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### Extended opportunity program and service, and cooperative agencies resources for education for welfare students in pursuit of a post-secondary education

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EXTENDED OPPORTUNITY PROGRAM AND SERVICE, AND  
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION  
FOR WELFARE STUDENTS IN PURSUIT OF A  
POST-SECONDARY EDUCATION

---

A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Social Work

---

by  
Carmella Marie Martinez

June 2003

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COOPERATIVE AGENCIES RESOURCES FOR EDUCATION  
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By  
Carmella Marie Martinez  
June 2003

Approved by:

  
Dr. Rosemary McCaslin, Faculty Supervisor  
Social Work

5/21/03  
Date

  
Frank Dunn, EOPS/CARE Coordinator

  
Dr. Rosemary McCaslin,  
M.S.W. Research Coordinator

## ABSTRACT

The following study surveyed 60 community college students to evaluate the effectiveness of the relationship between participation in one community college EOPS and CARE program and participant's preparedness for self-sufficiency among welfare and non-welfare students. Findings indicate that students who were on the CARE program were more likely to receive a degree or certificate, than students who were not receiving Care services. Additional findings indicate that students who's Marital status was that of being single, found the CARE program to be very effective in providing helpful services to them.

Recommendations for future studies indicate that a survey with a larger range of additional identifying variables would be helpful in obtaining further information on the effectiveness of the EOPS/CARE program for students who are on welfare (TANF) and who are pursuing a Post-Secondary education in preparation for self-sufficiency.

## ACKNOWLEDGMENTS

I would like to give thanks to God for giving me life and allowing me to complete this journey. I would also like to give a special acknowledgment to Dr. Rosemary McCaslin whose expertise and guidance was given to me throughout my endeavor. I would like extend my sincere appreciation and gratitude for her unconditional support.

I also wish to acknowledge Frank Dunn for allowing me to conduct this study at the EOPS/Care program at San Bernardino Valley College.

DEDICATION

With much love,  
to my family, Adolfo,  
Roxanne, David John, Desiree, Victoria  
and Adolfo Jr.  
whose love, patience, and encouragement  
sustained me throughout this journey,  
and  
to my parents Celia and Louis,  
whose unconditional love, confidence  
and motivation enabled me to achieve my dreams.

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## CHAPTER ONE

### INTRODUCTION

#### Problem Statement

On August 22, 1996 President Clinton signed the new Welfare to Work plan that stopped public assistance as an entitlement created by President Roosevelt during the New Deal Era (Adair, 2001). The enactment of the Personal Responsibility and Work Opportunity Act of 1996 was born out of much discontent with the former welfare system. Views that welfare created dependency and a lack of personal responsibility in participants were major contributors in the creation of the new law (Sawhill et al. 2002). This new legislation fosters a work-first attitude through strict work requirements and time limits. Due to this attitude, many recipients have limited or no opportunity to receive a college education and therefore, reduce their chances of becoming truly self-sufficient.

The new welfare reform law places a 12-month time limit on vocational/educational training that can count as an allowable work activity. The majority of degree programs that would allow for a greater chance of participants' becoming self-sufficient are two-year programs and are not allowed under the current time limit.

The Bush Administration (National Governors' Association, 2002) has considered reforming the welfare system once again. The main focus is to get welfare recipients off of welfare and into jobs. Without adequate skills and education, opportunities to obtain work that will allow participants to exit welfare will not occur (Negrey, Golin, Lee, Mead, & Gault, 2002).

The issue addressed in this study concerns post-secondary education for welfare recipients and the effectiveness of the Extended Opportunity Program & Service (EOPS) & Cooperative Agencies Resources for Education (CARE) services at San Bernardino Valley College in San Bernardino California in regards to some of the supportive services offered to this population to assist them in becoming self-sufficient. The community college system plays a significant role in providing educational and vocational opportunities to welfare clients. They recognize the importance of an education as a vehicle towards greater economic success and successful entry into the workforce. The community college EOPS & Care program was developed with careful consideration for those students needing supportive assistance. They are aware of the many barriers this population encounters and take these into consideration. Programs such as these help to

install hope, and build self-efficacy in their participants. They provide a positive and nurturing environment in which to develop. These programs incorporate a holistic approach in helping students achieve their highest potential and goals. Many of these participants do not have a supportive network and, therefore, rely on their school environment to provide educational as well as emotional support.

Furthermore, community college systems are accessible to recipients because of the low cost tuition and (Bogg) Board of Governors Grants that are offered through financial aid to assist the low-income population as well as being centrally located. They offer a variety of vocational and educational certificate and degrees programs that aid in obtaining better jobs/careers with better pay. Numerous studies have shown that a higher education is a way out of poverty (Lorest & Zedlewski, 1999). Education opens doors that lead to better paying jobs and in turn leads to self-sufficiency, decreasing the likelihood that women will return to welfare (Bloom et al., 2001).

San Bernardino Valley College Care program is one program developed to assist the welfare to work population. This program serves men & women with minor

children who receive welfare benefits. They share a common goal of desiring to obtain a higher education to improve their life situation and become positive role models for their families.

The issue of how to get people off of welfare and into jobs that allow them to become self-supporting is now being studied by Congress and the Bush Administration. With the welfare reform reauthorization that took place in October 2002, many people in the legislative arena are at a stand still regarding this issue. Expanding education and vocational training are issues that are being debated.

This study examined whether programs specifically designed for TANF (welfare) students at the post-secondary level help ensure positive outcomes for the welfare population. The issues presented may help to change legislation that has taken a critical look at how to get the welfare population into jobs/careers that will allow them to become self-supportive. Employers want and require a skilled and educated workforce even in entry-level positions. However, many welfare recipients lack the necessary skills and education to enter the workforce (Holzer, 1996).

Counties in California such as San Bernardino are turning to the community college system to help the

welfare population into higher paying jobs (RAND, 2001). In addition, this study may show many show skeptics that this population can succeed as productive and contributing members of society. It is important to be rid of myths and stereotypes and discrimination regarding the welfare population as an unproductive segment of society, and begin to view them as investments for the community.

Numerous studies have found that higher education promotes higher self-efficacy (Loprest & Zedlewski, 1999). The result of obtaining degrees/certificates means higher income levels of that would promote higher spending within their communities, resulting in more money for cities. Higher levels of income due to higher education would also result in homeownership, and thus, in turn, help to reduce pockets of deterioration and slums within communities. Quite simply, people tend to take pride in their communities as homeowners. In addition, illiteracy rates, substance abuse and domestic violence rates would decline (Reuys, 1997). This is a win-win situation in which all would profit.

Private and governmental agencies that provide funding, legislators, and the public as well, want to know whether or not programs work, and if their money is being spent on worthwhile endeavors. Programs evaluation is and

should be a constant when providing services to the public.

San Bernardino Valley College EOPS & Care program provide support services for the welfare population. Although this department is aware of many barriers that this population encounters, the staff and counselors are always willing to help with whatever they can in providing services to their students. This program has had the opportunity to obtain adequate feedback directly from students as to what extent this program has been effective in assisting students who are receiving TANF. This study may assist this program in this area.

Oftentimes, agencies take it upon themselves to assume to know what their clients need and then implement services thinking that this is what the client needs or wants. This is a grave error. Since San Bernardino Valley College EOPS & Care program has assisted many welfare students in becoming adequately prepared for entry into the workforce, a formal assessment of the program effectiveness was undertaken.

People must be given incentives to work. It will not do any good to have people working but still on aid because low wages and dead end jobs will not allow for upward mobility. Without education, supportive services,

higher wages and better benefits, our society will continue on a course of inequality (Zucchino, 1997).

#### Purpose of the Study

The purpose of this study was to evaluate the effectiveness of the relationship between participation in one community college EOPS & CARE program and participant sense of preparedness for self-sufficiency. This study was based on the assumption that this program and the support offered positively enhanced student chances for success. By participation in this program, post-secondary students who are on welfare will be better prepared for entry into the workforce.

San Bernardino Valley College EOPS & CARE program is a program that is located at 701 South Mount Vernon Ave. in San Bernardino, California. This program serves welfare (TANF) students who are pursuing their educational and career goals. The program assists students in identifying and achieving their educational and career goals and offers structured support services including counseling, book service, admissions assistance, financial aid information assistance, transfer assistance waiver, priority registration, career guidance and referrals for community resources. The Care program offers meal tickets



workshops and book loans to single mothers with children under the age of 14 years. The Care program also provides a supplement to the cash vouchers that are given to EOPS students. Some of the participants in these programs are known as Self Initiated Participants (SIP'S). SIP's opted on their own to pursue their education before they signed their welfare-to-work contract with the county Gain department. Their decision to pursue an education allows longer time limits to complete their program of study. Once a contract is signed between the recipient and the county, their chances of having a higher education included in their welfare-to-work plan is drastically reduced. The factors related to this phenomenon are numerous, ranging from worker attitude and biases to assumptions and myths regarding this population not having what it takes to obtain a higher education, in addition to stiff work requirements.

These clients are utilizing these services due to a lack of sufficient skills or education and their desire for a better tomorrow. The counseling program is utilized in assisting with educational needs as well as on a personal level. These participants also receive book vouchers that help in the purchasing of books. Students who are in the Care program receive vouchers assisting

them with childcare expenses. It is hoped, that this study will provide evidence that these services are necessary and that these service help students build self-confidence and raised self-efficacy as well as provide with the skills base needed to enter the employment arena.

This study surveyed 60 EOPS & CARE students currently enrolled and actively participating in the program from January through March in the year 2003. This process will be guided by a quantitative and qualitative approach using a designed survey questionnaire.

#### Significance of the Project for Social Work Practice

These findings may be instrumental in creating better support systems and mobilizing resources for the underprivileged, as well as more opportunities for social workers to advocate on behalf of this population. As social workers, "Our primary mission is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society" (NASW Code of Ethics). Moreover social workers

may be able to become more involved in the implementing and designing of delivery services or programs and the legislative process. This would create a better linkage between the clients served, workers, and those that make the laws. This study may also motivate social workers to develop skills in the areas of community practice. The data from this survey may be used as a guide for analyzing other agencies and for implementing the survey to fit their own needs in addition to becoming an important tool to measure outcomes. Last, this survey may be useful in advancing the empirical knowledge base regarding welfare recipients and post-secondary education. The research question for this study was: How effective do post-secondary education students feel that the EOPS & Care program is at San Bernardino Valley College in guiding them on the path to self sufficiency?

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

A review of the literature focused on several key elements of recent welfare reform legislation and the October, 2002 welfare reauthorization. Educational attainment and other important welfare related issues were reviewed. Childcare, earnings and poverty took the forefront. (Edelman et al, 2002). What was quite evident in all the literature was that without higher education, expanded support services, and living wages, this population will continue to remain in poverty (Edelman, Greenberg, Harrington, & Rozell, 2000). Much of the literature studied and analyzed was based on the Empowerment theory. Gaps identified include: lack of information regarding males and the immigrant population. Conflicting findings: none identified.

#### Theories Guiding Conceptualization

Empowerment theory (Gutierrez, 1990) is based on a conflict model that assumes a society consists of separate groups possessing different levels of power and control over resources. The process of empowerment occurs on the individual, interpersonal, and institutional levels, where

a person can develop a sense of personal power, an ability to affect others and thus, the ability to work with others to change social institutions (Gutierrez, 1990). Promoting empowerment means believing that people are capable of making their own choices and decisions. It means that people possess the strengths and potential to resolve their own difficult life situations and that they increase their strengths and contribute to society as equal members of their communities.

#### Problem Statement

With the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996, the shift to a work first mandate made it difficult for welfare recipients to access a post-secondary education. However, research has shown that participation in post-secondary education provides a positive avenue to self-sufficiency (Greenberg, Strawn & Plimpton, 1999). According to Cynthia Woodside, NASW government relations associate, "successful welfare reform is not measured by how many families leave the welfare rolls, but by how many leave the poverty rolls." Under current welfare law, only 12 months of vocational education can be counted as work, and only 30% of welfare recipients are allowed by counties to meet their work

requirement through educational activities (Levenson et al., 1999). President Bush's proposal for the welfare reauthorization would raise the work requirement to 40 hours from the now 32 hour requirement and limit activities that now count as work, such as vocational and educational training, to three months once every 24 months.

#### Problem Focus

Currently, there is a proposed amendment to allow welfare recipients more opportunity to obtain a higher education and vocational education as a countable work activity and extend the time limit from the current 12 months to 24 months. This would allow welfare recipients more time to enhance their chances in the job market with higher pay and greater stability. The Institute for Women Policy Studies (1998) found that a college degree increases earnings by \$3.65 an hour for working mothers, compared to those with only a high school education. Numerous research studies have shown that women who go to earn a college degree will spend less time on welfare are far less likely to need welfare assistance again (Loprest & Zedlewski, 1999).

Advocates of education-focused programs often support this position by citing the numerous studies that have concluded there is a direct correlation between education and income (Institute for Women's Policy Research, 1998). Buck at the University of San Diego conducted one study showing the impact of education on reducing poverty rates, labor participation and improving the employment rate. His study clearly demonstrates that any education beyond the high school level without completing a degree, results in greater employment stability and higher earnings for women (Buck, 2001).

This population may have a much harder time complying with the strict work mandate due to self-esteem from not having an education, work skills or the support they need to become compliant (Kunz & Kalil, 1999). One other study found that low self-esteem, social isolation and the lack of personal social skills were factors related to not having an adequate education (Tracy, 1990).

Another issue for debate likely to take place during the TANF reauthorization is the desirability of the work first approach that gives higher priority to becoming employed, limiting the extent to which education and vocational training can count as work activities (Loprest, 1999). This issue has dominated state welfare to work

strategies. Findings that welfare leavers generally have low earnings, face high levels of job instability, and have little upward mobility have raised serious concerns about this approach (Van Lare & Griener, 2000). Many researchers and advocates argue for a redefinition of work activities placing more emphasis on education and training and the expansion of education and training opportunities for low-wage workers (Edelman et al., 2000). It is further argued that non-traditional job training opportunities should be expanded and made available for welfare recipients to enhance their ability to move into jobs paying living wages (Negrey, Golin, Lee, Mead & Gault, 2001; Now Legal Defense and Education Fund, 2001). In addition, there are calls for the expansion of work supports that increase employment stability, such as subsidized child care, paid family leave, and transportation assistance (Edelman et al., 2000).

Mothers concerns with their children's welfare and future prospects is another area needing to be addressed as they worry how they will support their families if they have no education and the necessary skills to enter into the workplace (Ellwood, 1998). Employment-related initiatives such as education and occupational training have been a strategy of the government to aid the poor



towards self-sufficiency and are viewed as ways in which to allow them to participate in this goal (Levitan, Mangum & Mangum, 1998).

#### Proposed Study

The purpose of the study was to discover how effective support services are in assisting welfare participants on their goal towards self-sufficiency. (Adair, 2001) argues that educators who are committed to improving social and economic equity through education should understand how important post-secondary education is for low-income single mothers, and to work against legislation that will not allow these women to enter into post-secondary education.

The typical welfare recipient is a single mother with one child in elementary school and a second younger child (Strawn & Martinson, 2000). For such a family to be financially independent they would need to hold a fulltime job earning at the minimum \$21.75 per hour (Urban Institute, 1996). Jobs at this salary level require additional education, job training skills, technical training and or certification. Only 4% of workers with Associate Degrees have lived in poverty compared to 17% of

workers with less than a high school diploma and 7% of high school graduates (Urban Institute, 1996).

While it is agreed by the majority of researchers that employment is the key to achieving economic independence, mandating recipients to low-wage and insecure employment at all costs cannot move families to self-sufficiency nor lift them out of poverty. Welfare recipients, who have left the rolls for low-wage dead end jobs, have remained mired in their poverty and often return to public assistance (National Campaign for Jobs and Income Support, 2001). Since 1988, The Center for Women Policy Studies (2001) has examined the role of post-secondary education and has found that the additional earning capacity that a higher education provides can make the difference between economic self-sufficiency and continued poverty for many women welfare recipients (Bloom & Michalopoulos, 2001). Community college EOPS & Care programs serve as a stepping-stone to greater economic mobility for welfare students and assist in providing an empowering environment for success.

#### Summary

This chapter discussed how a post-secondary education provides opportunities and resources to enable the welfare

to work population an opportunity to gain their self-respect, dignity, and acquire greater avenues to self-sufficiency through participation in the EOPS & Care program in a community college. The importance of this study may show investing in people through education and supportive services benefits everyone. This may be shown by comparing responses in the survey. Knowledge is power.

## CHAPTER THREE

### METHODS

#### Introductions

The purpose of this study was to examine the effectiveness of some of the support services at San Bernardino Valley College EOPS and Care program in preparing students for entry into the workforce. This study was based on the assumption that these supportive services provided by this program will enable students to be better prepared towards the goal of becoming self-sufficient.

#### Study Design

This study was conducted using a survey research design. The sample consisted of students from the EOPS & CARE program who were surveyed at San Bernardino Valley College in close proximity to the EOPS & Care department. Questionnaires were handed out to those who wished to participate in this survey. Students were asked if they would like to participate in the said survey. They were instructed as to where to place the completed surveys as well as informed that this was absolutely confidential. There was a basket in which students left there completed surveys for purposes of confidentiality and for the

purposes of remaining anonymous. Characteristics included women and men of all ethnicities and ages, who were pursuing a post-secondary education and who are actively participating in the EOPS & Care program.

### Sampling

The sample consisted of 60 EOPS & CARE students from San Bernardino Valley College. This program serves welfare participants as well as non participants. The EOPS & CARE population was chosen for the purpose of determining whether support services and programs such as these are assisting the welfare population in becoming better prepared for entry into the workforce. This sample included both welfare and non-welfare participants, all ethnicities, ages 18 and up, living independently or with others, utilizing one or more of the support services. The surveys were handed out to students on site near the EOPS & CARE program at San Bernardino Valley College and were collected after completion.

### Data Collection and Instruments

The data was gathered from a self-administered survey questionnaire designed specifically for the survey. The survey questionnaire consisted of open and closed-ended questions. The survey questionnaire design was created

from professional knowledge and experience gained from working in the field (see Appendix A).

Demographic variables included marital status and the year of graduation for the participant. The purpose of the study was to describe the relationship between the dependent variable, effectiveness, and the independent variables: use of counseling services, use of book vouchers, use of lunch vouchers and use of the care program. The dependent variables were measured based on the participants' response to the survey questionnaire which was designed to study the effectiveness of support services at San Bernardino Valley College EOPS & Care program in preparing welfare students for entry into the job force. Considerable care was taken in designing questions to make sure that the response categories were thorough and mutually exclusive.

Advantages to using a questionnaire are that there was less pressure on the respondents and they could remain anonymous. The disadvantages are that there will be photocopying costs, the participants may not return the questionnaire and participants may misinterpret the questions.

## Procedures

The questionnaire was administered by a student at San Bernardino Valley College. The questionnaire was administered on site in close proximity to the EOPS & Care department. A selection of subjects were identified for the study as those EOPS & Care students who wished to participate in the study. The questionnaire took approximately from five to ten minutes to complete. Letter of informed consent (see Appendix B).

## Protection of Human Subjects

Participation in this study was strictly voluntary and each participant as given a letter of informed consent. No information was used to identify participants. Subjects identity appeared only in numerical form. Participants who voluntarily answered the questionnaire were asked to place the completed survey in a basket for purposes of confidentiality and to remain anonymous.

## Data Analysis

The survey questionnaire was designed to collect data. Data was obtained from 60 EOPS & Care male and female students. Statistical Package for the Social Sciences (SPSS) software was utilized for compilation of the data. Tables were created displaying frequencies for

each variable. A correlation was computed and Chi-square tests were run to check for the significance of each variable.

#### Summary

This study examined the effectiveness of support services for students at the EOPS & Care program at San Bernardino Valley College in helping them to prepare for entry into the work force. The sample consisted of 60 EOPS& Care students who were given survey questionnaires designed to rate their response as to the effectiveness of support services utilized by the participants.



## CHAPTER FOUR

### RESULTS

#### Introduction

Included in Chapter Four was a presentation of the results of the data that were collected. As noted earlier, the purpose of the study was to describe the relationship between the dependent variable, effectiveness, and the independent variables used in this study. Last, since this was a survey the majority of the data that were collected was quantitative. Last of all the Chapter concludes with a summary.

#### Presentation of the Findings

Sixty surveys were handed out to students. Out of the 60 surveys handed out, 53 were completed. Demographic variables in the survey included marital status and year of graduation. In the marital status category 28 participants were single, 4 participants were married, none were widowed, 2 were living with a partner and 16 participants declined to answer. The year of graduation included 35 students graduating in 2003, and 18 students graduating in 2004. Other variables included whether supportive services that students were receiving were helpful to them. These services included book vouchers,

counseling, the care program, book loans and lunch vouchers. All students receiving these services felt that they were helpful.

Other variables included whether students were able to make an appointment when requesting one and if students felt that a counselor or staff person usually returned their phone call within 24 hours. For these questions all students responded 100.0%.

Other variables included three responsibilities of EOPS/Care program providers and if these responsibilities had been met. These responsibilities had been met. These responsibilities included, counseling services, making appointments available when requested and returning phone calls within 24 hours.

Other variables included three responsibilities of EOPS/Care Students and if these responsibilities had been met. These responsibilities included attending counseling, attending full-time and maintaining a GPA of at least 2.0. All students met all of these requirements. Other variables included student's time in the program and year of graduation. Thirty-five students had been in the program 2 years and 18 students had been in the program 1 year. Students were asked if they would be receiving a degree, certificate or both. Student's response was as

follows: 18 were to receive a degree, 31 were to receive a certificate and 4 were to receive both a degree and a certificate. Students were asked if they received assistance for needy families and 28 responded yes, 2 responded no, and 23 declined to answer.

#### Bivariate Analysis

The following data were analyzed utilizing a cross-tabulation tested with chi-square on program variables that had mixed responses compared for demographic groups. Apart from what is shown below there were no significant responses found between other variables.

If the participant was single the care program helpful, but only for single people.

Table 1. What is Your Marital Status

|               |       | Single | Married | Divorced | Decline | Total |
|---------------|-------|--------|---------|----------|---------|-------|
| Care helpful? | Yes   | 28     | 0       | 0        | 0       | 28    |
|               | No    | 0      | 4       | 3        | 18      | 25    |
|               | Total | 28     | 4       | 3        | 18      | 25    |

$$\chi^2 = 15.000, df = 3, p = 0.000$$

Of those participants who received the care program there was a larger number receiving both a degree and a certificate than only a certificate.

Table 2. Will you Receive a Degree or Certificate

|                                  |       | Yes<br>or<br>both | Cert. | Total |
|----------------------------------|-------|-------------------|-------|-------|
| Did you receive<br>support care? | Yes   | 18                | 10    | 28    |
|                                  | No    | 4                 | 21    | 25    |
|                                  | Total | 22                | 31    | 53    |

$$\chi^2 = 12.683, df = 1, p = 0.000$$

A larger number of those found the care program to be helpful were more likely to plan on receiving a degree than those who did not find it helpful.

Table 3. CARE Helpful

|                               | Yes | No | Total |
|-------------------------------|-----|----|-------|
| Will you receive a<br>degree? | 18  | 4  | 22    |
|                               | 10  | 21 | 31    |
| Total                         | 28  | 25 | 53    |

$$\chi^2 = 12.683, df = 1, p = 0.000$$

### Summary

Chapter Four reviewed the results extracted from the project. Overall the results from this survey suggested that the EOPS/Care program was helpful in assisting student to attain self-sufficiency. This study also suggests that the relationship between participants in the

EOPS/Care program and the effectiveness of supportive services in these programs are very successful.

## CHAPTER FIVE

### DISCUSSION

#### Introduction

Included in Chapter Five was a presentation of the conclusions gleaned as a result of completing the project. This study was designed to examine the effectiveness of some of the support services at San Bernardino Valley College EOPS/Care program in preparing students for entry into the work force. Further, the recommendations extracted from the project are presented. Last, the Chapter concludes with a summary.

#### Discussion

The findings suggest that supportive services that are provided by the EOPS/Care program at San Bernardino Valley College are effective in preparing and enabling students to become self-sufficient. This is an important finding because any education beyond the high school level without completing a degree, results in greater employment stability which can bring higher earnings. Higher earnings can result in the individual having a higher sense of self-esteem. For those individuals who have children, having a higher education and a higher sense of

self-esteem can result in being positive role models for their children.

Employment related issues for the welfare recipient have been a subject that has widely been addressed. Without a proper education and the means of being able to obtain one it is difficult for the individual to break the barriers of poverty and become self sufficient. Programs such as EOPS/Care can be utilized as necessary tools to be able to reach one's goal of becoming ready to enter into the workforce.

#### Limitations

The following limitations apply to the project. Only a limited sample was drawn from the total population of this agency. Of 60 surveys that were handed out only 53 were returned. A larger sample would probably yield better results. Furthermore, the scope of the survey was a bit vague. Asking more specific questions could have been helpful in obtaining additional information.

Generalizations drawn from this survey can only be made for this particular agency and at this community college, even then one has to consider the limited amount of information that was obtained. However, it is still important to evaluate the progress of on EOPS/Care program

as to compare to others that exist in other colleges and universities. By not determining the effectiveness of the support services that are provided, one would not be able to determine if they are actually helpful to the participants or if the program needs to make adjustments or changes with the supportive services that are being offered.

#### Recommendations for Social Work Practice, Policy and Research

Evaluation of support services offered in an agency is important. Measurement of student grade point averages could also be used to determine whether the program's support services are effective. Determining whether participants are being helped and if they think that the program is effective in helping them to become self-sufficient is an important component of program's effectiveness as well. This is even more critical when society considers the implications of not providing effective support services for individuals who are limited in pursuing a post-secondary education. Programs such as EOPS/Care are a necessary part of the educational system. It is necessary for social workers to become involved in advocating for these programs. It would also be useful to have social workers become part of the staff in order to



provide additional services to participants. EOPS/Care programs, welfare programs and social workers working together could make a difference in the lives of many students. It is also important that enough funding is available to continue in aiding those who are in need of these services.

### Conclusions

The conclusions extracted from the project indicate that the EOPS/Care program has been a helpful part of the educational process for many students. There is a great need for programs that are geared at helping individuals who wish for an opportunity to pursue a post-secondary education. Participants who used supportive services in the EOPS/Care program found them to be helpful in becoming self-sufficient. By utilizing these services as a stepping stone, students have a greater chance of achieving a desired goal.

APPENDIX A  
QUESTIONNAIRE

## QUESTIONNAIRE

1. What supportive services are you receiving?  
(Please circle all that apply)  
(1) Book vouchers \_\_\_\_\_  
(2) Counseling \_\_\_\_\_  
(3) Care program \_\_\_\_\_  
(4) Book loans \_\_\_\_\_  
(5) Lunch vouchers \_\_\_\_\_
  
2. Which services have been helpful to you?  
(Please check all that apply)  
Book vouchers \_\_\_\_\_  
Counseling \_\_\_\_\_  
Care program \_\_\_\_\_  
Book loans \_\_\_\_\_  
Lunch vouchers \_\_\_\_\_
  
3. "I am able to make an appointment when I request one"  
Yes \_\_\_\_\_  
No \_\_\_\_\_  
Decline to answer \_\_\_\_\_
  
4. "A counselor or staff person returns my phone call within 24 hours."  
(1) Always  
(2) Usually  
(3) Rarely  
(4) Never  
(5) Decline to answer
  
5. Name three responsibilities of EOPS/CARE program providers.  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_
  
6. Please state whether or not these responsibilities have been met.  
Please refer to question # 5.  
1. Yes \_\_\_\_\_ No \_\_\_\_\_  
2. Yes \_\_\_\_\_ No \_\_\_\_\_  
3. Yes \_\_\_\_\_ No \_\_\_\_\_

7. Name 3 responsibilities you have as an EOPS/CARE program Student.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

8. Briefly state if you have met each responsibility.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

9. How long have you been in this program? \_\_\_\_\_

10. What year will you graduate? \_\_\_\_\_

11. Will you receive a degree \_\_\_\_ Certificate \_\_\_\_ Both \_\_\_\_

12. Marital Status:

- Single \_\_\_\_\_
- Married \_\_\_\_\_
- Divorced \_\_\_\_\_
- Widowed \_\_\_\_\_
- Living with partner \_\_\_\_\_
- Decline to Answer \_\_\_\_\_

13. Do you receive TANF? (Temporary Assistance for Needy Families)

- Yes \_\_\_\_\_
- No \_\_\_\_\_
- decline to answer \_\_\_\_\_

APPENDIX B  
INFORMED CONSENT

## Informed Consent

You are being asked to participate in this research study which is designed to examine program effectiveness with support services provided to clients at the EOPS & Care department at San Bernardino Valley College. This study is being conducted by Carmella Marie Martinez, graduate student in the MSW program at California State University San Bernardino. In this study you will be asked about effectiveness with services that are offered to you. It will take approximately 5 minutes to complete the questionnaire. Whether or not you participate will have no effect on the services you receive from EOPS; staff will not know if you participate. All responses will be anonymous and participation is totally voluntary. This study has been approved by the Department of Social Work sub-committee of the California State University San Bernardino, Institutional Review Board.

If you have questions or concerns about this study; contact Dr. Rosemary McCaslin at California State University, (909) 880-5507.

By placing an x in the box below, I acknowledge that I have been informed of, and that I understand, the purpose of the study. I also acknowledge that I am at least 18 years of age.

Please place an x in the box  Date \_\_\_\_\_

APPENDIX C  
DEBRIEFING STATEMENT

## **DEBRIEFING STATEMENT**

The questionnaire that you have just completed was designed to measure your perception of program effectiveness with the EOPS & Care program at San Bernardino Valley College. In addition, this study was designed to analyze which services were effective in assisting you with your post-secondary educational needs. Results will be available at the EOPS & Care Office at San Bernardino Valley College after June 2003.

Thank you for your participation in this study. You may contact Rosemary McCaslin at California State University San Bernardino, if you have any questions or concerns (909) 880-5507.



APPENDIX D  
REQUEST FOR RESEARCH APPROVAL

February 20, 2003

San Bernardino Valley College EOPS & Care Program  
701 S. Mount Vernon Ave.  
San Bernardino, CA 92410

To The Department Director;

Dear Mr. Dunn, I am writing this correspondence to ask permission to conduct a research project on "Student Satisfaction at the EOPS & Care Department at Valley College." This research project is a requirement for graduation in the MSW program at California State University, at San Bernardino. The purpose of this study is to find out if support services are effective or non-effective in assisting welfare students as well as low income students with post-secondary educational needs and preparing them for self-sufficiency.

Each questionnaire will take approximately five minutes for each participant to answer. The data-gathering period will be conducted in 2003. The results of this survey will be available after June 2003.

The rights and confidentiality will be protected and kept anonymous in regards to this study. Participation will be voluntary. Participants will be required to sign a letter of informed consent.

A copy of this research proposal will be submitted upon request by contacting Dr. Rosemary McCaslin at (909) 880-5507.

I am requesting written consent from your department in regards to this matter. Your immediate attention will be greatly appreciated.

Sincerely,

Carmella Marie Martinez  
MSW Student  
California State University, San Bernardino California

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