



## Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) Programs

**California Community Colleges Chancellor's Office**  
*Jack Scott, Chancellor*

*Prepared by the Student Services and Special Programs Division  
and the Office of Communications*



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April 28, 2010

The Honorable Arnold Schwarzenegger  
Governor, State of California  
State Capitol  
Sacramento, California 95814

Dear Governor Schwarzenegger:

I am pleased to present to you the *Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) Report to the Legislature*. This report includes data about the number of EOPS and CARE students served in the 2006-07 and 2007-08 academic years. Also included in this report is the quantitative data for two cohorts of students who completed their educational objectives of transferring to a four-year college or university and/or obtaining a community college degree or certificate.

As California's colleges and universities enroll growing numbers of students, many are underprepared for college-level work. As you know, the community colleges EOPS and CARE programs provide a second chance toward students becoming self-sufficient members of our society.

If you have questions or comments, please contact Morgan Lynn, executive vice chancellor for programs, at (916) 445-1774 or [mlynn@ccco.edu](mailto:mlynn@ccco.edu).

Thank you for your continued support for these programs and the students they serve.

Sincerely,

A handwritten signature in black ink that reads 'Jack Scott' in a cursive script.

Jack Scott, Ph.D.  
Chancellor



## Executive Summary

The California Community Colleges serve more than 2.9 million students each year and is the largest system of higher education in the nation. The state's 112 community colleges are charged with providing workforce training, basic skills education, and preparing students to transfer to four-year universities.

The community colleges are pivotal in providing access and support services for students challenged by language, economic or other social factors. In 1969, the Extended Opportunity Programs and Services (EOPS) was created to support students' success in obtaining higher education.

To provide additional assistance for EOPS students, a supplemental component, Cooperative Agencies Resources for Education (CARE), was established in 1982. It is geared toward EOPS students who are welfare-dependent, single heads of household, pursuing an education to become economically self-sufficient.

Together, EOPS and CARE provide academic and financial support for low-income students whose educational and socio-economic backgrounds might otherwise prevent them from successfully attending college. EOPS provides services that are specifically designed to supplement existing student and academic services and help students complete their educational goals. Through these programs, students work individually with counselors to develop a required educational plan and track progress.

Section 69655(2)(b) of the California Education Code directs the Chancellor's Office Board of Governors to report annually to the Legislature on the number of students served by EOPS, and the number who achieve their educational objective. This report provides demographic data for the EOPS and CARE students served during the 2006-07 and 2007-08 academic years, as well as data

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on the number of students meeting their educational objective: obtaining a certificate, associate degree or transfer.

## Background

The California Community Colleges' Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) programs represent the state's commitment to students whose educational and socioeconomic backgrounds might discourage their equal access to postsecondary education.

In creating EOPS, the intent of the Legislature was to encourage local community colleges to establish services for students affected by language, social, and economic handicaps to assist them in achieving their educational objectives and goals. All community colleges accepted the challenge and implemented the program. In its first year of operation (1970-71), the EOPS program received \$2.8 million in state funds and served 13,000 students at 46 colleges. Since that time the program has grown; in 2008-09, it received \$106.78 million in state funds and served 112,733 students at 110 community colleges.

CARE began in 1977 at Imperial Valley College as an EOPS special project administered by the Chancellor's Office. The CARE program was established in 1982 as a means of providing supplemental educational support services for EOPS students who are single head-of-household welfare recipients and who desire job-relevant education to break the dependency cycle. In 1982, the state funded ten CARE programs at \$250,000 each; approximately 200 students were served. Since that time the program has grown; in 2008-09, the program received \$15.50 million in state funds and served 11,181 students at 110 community colleges.

Currently the EOPS and CARE programs provide support services that are specifically designed to meet the needs of each student. EOPS services include, but are not limited to: orientation, academic and needs assessment, development of an educational plan, individual and group counseling, registration assistance, textbooks, transportation assistance, financial assistance, basic skills instruction, tutoring, and personal growth and development workshops (such as time management, money management and study skills).

The CARE program provides educational support services designed for the EOPS single-parent student to strengthen retention, persistence, graduation and transfer. Such services include, but are not limited to: additional counseling/ advisement, child care, financial assistance, textbooks and school supplies and transportation assistance.

Each program provides services and activities that supplement what is generally available to all students. CARE students are eligible to receive some services funded by the California Department of Social Services, including child care and textbooks. The community colleges collaborate with the local county social services departments to eliminate duplication and maximize the services and support. The colleges also work with other on-campus support services and community-based organizations to ensure students have full access to resources available to them.

There are specific eligibility requirements to participate in the EOPS and CARE programs. Students must meet the following criteria to be accepted into the EOPS 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 eligibility based on public assistance recipient status or meeting the income standards, and
- Be educationally disadvantaged as defined by the board of governors, based on one of the following:
  - not qualified to enroll into the minimum level English or mathematics course that is applicable to the associate degree
  - not have obtained a high school diploma or a general education diploma
  - graduated from high school with a grade point average below 2.50 on a 4.00 scale
  - been previously enrolled in remedial education, or
  - Meet other factors approved by the Chancellor's Office, such as:



- the student is a first generation college student (neither parent has successfully attended college)
- the student is a member of an underrepresented group targeted by district/college to achieve equity goals
- primary language spoken in the student's home is/was non-English
- the student is an emancipated foster youth

To be eligible for CARE, an EOPS student must also be a current recipient of TANF/CalWORKs cash aid as single head of household with dependent children under the age of 14 years of age. CARE eligible students, who are no longer eligible for TANF/CalWORKs cash aid as individuals but still receive cash aid for their children, may receive CARE services.

In establishing their educational goals, students may select from a variety of job-related certificates such as accounting, management, computer science, dental assistance, early childhood education, cosmetology, vocational nursing, photo and mechanical-electrical technology and photography.

The EOPS counselors play a vital role in the students' academic success by assisting them in developing and maintaining a multi-term educational plan that includes all coursework necessary to obtain his/her educational goal. Students are provided three counseling and advising sessions each term:

- an initial appointment to review assessments and prepare a student's educational plan,
- a mid-term appointment to ensure that the student is succeeding adequately and to make any changes needed to the educational plan, and
- an end-of-term appointment to review the student's success in reaching the objectives of that term, prepare for the next term or to make plans for the future such as transferring to a four-year institution.

For continuing EOPS students, California Education Code section 69656 provides admissions application fee waivers to transfer to California State University or University of California. EOPS students routinely take advantage of this service. Completed fee waiver forms are provided for the student to submit to the institution. In addition, the colleges' transfer centers have a wealth of information and resources. The transfer centers also coordinate meetings with university representatives and students to facilitate the transfer.

## Methodology

The Chancellor's Office staff compiled this report based on data that is provided each term from all 72 community college districts.

This report includes Chancellor's Office data from cohort studies. New EOPS students accepted in academic years 2001-02 and also in 2002-03 were analyzed to determine how many completed their educational objective(s) prior to or not later than 2006-07 or 2007-08. Students are deemed to have met their educational objective(s) within six years if they:

- transferred to a four-year college or university
- obtained an associate degree
- obtained a certificate



## EOPS and CARE Student Demographics

Below are demographics that provide a profile of the students. In 2006-07, the EOPS programs served nearly 102,000 unduplicated EOPS students statewide, including approximately 9,600 CARE students. **Table 1** displays gender, age and ethnicity of these students.

Table 1. Demographic Profile of EOPS and CARE Unduplicated Students served in 2006-07				
GENDER	EOPS Students including CARE	Percent of total	CARE Students	Percent of total
Male	32,640	32.0%	270	2.8%
Female	68,926	67.6%	9,299	96.9%
Unknown	424	0.4%	25	0.3%
<b>TOTAL</b>	<b>101,990</b>	<b>100%</b>	<b>9,594</b>	<b>100%</b>
AGE				
Under 20	31,587	31.0%	546	5.7%
20 to 24	30,411	29.8%	2,484	25.9%
25 to 29	12,223	12.0%	2,444	25.5%
30 to 34	7,672	7.5%	1,683	17.5%
35 to 39	6,329	6.2%	1,229	12.8%
40 to 49	9,058	8.9%	1,077	11.2%
50 and over	4,704	4.6%	131	1.4%
Unknown	6	0.0%	0	0.0%
<b>TOTAL</b>	<b>101,990</b>	<b>100%</b>	<b>9,594</b>	<b>100%</b>

ETHNICITY	EOPS Students including CARE	Percent of total	CARE Students	Percent of total
African-American Non- Hispanic	17,964	17.6%	2,948	30.7%
American Indian/ Alaskan Native	1,392	1.4%	203	2.1%
Asian	14,670	14.4%	278	2.9%
Filipino	1,388	1.4%	113	1.2%
Hispanic	37,621	36.9%	3,189	33.2%
Other Non-White	2,315	2.3%	148	1.6%
Pacific Islander	634	0.6%	58	0.6%
White Non-Hispanic	21,875	21.4%	2,313	24.1%
Unknown/Non-Respondent/Declined	4,131	4.0%	344	3.6%
<b>TOTAL</b>	<b>101,990</b>	<b>100%</b>	<b>9,594</b>	<b>100%</b>

In 2007-08, the EOPS programs served almost 106,000 unduplicated students statewide, including 9,940 CARE students. **Table 2** displays their gender, age and ethnicity.

<b>Table 2. Demographic Profile of EOPS and CARE Unduplicated Students served in 2007-08</b>				
<b>GENDER</b>	<b>EOPS Students including CARE</b>	<b>Percent of total</b>	<b>CARE Students</b>	<b>Percent of total</b>
Male	34,547	32.7%	334	3.4%
Female	70,799	66.9%	9,576	96.3%
Unknown	455	0.4%	30	0.3%
<b>TOTAL</b>	<b>105,801</b>	<b>100%</b>	<b>9,940</b>	<b>100%</b>
<b>AGE</b>				
Under 20	33,285	31.5%	576	5.8%
20 to 24	31,250	29.5%	2,506	25.2%
25 to 29	13,032	12.3%	2,640	26.6%
30 to 34	7,985	7.5%	1,767	17.8%
35 to 39	6,332	6.0%	1,207	12.1%
40 to 49	9,045	8.6%	1,105	11.1%
50 and over	4,867	4.6%	139	1.4%
Unknown	5	0.0%	0	0.0%
<b>TOTAL</b>	<b>105,801</b>	<b>100%</b>	<b>9,940</b>	<b>100%</b>
<b>ETHNICITY</b>				
African-American Non- Hispanic	18,967	17.9%	2,918	29.4%
American Indian/ Alaskan Native	1,397	1.3%	212	2.1%
Asian	14,548	13.7%	280	2.8%
Filipino	1,439	1.4%	111	1.1%
Hispanic	39,276	37.1%	3,381	34.0%
Other Non-White	2,392	2.3%	165	1.7%
Pacific Islander	742	0.7%	73	0.7%
White Non-Hispanic	22,289	21.1%	2406	24.2%
Unknown/Non- Respondent/Declined	4,751	4.5%	394	4.0%
<b>TOTAL</b>	<b>105,801</b>	<b>100%</b>	<b>9,940</b>	<b>100%</b>

The similarities between the students served in 2006-07 and 2007-08 are illustrated in **Tables 1 and 2**. For both years, about 9.4 percent of the EOPS students were also CARE students. The age distribution of the EOPS students remained essentially the same; about 61 percent are age 24 and younger. The next largest group, at over eight percent, was between the ages of 40 to 49. The largest ethnic groups served included Hispanic (37 percent), White Non-Hispanic (21 percent), African-American at almost 18 percent and Asian at about 14 percent.

**Tables 3 and 4 show results from cohort groups:**

- **Cohort Group One:** All new EOPS students accepted into the program during the 2001-02 academic year and achieved their educational objective prior to or during 2006-07.
- **Cohort Group Two:** All new EOPS students accepted into the program during the 2002-03 academic year and achieved their educational objective prior to or during 2007-08.

**The tables identify students who received certificates and are transfer directed or transfer prepared:**

- Students earning certificates are certified as completing all required courses for their major and are prepared to enter the career designated on their certificate.
- In addition, students were identified as being “transfer directed” or “transfer prepared.” Students who are determined to be transfer directed have successfully completed both a college-level transfer math and a college-level transfer English course. Those identified as transfer prepared have completed 60 or more college transfer units with a grade point average of 2.0 or better.

**Table 3** displays the educational achievements of **Cohort Group One**. The table lists the students’ educational achievements within six years. This timeframe is also aligned with that of the federal Student Right to Know reporting requirements for postsecondary institutions and the California Community Colleges Accountability Reporting for the Community Colleges.



<b>Table 3. Group One – Cohort of New EOPS Students accepted in 2001-02 and completed their educational goals within six years</b>				
	<b>EOPS Students including CARE</b>	<b>Percent of total</b>	<b>CARE Students</b>	<b>Percent of total</b>
<b>TOTAL STUDENTS IN COHORT</b>	<b>61,224</b>		<b>5,423</b>	
<b>TRANSFER</b>				
Transfer Directed <sup>(1)</sup>	12,837	21.0%	535	9.9%
Transfer Prepared <sup>2)</sup>	15,413	25.2%	1,000	18.4%
Transfer - UC	2,115	3.5%	44	0.8%
Transfer - CSU	9,000	14.7%	393	7.2%
Transfer – Private, State Colleges and Universities	4,682	7.6%	345	6.4%
<b>TOTAL TRANSFER STUDENTS <sup>(3)</sup></b>	<b>14,389</b>	<b>23.5%</b>	<b>725</b>	<b>13.4%</b>
<b>DEGREES AND CERTIFICATES</b>				
Students receiving AA/AS Degrees only	10,777	17.6%	696	12.8%
Students receiving Certificates only	1,905	3.1%	332	6.1%
Students receiving a Degree AND a Certificate	1,635	2.7%	211	3.9%
<b>Total Number of Students receiving a Certificate and/or Degree <sup>(4)</sup></b>	<b>14,317</b>	<b>23.4%</b>	<b>1,239</b>	<b>22.8%</b>
<b>TOTAL AWARDS RECEIVED <sup>(4)</sup></b>	<b>18,994</b>		<b>1,781</b>	

- (1) Transfer Directed: the student completed both a college-level transfer math and English course.
- (2) Transfer Prepared: the student completed 60 or more college transfer units with a grade point average (GPA) of 2.0 or better.
- (3) The total numbers of “transfers” does not equal the total number of students who transferred because students may transfer to multiple institutions (and different postsecondary systems).
- (4) Total number of students receiving a degree or certificate is not equal to the number of awards received because students may receive more than one degree or certificate.

**Table 4** displays the educational achievements of **Cohort Group Two**. This is in alignment with the program’s eligibility requirements and the needs of the EOPS students (who often must enroll in basic skills and ESL courses to perform at a college level), as well as Student Right to Know reporting and ARCC.

<b>Table 4. Group Two - Cohort of New EOPS Students accepted in 2002-03 and completed their educational goals within six years</b>				
	<b>EOPS Students including CARE</b>	<b>Percent of total</b>	<b>CARE Students</b>	<b>Percent of total</b>
<b>TOTAL STUDENTS IN COHORT</b>	<b>57,845</b>		<b>5,291</b>	
<b>TRANSFER</b>				
Transfer Directed <sup>(1)</sup>	12,254	21.2%	587	11.1%
Transfer Prepared <sup>(2)</sup>	15,021	26.0%	1,083	20.5%
Transfer- UC	1,932	3.3%	48	0.9%
Transfer- CSU	7,986	13.8%	408	7.7%
Transfer - Private & Out of State Colleges/Universities	4,022	7.0%	312	5.9%
<b>TOTAL TRANSFER STUDENTS <sup>(3)</sup></b>	<b>12,950</b>	<b>22.4%</b>	<b>716</b>	<b>13.5%</b>
<b>DEGREES AND CERTIFICATES</b>				
Students receiving AA/AS Degrees only	10,283	17.8%	763	14.4%
Students receiving Certificates only	1,814	3.1%	290	5.5%
Students receiving a Degree AND a Certificate	1,580	2.7%	240	4.5%
<b>Total Number of Students receiving Certificate and/or Degrees <sup>(4)</sup></b>	<b>13,677</b>	<b>23.6%</b>	<b>1,293</b>	<b>24.4%</b>
<b>TOTAL AWARDS RECEIVED <sup>(4)</sup></b>	<b>18,278</b>		<b>1,877</b>	

- (1) Transfer Directed: the student completed both a college-level transfer math and English course.
- (2) Transfer Prepared: the student completed 60 or more college transfer units with a Grade Point Average (GPA) of 2.0 or better.
- (3) The total numbers of “transfers” does not equal the total number of students who transferred because students may transfer to multiple institutions (and different postsecondary systems).
- (4) Total number of students receiving a degree or certificate is not equal to the number of awards received because students may receive more than one degree or certificate.

**Tables 3 and 4** illustrate that, for both cohorts, about 23 percent of EOPS students received a community college certificate or associate degree. In addition, 23 percent of the EOPS students transferred to a four-year university.

## Program Funding and Expenditures

California community colleges receiving EOPS funds are required to provide a 15 percent match (local contribution) to the amount the Chancellor’s Office allocates to the college. Historically, the colleges have exceeded the match, thus demonstrating a continued commitment to the program.

<i>(Dollars in Millions)</i>			
	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>State EOPS Allocation</b> <sup>(1)</sup>	\$98.37	\$106.78	\$106.78
<b>State CARE Allocation</b> <sup>(2)</sup>	\$14.54	\$15.50	\$15.50
<b>Total Local Contribution</b> <sup>(3)</sup>	\$20.00	\$22.70	\$22.70

Sources:

- <sup>(1)</sup> State Budget Act
- <sup>(2)</sup> State Budget Act
- <sup>(3)</sup> Chancellor’s Office EOPS budget reports

In 2000-01, the state Budget Act provided \$5 million to augment the funds that the California Community Colleges EOPS programs were spending on textbooks for EOPS students. In 2007-08, the state Budget Act provided additional an augmentation of \$1.9 million dollars statewide to the EOPS programs specifically for textbook expenditures. The allocations listed above include these textbook augmentations.



## Key Findings

This report shows that well over 100,000 EOPS students were served in each fiscal year of 2006-07 (101,990) and 2007-08 (105,801). The majority of students are female and under the age of 29. Approximately 13 percent are 40 years of age or older.

Two cohort groups of EOPS students were tracked to determine the number that completed their educational objective within six years or 12 semesters. Cohort group one consists of 61,224 EOPS students, including 5,423 CARE students, who were accepted into the EOPS program during 2001-02. Cohort group two consists of 57,845 EOPS students including 5,291 CARE students, who were accepted into the EOPS program during 2002-03.

The two cohorts achieved their educational objectives at rates that show little variance. For instance, of the first cohort, (Table 3) 23.5 percent of the EOPS students and 13.4 percent of CARE students transferred to a four-year university, while of the second cohort, (Table 4) 22.4 percent of the EOPS students and 13.5 percent of CARE students transferred. Similarly, 23.4 percent (first cohort) and 23.6 percent (second cohort) of EOPS students achieved their educational objective and received a certificate or associate degree. CARE students received a certificate or associate degree at rates of 22.8 percent (first cohort) and 24.4 percent (second cohort).





## Conclusion

The report shows outcomes for two cohorts of EOPS and CARE students tracked for six years (12 semesters). The cohorts achieved their educational objectives at rates that show little variance. For both cohorts, about 23 percent of EOPS students and 13 percent of CARE students transferred. EOPS and CARE students received community college certificates or associate degrees at rates of over 23 percent for both cohorts.

The EOPS and CARE programs represent the state's commitment to access and educational equity for California residents whose educational and socioeconomic backgrounds may discourage their participation in postsecondary education. A recent community college graduate and former EOPS/CARE student commented, "... the EOPS program not only provides economic support but also personal and emotional support that was vital to achieving my educational goal."



## Acknowledgements

Chancellor Jack Scott would like to acknowledge and thank those who have made significant contributions to the EOPS and CARE programs report.

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