

CHAPTER IV – Self-Study Findings
Part D - Resource Management and Development

D1 Resources

D1 Are the resources available to the school sufficient to sustain the IVROP program and effectively used to carry out the school’s purpose and student achievement of the ESLRs?

Findings	Evidence
<p>Through the self-study, teachers indicated that resources from IVROP are made available to their individual districts through allocated ADA. In addition, IVROP provides special dollars to the teachers for the purchase of books, software/hardware and other materials to keep current with labor market demands. Teachers also indicated their awareness of how ADA generated dollars to their district are processed and that the ADA report was distributed to the IVROP Board of Trustees on a monthly basis with individual teacher reports distributed to them on an annual basis. This report makes districts, as well as instructors, aware of the monies allocated by the generated ADA.</p> <p>However, teachers from some districts reported that they were unaware of how the allocation of resources to individual classrooms took place at their district level. They also noted discrepancies in how one district handles their ROP allocation compared to how another district might handle their allocation.</p> <p>Teachers from all districts reported that their district had an established salary schedule and that they were placed on this salary schedule based upon their education and years of service.</p> <p>All teachers reported they were given an opportunity to attend conferences and workshops to keep abreast of industry standards through either their district and/or IVROP. Some teachers reported participating in the job shadowing opportunities made available through IVROP and how they used this information to make connections with industry professionals.</p>	<ul style="list-style-type: none"> • ROP budget • ADA report • District RFP schedule/ expenditure/ income form • Salary schedules • Professional growth survey • Job shadow reports

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D2 Resource Planning

D2 Does the governing authority and the school leadership execute responsible resource planning for the future?

Findings	Evidence
<p>The governing authority has been astute in planning for the future. Through the use of the advisory committees, labor market information, and expressed public demand, IVROP administration determines the local/future market needs to establish course offerings.</p> <p>Since the last WASC accreditation and/or visit, IVROP acquired additional grant funding. These new grants have developed numerous partnerships. The additional funds from these grants and partnerships have allowed for supplemental classes, projects and other activities. This funding has also permitted staff to attend additional training and workshops, participated in job shadowing, and provided funds for student field trips. For example, grant funded project students were able to participate in a university week where five universities were visited. In addition, tours of several apprentice programs in San Diego were visited.</p> <p>In order to effectively plan for the future, IVROP is responsible for proper utilization of resources; maintaining an ample reserve. For the past two years, audits have reported no negative findings.</p>	<ul style="list-style-type: none"> • Labor market information • Advisory committee meeting minutes • Grants • Field trips, staff developments, workshops, and conferences • Job shadow reports • Pictures of student participation in university week • Audit reports

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Areas of Strength

- Linkages with other resources (i.e. Family Resource Centers, One-Stop Centers, CalWORKs, Carl Perkins, etc.)
- Activities of youth projects supplement classroom teaching and learning
- Audits for the past two years report no negative audit findings or questionable costs. Results of the audit provide positive assurances that adequate protection against mishandling of institutional funds is being implemented
- IVROP and the districts hire credentialed instructors and qualified staff
- Funding is allocated for professional development to include conferences/workshops and teacher job shadowing

Areas of Growth/Need

- Although funding is adequate for existing programs, ROP teachers would benefit from additional funding, whenever possible (to stay current with industry standard equipment/trends), from their respective districts
- To remain competitive, teacher salary rates should be reviewed on a regular basis
- IVROP administration create a process for districts to use that would result in a more equitable distribution of funds for supplies and materials