Study of Early Education and Development (SEED)
SEED follows on from the findings of the Effective Pre-school, Primary & Secondary Education (EPPSE) project
http://www.ioe.ac.uk/research/153.html

EPPSE followed 3000 children to 16 years of age. EPPSE results influenced much policy in the UK. Latest example is 2–year-old offer of early education.

EPPSE found that good quality centre-based early childhood education & care (ECEC) from 2 years upwards could improve child development outcomes.
EPPSE STUDY: Effects at start of school

Quality and Duration matter

(months of developmental advantage on literacy)
EPPSE study: Effects upon Age 11; literacy and numeracy

Effect size in standard deviation units

- Literacy
- Numeracy
EPPSE study: Effect sizes for 16 year olds

- Literacy
- Numeracy

Effect size

- Family income
- Mother’s education
- Father’s education
- Socio-economic status
- Home Learning Environment
- High-quality pre-school
- Primary school
- Secondary school quality
The EPPSE finding on 2-year-old ECEC led to:

1. Free 15 hours/week ECEC from the 2\textsuperscript{nd} birthday for children in the most deprived 20\% of the population from September 2013.

2. To be extended to children in the most deprived 40\% of the population from September 2014

SEED was set up to evaluate the effects of this policy change, as well as to provide evidence on ECEC in the current policy situation.
SEED is undertaken by 4 partner organisations:
Aims and objectives

Update existing evidence to assess:

- Impact of early education on school-readiness
- Impact of early education on longer term outcomes
- Impact of funded early education for two-year olds from disadvantaged households
- Value for money
Components of SEED

1. Longitudinal study of 5000+ children and families with two-year-olds representatively sampled.

2. Study of setting characteristics, assessing quality of provision for 2-3, & 3-4 year olds.

3. Case studies of good practice

4. Value for money study of investment in early education

5. Qualitative studies of
   a. Childminders’ experience
   b. Experience and outcomes for children with SEN/D
1: Longitudinal study

A survey of 5,000+ households with two-year old child

- Home interviews when child aged 2, 3 and 4

- Questions about family, child’s health and development, use of childcare and early education (plus cognitive, language, social development age 3 and 4)

- Educational assessments at 5, 6 and 7 years from National Pupil Database to track children’s progress (e.g. EYFS, phonics test and KS1)
LONGITUDINAL STUDY DESIGN

1. 5000+ children/families sampled at age 2:
   - 1660 from 20% most deprived,
   - 2000 from 20-40 percentiles of deprivation
   - 2040 from 40+ percentile of deprivation.
   - (deprivation levels from benefits records)

2. Data collected at 2, 3 and 4 years of age on families and child development, and educational data at 5, 6 and 7 years of age.

3. Basis for possible extension beyond 7 years.
How will we assess the impact of early education?

Children sampled across six termly cohorts, i.e. two academic years. Sample evenly split between

- 20% group (eligible for funded place from September 2013)
- 20% to 40% group (eligible for a funded place from September 2014)
- 40%+ group (NOT eligible for a funded place until 3 years-old)

Effects of eligibility for 20% and 20%-40% group investigated by exploiting gradual rollout of policy

- Estimating effects of being eligible for 1, 2 or 3 terms
- Effects of taking-up early education via longitudinal multiple regression analysis, modelling different amounts of pre-school education on later attainment
Modelling long-term outcomes

Child Factors
- Cognitive development
- Language development
- Educational development, e.g. literacy, numeracy
- Social development, e.g. sociability, behaviour problems

Secondary School

Primary School

Pre-school

Family Factors

Home-Learning Environment

Study of Early Education and Development (SEED)
2: Study of setting characteristics, including quality

- 1,000+ observations in early years settings
- 400 for 2-3 year olds
- 600 for 3-4 year olds

Quality assessment includes ECERS-R, ECERS-E (EPPSE) & SSTEW (new measure)

Data on quality linked to children in longitudinal study, to look at relationship between quality and development.
3: Case studies of good practice in settings

16 intensive case studies exploring how good quality settings articulate and sustain good practice

- Selected from ‘average’ and ‘high good’ (to see what makes the difference)
- Interviews with lead practitioners and other staff
- Interviews with parents/carers using the setting
4: Value for Money (VFM) Study

Collecting information about the costs of provision for different types and quality of settings

- 75+ setting visits
- Including settings with children with SEN/D
4: Value for Money (VFM) Study

Development of VFM model (interim report Spring 2016)

- Inferences about possible long term benefits
- Valuation of immediate and longer term benefits
- Combined with cost data for break even analysis about the level of impact needed to achieve positive VFM

Eventually compare actual impacts with cost data to put a cost in the impact of early education

- Assess cost-effectiveness and cost-benefit
- Final VFM report due in 2020
5: Qualitative studies of childminders and provision for children with SEN/D

Childminder study
- Insights into the perspectives and experiences of childminders
- In-depth telephone interviews with 20 childminders in early 2014

Special Educational Needs and/or Disability (SEN/D) study
- To understand how settings meet the needs of children with SEN/D
- 16 studies of families having a child with SEN/D
- In-depth interviews with parents/carer, and the child’s key worker + observation of practice
- May 2015 – Apr 2016
Reports

- Qualitative childminder report: End of 2014
- Early descriptive reports on baseline for children and families (Cohorts 1-3 Late 2014, and 4-6 Mid 2015)
- The Study of Early Years Settings report (observations of practice) on quality of childminders Spring 2015
- Interim findings from group settings Mid 2015
- Good practice in settings Spring 2016
- Interim VFM report: Spring 2016
- Qualitative SEND study report: Spring 2016
- Final Study of Early Years Settings report: Autumn 2016
- Updates on impact on child outcomes: 2017 and 2018
- Final report 2020