

### **Previously Studied Research Questions**

*The Center for Advanced Studies in Child Welfare (CASCW) Minn-LInK project uses state administrative data from multiple agencies to answer questions about the impacts of policies, programs and practice on the well-being of children in Minnesota. One of the key goals of the Minn-LInK project is to improve educational (and other well-being) outcomes for all Minnesota children and youth, with a particular focus on children who are in high-risk populations. Examples of previously studied research questions are provided below.*

Minn-LInK projects have addressed the following research questions that examine the educational outcomes of students who have interacted with the child welfare system:

- Do school attendance and achievement patterns differ for children who were allegedly physically abused compared to children who were exposed to alleged physical abuse
- How did exposure to intimate partner violence and child maltreatment affect academic outcomes for children?
- What was the educational well-being of Minnesota children whose out-of-home care experience occurred in conjunction with a child protection case?
- Are student attendance gains that are achieved following contact with child welfare sustained?
- What are the well-being and educational outcomes of children in treatment foster care?
- Are the high school graduation rates for teens who have had contact with the child protection system in Minnesota different from those found in other state studies?
- What are the economic outcomes of the cohort of former high school seniors who had contact with the child protection system two years after they left high school?
- How are school choice policies utilized by students who are involved in child welfare?
- What is the effect of high quality early education programs on the outcomes of child-welfare involved youth?

Minn-LInK projects have also studied the following research questions that assess the impact of poverty, housing status, juvenile justice involvement, and disability on educational and other child well-being outcomes:

- Are parents with disabilities over-represented in the child protection system? If so, at which points in the child protection process?
- Are Somali students in Minnesota diagnosed with Autism Spectrum Disorder at different rates than students in other populations?

- What was the effect of open enrollment on racial and economic segregation across the 69 Twin Cities metro school districts?
- Does receipt of supportive housing services affect children's school attendance rates, school mobility, academic achievement, and rates of Individualized Education Plans?
- What are the experiences and outcomes of youth who received services to address homelessness and other related issues?
- How do educational engagement patterns differ for homeless and unstably housed youth as compared to their peers?
- What is the relationship between TANF sanction experiences and educational outcomes of school attendance and enrollment disruptions for children in elementary, middle and high school?
- What is the relationship between the timing of TANF sanctions and negative educational outcomes?
- What overlap exists between the population of students that are identified by schools as homeless and the population of students with and without indicators of mobility?
- What are the child protection and special education outcomes of Part C participants?
- What are the educational outcomes and family well-being of teen parents?
- What are the common characteristics and experiences of violently victimized adolescents?
- What factors predict early onset of delinquency among maltreated youth?
- What proportion of cross-over youth reoffend?