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Educational Outcomes of I-BEST: New Evidence of Effectiveness

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Community College Research Center



CCRC's I-BEST Evaluation

- I-BEST (Integrated Basic Ed. and Skills Training)
 - Developed by WA community and technical colleges to improve transition from adult basic skills to college/careers
 - College-level occupational courses team-taught by basic skills and professional-technical instructors
 - Enhanced funding of 1.75 FTE
- CCRC evaluation
 - Multivariate analysis of educational/labor market outcomes
 - Telephone interviews with all colleges in spring 2010
 - Field research at high and low-performing colleges (planned for spring 2011)



Top 10 I-BEST Programs by Enrollment: 2006-07 and 2007-08

1. Medical Assistant
2. Nurse's Aide
3. Office Manager
4. Microcomputer Applications Specialist
5. Early Childhood Teacher
6. Auto Mechanic
7. Welder
8. Criminal Justice/Law Enforcement
9. Office Clerical
10. Home Health Aide



Comparison Groups (06-07 and 07-08)

	I-BEST	Non-I-Best Basic Skills Workforce	Non-I-BEST Basic Skills Non-Workforce
N	1,390	6,302	69,555
ABE-GED student	76%	80%	47%
ESL student	24%	20%	53%
Mean age	30.7	26.4	30.2
Female	63%	60%	53%
Hispanic	21%	18%	37%
Black, non-Hispanic	11%	12%	8%
Asian/Pacific Islander	10%	8%	11%
Single w/ dependent	21%	20%	13%
Married w/ dependent	22%	14%	23%

Note: Comparison groups include first-time students only.



Comparison Groups (Continued)

	I-BEST	Non-I-BEST Basic Skills Workforce	Non-I-BEST Basic Skills Non-Workforce
Disabled student	7%	7%	4%
Intent is vocational	71%	48%	18%
Intent is academic	7%	9%	7%
Got Opportunity Grant	34%	2%	0%
Got Pell Grant	26%	15%	1%
Enrolled full-time	67%	58%	28%
GED	14%	11%	4%
High School grad	37%	22%	17%
CASAS reading score	235	233	217
TANF participant	41%	39%	21%

Note: Comparison groups include first-time students only.

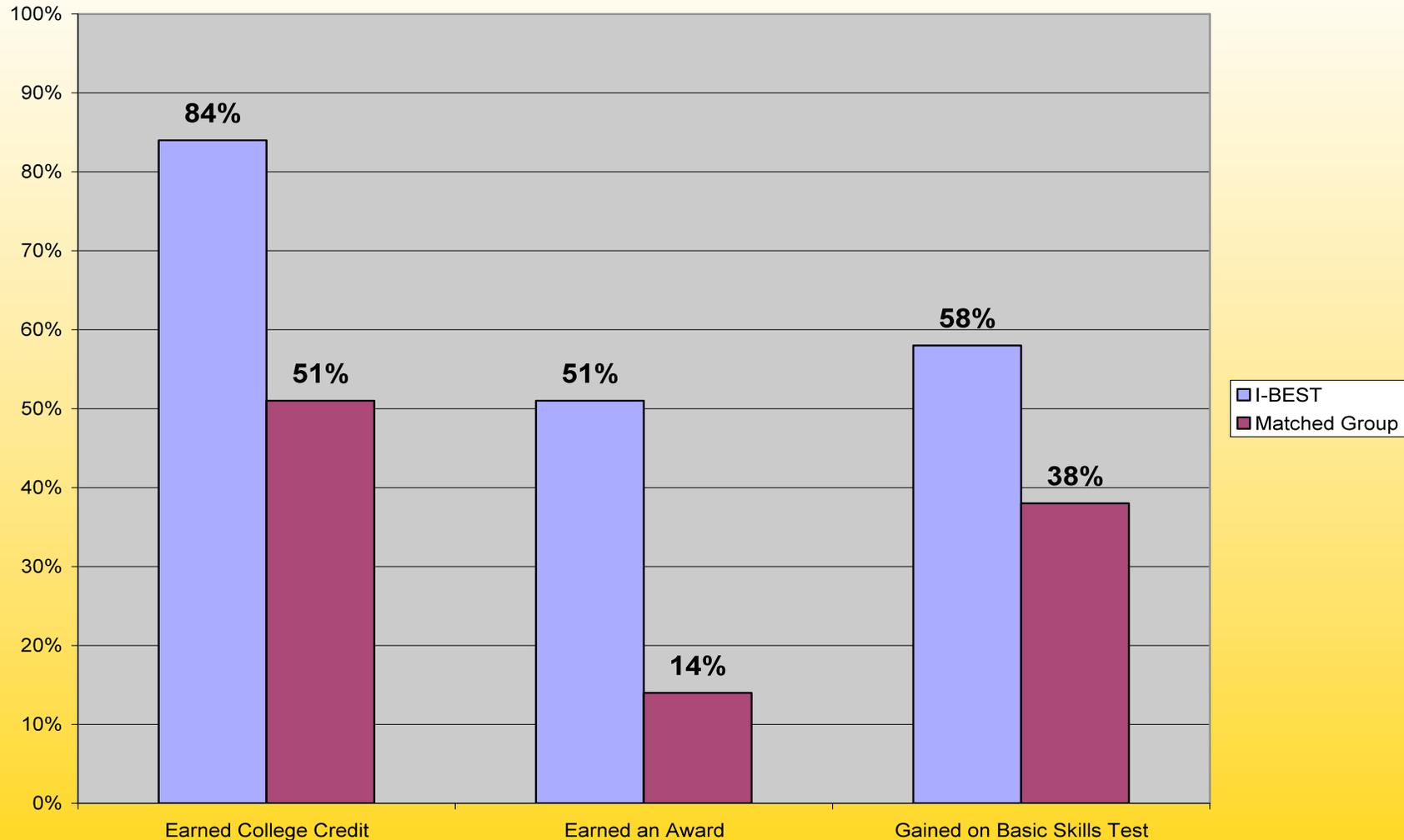


Multivariate Model Controls

- Age
- Sex
- Race/Ethnicity
- Family structure
- Disability
- Academic/Vocational Intent
- Received Financial Aid (three types including Opportunity Grants)
- Estimated SES
- Full-Time Status
- Quarter of First Enrollment
- TANF participant
- CASAS scores (math, reading, listening)
- College of enrollment
- GED or high school graduate



Outcomes Compared: I-BEST and Propensity-Score-Matched Students



Note: Outcomes for 2006-07 and 2007-08 first-time enrollees tracked over 2 years.



Difference-in-Differences Analysis

- 14 colleges began offering I-BEST in 2006-07
- Compared these 14 colleges with 10 colleges that did not offer I-BEST until 2007-08
- Any difference (colleges) in differences (time) is attributed to I-BEST
- Sample confined to basic skills students who enrolled in at least one occupational course or I-BEST



I-BEST Program Diffusion in WA Community and Technical Colleges

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
<u>Group A</u>	10	10	10
<u>Group B</u>		14	14
<u>Group C</u>			10



DID Regression Analysis Results

- Among our target students, being eligible for I-BEST increased the probability of obtaining any college credits within three years by 10 percentage points
- 8 percentage point increase in earning certificate within three years
- No change in likelihood of associate degree attainment within three years



Field Research Findings

- Recruitment is challenging; helping students secure financial aid is critical
- Pairing compatible instructors is key
- Level of student support varies; 1/3 of colleges have case managers; some colleges also rely on Opportunity Grant and WorkFirst staff
- Joint administration is challenging; having a program coordinator helps
- Degree of integration of basic skills and occupational instruction varies; fully integrated programs difficult and costly, therefore rare



Models of Integrated Instruction

- **Model 1: Non-Integrated Instruction**
 - Prof-tech curriculum and instruction unchanged. Basic skills instruction not contextualized.
- **Model 2: Non-Integrated Instruction with Separate, Contextualized Basic Skills**
 - Prof-tech course unchanged. Co-instructors jointly identify basic skills needed. BS instructor teaches needed basic skills in separate class.
- **Model 3: Partially Integrated Instruction**
 - Co-instructors jointly modify prof-tech course to accommodate basic skills students. Basic skills course taught separately, though contextualized.
- **Model 4: Fully Integrated Instruction**
 - Co-instructors jointly revise curriculum more fully so that bs instruction is inter-woven more fully into prof-tech content.



Challenges Moving Forward

- Team teaching
 - Mixed response from colleges on necessity of 50% overlap
 - Finding compatible and committed instructors difficult
 - More fully integrated programs more challenging, costly
- Sustainability and growth
 - Two instructors, program staffing, coordination & planning time, additional student supports are costly
 - Finding financial aid for students is challenging
 - Fully enrolled prof-tech programs don't need feeders
 - Enhanced FTE not an incentive when overall funding is cut and colleges are “over-enrolling” students



Recent Publications

Zeidenberg, M., Cho, S-W., & Jenkins, D. (2010). “Washington State’s Integrated Basic Education and Skills Training Program (I-BEST): New Evidence of Effectiveness.” CCRC Working Paper No. 20.

Wachen, J., Jenkins, D., Van Noy, M., et al. (2010). *How I-BEST Works: Findings from a Field Study*. CCRC Research Report.

These and other relevant publications are available on CCRC’s website: <http://ccrc.tc.columbia.edu>.



For More Information

Download event materials and learn how to participate in the online follow-up discussion:
www.PostsecondaryResearch.org/conference/afterevent.html

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