for each Associate Degree for Transfer granted.*

What does this mean for faculty in the Yosemite Community College District?

It means that the faculty will carry an even greater onus of responsibility for generating District revenue than in previous years. A fair follow-up question, therefore, is: What will the YCCD be doing with this money that the faculty generate? Bullet-points #1 and #3 (above) overwhelmingly demonstrate that the District will rely on the faculty. While there are other District employees who have direct contact with students (or whose work indirectly affects student success), it is the faculty who will be carrying most of this weight.

That isn't hyperbole. That isn't over-stating. That isn't boasting.

That is a fact.

Think about the number of hours you spend with the SAME students each week in class, creating their assignments, grading their essays, calculating their scores, responding to their emails, and meeting them in your offices. You get them to the finish line each semester—16.5 weeks of this, I would add—with the SAME students. When that happens, they complete requirements. And when THAT happens, they complete certificates, degrees, and then transfer.

Good. Great. Wonderful. Excellent.

So, doesn't it make sense that the employee group with the most direct, constant, and daily interaction with the SAME students that results in these successes would receive recognizable compensation to reward that work as opposed to giving it to the other groups with less direct involvement? When did the District Cabinet or LTAC ever do this much direct contact with the SAME students for 16.5 weeks?

{crickets chirping}

Yeah. That's what I thought.

Stay informed. Stay engaged. Stay united.

Jim Sahlman