Educational Outcomes of I-BEST: Findings from a Multivariate Analysis

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I-BEST: Integrated Basic Education and Skills Training

- Basic skills education typically precedes career-technical training
- Few students make the transition
- I-BEST: integrates teaching of basic skills and technical content, with aim of accelerating the transition
Top I-BEST Programs by Enrollment, 2006-07

1. Microcomputer Applications
2. Early Childhood Education
3. Nurse’s Aide
4. Automotive Mechanics
5. Welding
6. Medical Assistant
7. Criminal Justice/Law Enforcement
8. Home Health Aide
9. Nurse
10. Medical Office Management
## Comparison Groups

<table>
<thead>
<tr>
<th></th>
<th>I-BEST</th>
<th>Non-I-Best Basic Skills Workforce</th>
<th>Non-I-BEST Basic Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>896</td>
<td>1,356</td>
<td>30,182</td>
</tr>
<tr>
<td>ABE-GED student</td>
<td>69%</td>
<td>66%</td>
<td>36%</td>
</tr>
<tr>
<td>ESL student</td>
<td>31%</td>
<td>33%</td>
<td>63%</td>
</tr>
<tr>
<td>Mean age</td>
<td>32.5</td>
<td>31.9</td>
<td>32.3</td>
</tr>
<tr>
<td>Female</td>
<td>65%</td>
<td>69%</td>
<td>61%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18%</td>
<td>21%</td>
<td>38%</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>12%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>12%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>Single w/ dependent</td>
<td>22%</td>
<td>23%</td>
<td>14%</td>
</tr>
<tr>
<td>Married w/ dependent</td>
<td>28%</td>
<td>24%</td>
<td>27%</td>
</tr>
</tbody>
</table>
Comparison Groups (Continued)

<table>
<thead>
<tr>
<th></th>
<th>I-BEST</th>
<th>Non-I-BEST Basic Skills</th>
<th>Non-I-BEST Basic Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled student</td>
<td>7%</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Intent is vocational</td>
<td>72%</td>
<td>48%</td>
<td>23%</td>
</tr>
<tr>
<td>Intent is academic</td>
<td>7%</td>
<td>20%</td>
<td>9%</td>
</tr>
<tr>
<td>Received financial aid</td>
<td>26%</td>
<td>14%</td>
<td>2%</td>
</tr>
<tr>
<td>Enrolled full-time</td>
<td>67%</td>
<td>49%</td>
<td>32%</td>
</tr>
<tr>
<td>Mean prior credits</td>
<td>13.9</td>
<td>8.8</td>
<td>0.9</td>
</tr>
<tr>
<td>Mean prior voc. credits</td>
<td>9.1</td>
<td>5.8</td>
<td>0.6</td>
</tr>
<tr>
<td>GED</td>
<td>13%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>High school grad.</td>
<td>27%</td>
<td>26%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Multivariate Model Controls

- Age
- Sex
- Race/Ethnicity
- Family structure
- Disability
- Academic/Vocational Intent
- Received Financial Aid
- Estimated SES
- Full-Time Status
- Quarter of First Enrollment
- Previous college credits
- Previous level of education
Regression-Adjusted Probability of Earning College Credit

Note: Outcomes for 2006-07 enrollees tracked for 2 years.
Regression-Adjusted Number of Total College and Vocational Credits

Note: Outcomes for 2006-07 enrollees tracked for 2 years.
Regression-Adjusted Probability of Persisting into 2007-08

Note: Outcomes for 2006-07 enrollees tracked for 2 years.
Regression-Adjusted Probability of Earning an Award

Note: Outcomes for 2006-07 enrollees tracked for 2 years.
Regression-Adjusted Probability of Achieving a Gain on the Basic Skills Test

Note: Outcomes for 2006-07 enrollees tracked for 2 years.
Probabilities Compared: I-BEST and Propensity-Score-Matched Groups

Note: Outcomes for 2006-07 enrollees tracked for 2 years.
For more information:

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