



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 the Management Performance Hub.

- 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:

Education Readiness, Career Readiness, & Program Effectiveness

#	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? FSSA	
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? FSSA	
3	What are the commuting patterns of Indiana’s workforce? This would link employment, industry, demographics, educational profile, and residency with commuting patterns. DWD	
4	What percentage of early childhood teachers and assistant teachers in each program setting has earned a college degree or higher? FSSA, DOE, CHE	
5	How many students who earned a High School Equivalency (HSE) continued into postsecondary education and what were their postsecondary outcomes? DOE, CHE	
6	What percentage of children with an Individual Family Service Plan (IFSP) or Individualized Education Plan (IEP) are currently enrolled in each early learning program setting? DOE, FSSA	
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? FSSA, DOE, CHE, DWD	
8	What are the professional licensure rates for Indiana college graduates who earn degrees in programs that require professional licensure? DWD, CHE, DOE	
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? DOE, CHE, DWD	
10	What are the postsecondary enrollment and workforce patterns of students who participate in high school Career & Technical Education programs, and how do these differ from students who did not participate in CTE programs? CHE, DOE, DWD	
11	What is the mix of occupations within Indiana’s workforce by education level and industry of employment? DWD, DOE, CHE	

12	<p>What's the total (wage and reduction of benefits) benefit to the individual and the state after completion (post 1,3,5 years) of adult education programs? DWD, DOE, FSSA, CHE</p> <p>12.1 What is the employment and wage status pre & post participation in the adult education programs (regardless of completion)?</p> <p>12.2 What effect does participation in FSSA services have on adult education programs (Greater completion rate verses those that don't participate in FSSA Services)?</p> <p>12.2.2 In which FSSA Services? Medicaid (low income, Family Hoosier Health Wise, HIP, Disability) TANF (everything) SNAP</p> <p>12.3 To what extent do adult education completers (GED / HSE) enroll / complete higher education compared to high school graduates?</p>	
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.)? DOE, CHE</p>	
14	<p>What are the effects of remediation on postsecondary educational attainment, postsecondary completion time, and workforce outcomes? DOE, CHE, DWD</p>	
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? DOE, DWD, CHE</p>	
16	<p>How many people stay in Indiana 1, 5, and 10 years post-graduation from an Indiana high school, GED program, or college? DOE, CHE, DWD</p>	
17	<p>How does college performance (i.e., 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.)? CHE, DOE</p>	
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? (<i>Ties back to question 17</i>) FSSA, DOE,</p>	
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? FSSA, DOE</p>	

20	What is the comparison of ISTEP and IREAD-3 scores of children who attended a Paths to Quality early childhood program vs. those children who did not attend any preschool program? FSSA, DOE	
21	How do outcomes differ based on student or family characteristics (e.g., socioeconomic status, location, race, parent education level, etc.)? FSSA, DWD, CHE, DOE	
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? FSSA, DOE	
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? (e.g., Pass ISTEP, IREAD-3, high school diploma; college/vocational school; employment.) FSSA, DOE, CHE, DWD	