Dependent questioning on the Longitudinal Study of Young People in England (LSYPE)

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LSYPE is ……

"A longitudinal (cohort) study of the factors affecting attainment (qualifications) and progression in the later years of compulsory education, involvement in education and training after the end of compulsory education and pathways from education into the labour market"

LSYPE is ……

- Influenced *directly* by similar studies such as *High School and Beyond*, NLSY and the Youth Cohort Studies

- Influenced *indirectly* by studies such as NCDS and BCS70 and the socio-economic panels (e.g. PSID, BHPS)

LSYPE basic research design

- Wave 1 began in March, 2004
- Annual interviews thereafter
- Sample members aged 14 (Year 9 in school)
- Extensive use of *linkage to administrative databases*
- Study projected for 10-12 Waves (until aged 23-25)
- Current funding extends to Wave 3

Key needs from research

- Enable *evaluation of effects* of existing policy and institutions ('what works')
- Support *further policy development*
- Enable policy development for *key groups*
- High degree of *spread*
- Be *flexible*

LSYPE basic sample design

- Sample drawn from *school rolls*
- Survey population was Year 9 pupils in all schools in England at January 31st, 2004
- This is virtually all age-eligible young people
- Two-stage sampling – schools were PSUs (approximately 690)
- Over 21,000 pupils sampled from the rolls
- Over-sampling for deprivation and ethnic minority status

LSYPE basic data collection design

- Face to face data collection at W1 and W2 (possibly W3 too)

- Interviews with both young people and parents at W1 and W2 (possibly W3 too)

- Average interview lengths: W1 30 m (YP), 50 m (Par); W2: 40 m (YP) 30 m (Par)

- Telephone interviews thereafter

- Possible further f-t-f at W4 or W5

Wave 1 Questionnaire content: young person

- Attitudes to school/education
- School subject preferences, choices and performance
- Access to and use of ICT
- Homework polices and practice
- Study support
- Aspirations/expectations for 16 and beyond
- 'At-risk' markers (use of alcohol, tobacco or cannabis, criminal/anti-social behaviour)

Wave 1 Questionnaire content: parent interview

- Household structure and relationships
- School history of young person
- Employment history of parents
- Relationship history of parents (to DOB)
- Involvement in school/education
- Aspirations/expectations for young person
- Income and benefits

Why use dependent 'feed-forward' data (non-methodology)?

- Reduce *error* especially *response error* and *inconsistency* – (checking)

- Reduce *costs* (length of interview)

- Reduce *attrition* (respondent burden)

Some uses of 'feed forward'

- Checking identity
- Asking about change/stasis
- *Checking on* change
- Collecting extra detail
- Establishing timelines (reducing *seam effects)*
- *Confronting respondent* with change

Checking identity

Previous wave's *Household Details* (names, DoBs, relationships to sample member) used to structure enumeration at next Wave

Follow-up checking on some other details (e.g. marital and employment status)

Quicker, more accurate and enables use of different HH respondents.

Asking about change

Proactive use in adult interviews of previous wave's data on *employment status, occupation and industry*

Used to initiate prospective employment history of time since last interview - should reduce seam effect

Other details (e.g. hours worked, pay rate etc asked again from new)

Similar approach possible for other history data in study (e.g. family structure, schools attended)

Asking about change

Establishing if sample member is still in same school as at previous Wave (feed forward Wave school data)

Extend *school history* if changes

Checking on change

Use *considered but rejected* of proactive dependency to ask check questions about changes in e.g. sample member's use of alcohol, tobacco or cannabis

Measurement of these will be simple repeated standard measure

Collecting extra detail

Change in requirements for classificatory variables means a new need to establish numbers of some qualifications held (e.g. A levels, GCSEs) but only where these are *highest qualification*. Wave 1 data will enable structuring of skips here to ensure questions are asked only in relevant cases

Confronting with change

- E.g. where either sample member or parent has changed views or intentions
- Asked *why* changed view
- Possible for e.g. where sample member has changed intentions about post Year 11
- Unlikely at Wave 2 - may be implemented later