A stack of several books is shown from a low angle, creating a sense of depth. The books are slightly out of focus, and the entire image is overlaid with a semi-transparent teal color. The text is centered over the books.

A Profile of the Educational Opportunity Centers Program: 1999-2000

**U.S. Department of Education
Office of Postsecondary Education
Office of Federal TRIO Programs**

2002

A Profile of the Educational Opportunity Centers Program: 1999-2000

Prepared for:

U.S. Department of Education
Office of Postsecondary Education
Office of Federal TRIO Programs

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FOREWORD

To help ensure the full success of President Bush's education initiative, "No Child Left Behind," high-quality postsecondary educational opportunities must be available to all students. In keeping with this goal, the Federal TRIO Programs provide outreach and support to help low-income, first-generation college students progress through the academic pipeline from middle school to postbaccalaureate programs.

On behalf of the Office of Federal TRIO Programs, I am pleased to present this report, *A Profile of the Educational Opportunity Centers Program: 1999-2000*. The goal of this TRIO Program is to increase the number of adults who enroll in postsecondary educational institutions.

This report is the second in a series of reports that present a national profile of the Educational Opportunity Centers, or EOC Program. Individual project reports, under separate cover, summarize specific information submitted by each EOC project and provide aggregate information on other EOC projects in the same institutional sector and the nation. The 1999-2000 performance report, submitted by the EOC projects, was the primary data source for both the national profile and individual project reports.

The Office of Federal TRIO Programs is proud to share with you national statistical information on the EOC Program. It is our hope that the collection and dissemination of this information will foster communication aimed at assessing our mission and implementing measures to see how well we are doing. We look forward to continuing to work together to improve program services and postsecondary enrollment rates for economically disadvantaged adults.

Larry Oxendine
Acting Director
Office of Federal TRIO Programs

ACKNOWLEDGMENTS

Publishing this report was a team effort and we appreciate the support of all who contributed. First, we thank the project staff members of the Educational Opportunity Centers who reported the data upon which the report is based. Computer Business Methods Inc. processed the data files. The Office of Federal TRIO Programs sponsored the report and Frances Bergeron of the Office of Federal TRIO Programs coordinated the reporting process. Mary Fran Miklitsch deserves special mention for designing and preparing the report for publication.

HIGHLIGHTS

This report provides a comprehensive profile of the EOC Program using the 1999-2000 performance report data. Complete performance reports were submitted by 81 of 82 projects (99 percent), serving a total of 167,128 participants. This report is intended to serve as a resource for the improvement of EOC services.

Below are highlights from the following sections of the report: demographics of project participants, services and activities, and performance outcomes.

Demographics of Project Participants

- Projects hosted by community organizations served 39 percent of all EOC participants; 4-year institutions, 37 percent; and 2-year colleges, 25 percent.
- Eight of 10 EOC participants (80 percent) were new to the program, with 20 percent continuing from a previous year.
- Seventy-three percent of participants met both the low-income and first-generation college eligibility requirements. Twelve percent were first-generation only and 10 percent were low-income only. The remaining 5 percent were other classifications.
- Forty percent of participants were white, 38 percent were black or African American, 14 percent were Hispanic or Latino, and 9 percent were of other races or ethnic groups.
- More than six of 10 EOC participants (64 percent) were female.
- Forty-two percent of participants were ages 28 and older; 41 percent, 19 to 27 years old; and 16 percent, 14 to 18 years old.
- The largest percentage of participants (39 percent) were high school (or GED) graduates. Twenty-three percent were postsecondary students, 26 percent were postsecondary or secondary school dropouts (12 percent and 14 percent, respectively), and the remaining 12 percent were secondary school students.

Services and Activities

- Every EOC host organization offered counseling services to its EOC participants. Other common services included academic advising (99 percent), referrals to other organizations (90 percent), and college orientation (81 percent).
- Eighty-three percent of all participants, including 100 percent of all adult participants, received counseling services.
- Of the remaining services, 59 percent of all EOC participants received academic advising; 33 percent, college orientation services; and 31 percent, referrals to other organizations.

Performance Outcomes

- EOC projects assisted 77 percent of college-ready participants in applying for postsecondary admissions and 83 percent in applying for financial aid.
- Fifty-seven percent of college-ready participants were admitted to a postsecondary institution, and 56 percent of participants who had dropped out of college reenrolled.
- Among those participants admitted to a postsecondary institution, 54 percent were admitted to a public 2-year college, 24 percent to a public 4-year college, 14 percent to a public or nonprofit vocational or technical school, and the remaining 8 percent to another type of educational institution.

I. INTRODUCTION

This report is the second in a series addressing the Educational Opportunity Centers (EOC) projects. The report is presented in two documents. The first piece, the national report, provides feedback from EOC projects on the status of EOC performance reporting and gives the overall results from all projects reporting. A second, companion document provides individualized reports, which summarize data from each project.

The purpose of the reports is to share feedback and other information from the performance reports that EOC projects prepare each year. It is our hope that EOC projects can use the shared information to plan and improve their own services, which will increase educational opportunities for economically-disadvantaged adults.

In both the national and individual project reports, we look at the data by type of host institution—4-year and 2-year postsecondary institutions and community organizations. We also present the reporting response rates by federal region.

Although EOC and Talent Search projects have a similar performance report form, these programs have different missions, participant characteristics, and services. To gather and present performance report information more fully for each of these programs, we have prepared separate but similar reports for both the EOC and Talent Search projects.

A. Background

In 1972, EOC became the fourth of the TRIO Programs. EOCs provide counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. EOCs coordinate with nearby postsecondary institutions and engage in activities designed to involve and acquaint the local community with higher education. Participants must reside in the target area served by the EOC and be age 19 or older. However, if there is not a Talent Search project in the surrounding region, participants may be younger than 19.

In 1998-99 (FY 1998) new grant awards were made, increasing the number of EOC projects from 74 to 82. EOC projects are operated by 2- or 4-year colleges and universities, public or private nonprofit agencies or organizations, or a combination of these sponsors. In each project, at least two-thirds of the participants must be both low-income and potential first-generation college students. Services provided by EOC projects include academic advice, personal counseling, career workshops, information on postsecondary educational opportunities, information on student financial assistance, assistance in completing applications for college admission, testing and financial aid, coordination with nearby postsecondary institutions, and media activities designed to involve and acquaint the community with higher education opportunities, tutoring, and mentoring.

It is helpful to place EOC in the context of the other direct service TRIO Programs—Upward Bound (UB), Upward Bound Math Science (UBMS), Talent Search (TS), Student Support Services (SSS), and Ronald E. McNair Baccalaureate Achievement Program (McNair). Table 1 gives the funding information and participant numbers for each of the direct service TRIO Programs in 2000-2001 (FY 2000). As shown, the 82 EOC projects serve more than 160,000 people each year at an average cost per person of \$190 in 2000-2001.

Table 2 gives TRIO funding levels in constant 2000 dollars. One can see from this table that funding for EOC has increased more than threefold in constant dollars since the program's inception.

Table 1. TRIO funding, number of grants, number served, average grant award, amount per person served, and average number served: 2000-2001

| TRIO Program | Program funding | Number of grants | Number served | Average award | Amount per person served | Average number served |
|---------------------------------|-----------------|------------------|---------------|---------------|--------------------------|-----------------------|
| Educational Opportunity Centers | \$30,505,000 | 82 | 160,836 | \$372,012 | \$190 | 1,961 |
| Talent Search | \$100,545,000 | 360 | 320,854 | \$279,292 | \$313 | 891 |
| McNair | \$34,859,000 | 156 | 3,774 | \$223,455 | \$9,237 | 24 |
| Student Support Services | \$183,300,000 | 795 | 176,614 | \$230,566 | \$1,038 | 222 |
| Upward Bound | \$241,941,000 | 772 | 56,564 | \$313,395 | \$4,277 | 73 |
| Upward Bound Math Science | \$30,074,000 | 123 | 6,093 | \$244,504 | \$4,936 | 50 |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, 2001.

Table 2. TRIO funding levels in constant 2000 dollars (millions)

| Year | EOC | TS | UB | SSS | McNair | UBMS |
|------|-------|-------|---------|--------|--------|-------|
| 1967 | — | \$9.5 | \$123.2 | — | — | — |
| 1970 | — | 16.7 | 124.2 | \$41.7 | — | — |
| 1975 | \$9.2 | 18.4 | 117.5 | 70.6 | — | — |
| 1980 | 13.2 | 32.0 | 127.6 | 115.1 | — | — |
| 1985 | 13.0 | 28.5 | 113.4 | 107.2 | — | — |
| 1990 | 15.4 | 34.5 | 121.2 | 114.1 | \$2.0 | \$2.5 |
| 1995 | 26.4 | 84.1 | 204.3 | 153.9 | 20.5 | 20.4 |
| 2000 | 30.5 | 100.5 | 241.9 | 183.3 | 34.9 | 30.1 |

SOURCE: Calculated from information provided by U.S. Department of Education, Office of Federal TRIO Programs, and the Consumer Price Index.

B. Performance report response

This report covers the 1999-2000 reporting period. This was the second year that EOC projects used the new performance report form approved by the Office of Management and Budget in 1998. For 1999-2000, aggregate performance reports covering Sections I-V on the performance report form were submitted by 99 percent of the projects in operation at the time (Table 3). These reports covered 167,128 participants in the reference year.

Figure 1 and Table 4 give the percentage of projects reported by region. Nine of ten regions had 100 percent response rates. One project did not complete the annual performance report in Region VI.

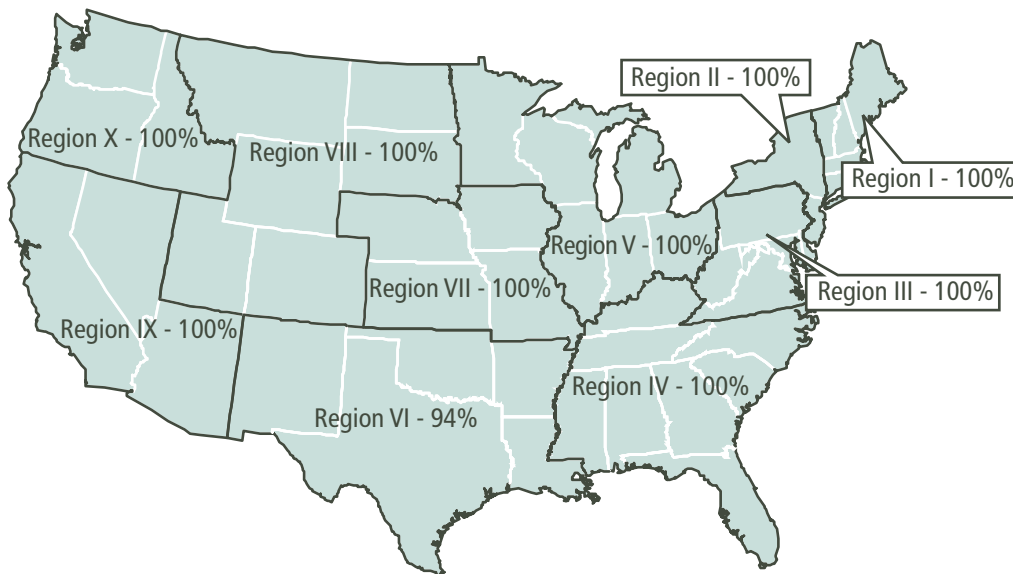
Table 3. Number of EOC projects and participants reporting performance information, by type of host institution: 1999-2000

| Sector | Total projects in 1999 | Percentage of total EOC projects | Project response rate | Number of participants reported | Percentage distribution |
|-------------------------|------------------------|----------------------------------|-----------------------|---------------------------------|-------------------------|
| 4-year | 40 | 49% | 100% | 61,018 | 37% |
| 2-year | 23 | 28% | 96% | 41,079 | 25% |
| Community organizations | 19 | 23% | 100% | 65,031 | 39% |
| All projects | 82 | 100% | 99% | 167,128 | 100% |

Percentages do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

Figure 1. Performance report response rates, by region: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

Table 4. Number of EOC projects and participants and percentage reporting performance information, by federal region: 1999-2000

| Federal region | Total projects in 1999 | Project distribution | Number of participants | Number of projects reporting | Response rate |
|---------------------------|------------------------|----------------------|------------------------|------------------------------|---------------|
| Region I (Boston) | 5 | 6% | 19,895 | 5 | 100% |
| Region II (New York) | 2 | 2% | 3,894 | 2 | 100% |
| Region III (Philadelphia) | 10 | 12% | 17,743 | 10 | 100% |
| Region IV (Atlanta) | 17 | 21% | 40,541 | 17 | 100% |
| Region V (Chicago) | 11 | 13% | 17,665 | 11 | 100% |
| Region VI (Dallas) | 17 | 21% | 25,377 | 16 | 94% |
| Region VII (Kansas City) | 6 | 7% | 14,458 | 6 | 100% |
| Region VIII (Denver) | 6 | 7% | 13,565 | 6 | 100% |
| Region IX (San Francisco) | 5 | 6% | 8,807 | 5 | 100% |
| Region X (Seattle) | 3 | 4% | 5,183 | 3 | 100% |
| Total for nation | 82 | 100% | 167,128 | 81 | 99% |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

C. Comparison of response rates: 1998-99 and 1999-2000

All but one EOC project (99 percent) submitted performance reports using the new OMB approved form for the 1999-2000 project year. For 1998-99, four EOC projects did not submit performance reports (95 percent). Complete demographic data were provided on 152,344 participants in 1998-99 and 167,128 in 1999-2000.

D. Structure of the report

The rest of this report is organized according to the structure of the performance report. Chapter II presents a demographic profile of EOC participants and target schools. Chapter III discusses the provision of project services. Chapter IV provides an analysis of performance outcomes, and Chapter V discusses data issues as well as plans for the future.

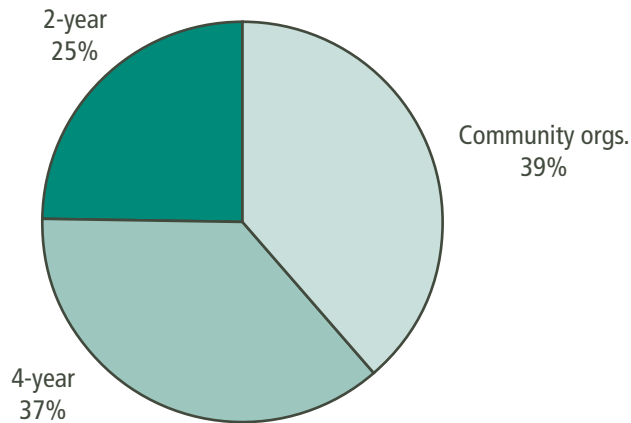
II. DEMOGRAPHIC PROFILE OF PROJECT PARTICIPANTS

This section summarizes the demographic information that was reported on the 1999-2000 EOC performance reports. Statistics are given for EOC projects as a whole, as well as projects grouped by type of host institution, defined as 4-year colleges and universities, 2-year colleges, and community organizations.

A. Number of participants assisted

Eighty-one of the 82 EOC projects operating during the 1999-2000 reporting year provided valid demographic data. The 81 projects served a total of 167,128 participants, averaging 2,063 participants per project. The smallest of the projects served about 500 participants and the largest served more than 8,000. As Figure 2 shows, 39 percent of participants were served by projects based in community organizations, 25 percent were served by projects at 2-year institutions, and another 37 percent were served by projects at 4-year colleges and universities.

Figure 2. Participant distribution by type of host institution: 1999-2000

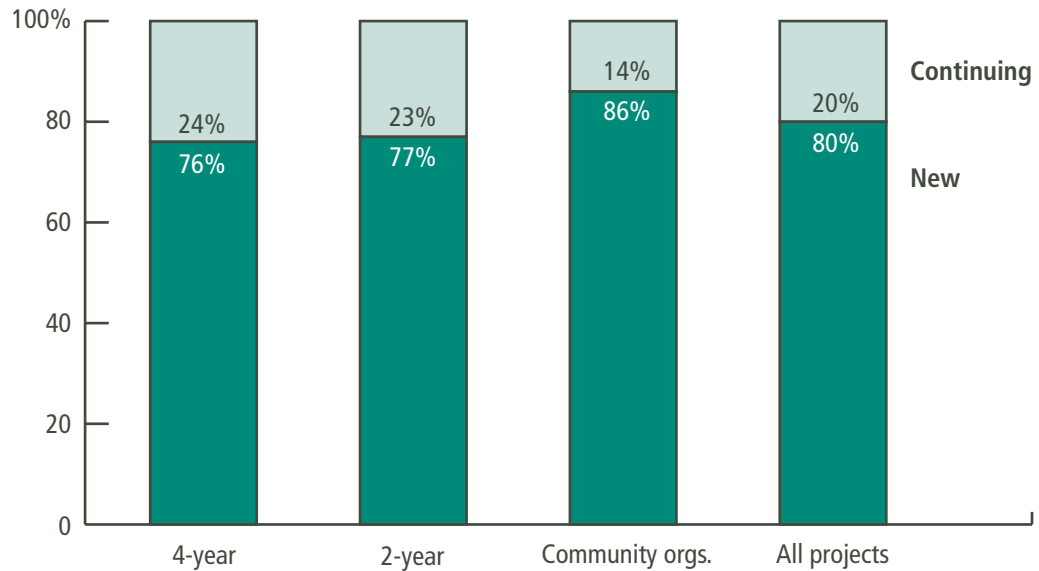


Percentages do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

Eight of ten participants (80 percent) in the 1999-2000 program year were new, a decrease of about 5 percent from 1998-99. Twenty percent of 1999-2000 participants were continuing from the previous year. The percentage of new participants was greatest (86 percent) among projects in the community organization sector. In the 2-year college sector, 77 percent were new participants and in the 4-year college sector, 76 percent were new (Figure 3).

Figure 3. Participant distribution by status and type of host institution: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

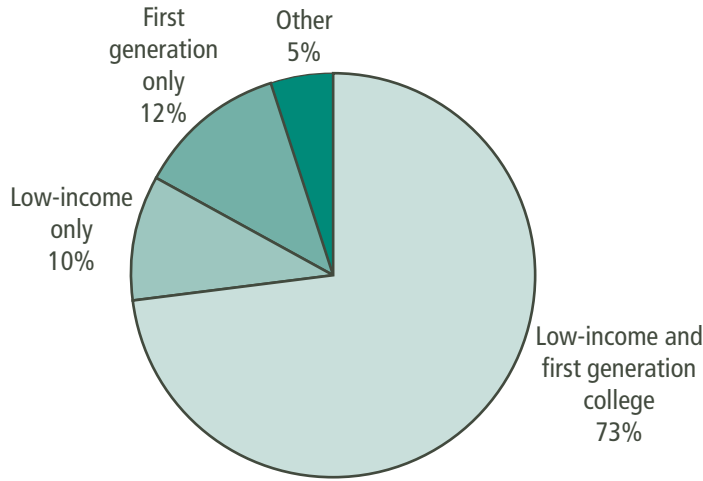
B. Participant distribution by eligibility

Seventy-three percent of all EOC participants met both eligibility criteria: they were low-income¹ participants and potential first-generation college² students (Figure 4). Ten percent met only the low-income criterion; another 12 percent met only the first-generation college requirement. Regulations require that two-thirds of project participants each year meet both eligibility criteria.

¹ A low-income participant is one whose family's income was less than 150 percent of the poverty level amount. The U.S. Department of Commerce, Bureau of the Census, sets guidelines to determine the definition of poverty level.

² A potential first-generation college student is an individual whose parents or guardians did not receive a baccalaureate degree.

Figure 4. Participant distribution by eligibility: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

As Table 5 shows, there is very little variation across the sectors in the distribution of participants by eligibility status.

Table 5. Participant distribution by eligibility status and type of host institution: 1999-2000

| Sector | Low-income and first generation | Low-income only | First generation only | Other |
|-------------------------|---------------------------------|-----------------|-----------------------|-------|
| 4-year | 73% | 10% | 14% | 4% |
| 2-year | 74% | 10% | 11% | 5% |
| Community organizations | 71% | 10% | 11% | 8% |
| All projects | 73% | 10% | 12% | 5% |

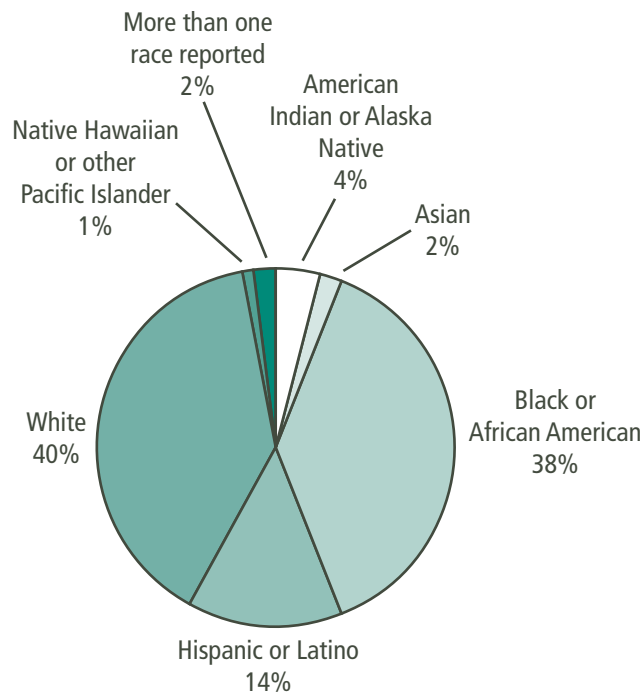
Percentages do not total 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

C. Participant distribution by racial and ethnic background

Figure 5 shows that whites (40 percent) and blacks or African Americans (38 percent) made up the largest racial and ethnic groups among EOC participants in 1999-2000. Hispanic or Latino students were the next largest group with 14 percent of the participants. American Indians or Alaska Natives were 4 percent, Asians and multi-racial participants were 2 percent each and Native Hawaiians or other Pacific Islanders represented 1 percent of all participants.

Figure 5. Participant distribution by racial and ethnic background: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

Table 6 presents the distribution of EOC participants by both racial and ethnic background and type of host institution. We see slight variations in the racial and ethnic distributions across sectors. For example, African Americans made up less than one-third of the participants at 2-year and 4-year institutions but represented nearly half the participants in community organizations. Two-year and 4-year institutions had much larger percentages of white participants (46 percent and 42 percent, respectively) than did community organizations (34 percent).

Table 6. Participant distribution by racial and ethnic background and type of host institution: 1999-2000

| Sector | American Indian or Alaska Native | Asian | Black or African American | Hispanic or Latino | White | Native Hawaiian or Other Pacific Islander | More than one race reported |
|-------------------------|----------------------------------|-------|---------------------------|--------------------|-------|---|-----------------------------|
| 4-year | 7% | 1% | 32% | 16% | 42% | 0% | 2% |
| 2-year | 4% | 2% | 31% | 12% | 46% | 1% | 3% |
| Community organizations | 2% | 2% | 48% | 12% | 34% | 0% | 2% |
| All projects | 4% | 2% | 38% | 14% | 40% | 1% | 2% |

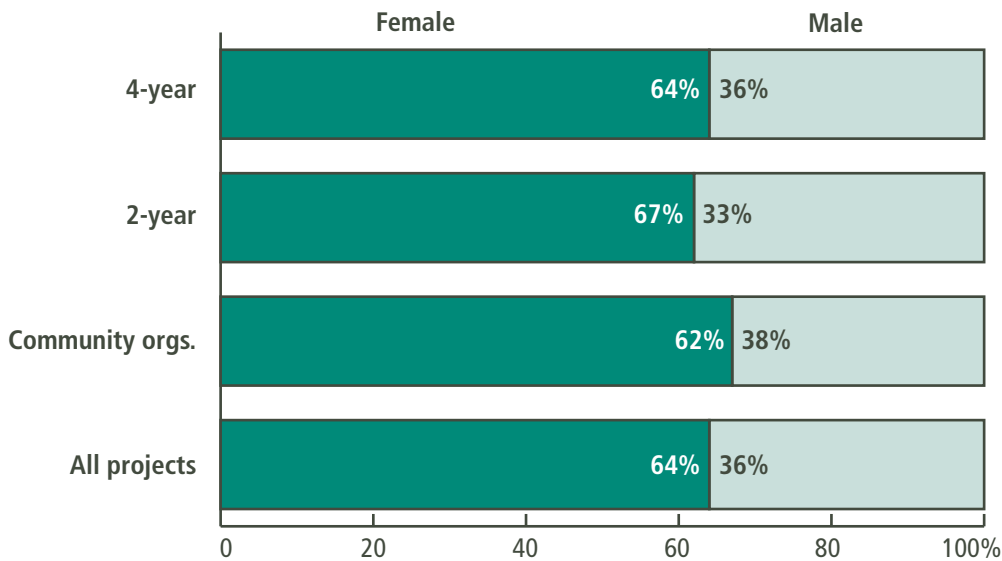
Percentages do not total 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

D. Participant distribution by gender

During the 1999-2000 reporting period, 64 percent of EOC participants were female and 36 percent were male. In projects based in 4-year institutions, the percentage of females was also 64 percent. At 2-year colleges, the percentage of females was 67 percent, and in the community organizations sector the percentage was 62 percent (Figure 6).

Figure 6. Participant distribution by gender and type of host institution: 1999-2000



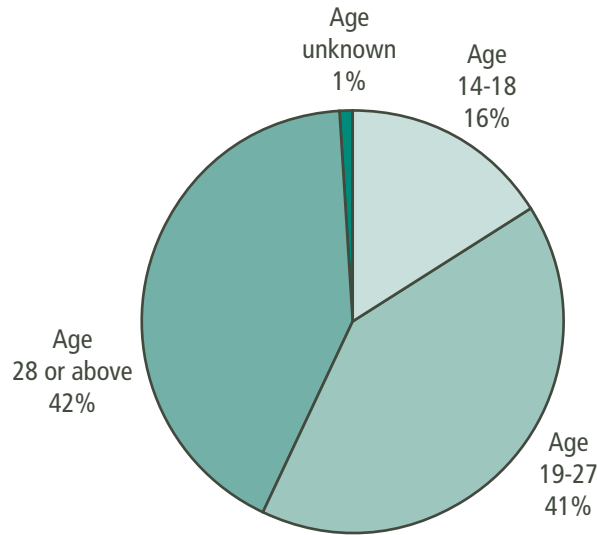
SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

E. Participant distribution by age

More than four-fifths (83 percent) of EOC participants were ages 19 or older (Figure 7). Forty-one percent of participants were ages 19 to 27 and 42 percent were 28 or above. Only 16 percent were ages 14 to 18. Only 16 percent were ages 14 to 18.

Community organizations and 2-year institutions had slightly higher proportions of students in the older age ranges (Table 7). Eighty-five percent of students at both these types of host organizations were 19 years of age or older. Eighty-two percent of participants at 4-year colleges and universities were in this same age range.

Figure 7. Participant distribution by age: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

Table 7. Participant distribution by age and type of host institution: 1999-2000

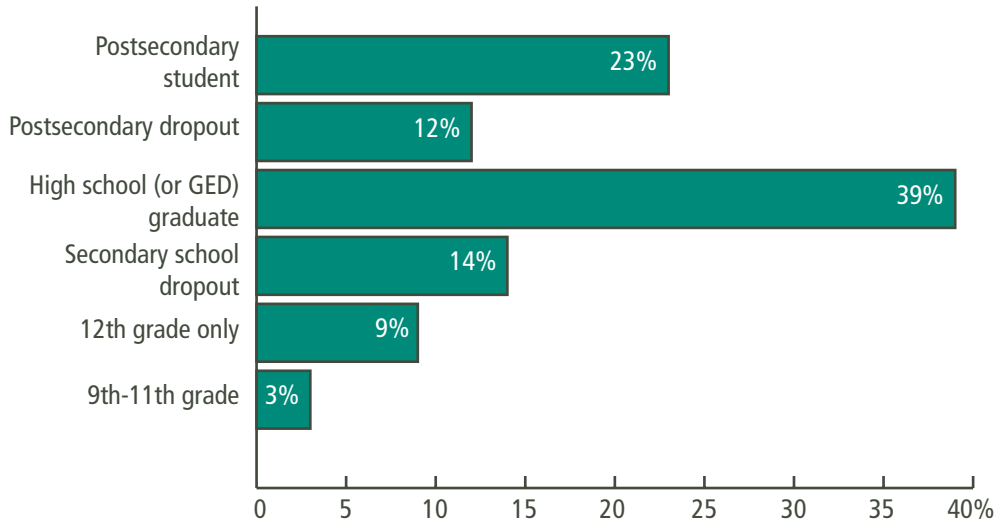
| Sector | 14-18 | 19-27 | 28 or above | Unknown |
|-------------------------|-------|-------|-------------|---------|
| 4-year | 17% | 41% | 41% | 1% |
| 2-year | 14% | 40% | 45% | 1% |
| Community organizations | 15% | 42% | 43% | 0% |
| All projects | 16% | 41% | 42% | 1% |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

F. Participant distribution by grade level

As expected given the age distribution, only 12 percent of EOC participants were attending high school during the 1999-2000 school year (Figure 8). Thirty-nine percent had already graduated from high school or received their GED certificate (and were not attending school), 23 percent were attending college, and 26 percent had left high school or college without graduating.

Figure 8. Participant distribution by grade level: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

There were some differences in grade-level distribution by type of host institution in 1999-2000. Four-year institutions served the highest proportion of high school students; 16 percent of participants at 4-year institutions were high school students compared with 7 percent at 2-year institutions and 11 percent at community organizations (Table 8). Two-year institutions served a larger proportion of secondary school dropouts (19 percent), and community organizations served a higher percentage of postsecondary students (30 percent) than did 4-year or 2-year institutions (17 percent and 21 percent, respectively).

Table 8. Participant distribution by grade level and type of host institution: 1999-2000

| Grade Level | 4-year | 2-year | Community orgs. | All projects |
|-------------------------------|--------|--------|-----------------|--------------|
| Grades 9-11 | 4% | 2% | 3% | 3% |
| 12th grade only | 12% | 5% | 8% | 9% |
| Secondary school dropout | 15% | 19% | 11% | 14% |
| High school (or GED) graduate | 39% | 38% | 40% | 39% |
| Postsecondary dropout | 14% | 15% | 7% | 12% |
| Postsecondary student | 17% | 21% | 30% | 23% |

Percentages do not total 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

There are some changes from 1998-99 in grade-level distribution by type of host institution. At that time, projects hosted by 2-year and 4-year institutions were somewhat more likely to serve those who had graduated but not yet enrolled in postsecondary school (45 percent and 42 percent, respectively) than were projects hosted by community organizations (28 percent). Also, projects hosted by community organizations were somewhat more likely to serve those who were already postsecondary students (28 percent) than were projects hosted by 2-year and 4-year institutions (16 percent and 17 percent, respectively).

G. Veterans served

A small percentage of EOC participants (3 percent) were veterans. Four percent of participants in the 4-year sector, and 3 percent in the 2-year sector and the community organizations sector were veterans.

H. Participants of limited English proficiency

Overall, 4 percent of EOC participants during the 1999-2000 reporting period had limited English proficiency. Two percent of participants in the 4-year sector, 3 percent in the 2-year sector, and 6 percent in the community organizations sector had limited English proficiency.

I. Target schools

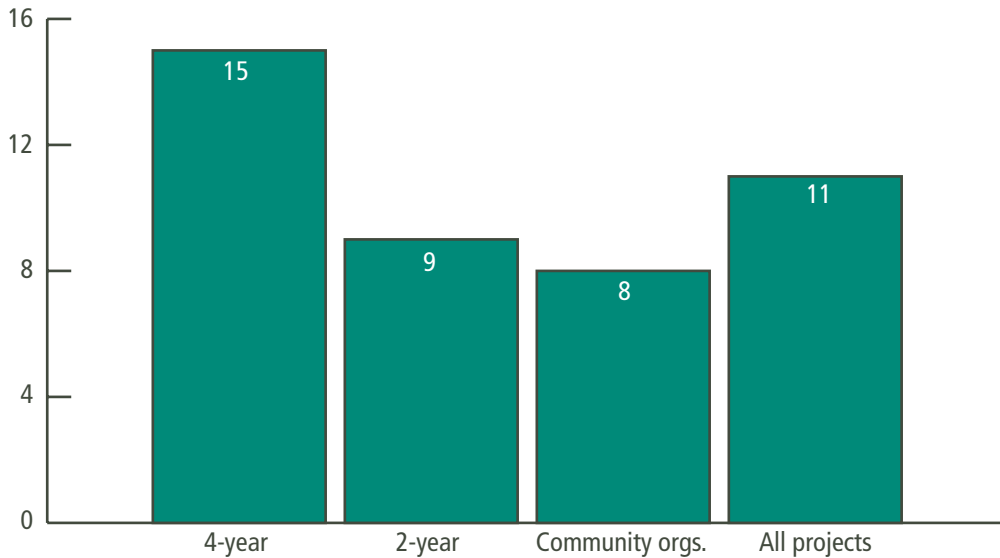
The performance report form used by both Talent Search and EOC projects asked projects to list the target schools at which the projects worked. Target schools are secondary or middle schools that the grantee designated as a focus of project services.

Since only those EOC projects that chose to serve high school students work with target schools, not all EOC projects are expected to provide these data. EOC projects work with a variety of other educational institutions and community organizations, so information on target schools provides only a partial picture of the groups with which EOC projects work. Of the 82 EOC projects, 20 projects, or 24 percent, submitted a list of target schools.

EOC projects providing lists of target schools included an average of eleven schools. Projects based in 4-year colleges and universities served an average of 15 target schools (Figure 9). Projects based at 2-year colleges had an average of nine target schools and community organizations had an average of eight.

In 1998-99, 34 EOC projects, or 41 percent, submitted a list of target schools. Each of these projects worked with an average of eight target schools.

Figure 9. Number of target schools per EOC project reporting target schools, by type of host institution, 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

J. Comparison of select demographic data: 1998-99 and 1999-2000

The biggest change in EOC participant demographic data was the rise in the number of continuing participants. In 1998-99, 85 percent of all participants were new (and 93 percent of participants at community organizations). In 1999-2000, this figure dropped to 80 percent (and 86 percent at community organizations). Other shifts include a slight rise in the percentage of black or African American participants balanced by a small decline in the percentage of white participants. There was also an increase in the percentage of postsecondary students and high school graduates coupled with a decrease in 12th grade students.

The shifts in race and ethnicity and grade level are attributable mostly to an increased response rate in 1999-2000. In 1999-2000 three more projects responded than in 1998-99, including one particularly large project with high percentages of black or African American students and high school graduates.

III. PROJECT SERVICES AND ACTIVITIES

This section provides an overview of the types of services and activities that EOC projects provide to their participants. The performance reports asked projects to list the number of sessions and the number of participants who attended each of 10 activities over the 1999-2000 program year. Staff reported participants by age group—high school and adult.³ High school participants were in grades 9 to 12 or had dropped out of high school. Any participant who had completed high school or earned a GED was considered an adult.

Table 9 highlights the percentages of projects that provided each service in 1999-2000 overall as well as broken down by high school and adult participants. The most common activities provided by EOC projects were counseling and academic advising. All 81 projects provided counseling services and all but one provided academic advising. Other common activities included referrals to other organizations (90 percent), college orientation activities (81 percent), and test-taking and study skills development sessions (63 percent). As expected for the EOC Program, the data also show that projects gear their activities more to adults than to high school students.

Table 9. Percentage of projects offering services to participants, by grade level: 1999-2000

| Service | High School | Adult | Overall |
|--|-------------|-------|---------|
| Tutoring | 10% | 44% | 46% |
| Assisted (computer) labs | 17% | 47% | 49% |
| Test-taking & study skills development | 26% | 62% | 63% |
| Counseling | 43% | 100% | 100% |
| Academic advising/course selection | 37% | 99% | 99% |
| Mentoring | 7% | 35% | 35% |
| Cultural activities | 15% | 27% | 32% |
| College orientation activities | 31% | 81% | 81% |
| Family activities | 11% | 23% | 26% |
| Referrals | 23% | 90% | 90% |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000

³ Some projects included numbers for middle school participants. Because middle school participants were to be included in the annual performance report for only the Talent Search Program—not the EOC Program—the data are not included in this analysis.

A higher percentage of projects provided each of these services in 1999-2000 than in 1998-99 (Table 10). For counseling, academic advising/course selection, and referrals, the percentage of projects providing the services increased by 20 percent.

Overall, projects provided a wide array of services in 1999-2000. Sixty-two percent of projects provided at least six of the above services to either their high school or adult participants (Table 11). Projects were much more likely, however, to provide these services to adult participants. While 54 percent of projects provided none of these services to high school participants, 92 percent provided at least four different types of services to their adult participants.

Table 10. Comparison of percentage of projects offering different types of services to participants: 1998-99 and 1999-2000

| Service | 1998-1999 | 1999-2000 | Increase |
|--|-----------|-----------|----------|
| Tutoring | 41% | 46% | 5% |
| Assisted (computer) labs | 40% | 49% | 9% |
| Test-taking & study skills development | 48% | 63% | 15% |
| Counseling | 80% | 100% | 20% |
| Academic advising/course selection | 79% | 99% | 20% |
| Mentoring | 30% | 35% | 5% |
| Cultural activities | 26% | 32% | 6% |
| College orientation activities | 67% | 81% | 14% |
| Family activities | 16% | 26% | 10% |
| Referrals | 70% | 90% | 20% |

Source: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1998-99 and 1999-2000.

Table 11. Percentage of projects offering multiple services to participants, by grade level: 1999-2000

| Service | High school | Adults | Overall |
|-----------------------------|-------------|--------|---------|
| 10 of above services | 1% | 7% | 7% |
| 8 or 9 of above services | 5% | 15% | 19% |
| 6 or 7 of above services | 9% | 38% | 36% |
| 4 or 5 of above services | 21% | 32% | 31% |
| 1, 2 or 3 of above services | 10% | 7% | 7% |
| None of above services | 54% | 0% | 0% |

Percentages do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

A. Academic support services

The following four services, grouped as academic support services, were defined in the performance report as follows:

- Tutoring—individual or small-group tutoring provided by professional staff or students who are either part-time paid staff, volunteers, or internship-for-credit students.
- Assisted (computer) labs—academic support or tutoring provided through a learning or computer center, which may include computer-assisted instruction.
- Test-taking and study skills development—workshops, tutoring, or individual assistance specifically designed to help students develop the skills necessary to 1) succeed in academic programs, 2) meet scoring requirements on national or state standardized tests for admission into a postsecondary educational institution, or 3) pass a high school equivalency exam.
- Academic advising/course selection—assisting students in making education plans, selecting appropriate courses, meeting academic requirements, planning for high school graduation, and gaining admission to a postsecondary educational institution.

Three different measures were used to analyze the extent to which services were offered to participants. The first measure indicated the percentage of all EOC participants who received a service. The second measure was the average number of sessions per project (for only those projects that undertook that service). The third measure looked at the average number of sessions per participant (for those participants engaged in that service). Projects differed in the manner in which they counted sessions, but we included these data here as an indicator of intensity rather than a measure of the number of participant contacts. This measure underestimates the actual sessions per participant. When a project provided services to a group of five people, for example, the instructions were to count the session as one rather than five sessions.

As Table 12 shows, among academic support services, 3 percent of participants received tutoring, 9 percent attended assisted (computer) labs, 14 percent attended test-taking and study skills development sessions, and 59 percent received academic advising. On average (among those projects that provided each service), a typical EOC project provided 366 tutoring sessions, 320 assisted computer lab sessions, 282 test-taking and study skills development sessions, and 1,121 academic advising sessions in the 1999-2000 program year. The average number of sessions per participant was three for tutoring and about one for the other three academic support services.

The percentage of participants receiving academic advising and course selection assistance increased 15 percent from 1998-99. Increases also occurred in the percentage of participants receiving assisted (computer) labs (5 percent) and test-taking and study skills development services (6 percent).

Table 12. Percentage of all participants receiving academic support services, average number of sessions per project, and average number of sessions per participant: 1999-2000

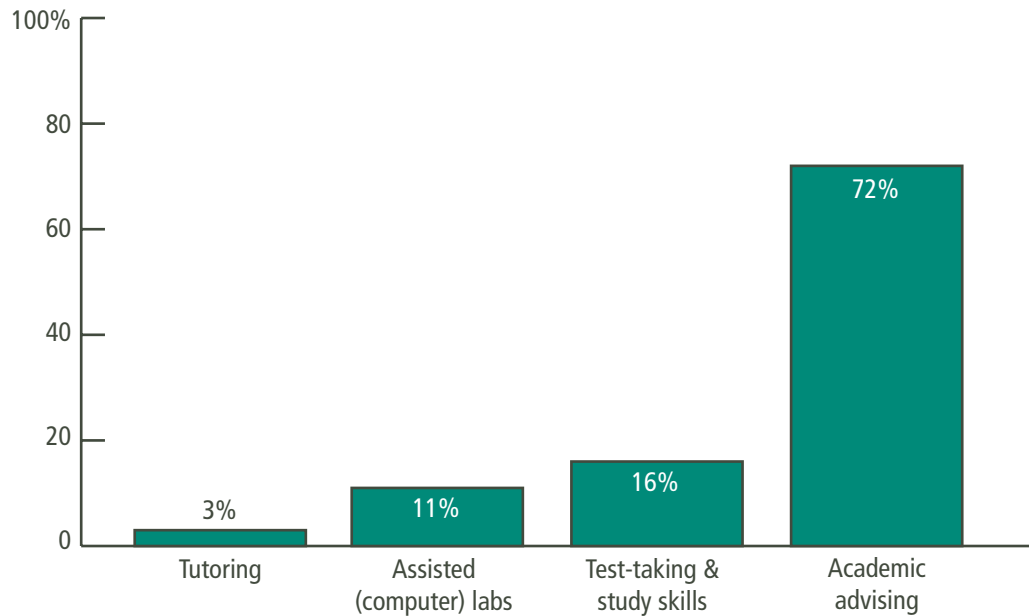
| Service | Percentage of participants receiving service | Average number of sessions per project | Average number of sessions per participant |
|--|--|--|--|
| Tutoring | 3% | 366 | 3.0 |
| Assisted (computer) labs | 9% | 320 | 0.9 |
| Test-taking & study skills development | 14% | 282 | 0.6 |
| Academic advising/course selection | 59% | 1,121 | 0.9 |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

1. Adult participants

As the previous chapter notes, 74 percent of participants were adults.⁴ Figure 10 shows that 72 percent of the adult participants engaged in academic advising sessions pro-

Figure 10. Percentage of adult participants receiving academic support services: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

⁴ Adults include postsecondary students and dropouts as well as high school (or GED) graduates.

vided by EOC projects in 1999-2000 (up from 55 percent in 1998-99). Sixteen percent of the adults participated in test-taking and study skills sessions, 11 percent attended assisted (computer) labs, and 3 percent received tutoring in 1999-2000.

In 1999-2000, the typical EOC project provided adult participants with 377 tutoring sessions, 327 assisted labs, 279 test-taking and study skills development sessions, and 1,084 academic advising sessions (Table 13). All four of these represent increases over the 1998-99 program, the largest of which was an increase of 127 test-taking and study skills development sessions per project.

In 1999-2000, the average number of sessions per adult participant ranged from more than three for tutoring to approximately one for assisted labs, test-taking and study skills development, and academic advising.

Table 13. Average number of sessions per project providing service and average number of sessions per participant for adult participants: 1999-2000

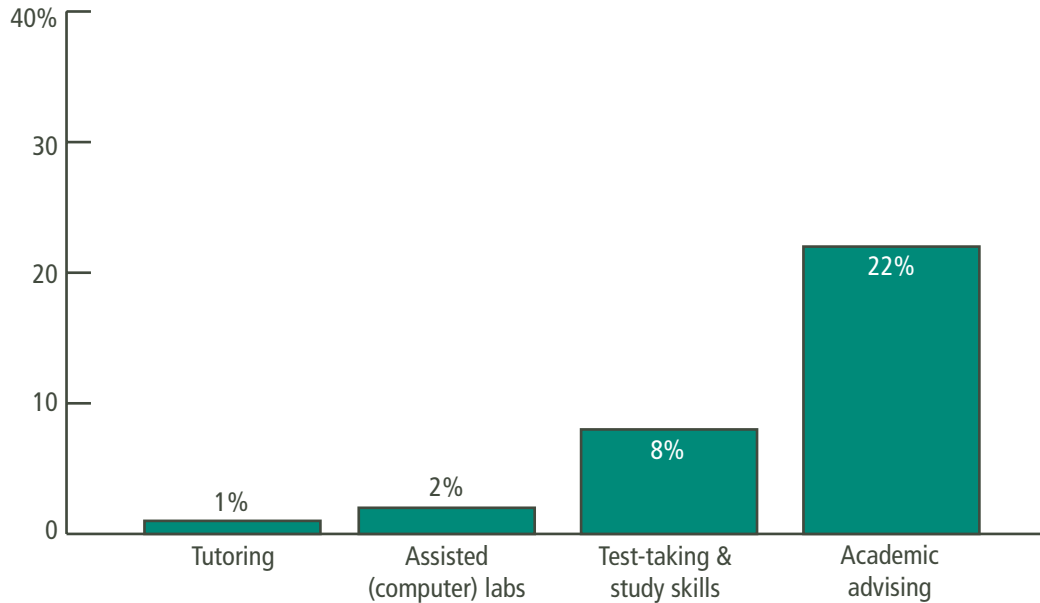
| Service | Average number of sessions per project | Average number of sessions per participant |
|--|--|--|
| Tutoring | 377 | 3.1 |
| Assisted (computer) labs | 327 | 0.9 |
| Test-taking & study skills development | 279 | 0.7 |
| Academic advising/course selection | 1,084 | 0.9 |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

2. High school participants

As previously noted, 26 percent of EOC participants were secondary school students or dropouts. Figure 11 shows that 22 percent of the high school participants received academic advising services provided by EOC projects in 1999-2000. Eight percent of high school participants attended test-taking and study skills sessions; 2 percent, assisted (computer) lab sessions; and 1 percent, tutoring. These figures remain almost unchanged from 1998-99.

Figure 11. Percentage of high school participants receiving academic support services: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

Among those EOC projects providing such services, the average project offered high school participants 45 tutoring sessions, 50 assisted (computer) labs, 60 test-taking and study skills development sessions, and 299 academic advising sessions for the program year 1999-2000 (Table 14). The typical EOC project offered nearly two tutoring sessions per high school participant and less than one assisted (computer) lab, test-taking and study skills development session, and academic advising session.

Table 14. Average number of sessions per project providing services and average number of sessions per participant for high school participants: 1999-2000

| Service | Average number of sessions per project | Average number of sessions per participant |
|--|--|--|
| Tutoring | 45 | 1.6 |
| Assisted (computer) labs | 50 | 0.7 |
| Test-taking & study skills development | 60 | 0.4 |
| Academic advising/course selection | 299 | 0.8 |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

B. Personal and career development services

Additional services and activities were grouped into a single category, comprising activities designed to enhance the personal and career development of EOC participants. These services, such as counseling and mentoring, often had a much broader function, involving help with academic decisions in addition to personal and career-related matters. The six activities were defined in the performance report as follows:

- Counseling—assistance with personal, educational, and career decision-making.
- Mentoring—a variety of personal or academic support activities provided by other students or professionals and designed to expose project participants to careers and other educational opportunities available to them.
- Cultural activities—any project-sponsored activities, such as field trips, special lectures, and symposiums, that are intended to enrich the academic progress and personal development of project participants.
- College orientation activities—workshops, college fairs, or project-sponsored trips to other postsecondary institutions to acquaint students with a variety of postsecondary educational opportunities.
- Family activities—events, workshops, meetings, and counseling designed to provide families with information on postsecondary educational opportunities and financial aid available and to involve them in the educational decisions of their children.
- Referrals to other service providers—the formal and informal network of social service programs and community organizations, including other TRIO Programs, available to help project participants.

The most popular personal and career development service in 1999-2000 among all EOC participants was counseling (83 percent, Table 15). Thirty-three percent of all participants also engaged in college orientation services and 31 percent received referrals to other service providers. Five percent of all participants participated in family activities and 3 percent received mentoring services and attended cultural activities. These numbers are similar to 1998-99, with the exception of counseling, which increased by 20 percent.

Table 15. Percentage of all participants receiving personal and career development services: 1999-2000

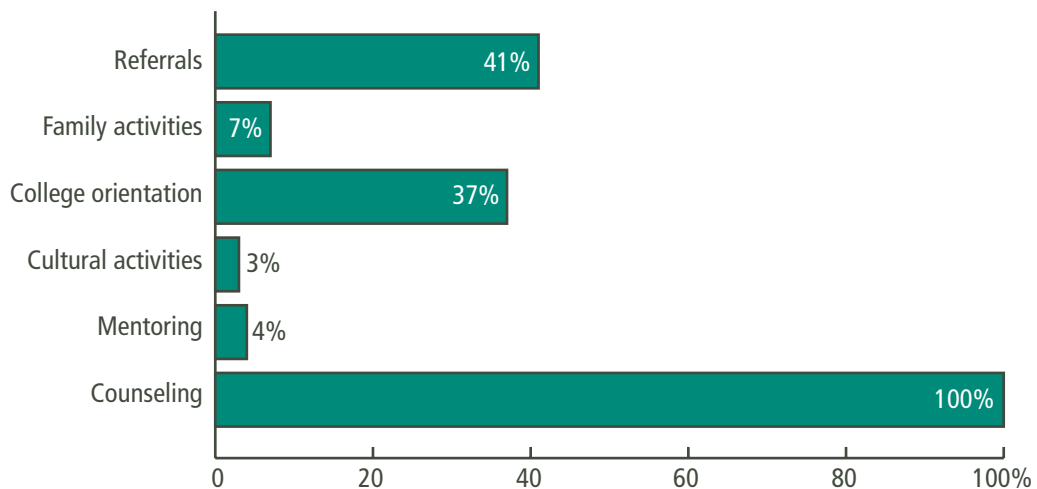
| Service | Percentage of participants receiving service | Average number of sessions per project | Average number of sessions per participant |
|---------------------|--|--|--|
| Counseling | 83% | 2,420 | 1.4 |
| Mentoring | 3% | 119 | 0.6 |
| Cultural activities | 3% | 46 | 0.2 |
| College orientation | 33% | 280 | 0.3 |
| Family activities | 5% | 114 | 0.3 |
| Referrals | 31% | 129 | 0.2 |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

1. Adult participants

All adult participants in EOC in 1999-2000 took advantage of counseling services, the highest participation rate for a personal and career development service (Figure 12). Referrals (41 percent) and college orientation services (37 percent) were also popular. Seven percent of all adult participants engaged in family activities, 4 percent received mentoring services, and 3 percent engaged in cultural activities. The biggest increase occurred in counseling services, which grew from 80 percent of adult participants in 1998-99 to 100 percent in 1999-2000.

Figure 12. Percentage of adult participants receiving personal and career development services: 1999-2000

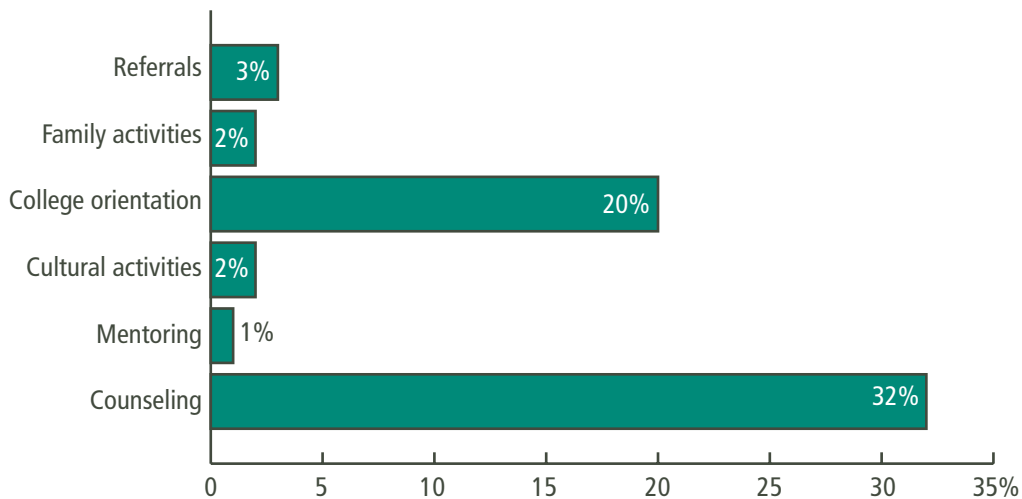


SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

2. High school participants

Figure 13 presents participation rates for personal and career development services for high school participants. Counseling, with 32 percent participation, and college orientation, with 20 percent participation, attracted the highest percentage of participants. Fewer than 5 percent of high school participants received referrals (3 percent), engaged in family or cultural activities (2 percent each), or received mentoring services (1 percent).

Figure 13. Percentage of high school participants receiving personal and career development services: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

C. Comparison of service provisions: 1998-99 and 1999-2000

The percentage of EOC participants receiving each service increased from 1998-99 to 1999-2000 for nine of the 10 services (Table 16). The biggest increases came in counseling (20 percent increase) and academic advising/course selection (15 percent). There was also a noticeable increase in the percentage of participants receiving test-taking and study skills development assistance (6 percent increase) and participating in assisted (computer) labs (5 percent). It is not clear if these increases are due to an actual increase in service levels among projects between the two program years or more complete reporting of services on the 1999-2000 annual performance reports.

**Table 16. Comparison of percentage of participants receiving services:
1998-99 and 1999-2000**

| Service | 1998-1999 | 1999-2000 | Increase |
|--|-----------|-----------|----------|
| Tutoring | 3% | 3% | 0% |
| Assisted (computer) labs | 4% | 9% | 5% |
| Test-taking & study skills development | 8% | 14% | 6% |
| Counseling | 62% | 82% | 20% |
| Academic advising/course selection | 44% | 59% | 15% |
| Mentoring | 2% | 3% | 1% |
| Cultural activities | 2% | 3% | 1% |
| College orientation activities | 32% | 33% | 1% |
| Family activities | 2% | 5% | 3% |
| Referrals | 29% | 31% | 2% |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1998-99.

IV. PERFORMANCE OUTCOMES

In the fourth section of the performance report, grantees were asked to report on their progress in meeting the approved objectives. These objectives were outlined in a project's grant proposal and needed to relate to the goals of the EOC Program as well as respond to the prior experience criteria as described in the program regulations. The outcomes addressed admissions and financial aid for postsecondary education for college-ready participants. College-ready participants include adults, 12th grade high school students, and high school or high school equivalency graduates. The outcomes also included grade progression, retention, graduation, and reentry into high schools.

Only EOC projects with the following types of data were included in the objective and outcome calculations: 1) the applicable population (e.g., number of high school participants); 2) objective data; and 3) outcome data. Projects missing any of these three data types were not included in the calculations. In addition, some projects reported higher numbers in the outcomes than in the applicable population counts (e.g., more students graduating from high school than 12th grade participants). Thus, we capped the outcomes at the number reported in the population—so no calculation was over 100 percent.

A. Admissions and financial aid assistance

One of the aims of the EOC Program is to assist participants with the process of applying to college and obtaining financial aid, thus helping to overcome some of the barriers that economically disadvantaged students often face when pursuing postsecondary education. Program staff can offer assistance at various stages of the college application process—selecting schools to apply to, choosing appropriate courses, completing the application, and finding ways to finance a college education. EOC Program staff were asked to complete the following to assess the extent to which participants were receiving these services:

- Applied for postsecondary admission—number of participants who received help with college entrance applications and the number who applied for postsecondary admission.
- Applied for student financial aid—number of participants who received help completing financial aid forms, including scholarship applications, U.S. Department of Education federal student financial aid forms, and state applications for financial aid, and the number who applied for financial aid.

On average, projects met their goals in assisting college-ready participants with applying for postsecondary admission and financial aid. Projects overall anticipated assisting 75 percent of participants with applying for admissions to a postsecondary institution and 78 percent with applying for financial aid (Table 17). In fact, 77 percent of applicable EOC participants applied to a postsecondary institution (up from 69 percent in 1998-99) and 83 percent applied for financial aid (up from 78 percent in 1998-99).

Examining objectives and outcomes by sector shows some variation among the three categories of host organizations. Community organizations reported the highest percentage of participants applying both for postsecondary admissions (82 percent) and for financial aid (90 percent). Four-year institutions had the lowest percentage of participants apply for postsecondary admissions (73 percent) and financial aid (76 percent).

Table 17. Comparison of approved objectives and actual achievements for assistance in applying for postsecondary admissions and financial aid: 1999-2000*

| Outcome | Approved objective | Actual |
|---|--------------------|--------|
| Assistance in applying for postsecondary admissions | | |
| Overall | 75% | 77% |
| 4-year | 74% | 73% |
| 2-year | 80% | 77% |
| Community Organizations | 71% | 82% |
| Assistance in applying for financial aid | | |
| Overall | 78% | 83% |
| 4-year | 78% | 76% |
| 2-year | 83% | 87% |
| Community Organizations | 75% | 90% |

*Outcome data are based on 78 projects providing complete application for admissions figures and 79 projects providing complete application for financial aid figures.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

B. Postsecondary admission and reentry

Postsecondary enrollment numbers were divided into the following two groups:

- Postsecondary admissions—number of high school graduates and participants who have completed requirements to obtain a high school equivalency degree, as well as other eligible individuals who have enrolled in programs of postsecondary education for the first time during this reporting period or for the fall term.
- Postsecondary reentry—number of participants who were previously dismissed or who halted their educational progress toward a postsecondary degree, but who reenrolled in a program of postsecondary education during the reporting period or for the fall term.

Overall, EOC projects met their goals for postsecondary admissions and reentry (Table 18). In 1999-2000, EOC project staff expected 51 percent of their eligible participants to enroll in a postsecondary institution and 45 percent of those who had previously dropped out of college to reenroll. Fifty-seven percent of eligible participants were admitted to postsecondary institutions, and 56 percent of postsecondary dropouts had reenrolled. In comparison to the previous year, the post-secondary admittance rate increased 6 percent and the reenrollment rate remained stable.

In the 1999-2000 program year, 64 percent of college-ready participants at 2-year colleges were admitted to a postsecondary institution compared with 59 percent at community organizations and 52 percent at 4-year institutions.

Table 18. Comparison of approved objectives and actual achievements for postsecondary admissions and postsecondary reentry: 1999-2000*

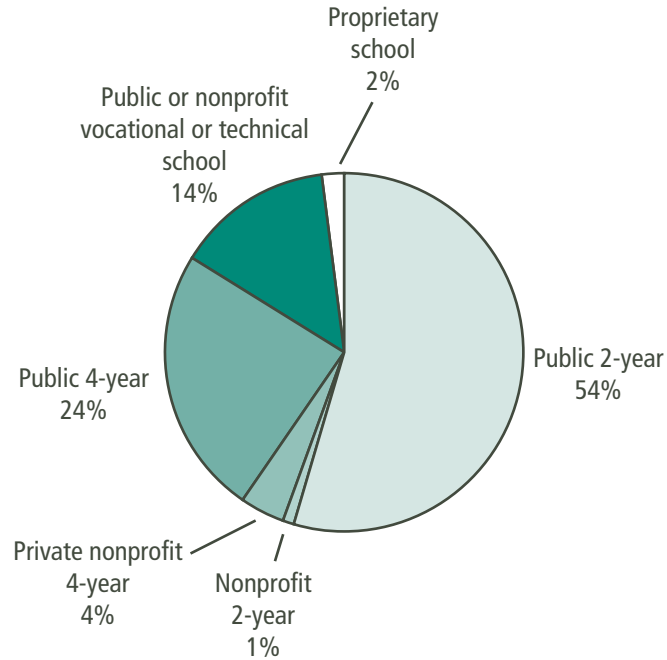
| Outcome | Approved objective | Actual |
|--------------------------|--------------------|--------|
| Postsecondary admissions | | |
| Overall | 51% | 57% |
| 4-year | 54% | 52% |
| 2-year | 46% | 64% |
| Community organizations | 51% | 59% |
| Postsecondary reentry | | |
| Overall | 45% | 56% |
| 4-year | 50% | 49% |
| 2-year | 39% | 62% |
| Community organizations | 44% | 58% |

*Outcome data are based on the 77 projects providing complete admissions figures and the 69 providing reentry figures.
 SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

C. Postsecondary placement

In addition to recording the number of participants who enrolled or reenrolled in a postsecondary institution, EOC projects provided information on the types of institutions that admitted participants (Figure 14). Of all EOC participants who were admitted to a postsecondary institution, 78 percent were admitted to a public institution (54 percent to a public 2-year institution and 24 percent to a public 4-year institution). Fourteen percent were accepted at a public or nonprofit vocational or technical school and four percent to a private nonprofit 4-year college or university. Two percent were admitted to a proprietary school and 1 percent to a nonprofit 2-year institution.

Figure 14. Postsecondary placement of participants for EOC overall: 1999-2000



Percentages do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

Participants at EOC projects with a 2-year college as the host were more likely to be admitted to a 2-year school (73 percent) than overall (54 percent, Table 19). Projects hosted at 4-year colleges and community organizations had a higher percentage of participants accepted at public 4-year institutions than did 2-year college hosts.

Table 19. Distribution of postsecondary placement of participants by sector: 1999-2000

| | 4-year college | 2-year college | Community orgs. | All projects |
|--|----------------|----------------|-----------------|--------------|
| Admitted to: | | | | |
| Public 2-year school | 45% | 73% | 50% | 54% |
| Nonprofit 2-year school | 3% | <1% | 1% | 1% |
| Public 4-year school | 28% | 2% | 30% | 24% |
| Private nonprofit 4-year school | 5% | 10% | 6% | 4% |
| Public or nonprofit vocational or technical school | 18% | 14% | 11% | 14% |
| Proprietary school | 2% | 1% | 2% | 2% |

Percentages do not sum to 100 due to rounding. Percentages are based on the number of students admitted to a postsecondary institution.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

D. Secondary school retention, graduation, and reentry

Secondary school retention, graduation, and reentry were defined as follows in the instructions that accompanied the performance report form:

- Secondary school retention—all middle and high school students who will continue in secondary school for the next academic term.
- Secondary school graduation—all high school seniors (and GED students or alternative education students) who received a high school diploma or completed a high school equivalency program during the reporting period.
- Secondary school reentry—all secondary school dropouts who reentered high school or enrolled in a high school equivalency program during the reporting period.

For the 1999-2000 program year, EOC projects overall expected 64 percent of high school students in grades 9 through 11 to remain in school, 66 percent of high school seniors to graduate, and 55 percent of secondary school dropouts to reenroll (Table 20). In actuality, 93 percent of applicable high school students remained in school, 96 percent of high school seniors graduated, and 27 percent of high school dropouts reenrolled.

Table 20. Comparison of approved objectives and actual achievements for secondary school outcomes: 1999-2000*

| Outcome | Approved Objective | Actual |
|-----------------------------|--------------------|--------|
| Secondary school retention | 64% | 93% |
| Secondary school graduation | 66% | 96% |
| Secondary school reentry | 55% | 27% |

**Outcome data are based on 8 projects providing complete retention figures, 15 providing graduation figures, and 22 providing reentry figures.*

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

E. Comparison of performance outcomes: 1998-99 and 1999-2000

The percentage of eligible students admitted to a postsecondary institution increased from 51 percent in 1998-99 to 57 percent in 1999-2000 (Table 21). The percentage of students applying for postsecondary admissions and for financial aid also increased between the two programs years. Secondary school outcomes, however, dropped between 1998-99 and 1999-2000. This may be due in part to the low response rates for the secondary school outcomes items (between eight and 18 projects responded to these items in 1998-99 and between eight and 22 projects responded in 1999-2000).

Table 21. Comparison of performance outcomes: 1998-99 and 1999-2000

| Outcome | 1998-99 | 1999-2000 |
|--|----------------|------------------|
| Assistance in applying for postsecondary ad. | 69% | 77% |
| Assistance in applying for financial aid | 78% | 83% |
| Postsecondary admissions | 51% | 57% |
| Postsecondary reentry | 56% | 56% |
| Secondary school retention | 86% | 72% |
| Secondary school graduation | 93% | 85% |
| Secondary school reentry | 35% | 27% |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

V. DATA ISSUES AND FUTURE PLANS

The following section highlights data issues, response rates, and possible future modifications to the EOC performance report. In the performance reports, the rate of completion on individual data items and sections varied greatly (Table 22).

All demographic items, with the exception of target schools, had response rates of 100 percent. Response rates for postsecondary outcome items were all above 93 percent.⁵ The response rates for items in the services section could not be determined from the given data. In this section, projects were given a list of 10 services on which to report data. They were asked to list the number of sessions they provided during the performance period and the number of participants served through each activity. Because not all projects provided all 10 services, it was not possible to determine whether a field was left blank because that particular service was never provided or because the project did not have the information on hand.

An additional difficulty in interpreting the services data was the lack of clarity about how the numbers of sessions and participants for a given service were calculated. The instructions on the performance report stated that “the number of sessions, activities, events, and organizations categories should reflect the total number of these provided. For example, the project may have conducted 50 tutoring sessions for 15 adults. Thus, under the ‘Tutoring’ column, the project should indicate No. of Sessions—50, No. of Participants—15.” In the given example, it is not clear whether each of the 15 participants attended 50 group sessions, or whether 50 individual sessions were held and split among 15 students.

There were also some data inconsistencies in Sections III and IV of the performance report. In Section III, some projects claimed to provide services to more participants than were included in Section II. In addition, some of the outcome data provided in Section IV were inconsistent with demographic data in Section II. In some cases, projects stated that they had more participants in an outcome than was feasible.

Some data quality issues remain to be addressed. The U.S. Department of Education has added edit checks to the Web-based application to require the numbers reported in each part of Section IV are not greater than the applicable participant counts in Section II. In addition, the Department has added edits to Section III that require a numeric value for each service or activity field to ensure complete reporting. Those

⁵ EOC projects are required to submit data on secondary school outcomes only if they are applicable to the project site. Since not all EOC projects serve high school students, a lower response rate for secondary school outcomes is expected.

projects not providing the service or activity must enter a zero in the field. The results of this change should be immediately apparent in the 2000-01 performance data.

The Department will continue to clarify the directions for completing the reports and to make revisions based on feedback from the project staff concerning the report form and instructions. As these changes are implemented and as projects continue to become more familiar with the online reporting system, changes in program service levels and outcome data will be more easily attributable to shifts in projects' actual performances rather than to changes in the way projects report data in different program years.

Table 22. Section/item response rates: 1999-2000

| Section/Item | Response rate |
|---|---------------|
| Number of participants assisted | 100% |
| Participant distribution by eligibility | 100% |
| Participant distribution by ethnic background | 100% |
| Participant distribution by gender | 100% |
| Participant distribution by age | 100% |
| Veterans served | 100% |
| Participants of limited English proficiency | 100% |
| Target schools | 24% |
| Approved objectives: | |
| Secondary school retention | 40% |
| Secondary school graduation | 42% |
| Secondary school reentry | 46% |
| Assistance in applying for postsecondary admissions | 98% |
| Assistance in applying for student financial aid | 99% |
| Postsecondary admissions | 98% |
| Postsecondary reentry | 93% |
| Participant status at the end of the reporting period: | |
| Continued in high school | 49% |
| Received high school diploma | 59% |
| Obtained a GED/high school equivalency degree | 67% |
| Applied for admission to programs of postsecondary education | 100% |
| Applied for student financial aid for postsecondary education | 100% |
| Admitted to (or enrolled in) a program of postsecondary education | 100% |
| Re-enrolled in a program of postsecondary education | 95% |
| Dropped out of high school | 73% |
| Other | 84% |
| Unknown | 100% |
| Postsecondary placements (types of institutions) | 90%-100% |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

APPENDIX A: TABLES

Table A1. Number of EOC projects and participants and percentage reporting performance information, by federal region: 1999-2000

| Federal region | Total projects in 1999 | Project distribution | Number of participants | Number or projects reporting | Response rate |
|---------------------------|------------------------|----------------------|------------------------|------------------------------|---------------|
| Region I (Boston) | 5 | 6% | 19,895 | 5 | 100% |
| Region II (New York) | 2 | 2% | 3,894 | 2 | 100% |
| Region III (Philadelphia) | 10 | 12% | 17,743 | 10 | 100% |
| Region IV (Atlanta) | 17 | 21% | 40,541 | 10 | 100% |
| Region V (Chicago) | 11 | 13% | 17,665 | 11 | 100% |
| Region VI (Dallas) | 17 | 21% | 25,377 | 16 | 94% |
| Region VII (Kansas City) | 6 | 7% | 14,458 | 6 | 100% |
| Region VIII (Denver) | 6 | 7% | 13,565 | 6 | 100% |
| Region IX (San Francisco) | 5 | 6% | 8,807 | 5 | 100% |
| Region X (Seattle) | 3 | 4% | 5,183 | 3 | 100% |
| Total for nation | 82 | 99% | 167,128 | 81 | 99% |

Percentages do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

Table A2. Participant distribution by eligibility status and federal region: 1999-2000

| Federal region | Low income and first generation | Low income only | First generation only | Other needs |
|---------------------------|---------------------------------|-----------------|-----------------------|-------------|
| Region I (Boston) | 71% | 12% | 12% | 4% |
| Region II (New York) | 84% | 12% | 4% | 0% |
| Region III (Philadelphia) | 69% | 9% | 15% | 7% |
| Region IV (Atlanta) | 71% | 11% | 12% | 5% |
| Region V (Chicago) | 73% | 9% | 14% | 5% |
| Region VI (Dallas) | 74% | 10% | 13% | 2% |
| Region VII (Kansas City) | 73% | 5% | 6% | 16% |
| Region VIII (Denver) | 70% | 12% | 14% | 5% |
| Region IX (San Francisco) | 75% | 9% | 10% | 6% |
| Region X (Seattle) | 79% | 11% | 8% | 2% |
| Percent for nation | 73% | 10% | 12% | 5% |

Percentages do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

Table A3. Participant distribution by ethnic background and federal region: 1999-2000

| Federal region | Am. Indian /Al. Nat. | Asian | Black or African Am. | Hisp. or Latino | White | Haw. or other Pac Is. | Multi- racial | Unk. |
|---------------------------|-------------------------|-------|-------------------------|--------------------|-------|-----------------------------|------------------|-------|
| Region I (Boston) | 2% | 4% | 19% | 20% | 50% | <0.5% | 4% | 2% |
| Region II (New York) | 1% | <0.5% | 2% | 66% | 30% | <0.5% | <0.5% | 0% |
| Region III (Philadelphia) | <0.5% | 1% | 62% | 7% | 29% | <0.5% | 1% | <0.5% |
| Region IV (Atlanta) | 1% | 1% | 56% | 2% | 38% | <0.5% | 1% | <0.5% |
| Region V (Chicago) | 1% | 2% | 49% | 5% | 39% | 0% | 3% | 1% |
| Region VI (Dallas) | 7% | <0.5% | 28% | 19% | 45% | <0.5% | <0.5% | 0% |
| Region VII (Kansas City) | 4% | 3% | 52% | 6% | 34% | <0.5% | 1% | 0% |
| Region VIII (Denver) | 15% | 1% | 9% | 24% | 49% | <0.5% | 1% | <0.5% |
| Region IX (San Francisco) | 9% | 6% | 7% | 39% | 25% | 8% | 5% | 0% |
| Region X (Seattle) | 12% | 3% | 17% | 15% | 46% | 1% | 6% | 0% |
| Percent for nation | 4% | 2% | 38% | 14% | 39% | 1% | 2% | <0.5% |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.

Table A4. Participant distribution by grade level and federal region: 1999-2000

| Federal region | High school | Secondary school dropout | High school (GED) graduate | Post secondary dropout | Post secondary student |
|---------------------------|-------------|--------------------------------|----------------------------------|------------------------------|------------------------------|
| Region I (Boston) | 6% | 8% | 46% | 9% | 31% |
| Region II (New York) | 24% | 8% | 42% | 12% | 13% |
| Region III (Philadelphia) | 15% | 20% | 43% | 6% | 16% |
| Region IV (Atlanta) | 5% | 8% | 40% | 10% | 37% |
| Region V (Chicago) | 5% | 27% | 46% | 15% | 7% |
| Region VI (Dallas) | 13% | 21% | 30% | 17% | 19% |
| Region VII (Kansas City) | 6% | 11% | 59% | 9% | 16% |
| Region VIII (Denver) | 20% | 13% | 25% | 18% | 24% |
| Region IX (San Francisco) | 49% | 15% | 15% | 7% | 13% |
| Region X (Seattle) | 18% | 19% | 28% | 15% | 20% |
| Percent for nation | 12% | 14% | 39% | 12% | 23% |

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000.



**No Child
LEFT BEHIND**