



## Research Agenda

### Overview

The Governing Board is required to establish and guide the research agenda of INK. To meet this requirement, an initial set of 23 policy questions were created to define and guide the effort of INK and the development of the system.

### Longitudinal Focus

The Research Agenda reflects the Governing Board's commitment to longitudinal analyses of critical education and workforce transitions and outcomes. The focus will be what happens to students before and after critical transitions. For the intended purposes, research analysis and reports data will be provided to the INK system by utilizing data from these four partner agencies in conjunction with Indiana Office of Technology.

- Indiana Department of Education
- Indiana Department of Workforce Development
- Indiana Family and Social Services Administration
- Indiana Commission for Higher Education

For example: Analysis of the postsecondary readiness, access, location retention and completion will be examined, when available, in the context of the academic experiences, achievement, and life circumstances of Indiana students in early childhood and the PreK-12 Indiana public education system and/or prior workforce experiences. Similarly, all analyses of the workforce transition or outcomes will be conducted in the context of the academic experiences, achievement, and life circumstances of Indiana residence, which may include early childhood, PreK-12 data, postsecondary education or technical training, or both, as well as prior workforce experiences.

### Critical Criteria

All research analysis, for each of the following research questions, will include examinations and reporting of how results vary by different criteria. Such criteria include: 1) socioeconomic status, 2) demographics, 3) special education services, 4) Indiana's K-12 public education, 5) Indiana's public postsecondary education, 6) early childhood, 7) technical training

The following categories have been approved by the Governing Board:

**Access, Alignment, Innovation, Outcomes, and Return on Investment**

#	Research Agenda Questions	Priority
1	Among all young children from birth to age 5 (before kindergarten entry) receiving early childhood services (e.g., child care, pre-K, Head Start, home visiting, early intervention, special education preschool), what percentage receives more than one? <i>(FSSA – Cannot answer yet and needs to be tied to at least one other agency for INK to answer)</i> <b>FSSA</b>	X
2	How many low-income children are enrolled in the following programs: Head Start, publicly funded pre-K, publicly funded child care programs or family child care homes, early intervention programs, and special education services? <i>(FSSA – Cannot answer yet and needs to be tied to at least one other agency for INK to answer)</i> <b>FSSA</b>	X
3	What are the commuting patterns of Indiana’s workforce? This would link employment, industry, demographics, educational profile, and residency with commuting patterns. <i>(Cannot answer without DOR or BMV data. Also it needs to be tied to at least one other agency for INK to answer)</i> <b>DWD</b>	X
4	What percentage of early childhood teachers and assistant teachers in each program setting has earned a college degree or higher? <i>(This question needs revision and depth beyond just looking at a percentage)</i> <b>FSSA, DOE, CHE</b>	X
5	<b>How many students who earned a High School Equivalency (HSE) continued into postsecondary education and what were their postsecondary outcomes?</b> <b>DOE, CHE</b>	6
6	What percentage of children with an Individual Family Service Plan (IFSP) or Individualized Education Plan (IEP) is currently enrolled in each early learning program setting? <i>(Cannot answer without FSSA data)</i> <b>DOE, FSSA</b>	X
7	How does participation in early childhood programs (including FSSA’s preschool assistance programs for low income children) affect student performance in K-12, as well as enrollment in and performance in postsecondary education and later workforce outcomes? <i>(This question will take a very long time to get an answer)</i> <b>FSSA, DOE, CHE, DWD</b>	X
8	<b>What are the professional licensure rates for Indiana college graduates who earn degrees in programs that require professional licensure? (Pilot study conducted by DWD. We don’t have Private College info and can’t track outside IN.)</b> <b>DWD, CHE, DOE</b>	5
9	What are the education and workforce churn patterns within the economic growth regions (EGRs)? In other words, starting with high school graduates and following them through education and workforce trajectory, what are the retention rates within EGR, industries of employment, and average wages? <b>DOE, CHE, DWD</b>  <i>Answered</i>	X

10	<p>What are the postsecondary enrollment and workforce patterns of students who participate in high school Career &amp; Technical Education programs, and how do these differ from students who did not participate in CTE programs? <b>CHE, DOE, DWD</b></p> <p style="text-align: center;"><i>Answered</i></p>	X
11	<p>What is the mix of occupations within Indiana's workforce by education level and industry of employment? (DWD could answer using OES estimates but don't have the new codes yet) <b>DWD, DOE, CHE</b></p>	7
12	<p>What are the labor market and educational outcomes of adult basic education completers? <b>DWD, DOE</b></p>	1
13	<p>What are the biggest predictors of college readiness (i.e., remediation status, freshman and sophomore year GPA and credits earned, and freshman to sophomore year persistence) at the K-12 level (e.g., middle and high school test scores, attendance, discipline, financial aid recipient etc.)? <b>DOE, CHE</b></p>	2
14	<p>What are the effects of remediation on postsecondary educational attainment, postsecondary completion time, and workforce outcomes? <b>DOE, CHE, DWD</b></p>	3
15	<p>What are the college enrollment and workforce patterns of students who drop out of high school, and how do they compare to a) students who received a high school diploma and entered the workforce; b) students who earned a postsecondary degree and entered the workforce? <b>DOE, DWD, CHE</b></p>	4
16	<p>How many people stay in Indiana 1, 5, and 10 years post-graduation from an Indiana high school, GED program, or college? (Cannot answer without DOR or BMV data) <b>DOE, CHE, DWD</b></p>	X
17	<p>How does college performance (enrollment, persistence, and graduation) differ by high school and student characteristics (e.g., size, graduation rates, diploma types conferred, economic disadvantage, AP test-taking rate, test scores, etc.)? <b>CHE, DOE</b></p> <p style="text-align: center;"><i>Answered</i></p>	X
18	<p>How is early childhood program quality level related to these outcomes, and which program quality components contribute most to short- and medium-term (through grade three) outcomes for children? (Ties back to question 17 and would need FSSA data) <b>FSSA, DOE,</b></p>	X
19	<p>What are the differences in social, emotional, and academic kindergarten readiness levels and medium-term (through grade three) outcomes for children who participate in early childhood education opportunities vs. those who do not? (Cannot answer yet) <b>FSSA, DOE,</b></p>	X

20	What is the comparison of ISTEP and IREAD-3 scores of children who attended to paths to Quality early childhood program vs. those children who did not attend any preschool program? <i>(Need to check to see if FSSA has this data)</i> <b>FSSA, DOE</b>	X
21	How do outcomes differ based on student or family characteristics (e.g., socioeconomic status, location, race, parent education level, etc.)? <i>(Cannot answer yet. Do not have all of the data. This could asked in every question)</i> <b>FSSA, DWD, CHE, DOE</b>	X
22	When families are enrolled in another or multiple government intervention programs, what are the differences in child outcomes in terms of school readiness and school success through third grade? <i>(Cannot answer yet. Need clarification from FSSA and data)</i> <b>FSSA, DOE</b>	X
23	What are the long-term (beyond Kindergarten-5th grade) educational and economic outcomes for children who participate in high-quality early childhood education, and how does this compare to the necessary political and financial investments? Pass ISTEP, IREAD-3, high school diploma; college/vocational school; employment. <i>(Cannot answer yet. Need more time)</i> <b>FSSA, DOE, CHE, DWD</b>	X