



CALIFORNIA COMMUNITY COLLEGES
EXTENDED OPPORTUNITY PROGRAMS AND SERVICES
AND
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION
2005-06

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**California Community Colleges
Extended Opportunity Programs and Services
and Cooperative Agencies Resources for Education**

2005-06

I. Executive Summary

This report to the Legislature and the Governor provides student demographic and academic outcome data pertaining to students participating in the California Community Colleges Extended Opportunity Programs and Services (EOPS) and the Cooperative Agencies Resources for Education (CARE) programs. The EOPS program was established in 1969 to encourage community colleges to increase college access and support services for students disadvantaged by language, economic, or social factors. Since its inception it has served more than 1.8 million students. The CARE program was created in 1982 to expand services for EOPS students who are welfare-dependent single heads of household enrolled full-time in the community colleges system. Both programs are categorically funded.

During the 2005-06 academic year the State provided \$91.29 million in funding for EOPS. Local support for the program totaled an estimated \$20.52 million, approximately 22.48 percent of the State contribution, exceeding the 15 percent match required by law. The State appropriated \$13.49 million for the CARE program in 2005-06.

These programs provide a comprehensive and coordinated foundation of support services that includes counseling, advisement, tutoring, advocacy and peer networking, as well as grants and non-cash-based assistance that address the unique educational and personal needs of EOPS and CARE students. The heart of these programs is the helping hand and personal encouragement that leads to student achievement and success.

After they are accepted into EOPS and CARE, students complete a multi-term educational plan that provides the student with a clear outline of the sequence of required coursework needed to achieve their certificate, degree or transfer goals. The educational plan specifies every course, from basic skills and remedial-level classes to general education, certificate, associate degree and required transfer coursework in their appropriate sequence. A minimum of three counseling contacts per term is mandatory, along with academic progress monitoring and intervention strategies provided to keep students on track.

EOPS and CARE serve high-risk students with multiple barriers to educational success. The demographic populations targeted by EOPS and CARE programs are low-income and academically under-prepared or at-risk students. More than 56 percent of EOPS students and 65 percent of CARE students are from historically underrepresented racial or ethnic groups (African-American, Latino, and Native American) compared to 34

percent of all other full-time students. EOPS and CARE programs provide individuals who have previously been less successful in high school or college with an opportunity to obtain not only vocational certificates, but also associate degrees and eventual transfer to four-year colleges and universities.

Throughout this report, comparative analyses are based on full-time non-EOPS students because EOPS and CARE students are required to make a full-time effort in order to receive services. It should be noted however, that this comparison group differs from EOPS and CARE students in several significant ways.

To be eligible for the program all students must be low-income as determined by Board of Governors Fee Waiver (BOGFW) eligibility based on public assistance recipient status or by meeting the program's sliding scale income standards. Students receiving CARE services must also be current recipients of TANF/CalWORKs grants for themselves as single heads of household or for their dependent children. Only a portion of full-time non-EOPS students would be considered low income by the same criteria.

All EOPS and CARE students must be educationally disadvantaged as defined by the Board of Governors. In 2005-06, 47.8 percent of EOPS and 50.83 percent of CARE students were enrolled in basic skills courses compared to only 23.15 percent of other full-time students. Of those current year EOPS and CARE students, about 30 percent were enrolled in at least one basic skills course in the prior year compared to about 20 percent of the full-time non-EOPS students.

Finally, EOPS and CARE students are older than the average full-time community college student. Of the 104,571 students enrolled in 2005-06, almost 40 percent of the EOPS students and more than two-thirds of CARE students were 25 years or older. By comparison, only 19.8 percent of non-EOPS full-time students were over the age of 25.

These differences take on important significance in relation to the program outcomes for EOPS and CARE students. In a study on college transfer performance published in the *Journal of Applied Research in Community Colleges* (Bahr, Hom & Perry, 2005), socio-economic status, academic preparation and age were observed to be three of the most significant variables affecting transfer outcomes.

Despite serving students who are challenged with both personal and academic barriers to postsecondary access and success, the EOPS and CARE programs produce outcomes that are in most cases exceptionally close to those for students who enrolled in 12 or more units without such disadvantages. This is a significant and notable accomplishment given the specific challenges and obstacles to academic and personal goals faced by this particular population of students.

- *Degrees and Certificates.* In 2005-06 EOPS students earned associate degrees at relatively the same rate of other full-time students (5.08% versus 5.37%). EOPS students completed certificates at a slightly higher rate (1.22% versus 1.07%) and were identical for students achieving both a degree and a certificate

at 0.47 percent. CARE students earned associate degrees at a slightly lower rate than other EOPS and non-EOPS students. However, they earned certificates at a higher rate than both the other groups and have a higher outcome rate for students achieving both a degree and a certificate.

- *Units Attempted and Earned.* In 2005-06, EOPS students attempted 12.5 units per term and CARE students 12.6 units per term in comparison to 13 units for non-EOPS full-time students. Similarly, EOPS students completed an average of 8.50 units in Fall 2005 and 8.17 in Spring 2006, while CARE students earned an average of 7.86 units in the Fall and 7.46 in the Spring, compared to 9.34 and 8.98 for non-EOPS full-time students.
- *Grade Point Average (GPA).* EOPS and CARE students earned grade point averages only lightly lower than non-EOPS full-time students in credit degree-applicable units. EOPS students earned an average Academic Year (AY) GPA of 2.56, compared to the average AY GPA of 2.66 for non-EOPS full-time students while CARE students achieved an AY GPA of 2.47. Considering the challenges faced by EOPS and CARE students, it is significant that their GPA for degree-applicable credit courses is only 0.10 – 0.19 points lower than the average earned by other full-time students.
- *Term-to-Term Persistence.* The MIS data indicates that in 2005-06 EOPS and CARE students persisted at a slightly lower rate than non-EOPS full-time students. Eighty-five percent (85%) of the EOPS students and 84.4 percent of the CARE students enrolled in fall 2005 were still enrolled in spring 2006, compared to about 86 percent of other full-time students.
- *Transfer Directed/Prepared.* Finding ways to better prepare academically disadvantaged populations, including EOPS and CARE students, continues to be a challenge. In 2005-06, 13.4 percent of EOPS students were Transfer Directed and 14.05 percent Transfer Prepared compared to 21.45 percent and 18.72 percent for other full-time students. In CARE, 5.66 percent Transfer Directed and 11.16 percent Transfer Prepared likely reflects the extraordinary burden of single parenthood and the additional pressures brought on by welfare reform time limits and work requirements.

The data in this report demonstrates that EOPS and CARE students perform comparably or better than other community college students in most measures of academic success. EOPS and CARE must continue to provide effective program services while striving to develop better solutions that address the educational challenges faced by the EOPS and CARE student populations.

EOPS and CARE continue their tradition of providing comprehensive services and support in an atmosphere of acceptance and understanding to California's disadvantaged populations. Today's EOPS and CARE students are the vanguard of

those to come in the ever-increasing diverse populations seeking access to higher education through community colleges.

II. Background

The Extended Opportunity Programs and Services (EOPS) Program was established by the Legislature with the passage of Senate Bill 164, Alquist (Chapter 1579, Statutes of 1969). The intent of the program is to provide services to students affected by language, social, and economic handicaps to achieve their educational objectives and goals; including but not limited to, obtaining job skills, occupational certificates, associate degrees, and/or transferring to four-year institutions. The Legislature further established the Cooperative Agencies Resources for Education (CARE) program through Assembly Bill 3103, Hughes (Chapter 1029, Statutes of 1982) as a means of providing supplemental educational support services for EOPS students who are the single head of household welfare recipient and who desires job-relevant education to break the dependency cycle. Both the EOPS and CARE programs represent the State's commitment to access and educational equity for California residents whose educational and socioeconomic backgrounds discourage their participation in postsecondary education.

The EOPS program provides academic support services that are specifically designed for each student's special needs. EOPS services include, but are not limited to, individual and group counseling, tutoring, academic and needs assessment, peer support, required text books, transportation, basic skills instruction, orientation, personal growth and development activities, summer programs, and registration assistance. The CARE program provides educational support services designed for the single parent population to strengthen retention, persistence, graduation and transfer. Such services include financial assistance, child care, textbooks and school supplies, transportation and additional counseling/advisement. Within broad guidelines, each EOPS and CARE program reflects the unique circumstances and requirements for serving students at that campus by providing programs, services, and activities that supplement what is generally available to all students. Every effort is made to provide supportive services in a coordinated, non-duplicative manner with contributions from campus-, public agency- and community-based resources.

EOPS students typically lack pre-collegiate basic skills, require financial assistance, and come from underrepresented racial and ethnic groups. The program not only has developed innovative services to meet the needs of these students, but also has enabled colleges to adapt services that traditionally have been offered to all community college students.

The EOPS program has served as the model for other student service programs and was the framework for Matriculation services. As this report illustrates, the EOPS program is continuing to meet the needs and nurture the aspirations of a growing and increasingly diverse community college student population.

Participation in the EOPS Program requires that students meet the following criteria to be accepted into the program:

- be a California resident,
- be enrolled full-time,
- have not completed 70 degree-applicable college units,
- be low-income as determined by Board of Governors Fee Waiver (BOGFW) eligibility based on public assistance recipient status or meeting the program's sliding scale income standards, and
- be educationally disadvantaged as defined by the Board of Governors, via any one of the following:
 - a. not be qualified at the college of attendance for enrollment into the minimum level English or mathematics course that is applicable to the associate degree,
 - b. not have graduated from high school or obtained the General Education Diploma (G.E.D),
 - c. graduated from high school with a grade point average below 2.50 on a 4.00 scale,
 - d. been previously enrolled in remedial education, or
 - e. other factors set forth in the district's plan submitted to the Chancellor pursuant to Section 56270 of this part, such as:
 - student is a first generation college student (neither parent has successfully attended college); or
 - student is a member of an underrepresented group targeted by district/college student equity goals; or
 - student and/or the parents are non-native English speakers; or
 - student is an emancipated foster youth.

EOPS students receiving CARE services must also be current recipients of TANF/CalWORKs grants for themselves as single heads of household or for their dependent children. Many of them also receive CalWORKs services. CARE-eligible students, who are no longer eligible for CalWORKs cash aid for themselves as individuals, but still receiving cash aid for children in the family, are provided a safety net for college support services that enable them to complete their educational goals. This is especially significant because EOPS/CARE students are primarily enrolled as full-time students with stated educational goals for certificate, associate degree and transfer options.

In its first year of operation, 1970-71, the program received \$2.8 million in State funds and served 13,000 students at 46 community colleges. In 2005-06, EOPS received over \$91 million in State funds and provided services to more than 104,000 students at 109 community colleges.

Section 69655 of the Education Code directs the Board of Governors to report annually to the Legislature on the status of the EOPS program. In order to best reflect the efficacy of the EOPS program throughout the state, student outcomes are the focus of this report.

The full implementation of the Management Information System (MIS) currently being utilized by the Chancellor's Office closely monitors the progress of the statewide EOPS program and more precisely evaluates its effectiveness in meeting the needs of a rapidly growing, special student population. The MIS system presently collects student data which allows a comparison between EOPS and non-EOPS student educational outcomes such as units attempted, units earned, grade point average, degrees, awards and certificates. In addition demographic information is included in the report such as ethnicity, gender, and age. The MIS process enables the Chancellor's Office to augment these data elements and compare EOPS and non-EOPS students with respect to educational goals along with enrollment in transfer and basic skills courses.

III. Access and Equity

The EOPS and CARE programs are key to providing the opportunity for access into community colleges for many students who otherwise would not consider a college education as an option. The community college student population has changed dramatically since the first EOPS program offices opened in 1970, often serving as the only places on campus where nontraditional students and students of color were welcomed. EOPS and CARE remain essential today, by their experience and innovations leading colleges to be responsive to the needs of a diverse student population.

- *Enrollment* – 104,571 students
In 2005-06, EOPS programs served over 104,500 community college students statewide. EOPS students represent 17 percent of the full-time students and 5.45 percent of all students enrolled at the community colleges. CARE students represent 15.35 percent of the full-time students and 4.92 percent of all students enrolled.
- *Gender* – Female 68 percent
EOPS students are predominantly female. Of all EOPS students enrolled in the 2005-06 academic year, over two-thirds (68 percent) were female, as compared to just over half (53.7 percent) of non-EOPS full-time students. CARE student enrollment is overwhelmingly female (96.5 percent), a reflection of the demographics for welfare households. (*Table 1*)

- **Age** – 40 percent over 25
EOPS and CARE students are older than the average full-time community college student. Almost 40 percent of the EOPS students enrolled in 2005-06 and more than two-thirds of CARE students are 25 years or older. By comparison, only 19.8 percent of non-EOPS full-time students were over the age of 25. This trend is expected to continue into the foreseeable future. (*Table 1*)
- **Ethnicity** – Diverse groups served
EOPS students are more diverse than other full-time students. Seventy-two percent of EOPS students and almost 70 percent of CARE students enrolled in 2005-06 were from non-white racial and ethnic groups, as compared to 52 percent of non-EOPS full-time students. Furthermore, 56 percent of EOPS students and 65 percent of CARE students were African-American, Latino, or Native American, the historically underrepresented groups, compared to only 34 percent of other full-time students. Demographic predictions for the community colleges expect the number of non-white students to increase steadily over the next 10 years at a rate well ahead of the statewide population trend. (*Table 1*)

Table 1

**Demographic Profile of EOPS and CARE Students
Compared to Other Full-time Students and All Other Students, 2005-06**

	EOPS Students	CARE Students	Full-Time	All
Total students	104,571	10,151	510,505	1,815,064
Gender	Percent	Percent	Percent	Percent
Male	31.53%	3.17%	47.51%	45.65%
Female	68.01%	96.50%	51.96%	53.68%
Unknown	0.45%	0.33%	0.53%	0.66%
Age	Percent	Percent	Percent	Percent
Under - 20	29.79%	5.30%	44.39%	22.63%
20 - 24	30.27%	26.61%	35.75%	29.31%
25 plus	39.94%	68.09%	19.87%	48.05%
Ethnicity	Percent	Percent	Percent	Percent
African American	17.90%	31.67%	7.04%	7.78%
Asian/Pacific Islander	15.92%	5.01%	18.56%	16.05%
Hispanic	36.89%	31.03%	26.18%	27.59%
Native American	1.31%	2.20%	0.92%	0.94%
White	21.91%	25.01%	39.07%	38.87%
Other/Unknown	6.07%	5.07%	8.23%	8.76%

Source: Chancellor's Office Management Information Systems

IV. Student Academic Status

EOPS program services play a significant role in assisting disadvantaged students in reaching their academic potential. EOPS programs focus their efforts upon access to college with success. Overall, EOPS students are more likely than full-time non-EOPS students to have obtaining a degree or certificate as their initial goal. EOPS students are more likely to continue from term to term than non-EOPS students.

- Educationally Disadvantaged Criteria*

One criterion for eligibility in the EOPS program is that students are determined to be educationally disadvantaged when they apply for the program. These students, based on their past educational experiences, do not have the entry-level skills that provide success in college coursework. Based on initial assessment, more than 65 percent of the EOPS students were admitted to the program because they do not qualify to enroll in the minimum transfer-level English or math courses. An additional 23.3 percent are first-generation college students, are members of an underrepresented group on their campus, come from households where English is not the native language, or are emancipated foster youth. The remaining EOPS-eligible students lack a high school diploma or GED certificate, graduated from high school with a GPA below 2.5, or have been previously enrolled in remedial education. (Table 2)

Table 2
Student Educational Disadvantaged Status, 2005-06

Educational Disadvantage	EOPS	CARE
Not qualified for enrollment into transfer-level English or math	65.84%	66.97%
Other eligible characteristics/qualities	23.31%	20.54%
Did not graduate from high school or obtain GED	1.80%	2.89%
High school GPA below 2.5	1.73%	1.57%
Previously enrolled in remedial education	7.31%	8.04%

Source: Chancellor's Office Management Information Systems

- Educational Goals*

One key element to academic success is setting academic goals. All EOPS students are required to obtain and maintain a multi-term Educational Plan. The initial educational goals of EOPS students are more likely to focus on terminal community college outcomes than to seek transfer. Specifically, EOPS students reported transfer as a goal 50 percent of the time, while non-EOPS full-time students indicated a transfer goal almost 61 percent of the time. The data further reveals other goal differences; EOPS students are significantly more likely to seek an associate degree or vocational certificate than are non-EOPS full-time students. These trends are even more striking for CARE students, who state a transfer goal only 36 percent of the time. Thirty percent of CARE students intend to obtain an associate degree or certificate, likely because they are restricted by

welfare reform to a shorter time frame to complete their goals and because they are significantly older than other full-time students. (Table 3)

Table 3

Education Goals for EOPS, CARE and Non-EOPS Full-time Students, 2005-06

Student Goals	EOPS	CARE	Non-EOPS
Transfer	50.31%	36.73%	61.61%
Obtain degree or certificate	19.81%	30.32%	11.21%
Career preparation/advancement	12.05%	16.99%	10.61%
Other	27.83%	16.56%	16.57%

Source: Chancellor's Office Management Information Systems

- **Enrollment Status**

Continuing EOPS students represented 42 percent of the EOPS population served while 39.5 percent of the non-EOPS full-time students were reported as continuing – a 2.5 percent difference. EOPS students are also half as likely to have attended another college prior to their EOPS enrollment; only 7.7 percent enrolled as first-time transfer students compared to 12.3 percent of non-EOPS full-time students. In contrast, the percentage who are first-time college students is virtually the same for both populations at 23 percent and 25 percent respectively, while CARE students are more likely to have had prior college experience. (Table 4)

Table 4

Enrollment Status for EOPS, CARE and Non-EOPS Full-time Students, 2005-06

Student Enrollment Status	EOPS	CARE	Non-EOPS
First time college Student	23.17%	16.55%	25.08%
First time transfer Student	7.74%	8.09%	12.32%
Returning Student	10.91%	16.14%	11.42%
Continuing Student	42.18%	43.62%	39.52%
Unreported	16.00%	15.60%	11.66%

Source: Chancellor's Office Management Information Systems

- **Basic Skills Enrollment**

Enrollment in Basic Skills courses exhibits the most significant difference to be noted between students served by EOPS and CARE and other full-time students. EOPS and CARE students must be educationally disadvantaged for program eligibility and are more likely to require remedial and basic skills instruction. During 2005-06, almost 48 percent of EOPS students were enrolled in pre-collegiate basic skills courses, while only 23 percent of non-EOPS full-time students were enrolled below college level. Looking at academic preparation in

another way, more than 28 percent of the EOPS students enrolled during 2005-06 took pre-collegiate basic skills courses in the prior term, compared to 20 percent of other full-time students. (Table 5)

Table 5

Basic Skills Course Enrollment for EOPS, CARE and Non-EOPS Full-time Students, 2005-06

Basic Skills Enrollment Status	EOPS	CARE	Non-EOPS
Enrolled in Basic Skills, 2005-06	47.78%	50.83%	23.15%
Enrolled in Basic Skills prior term	28.47%	30.88%	20.29%

Source: Chancellor's Office Management Information Systems

- *Transfer Level Course Enrollment*

EOPS students enrolled in math and English transfer-level courses at a rate of 38.6 percent and non-EOPS full-time students have a 50.4 percent rate, a difference of 11.8 percent. Although the data above indicates that EOPS students enrolled in a higher percentage of pre-collegiate courses, the rate of enrollment in transfer courses is relatively closer to that of non-EOPS full-time students, likely due to better retention of EOPS students and their eventual advancement into higher level courses. A review of data from the 2001-02 EOPS Annual Report shows that 28 percent of EOPS students and 39 percent of non-EOPS full-time students were enrolled in at least one transfer-level English or math course at that time. Thus the basic skills needs of both groups have grown dramatically. (Table 6)

Table 6

Enrollment in Transfer-Level Courses for EOPS, CARE and Non-EOPS Full-time Students, 2005-06

Transfer Course Enrollment Status	EOPS	CARE	Non-EOPS
Enrolled in transfer English course only	21.95%	12.57%	25.09%
Enrolled in transfer math course only	7.74%	45.23%	11.56%
Enrolled in transfer math and English	8.91%	2.15%	13.77%
Did not enroll in transfer math or English	61.39%	40.05%	49.57%

Source: Chancellor's Office Management Information Systems

V. EOPS Program Outcomes

Open access brings with it a commitment to offer support programs and services necessary to assure student success. The persistence of students (the proportion of students who complete a term and enroll in subsequent terms), the retention of students (the ratio of units successfully completed to units attempted), the awarding of degrees

and certificates, and grade point averages have become critical concerns within the California Community Colleges. EOPS and CARE programs play a key role in enhancing enrollment, retention, and academic progress, including assisting in student goal setting and stimulating academic and career aspirations.

An analysis of the data collected for 2005-06 reveals a number of important program outcomes resulting from EOPS and CARE activities and services offered by the California Community Colleges.

- *Units Attempted and Earned*

In 2005-06, EOPS students attempted 12.5 units per term and CARE students averaged 12.6 units per term in comparison to 13 units for non-EOPS full-time students. Similarly, EOPS students completed an average of 8.50 units in Fall 2005 and 8.17 in Spring 2006, while CARE students earned an average of 7.86 units in the fall and 7.46 in the spring, compared to 9.34 and 8.98 for non-EOPS full-time students. In these calculations, units attempted reflect only degree-applicable courses for which letter grades are awarded, and earned units are the number of degree-applicable units awarded upon completion of a course taken for credit for which the student received a letter grade or a grade of "credit". (Table 7)

Table 7

Units Attempted and Earned for EOPS, CARE and Non-EOPS Full-time Students

Units Attempted	EOPS	CARE	Non-EOPS
Fall 2005	12.54	12.57	13.17
Spring 2006	12.46	12.59	12.94
Units Earned			
Fall 2005	8.50	7.86	9.34
Spring 2006	8.17	7.46	8.98

Source: Chancellor's Office Management Information Systems

- *Grade Point Average*

EOPS students earned slightly lower grade point averages than non-EOPS full-time students in credit degree-applicable units. EOPS students earned an average Academic Year (AY) GPA of 2.56 per term, compared to the average AY GPA of 2.66 for non-EOPS full-time students while CARE students achieved an AY GPA of 2.47. Considering the challenges faced by EOPS and CARE students, it is significant that their GPA for degree-applicable credit courses is only 0.10 – 0.19 points lower than the average earned by other full-time students. (Table 8)

Table 8

**Grade Point Average for EOPS, CARE
and Non-EOPS Full-time Students, 2005-06**

	EOPS	CARE	Non-EOPS
Term	Average	Average	Average
	GPA	GPA	GPA
Fall 2005	2.53	2.45	2.63
Spring 2006	2.52	2.42	2.63
Average	2.56	2.47	2.66

Source: Chancellor's Office Management Information Systems

- *Term-to-Term Persistence Rate - from Fall to Spring Term (85% vs. 86%)*
The MIS data indicates that EOPS and CARE students persisted at a slightly lower rate than non-EOPS full-time students. Eighty-five percent (85%) of the EOPS students and 84.4 percent of the CARE students enrolled in fall 2005 were still enrolled in spring 2006, compared to about 86 percent of other full-time students. (Table 9)

Table 9

**Term-to-Term Persistence for EOPS, CARE
and Non-EOPS Full-time Students, 2005-06**

	EOPS	CARE	Non-EOPS
Enrolled Fall 2005	93,016	8,766	454,486
Enrolled Spring 2006	89,441	8,640	443,855
Percent continuing	85.09%	84.41%	85.99%

Source: Chancellor's Office Management Information Systems

- *Degrees, Certificates, and Transfer*
EOPS students earned associate degrees at relatively the same rate of other full-time students (5.08% versus 5.37%). EOPS students completed certificates at a slightly higher rate (1.22% versus 1.07%) and were identical for students achieving both a degree and a certificate at 0.47 percent. CARE students earned associate degrees at a slightly lower rate than other EOPS and non-EOPS students. However, they earned certificates at a higher rate than both the other groups and have a higher outcome rate for students achieving both a degree and a certificate. (Tables 10 and 11)

Table 10

**Degrees and Certificates Awarded for EOPS, CARE
and Non-EOPS Full-time Students, 2005-06**

	EOPS Students		CARE Students		Non-EOPS Students	
	Number	Percent	Number	Percent	Number	Percent
Awards						
Associate Degrees only	5308	5.08%	441	4.34%	27391	5.37%
Certificates only	1280	1.22%	216	2.13%	5451	1.07%
Degrees & Certificates	492	0.47%	86	0.85%	2406	0.47%
Total Awards	8579		969		43459	

Source: Chancellor's Office Management Information Systems

Table 11

**Transfer Readiness for EOPS, CARE
and Non-EOPS Full-time Students, 2005-06**

	EOPS Students		CARE Students		Non-EOPS Students	
	Number	Rate	Number	Rate	Number	Rate
Transfer Directed	14008	13.40%	575	5.66%	109490	21.45%
Transfer Prepared	14689	14.05%	1133	11.16%	95546	18.72%

Source: Chancellor's Office Management Information Systems

VI. Program Funding and Expenditures

During the 2005-06 academic year the State provided \$91.29 million in funding for EOPS (see Table 12). Local support for the program totaled an estimated \$20.52 million, approximately 22.48 percent of the State contribution, exceeding the 15 percent match required by law, demonstrating a continued and serious commitment to EOPS at the local level.

The State appropriated \$13.49 million for the CARE program in 2005-06. One hundred percent of the funds went directly toward local assistance to support CARE programs in 109 community colleges and 72 districts statewide.

Table 12
State and Local EOPS and CARE Allocations, 2005-06 (*Dollars in Millions*)

Total State Allocation	\$91.29
Total Local Contribution	\$20.52
Total Funding for EOPS	\$111.81
Total funding for CARE	\$13.49

Source: Chancellor's Office EOPS Office; budget reports

VII. Conclusion

EOPS and CARE continue their tradition of providing comprehensive services and support to California's disadvantaged populations. These programs have been able to expand their services and have developed unique collaborative learning components to bridge the gap for students in transition. Today's EOPS and CARE students are the vanguard of those to come in the ever-increasing diverse populations seeking access to higher education through community colleges.

In 2005-06, the EOPS and CARE programs provided the outreach, encouragement, and necessary support services that enabled over 104,500 low-income and educationally disadvantaged individuals. Without the services provided by the EOPS and CARE programs, these students may not have felt it possible to enter the world of higher education and the opportunities that follow. The data in this report has demonstrated that these students performed comparably or better than other community college students in most measures of academic success.

Extended Opportunity Programs and Services (EOPS)

Program Fact Sheet

January 2007

Program History: The Extended Opportunity Programs and Services (EOPS) program was established by the Legislature in 1969 through SB 164, Alquist (Chapter 1579, Statutes of 1969). It was created to enable students affected by language, social, and economic handicaps to achieve their educational objective and goals; including, but not limited to, obtaining job skills, occupational certificates or associate degrees, and transferring to four-year institutions. All 109 community colleges offer EOPS services.

Description: EOPS provides academic and financial support to community college students whose educational and socioeconomic backgrounds might prevent them from successfully attending college. Services are specifically designed for at-risk students and their special needs. Counseling contacts are mandatory and a Student Educational Plan (SEP) is developed for each student to assist the student in achieving their individual goals.

Services: EOPS provides services that are specifically designed to supplement the college's offered programs and to help EOPS students complete their educational goals. The services that may be offered include, but are not limited to: orientation, early registration, specialized counseling (for help with educational planning and career assessment), academic progress monitoring, basic skills instruction, tutoring, child care, and book services. Some colleges also provide EOPS grants and/or work study awards to students who have remaining financial need after being evaluated by the financial aid office. The extent of EOPS services and financial assistance provided varies by campus according to student's need and available resources.

Appropriation for 2005-06: State funding was \$91.29 million and local assistance was \$20.52 million, for a total of \$111.81 million.

Students served during 2005-06: 104,571

Eligibility Criteria: To qualify for the EOPS program, a student must: be a resident of California; be enrolled full-time; have not completed more than 70 degree applicable college units; be eligible for a Board of Governors Fee Waiver A or B; and be educationally disadvantaged.

EOPS Student Characteristics:

Ethnic Minorities	72.02%
Females	68.01%
Age:	
Less than 25	60.06%
25 or above	39.94%
Students' Educational Goals:	
Transfer to four-year institutions	50.31%
Obtain degree or certificate	19.81%
Career Preparation/Advancement	12.05%
Enrollment Status:	
New (first-time student)	23.17%
Continuing or returning student	53.09%

Cooperative Agencies Resources for Education (CARE)

Program History: In 1982, AB 3103, Hughes (Chapter 1029, Statutes of 1982) established the Cooperative Agencies Resources for Education (CARE) program in the California Community Colleges. It was created as “a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle.” All 109 community colleges offer CARE services.

Description: As a supplemental component of EOPS, CARE provides educational support services designed for the academically under-prepared, low income, single parent student. Grants and allowances for educationally-related expenses (such as child care, transportation, textbooks and supplies) may be awarded as a means of strengthening the retention, persistence, graduation, and transfer rates of these individuals. Students participating in CARE may choose vocational certificates or licenses, associate degrees or transfer program options.

Services: CARE services include: assistance with child care expenses for in-class and study hours, textbooks and school supplies, transportation costs; on-campus meal tickets; counseling and advisement; classes designed for low income, single parents; personal development activities and/or curriculum (including self-esteem, parenting, study skills); group support and peer networking; help from peer advisors; one-on-one tutoring programs; and information and referrals to campus and community-based services or agencies. The CARE safety net offers these students vital resources not offered by other programs while they are enrolled in college educational and vocational programs.

Appropriation for 2005-06: \$13.495 million.

Students served during 2005-06: 10,151

Eligibility Criteria: To be eligible for CARE support services, the EOPS student must be at least 18 years of age and a single head of household, a current recipient of TANF/CalWORKs, have one child under 14 years of age, and be enrolled full-time upon admission into the program.

CARE Student Characteristics:

Ethnic Minorities	69.92%
Females	96.50%
Age:	
Less than 25	31.91%
25 or above	68.09%
Students' Educational Goals:	
Transfer to four-year institutions	36.73%
Obtain degree or certificate	30.32%
Career Preparation/Advancement	16.39%
Enrollment Status:	
New (first-time student)	16.55%
Continuing or returning student	67.85%