

An Introduction to Next Steps

CENTRE FOR
LONGITUDINAL
STUDIES



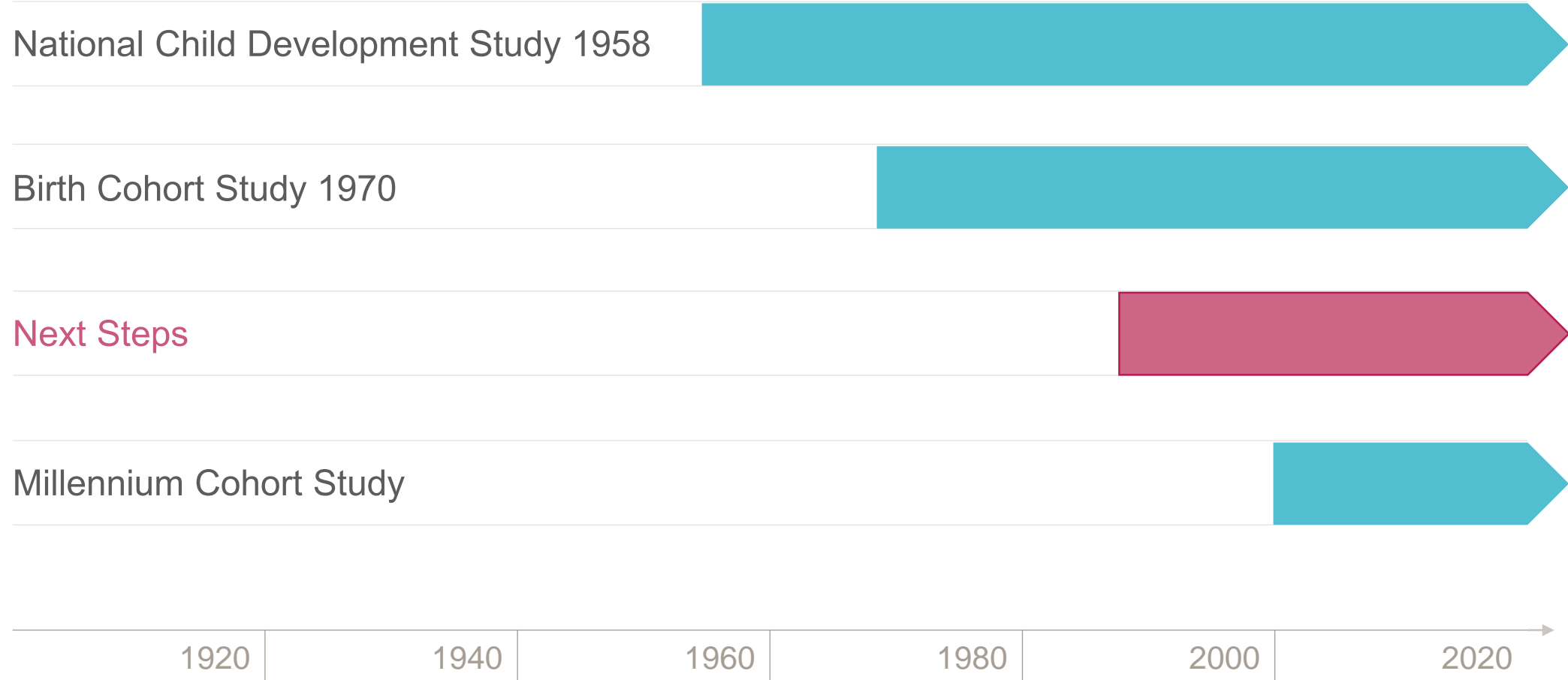
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**NEXT
STEPS**
LEARNING FROM YOUR GENERATION

Timeline of the studies

Next Steps follows the lives of around 16,000 young people living in England who were born in 1989/90.

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Why is Next Steps important?

- The “missing” cohort – young people born in the early ‘90s
- Only major national longitudinal study focussing on pathways through the teenage years and transitions into adulthood
- Has already been extensively used by analysts and policy makers across government














Important study following lives of 16,000 people born in England in 1989-1990

- Began in 2004 when study members were aged 13-14 and in Year 9
- Surveyed annually until 2010 when they were aged 19/20
- Age 25 available March 2017
 - Briefing papers produced – March 2017
 - User training workshops delivered – March/April 2017

Next Steps study and sample design

- Year 9 pupils attending maintained and independent schools, and pupil referral units
- Maintained schools: 2 stage probability proportional to size (PPS) with disproportionate stratification using Pupils Level Annual School Census (PLASC)
 - Schools = PSU
 - “Deprived” oversampled, defined by % FSM top quintile
 - Pupils within schools – oversampled minority ethnic groups (average 33.25)
- Independent schools school level annual school census (SLASC) 2 stage 1) % achieved 5 grade A-C GCSE 2) school roll

Next Steps A study of young people born in 1989/90

	 2004 Age 14	 2005 Age 15	 2006 Age 16	 2007 Age 17	 2008 Age 18	 2009 Age 19	 2010 Age 20		 2017 Age 25
 main respondent	Young person	Young person	Young person	Young person	Young person	Young person	Young person		Young person
 Parent response	Main parent	Main parent	Main parent	Main parent					
 Linked data			National Pupil Database						Linkage consents sought
 sample	15,770	13,539	12,439	11,801	10,430	9,799	8,682		7,701
 response rate	74%	86%	92%	92%	89%	87%	90%		50%

Topics covered by life stage



School years

Family
Parental employment
Financial circumstances
Housing
Health
Behaviour
Educational attainment
Educational aspirations
Subject choice
Views and expectations
Parental reports on relationship
Bullying



Early Adulthood

Educational transitions
Family (partners, children)
Employment
Income
Housing
Health
Courses and qualifications
Sexual identity
Political engagement
Locus of control

Research questions at age 25

How to reduce
inequalities

How this generation
has experienced a
severe global
recession

How to combat the
growth of obesity

How to confront
problems of mental
health

How to ensure
appropriate skills
acquisition

How this generation is
getting on in the labour
market

Topics covered (45 minute interview)

- Household formation, relationships and fertility
- Housing
- Employment, income, education and training
- Identity and participation
- Health and well-being
- Data linkage consents
- Contact information

Final sample sizes and response rates

Mode	Issued sample	Number of interviews	Overall RR	Mode RR	Proportion of achieved sample
Web	15,531	4,720	31%	31%	61%
Telephone	5,297	664	4%	13%	9%
F2F	10,357	2,323	15%	23%	30%
Overall	15,531	7,707	50%	N/A	100%

Video introducing Next Steps

www.nextstepsstudy.org.uk



Data linkage consents obtained by mode

Domain	Web (%)	Telephone (%)	F2F (%)	Overall (%)	Overall (N)
Education (NPD, ILR, HESA)	61	85	86	70	5,283
Education (UCAS)	58	84	83	68	5,077
Education (SLC)	50	74	77	60	4,498
Health (NHS)	55	76	83	65	4,893
Economic (DWP)	48	76	78	60	4,457
Economic (HMRC)	46	71	76	57	4,287
Crime (MOJ)	55	78	79	64	4,775

Next Steps data and documentation

- Data and Documentation for Next Steps and NPD available from UK Data Service
www.ukdataservice.ac.uk
- Documentation available from CLS website
 - Overview
<http://www.cls.ioe.ac.uk/page.aspx?&sitesectionid=1246&sitesectiontitle=Welcome+to+the+Longitudinal+Study+of+Young+People+in+England+>
 - Age 25
<https://nextstepsstudy.org.uk/>
- Department for Education
<https://www.education.gov.uk/ilsype/workspaces/public/wiki/Welcome>

In the news

Saturday jobs' can damage grades for teenagers' (Guardian, 28 March 2015)

New research suggests that teenagers who take on a Saturday job could be damaging their GCSE grades – an effect especially noticeable in girls. This research, conducted by Dr Angus Holford at the University of Essex made use of data from Next Steps

The screenshot shows the Guardian website interface. At the top, there are navigation links for 'free', 'become a member', 'sign in', 'subscribe', and 'search'. The main header features the Guardian logo and a navigation menu with categories like 'UK', 'world', 'politics', 'sport', 'football', 'opinion', 'culture', 'business', 'lifestyle', 'fashion', 'environment', 'tech', and 'travel'. Below this, a sub-menu shows 'home > UK > society', with other regional options like 'law', 'scotland', 'wales', 'northern ireland', 'education', and 'media'. The article title is 'Saturday jobs 'can damage exam grades for teenagers'' by Tracy McVeigh, published on Saturday 28 March 2015. The sub-headline reads: 'Part-time work cuts study time, may be damaging to GCSE grades and might reduce motivation in lessons, new research suggests'. The article image shows a young man's face, with the text 'LIVE FOR' visible. To the right of the article is an advertisement with a pink and blue graphic and the text 'Find a'.

In the news

Sexual minorities more at risk of being bullied than heterosexual peers

Research using Next Steps data suggests that young people who identify as sexual minorities are at a greater risk of ever experiencing bullying and experiencing bullying frequently during compulsory schooling and in early adulthood.



Subject Choice

Alice Sullivan; Morag Henderson; Jake Anders; and Vanessa Moulton

- Strong income effect in predicting curriculum choice at age 14: low income, less selective curriculum (Working paper, Henderson et al. 2017)
- Curriculum selection influences post-16 transitions. Increased probability of some groups more selective education (Moulton et al. 2017)
- School effects (Anders et al. 2017)
- Matching paper (Anders et al. 2017)



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Thank you
Any questions?