



**Accounting OTI Office  
Educational Resources & College Operations  
Program Review  
October 2008**

**A. Mission**

The mission of the Occupational Training Institute (OTI) is to prepare socio-economically disadvantaged students with high-quality employment services including counseling and advisement, career education, job placement and retention training and support. The OTI Accountant's role is to provide a high level of service and support in the analysis, maintenance and auditing of financial and accounting records for multiple grants, contracts a categorical program and two enterprise accounts. Under the direction of the Director of Budget and Personnel and guidance of the OTI Supervisor, and in accordance with policies and procedures established by the District Accounting office the OTI Accountant analyzes and prepares financial statements, reports, accounts and records of revenues and expenditures.

**B. Number of FTE**

The OTI accounting office is staffed by one full-time classified Accountant (N-51) and by one part-time temporal student.

**C. Responsibilities**

The OTI Accountant performs a variety of accounting duties in the analysis, maintenance and auditing of financial and accounting records including review of account codes, input of journal entries, and communication with college personnel and outside governmental agencies. Prepare grant and categorical budget applications upon request. Prepare financial data for quarterly reports and budgets. Prepare a variety of financial reports including income statements, balance sheets, budgets, and other reports. Prepare, review and process invoices to different OTI program accounts. Assure the proper balance of accounts payable and accounts receivable; audit and allocate program revenue and expenses. Reconcile revenue and expense for assigned programs, centers or various District funds. Update current systems to support changes in technology. Prepare and review journal entries for various departments. Research, analyze and recommend solutions to various complex budgetary and accounting problems. Perform related duties as assigned.

**D. Budget Summary**

Title	Source	Amounts
WIA TRNG-EDD	NAFTA/TRA-Federal	(5,155)
WIA TRNG-MISC	Private/Workmen's Comp	5,921
WIA TRNG/SVWIN05	City/Federal	3,917
WIA TRNG-NOVA 05	City/Federal	(36,003)
CAP-GROVE FUND	Grove Fund	12,403
COMPTECHs 07/08	State/Economic Dev	80,724
NSF COMPTECHS	Federal	279,592
Help Desk Work Study-Employers	Local Employers	29,303
COMPUTER RECYCLE	Chancellor+Others	83,871
CWChildCare	State	119,841
CW General	State	272,405
TANF	State/Federal	84,484
CW Work Study-Students	State	99,600
CW WorkStudy-Employers	Local	1,019
CalWORKs 5% Work Study	Local Employers	11,670
CW-SSA	County: Federal	100,211
VTEA OTI-FH	State: Federal	14,339
VTEA OTI-DA	State: Federal	63,455
Staff Support	State	18,303
MAA	Federal	299,236
OTI Misc Income/Expense	Various	9,415
Pool Account		12,403
		<b>1,560,954</b>

**E. Strengths**

Provides full-charge level accounting and budget functions that support the Foothill-De Anza Community College District’s Occupational Training Institute’s programs such as CalWORKs, Economic and Workforce Development grants, Workforce Investment Act (WIA), and other public and privately funded OTI programs. Be familiar with multiple external agencies’ fiscal requirements. Provides budget development and projections for program/project planning and implementation.

**F. Weaknesses**

Multiple projects assigned to each OTI staff member requires the accountant to process on-going labor reallocations, which is very laborious and complex for the accounting and payroll functions, as well as all OTI staff members.

**G. Trends**

- 1) Internal trend is to educate and empower the OTI staff to become competent and proficient in understanding and applying the knowledge of budget monitoring and control.
- 2) External trend is toward diversification and increase of funding sources, programs and services.

**H. Quantitative Workload Measurements**

	<b>06/07</b>	<b>07/08</b>	<b>%chg</b>
Check Bank Statements	36	36	0%
Review checks deposits weekly	575	620	8%
Labor Reallocations	1086	787	-28%
Expense Reallocations	388	393	1%
Budget Revisions	11	15	36%
Invoices	343	325	-5%
Monthly new and revised WIA budgets of students	20	15	-25%

In addition:

- Review temp, federal, CW and COMPTECHs student time cards.
- Request, add, change chart of accounts.
- Prepare contract changes EBA.
- Process Employee mileage reimbursement.
- Prepare purchase requisition for independent contractors or services.
- Process any check request.
- Check A/R Aging list monthly.
- Prepare OTI Budget Projections quarterly

- Monitor MERs report.

## **I. Qualitative Measurements**

- a. Processing/response timelines; provide timely, accurate, and well-researched information and follow-through on inquiries on a same-day basis. If additional research and time is required, notify inquirer as to when a response can be expected.
- b. Task completion; meet Accounting deadlines for month-end, quarter-end, and year-end close dates.
- c. Show effective communication with all department, campus, district and external agency personnel.
- d. Attend District FRS meetings to keep abreast of system and accounting changes – twice monthly.
- e. Attend Campus Budget Team meetings – twice monthly.
- f. Attend Finance & College Services PBT meetings – twice monthly.
- g. Strive to maintain a clean annual audit with accurate recordkeeping and documentation.
- h. Conduct one-on-one and small group presentations regarding basic budgetary processes, time-lines, and guidelines to department personnel.

## **J. Planning Agenda**

To continue to look for ways to increase efficiency and accuracy, to provide timely and useful information to administrators, budgeters and staff, and to streamline the budgeting and accounting process.

## **K. Comments**

### **Strategic Planning**

1. How does your program or service respond /address the College's strategic initiatives?

**Outreach:** OTI is connected to multiple external funding sources that provide outreach and recruitment to low-income households in our region (Santa Clara and Southern San Mateo counties). This includes CalWORKs, working poor, dislocated workers and displaced homemakers.

**Individualized Attention to Student Retention:** OTI staff assists workforce/career education students in planning education/career goals. Advise on short and long term goals for their education and career. Refer to and/or coordinate with community organizations and/or employers to meet student needs. Crisis needs for physical and mental health care/food/shelter/child care. Internship needs. Job placement needs. Maintain liaison relationships with college workforce education departments.

CalWORKs program staff also provides work study, and industry-based internships, related to the students' field of study (e.g. IT internships) through grant and categorical funding initiatives.

OTI will continue to address the digital divide by providing refurbished computer systems to economically disadvantaged students. A minimum of 250 computers will be distributed to disadvantaged students annually.

**Cultural Competency:** OTI employees are encouraged to attend professional workshops and take courses that will develop their skills and provide growth opportunities. For example, population-specific training and workshops for staff serving underrepresented populations entering workforce and career education programs are available through our external partners.

**Community Collaborations:** OTI continues to represent De Anza College by participating in external workforce agencies serving the Santa Clara County and greater bay area region.

OTI provides the appropriate college departments with information on specific student populations and external non-profit, social service and workforce agencies that support underrepresented populations such as welfare recipients, refugees, working-poor and dislocated workers.

OTI staff also participates in committees and college-based groups that provide opportunities to disseminate and communicate information of pertinence to external agencies.

OTI also provides career education program faculty and deans with industry representatives and information from the industries in which OTI interfaces with in job placements, internships and incumbent worker training.

2. Which initiatives does your program or service respond to and in what ways can the response be measured or evaluated?

**Outreach:**

- a. OTI will provide outreach to additional 1,000 Food Stamp recipients in our region (Santa Clara and Southern San Mateo counties).
- b. OTI will recruit 350 eligible economically disadvantaged students and dislocated workers as required by externally funded sources.

**Individualized Attention to Student Retention:**

- c. 100% of OTI students will be provided with an Individual Career Training Plan (ICTP) and on-going case management.
- d. The resulting staff to student ration will be 1:60.

- e. At least 50 CalWORKs students will be provided with on-campus paid work-study jobs, per CalWORKs requirements. Campus departments will provide at least 25% of hourly salary.
- f. A minimum of 250 computers will be distributed to disadvantaged students annually.
- g. All OTI students will be tracked using FMP data base.

**Cultural Competence:**

- h. Each OTI employee will attend at least one appropriate workshop, seminar, and/or conference annually.
- i. Organize and deliver one cultural competency training for 100% of OTI employees annually.

**Community Collaborations:**

- j. Attend workforce agency meetings including Workforce Investment Boards (e.g. CONNECT!, Work2Future), Economic and Workforce Education, industry-sponsored events, Joint Ventures Silicon Valley and CalWORKs funded local, regional and statewide meetings and conferences.
- k. Disseminate information to appropriate administrators and student service personnel on an on-going basis.

3. How does the work of your program, or service respond to increased access, growth, retention and/or student equity?

The Occupational Training Institute provides supportive services for special populations. Students served include very low-income, dislocated workers and welfare recipients. Examples of unique services designed to increase access, growth, retention and/or student equity include: connecting disadvantaged students with public assistance such as affordable child care, health insurance, unemployment insurance, transportation assistance, etc; providing subsidized work study positions both on and off-campus in order to help connect students with the workforce' collecting, refurbishing and distributing desk top computers to disadvantaged students to bridge the digital divide. Without these services, many students would not enroll into De Anza College or be retained in the classroom.

4. What other programs/services are you working with to accomplish your proposed goals/outcomes?

## CalWORKs

The CalWORKs program can help you achieve your academic and career goals. Our mission is to provide our students with an affordable college education that will lead to financial stability and lifelong learning.

The dedicated CalWORKs staff is a team of caring professionals available to assist you along the road to financial independence from choosing your college program, to helping you find that first job. We are working to build strong families by helping parents reach their career potential.

*Do you want to...*

- Earn a college certificate?
- Pursue a new career?
- Gain valuable job skills?
- Find meaningful work?

*Student-Centered Services available:*

- Staff and peer support
- Childcare assistance
- Textbook purchases
- Fast track registration
- Academic, career and personal counseling
- Internship placement
- Job search assistance

## **TANF/CDC**

The purpose of the TANF/CDC program is to provide supportive services, mentoring and work experience for CalWORKs students that are majoring in childcare careers, specifically the Associate Teacher and Teacher Permit levels.

## **Transitional Subsidized Employment Program** **(TSE)**

TSE provides subsidized and un-subsidized short-term employment (3-6 months) in private, public and non-profit organizations for TANF recipients timing out of cash-aid. It is anticipated to serve about 200 TANF recipients over an 18 months period.

## **CalSUCCESS (Food Stamp Employment Training Program)**

The CalSUCCESS Program is a source of federal funds to provide employment-training service for food stamp recipients. CalSUCCESS provides an array of support services that help students succeed, such as case management, educational counseling, job search and placement, and on-the-job training. CalSUCCESS students can also be reimbursed for direct costs such as transportation, books, and

fees. CalSUCCEs is similar to CalWORKs in many ways, although current CalWORKs recipients are not eligible for CALSUCCEs. The U.S. Department of Agriculture administers and funds CALSUCCEs, and the California Department of Social Services designates counties to administer CALSUCCEs programs at the local level. To qualify for CalSUCCEs, students must meet eligibility criteria for food stamps, but not receiving TANF.

## **CAP**

Career Advancement Program is an employment and internship placement service designed for students wanting to transition from school to work.

### **Program goals**

- Job/Internship placement in specific career goal (e.g. health occupations, computer science, or business professions)
- Employment retention
- Wage increases
- Job promotions
- Completion of classes

### **Who is eligible?**

- Foothill - De Anza College students
- Unemployed students
- Employed students not working in career related employment
- Students with language barriers (immigrants and refugees)
- Grove Foundation Scholarship recipients
- Students studying the following occupations - health occupations, computer science, or accounting/administrative support careers

### **What are the benefits?**

- Individual educational and career advising
- Short and long-term career planning
- Resume writing and job search assistance
- Assistance applying for Financial Aid and BOG
- Priority enrollment
- Individualized job placement in the career area you want to work
- Paid and non-paid internships in the career area you want to work
- Employer panels featuring Business, Information Technology, Health Careers employers
- Workshops on career topics including resume, interview, internships, informational interviews, career ladders, upgrading job skills, negotiating promotions, and other pertinent topics



- Certificate of Completion, Certificate of achievement, certificate of proficiency and AA/AS Degree
- Russian, French and Amharic interpretation

## **CompTechS**

The Computer Technical Support (CompTechS) program offers hands-on technical support internships for students seeking careers in Information Technology. Our work-based program includes assessment of current skill levels, performance-based training, customer service training, paid campus and corporate internships, and job placement assistance.



### **This Is An Opportunity To Learn:**

- Hardware & Software Installation
- Troubleshooting & Repair
- Software Application & Data Management
- Customer Service Skills for IT Professionals

### **What's In It For You?**

- Real work experience
- A reference for your resume
- Paid Internship opportunities
- Flexibility to suit your schedule
- CNET Internship units
- Meets some of the HELP Desk/Technical Support Certificates requirements

## **Computer Donation & Scholarship Program**

With the help of the community we are able to take donations of older computers refurbishes them and give them to needy students in the district. We always reformat the hard drive to insure that all data is erased before the system is passed on to the students. The appropriate operating system (Microsoft Windows 2000 or XP) is installed along with any donated application programs.

How the program works:

1. Computers are donated to Foothill and De Anza College's Computer Donation & Scholarship Program.
2. Disadvantaged students apply for a computer scholarship through their college's Financial Aid Office.
3. OTI oversees the refurbishing operation that collects donated computers, refurbishes each unit and installs software and operating systems.
4. Qualified students are selected by Financial Aid to receive a refurbished computer.
5. When the computers are ready for distribution, OTI's Computer Donation Program staff members invite the selected student recipients to make an appointment to pick-up their machines at De Anza College.

The program relies on student interns to evaluate and refurbish the computers. This provides the student interns with valuable work experience in computer hardware and software technical support and customer service skills.

This program is made possible by a donation from Foothill-De Anza Community College District's Chancellor's Circle, the Foothill-De Anza College Commission, the efforts of Executive World, a grant from David and Lucile Packard Foundation, DASB, FCAS, the work of the CompTechS interns, and individual donations of computers and cash.

## **Training funded through Workforce Investment Act Agencies, NAFTA/TAA/TRA**

The Occupational Training Institute currently provides high-quality vocational training services for eligible clients referred by:

- Local Workforce Investment Act (WIA) agencies (One-stop centers), see below
- NAFTA/Trade Adjustment Assistance (TAA)/Trade Readjustment Allowances (TRA) representatives
- Private vocational rehabilitation service providers and workers compensation counselors

## **MAA (Medi-Cal Administrative Activities)**

The primary purpose of the MAA Program is to encourage schools to promote access to health care by students in the public school system. Thus, schools would be actively involved in referring students/families for Medi-Cal eligibility determinations, providing health care information and referrals, coordinating and

monitoring health services and coordinating services between activities. This program increases retention of low-income students by providing affordable access to health insurance. The OTI Supervisor has taken on the responsibility of coordinating the MAA program for the District.

5. What is important to understand about your program, or service and the consequence to the college if it was discontinued or reduced?

OTI is a unique organization that complements the Foothill-De Anza District's 50 years of experience in providing career and technical programs designed to prepare students for the job market. OTI has over 33 years of experience in linking economically disadvantaged students to career programs and employment opportunities. OTI's relationships with employers and industry representatives have benefited the college not only through job placement, but also in terms of college program and curriculum development. OTI has successfully developed and implemented programs that have assisted thousands of economically disadvantaged students to establish self-sufficient lives and to retain their jobs and improve their careers.

Without OTI's programs and services, hundreds of residents would not be able to access De Anza College and all that it has to offer. The barriers to De Anza College for many OTI students include numerous and include lack of income, child care, housing, transportation, family support. Other barriers include poor educational background, learning disabilities, criminal background, and more. Without OTI's programs and services, a large segment of the population in Santa Clara and surrounding counties would not attend De Anza College.