

Introduction to the Longitudinal Survey of Low-Income Students

MESA

MESA || MEASURING
THE EFFECTIVENESS
OF STUDENT AID





The Measuring the Effectiveness of Student Aid Project is a four year research effort being conducted by the Canadian Education Project and the School for Policy Studies at Queen's University on behalf of the Canada Millennium Scholarship Foundation. It is designed to answer the following four questions:

- How do teenagers coming from low-income backgrounds that choose to attend college or university compare to those who do not?
- Does providing more funding in a student's first few years of further education attract more low-income students to postsecondary education?
- Does providing more funding in a student's first few years of further education make it more likely for low-income students to stay in and graduate?
- Are low-income students different across Canada?

The Canadian Education Project is an initiative of Higher Education Strategy Associates. Its mission is to improve public policy in education through research, program evaluation, public consultations and knowledge mobilization. Our staff and scholars combine unrivalled knowledge of education and training in Canada with extensive expertise in social science research techniques, enabling us to provide a broad range of informational, analytical, advisory and policy-related services to a diverse array of clients.

The School of Policy Studies at Queen's University is a leading centre for advanced education, research, debate and interaction with the non-academic world in the fields of public administration and industrial relations. The School for Policy Studies manages the Research Review Committee for the MESA Project, which is responsible for funding contributory research projects that highlight important policy areas of interest.

The Canada Millennium Scholarship Foundation is a private, independent organization created by an act of Parliament in 1998 to encourage Canadian students to strive for excellence and pursue their postsecondary studies.

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Introduction

The roots of the Longitudinal Survey of Low-Income Students (LSLIS) – and the Measuring the Effects of Student Aid (MESA) Project of which it was a part - lie in the history of the now-ended Canada Millennium Scholarship Foundation.

In 2003, as part of its legislative requirements, the Foundation contracted an external agency to conduct a review of its operations. This review (performed by the Queen's University Institute of Intergovernmental Relations) suggested that its initial policy of using its bursaries mainly to reduce debt among high-need upper-year students was producing sub-optimal results with respect to its mandate of broadening access to post-secondary education. Following a series of public meetings across Canada to discuss possible changes to its need-based programs, the Foundation in the end decided to retain its debt-reducing grants but also to add a new program, known as the Millennium Access Bursaries (MAB) to target access more directly by giving grants to low-income students. The MESA project came about as a result of the Foundation's desire to evaluate this new program.

Though the MESA project was designed to use a wide variety of data sources to examine questions related to access and persistence, the Longitudinal Survey of Low-Income Students was an attempt to directly measure the effects of the MABs. The survey sample consisted primarily but not exclusively consisting of Millennium Access Bursary recipients and the final dataset contains data both from administrative records provided by provinces and survey data obtained through a series of annual interviews. The administrative data contained information on parental income, student need and total student assistance; the survey instrument captured data on socio-economic and demographic background; high school experiences; educational support from friends and family and expectations of returns to education; experiences in post-secondary education; time use; and income and financial literacy.

The LSLIS provides important data on low-income students, their habits, finances and views about post-secondary education and student aid. However, the LSLIS also has a more important purpose. Its longitudinal nature makes it possible to look directly at the issue of retention – who drops out and who doesn't. But what was important for the purpose of this exercise was not simply to know who dropped out, it was determining the extent to which money specifically played a part in the decision not to persist. In two provinces, the MESA project was able to obtain data not just on students who received the MAB but also those who did not. In addition, in several provinces, the intake from the MABs includes students who received *both* the MAB and the new Canada Study Grant and those who only received the MAB. In both of these cases, there existed what is known as a "discontinuity" – a spot in the data where program rules meant that students who were a dollar in family income under the line received a large amount of extra money and those who were a dollar over did not. Because students on either side of this line are very similar to one another in most respects *except* for the receipt of the extra grant, the situation is what is often-called "quasi-experimental" because the two groups are as similar to one another as it is possible to be without actually being experimental (i.e. randomly-assigned). In this kind of circumstance, there is a

strong case for explaining differences in student outcomes by receipt or non-receipt of the grant because so many of the students' underlying characteristics are the same. The results of discontinuity regression analysis on the LSLIS, which will be published in the MESA Project's final report in late 2010, is a major source of new and compelling evidence on the effects of financial aid on retention.

It bears repeating that unlike most major surveys with which readers will be familiar, the LSLIS was not based on a random sampling of students. Rather, it was based on a very deliberate sampling of students who received the MAB and – in a few provinces – some other students who came close to receiving the awards but did not. But because the Foundation's award criteria differed somewhat from province to province, the sample at a national level is not entirely even. This does not render national comparisons using the LSLIS impossible, but it does mean that comparable samples need to be carefully constructed. A major purpose of this document is to explain how this can be done

The purpose of this document is to provide background on the LSLIS and the ways in which its results should be interpreted and understood. **Part A** of the document describes the MAB – whose recipients form the base of the LSLIS sample - and the way it was administered across the country. **Part B** describes the process by which the survey sample was drawn from administrative data, how the three waves of the survey were conducted and then linked back to the administrative data. **Part C** explains how the survey sample was adjusted in order to permit valid cross-national comparisons and presents summary statistics of the survey respondents.

Part A – Description of the Millennium Access Bursaries

When the Canada Millennium Scholarship Foundation decided to create a new bursary program in 2005, it was decided that the emphasis of the new program would be on low-income students in their first year of studies. Previous grant programs which had focused on “high-need” students had seen their awards go predominantly to students who were “independent” (and hence had zero assessed parental contribution even if they came from quite wealthy families) and in expensive programs of study. While any assistance was obviously welcome to these students, it was difficult for the Foundation to argue that they were having any effect on access to post-secondary education when the aid was only going to students who were nearing the end of their studies. As a result, the Foundation wanted to target its new grant so as to give them to younger, traditional-aged low-income students at the very start of their studies.

However, the Foundation also had a commitment to ensuring that its programs were well-integrated with provincial priorities. This meant that they were committed to allowing provinces substantial leeway in the design and delivery of these programs within their own jurisdiction. Apart from the stipulation that the recipients need to be “low-income” and that the amount of bursaries to be delivered each year could not exceed the annual provincial allotment,¹ virtually all aspects of the grant were negotiable: the definition of low-income, the size of the grants, whether they were restricted to first-year students or not, their placement within the aid package (i.e. whether it would replace loan within existing aid limits or whether it would be given in addition to aid limits) etc. As a result, the final details of the Access Bursary differed significantly from province to province. The precise details are summarized in Table 1, but in essence, the programs can be most concisely described by categorizing their characteristics in terms of eligibility, income threshold, duration, size and placement.

Eligibility: Given the basic impetus to create a grant that would assist with improving access, the MAB was primarily designed to help students in their first year of studies, and for the most part recipients were selected only from this group. There were, however, some exceptions to this rule. In Alberta and Saskatchewan, students from both first and second year were eligible for the award. In New Brunswick, one could only gain entry to the program in first year, but awards could be made for up to three years, meaning that both second and third-year students were included. In Quebec, the definition of first-year was stretched slightly to include students who were *either* in their 1st year of CEGEP or their first year of university. Only in Prince Edward Island were first year students completely bypassed – there the award was given out exclusively to second year students because it was felt that with the new Canada Study Grant for Low-Income Students providing money to first-year students and the existing Island Grant providing money to

¹ The total amount of money available for the new Access Bursaries was \$50 million per annum. Within this envelope, each province was guaranteed an annual share equal to its proportion of the population of Canada for each year from 2005 to 2009. For those two provinces that did not manage to implement programs in 2005 but started instead in 2006, their shares for 2005 were carried forward and spread over the subsequent four academic years.

3rd and 4th year students, it made sense to use the new grant to fill the resulting “hole” between years.

Income Threshold: The MAB awards were meant to help students from low-income families. However, in keeping with its longstanding policy of trying to integrate its programs with the needs of individual provinces, the foundation decided at the outset to permit different definitions of “low income”. In the end, there were seven possible definitions of low income used.

The first, used in Manitoba and New Brunswick, was to use the *low-income threshold used by the National Child Benefit (NCB) program* to determine eligibility for its low-income supplement. This threshold varies by family size, but for a two-child family in 2006 it was \$35,595.

The second, used in British Columbia, Newfoundland, Nova Scotia and Prince Edward Island, was based on family income tables adopted by the Canada Student Loans Program and its provincial counterparts. In these provinces, the eligibility threshold for students was having a *parental contribution of less than \$1000 per year*. Parental contributions are derived from a fairly complicated algorithm but are based on the concept of a “moderate standard of living” (for more details, see Hemingway 2003); as a result, they will vary not only by family size (as with the NCB) but also by province to take account of different tax rates and costs of living.

The third, used in Ontario, was an *alternate measure of family income* which, like the NCB, varied according to family size. A “full” grant (worth 50% of tuition up to a maximum of \$3,000) was available to students with family incomes below the NCB line (as per Manitoba and New Brunswick), but smaller amounts of grants were available up to family incomes roughly double the NCB amount.

The fourth, used in Quebec, was a relative measure of income rather than an absolute one. Given that the Foundation was simply giving out about \$12 million dollars per year in equally-sized awards of \$3,000, the Government of Quebec simply picked the roughly 4,000 students who *met the eligibility criteria and had the lowest family income*.

The fifth definition, used in Saskatchewan and Manitoba, was *Aboriginal status*, which was seen as a proxy for low-income. These are the two provinces where students are asked to self-identify as an Aboriginal – in both cases, provide the student met the eligibility criteria, they would be given a grant regardless of family income or need.

The sixth definition, used in Alberta, was having a *home address in a rural area*. This was a proxy if not for low-income then at least elevated costs (since most had to leave home in order to attend PSE).

The seventh definition, used in Manitoba for a very small group of students, was *having graduated high school as a mature student from an Adult Education Centre*. Again, this was not a proxy for income necessarily, but given that these students were “non-traditional” students it was felt that they might be able especially to benefit from a special grant program.

Duration: In most provinces, the awards were only available for a single year. However, there were some exceptions.

In Alberta and Saskatchewan, awards were available to students in first and second year. Awards were for a single year's duration, but were assessed again every year – receiving an award in year one was no guarantee of receiving one in year two, and it was possible to receive an award in year two without having received one in year one. A similar situation existed in Quebec, where students were eligible for the award in both the first year of CEGEP and the first year of university.

In New Brunswick, a slightly different regime was in place. The award was for *up to* three years' duration, but to be eligible, the student had to qualify (i.e. be eligible and have family income below the threshold) in their first year of study. This was not a guarantee of three years' funding – if their circumstances changed, they could lose eligibility. But unlike Alberta, Saskatchewan and Quebec, it was not possible to obtain the award if they had not been eligible in year one. The same was true of that portion of the Manitoba program which was devoted to graduates of Adult Education Centres.

Size: The size of the grant ranged considerably. Each province had the ability to recommend a grant size and so each made a different trade-off between having a lot of small grants or a few big ones. In Alberta and Prince Edward Island, governments opted for larger numbers of smaller grants, with average awards at \$1,000. Nova Scotia and Newfoundland offered base awards of \$1,000, with the possibility of extra funds up to \$1,500. Ontario and Manitoba (main awards program) offered grants equal to 50% of tuition. Saskatchewan offered \$2,000, BC \$3,000 and Quebec's awards were of varying amounts, but averaged around \$3,000. New Brunswick offered students up to \$5,000 to students who qualified three years in succession; Manitoba offered \$5,000 to those recipients who came from the Adult Learning Centres.

Placement: Most grants were applied in such a way that they reduced student debt – for every dollar granted, student loan would be reduced by a dollar, leaving the students with no extra cash on hand but less debt at the end of the day. In Newfoundland and Nova Scotia, where it was common for students to have “unmet need” (i.e. assessed need in excess of the student aid maximum), the first \$1,000 was applied so as to reduce debt – those recipients who had unmet need could then receive up to \$1,500 in grants on top to reduce unmet need but not borrowing. In British Columbia, Alberta and for the Manitoba grant for students from Adult Learning Centres, the grant was delivered with no reduction in lending, whether or not the student had unmet need (in effect, the system simply ignored that the student was in possession of this resource).

Table 1: Main Characteristics of Millennium Access Grants, by province

Province	Yrs in Effect	grants/ year	Bursary value	Eligibility	Definition of low-income	Application of bursary
AB	2006-2009	8,100	\$1,000	1 st and 2 nd year rural residents	Rural student, eligible for student aid	Cash grant independent of SFA assessment
BC	2005-2009	2,800	\$3,000	1 st year single, dependent	Less than \$1,000 in parental contribution	Cash grant independent of SFA assessment
MB(1)	2005-09 (2005 cohort only)	100	\$5,000 in year 1, diminishing thereafter	Graduates of Adult Learning Centres	Threshold set by Province	Cash grant independent of SFA assessment
MB(2)	2006-09	750	50% of tuition (max \$3,000; \$4,000 for Aboriginals)	1 st year single, dependent/independent Aboriginal students	Parental income below NCB cut-off	Loan reduction
NB	2005-09 (2005 and 2006 entry cohorts only)	700	Bursary lasts for 3 years : \$1,000 (Y1) \$2,200 (Y2) \$1,800 (Y3)	1 st year students, continuing through 3 rd year.	Parental income below NCB cut-off	Loan reduction
NL	2006-09	650	\$1,000 debt relief; Up to \$500-\$2,500 unmet need	1 st year single, dependent	Less than \$1,000 in parental contribution	Loan reduction plus grant to reduce unmet need or those who have it.
NS	2005-09	1000	\$1,000 debt relief; Up to \$500-\$2,500 unmet need	1 st year single, dependent	Less than \$1,000 in parental contribution	Loan reduction plus grant to reduce unmet need or those who have it.
ON	2005-09	16,000	25% to 50% of tuition, max. \$3,000	1 st year single, dependent	Parental income under \$70,000 (approx)	Loan reduction
PE	2005-09	267	\$1,000	2 nd year single, dependent	Parental income below NCB cut-off	Loan reduction
QC	2005-09	3,000	\$3,000 (approx)	1 st year single, dependent	The lowest income students eligible for student loans	Loan reduction
SK	2005-09	700	\$2,000	1 st /2 nd year Aboriginal students	Aboriginal students eligible for student loans	Loan reduction

As can readily be seen from the foregoing program descriptions, the MABs were not a uniform product across the country. Not surprisingly, therefore, the characteristics of the students receiving the awards were not uniform, either. As shown in table 2, there were substantial differences in the characteristics of the students chosen in each province to receive the bursary. Some of the differences are reflections of institutional differences between provinces: the much higher proportions of college recipients in the two westernmost provinces are to a considerable extent a reflection of the way those provinces have invested in their college sectors. Some of the differences are clearly due to the way the MABs were implemented in each province. For instance, the income profiles of the students assisted varied widely between provinces, because of the way income thresholds were set. Average age differs, too: provinces that allowed second-year students to be included have older average ages and Saskatchewan, which focused its grants on a group of students who have very different patterns of transition to post-secondary, has a MAB population which on average is 7 years older than that seen in the rest of the country.

In most provinces, the majority of the recipients were 18 or 19 years old, except in Alberta and Saskatchewan, where the program was not restricted to first-year students. In most provinces, the recipients were a little over 60% female, except for Saskatchewan, which is 70% female, in line with the much higher female participation rates seen amongst Aboriginal peoples. In all provinces, the cases are for the most part attending universities; only in Quebec (where CEGEPs represent a major part of the education system), Alberta (where the focus on rural students naturally gives a bias towards colleges since more of them cater to rural populations) and Newfoundland do college students come close to making up half of the base. The average assessed need of bursary recipients varies from province to province, but in most places varies between about \$8000 and \$10,000.

Table 2: Characteristics of Millennium Access Grant recipients, 2006-7

Province	Gender Ratio (F:M)	Average Age	Certificate: Bachelors Ratio	Average Value of Assessed Need	Average Value of Millennium Bursary	Average Parental Income	Average Value of Total Awards	Average Unmet Need ²	Percent with Positive Unmet Need	Average Unmet Need for those with Positive Unmet Need
AB	63:37	22	58:42	\$9,085	\$ 984	\$27,934	\$9,832	(\$738)	8%	\$1,534
BC	58:42	18	40:60	\$8,501	\$3,000	\$31,440	\$10,613	(\$2,112)	12%	\$1,690
MB	61:39	21	23:77	\$8,270	\$1,723	\$20,209	\$8,090	\$180	23%	\$1,477
NL	67:33	18	47:53	\$9,125	\$1,923	\$36,328	\$9,046	\$79	7%	\$1,501
NB	68:32	19	25:75	\$10,949	\$1,448	\$23,845	n/a	n/a	n/a	n/a
NB	63:37	19	25:75	\$9,953	n/a	\$63,291	n/a	n/a	n/a	n/a
NS	71:29	18	11:89	\$13,749	\$1,527	\$34,783	\$13,883	\$134	22%	\$1,053
ON	60:40	19	35:65	\$8,764	\$1,741	\$20,698	\$8,511	\$216	24%	\$1,461
PEI	66:34	19	33:67	\$8,732	\$1,000	\$28,092	n/a	n/a	n/a	n/a
QC	66:34	20	48:52	\$8,067	\$3,303	\$12,952	\$5,256	n/a	n/a	n/a
SK	73:27	26	33:67	\$12,656	\$760 ³	\$19,878	\$11,230	\$1,426	19%	\$4,836

²Unmet need is calculated by subtracting total awards from value of assessed need. For recipients, this calculation takes into account the funding for the bursary.

³This number represents the average cash award; the average remission—as SK awards combine cash and loan remission—is \$1,240, and the average cash and remission award is \$2,000.

Part B - Data Collection

At the outset of the project, the Foundation indicated that it wanted survey data on bursary recipients as a way of better understanding low-income students in various parts of the country and as a way to track the outcomes of students who received the award. It was decided at the beginning of the MESA project that the strategy likeliest to deliver results in terms of learning more about the determinants of persistence and discontinuation would be to follow a single cohort of students over a number of years, tracking both the continuers and the leavers.

Another key aspect of the project determined at the outset was the ability to link administrative and survey data. Due to arrangements negotiated with the provinces, the Foundation had access to a significant amount of data on the recipients of its Access Bursaries and – in the case of students in Nova Scotia and British Columbia – a selection of student aid recipients whose family income levels were just above the line required to receive the bursaries. The entire LSLIS sample was drawn from these datafiles, and indeed the final LSLIS integrates data from both the administrative files and the survey. This data design, used in the United States for its National Post-secondary Student Aid Survey (NPSAS) is considered a “best practice” among many researchers, this combination of administrative and survey data has never before been attempted in a Canadian PSE study. Accordingly, the MESA project extracted a sample of 17,636 students from nine provinces (Prince Edward Island did not transfer its data files in time to be included in the survey) from its 32,403 student database, and these students became the base of the LSLIS.

In the provinces of British Columbia and Nova Scotia, the survey sample includes students who received the Millennium Access Bursary based on income and a selection of student aid applicants who narrowly missed out due to being slightly over the cut-off point, thus creating the possibility of research based on discontinuity analysis. In Ontario, as noted above, only bursary recipients were interviewed, though since roughly half of those who received a Millennium Bursary also received a federal bursary, so a discontinuity exists there as well.

In Manitoba, Newfoundland, New Brunswick, Quebec, Alberta and Saskatchewan, the survey only takes in recipients of the Millennium Access Bursary. Because of the way the target population is derived in Alberta and Saskatchewan (receipt of a grant only if one is from a rural area or Aboriginal), it is not possible to use a discontinuity approach, and so no “control group” data was collected. The province of Quebec declined to provide data on a control group

In all provinces except Alberta and Saskatchewan, the 2007 survey was restricted to students in their first year of post-secondary education. Survey subjects were then re-interviewed in early 2008 and early 2009.

The LSLIS Survey Instrument.

The LSLIS survey instrument consisted of seven modules, which were:

- a) *Socio-demographic*. This module collected data on citizenship and immigration, ethnicity, mother tongue, family structure, parental education, and current living status. Information on gender, age, province of residence, etc, was not recorded because it was already in our possession from the data obtained through the student aid form. Apart from the question on living arrangements, these questions were only asked in the first year of the survey and were dropped for subsequent waves.
- b) *High School Experiences*. This module collected information on graduation from secondary school, highest levels of math and English/French taken, achievement (grades), and time use (including labour market experience) in secondary school. These questions were only asked in the first year of the survey and were dropped for subsequent waves.
- c) *Return on Investment*. The module asked a series of eight questions about students' beliefs about the value of post-secondary education, as well as questions about friends and parents' attitudes to PSE and a question about when the student decided he/she wished to attend PSE. These questions were asked in all three waves of the survey.
- d) *PSE Experiences*. This module collected data on enrolment status, highest level of education desired, achievement (grades), views on the learning environment, supportiveness of friends and family, views on fit between program and career goals, views on self-efficacy. . These questions were asked in all three waves of the survey.
- e) *Time Use and Labour Market*. This module collected data on time spent in class, studying outside of class, spent on extra-curricular or volunteer activities and time spent in paid labour. It also collected data on wages. . These questions were asked in all three waves of the survey.
- f) *Student Financial Assistance*. This module collected data on parental contributions and loans, private loans, personal and family savings, government loans and grants, and whether they would have borrowed more if possible. In year 1, this data was significantly supplemented by administrative data on need, family income, assessed need and aid packages. In year 3, certain questions were added which improved the accuracy of data on merit aid, and which asked questions with respect to concerns about finances.
- g) *Drop-out*. If a student in the survey indicated at the start of module D that they had ceased to be enrolled, they were administered a different version of modules D, E and F which accounted for the fact that they were no longer enrolled.

A copy of the survey instrument is included in this document as Appendix One.

This survey instrument was tested with roughly 40 students in telephone interviews in February 2006. These students were subsequently brought into focus groups for more intensive questioning about the instrument. This process led to a number of changes in the wording of the instrument.

This survey instrument was then put into the field in March of 2006 in three provinces: British Columbia, Saskatchewan and Ontario.

Subsequently, the instrument was the subject of discussions with staff at Statistics Canada' Centres for Education Statistics. Based on the Statistics Canada discussion, a new draft instrument was prepared in August 2006. This draft was sent for comment to a number of experts in specific subject fields. Their feedback was incorporated in a final draft, completed in early November 2006.

A pilot survey instrument was developed for students receiving the bursary for the first time in January 2006, and which was put into the field in February and March 2006. The main cohort which was followed by the LSLIS consisted of students who were eligible for the bursary in 2006-07 (i.e. they received it in the Winter of 2007). These students were interviewed between February and May 2007, and were then re-interviewed in the winter terms of 2008 and 2009.

Fieldwork

Based on the number of records that were available, 17,636 were transferred to Acumen Research, who were the designated survey partner for the project. Time and cost efficiencies could have been gained by reducing the number batches being sent and sending them earlier in the year. Approximately \$15,000 worth of incentives were used to entice participation. These prizes included: 10 Laptops and Ipod Videos or the cash equivalent. Acumen Research was responsible for the administration of the incentives.

Contact data for subjects was imported into the PHP/Microsoft Access driven Survey Management System used at Acumen Research to run the call centre computer system. French-language surveys were completed by Tele-Surveys Plus Inc. in Montreal under the management of Acumen Research using the same procedures and processes.

Ten attempts were made to contact each potential respondent. Voice mail messages were left after the 1st, 5th and 9th attempt. Tables 3 show the summary of the call centre work for the Winter 2007 survey. Students who were contacted in Wave 1 were then re-contacted in winter 2008 for wave 2 (see table 4), and the process was repeated in winter 2009 (see table 6). Overall, re-interview rates for wave 2 was 71% and for wave 3 was 69%, thus leaving a final sample of 5,113 students who completed all three surveys. The re-interview rate varied somewhat by province, as shown in tables 5 and 7. Rates in Saskatchewan, where the subject population was older and contained a large number of single parents, were especially low.

Table 3: Call Centre Summary, Wave 1

Disposition	Frequency	% of Total	% of Viable	% of Contacts
Total Sample	17,636	100%		
Bad Numbers (excluding those recovered through tracing)	402	2%		
Total Viable Respondents	17,234	98%	100%	
Unavailable (no answer to ringing)	4,144	23%	24%	
Language Barrier	89	1%	1%	
Total contacts	13,001	74%	75%	100%
Unsuccessful call backs	1,355	8%	8%	10%
Refusals	966	5%	6%	7%
Participants	10,680	61%	62%	82%
Break-offs	169	1%	1%	1%
Completes	10,511	60%	61%	81%

Table 4: Call Centre Summary, Wave 2

Disposition	Frequency	% of Total	% of Viable	% of Contacts
Total Sample	10,511	100%		
Bad Numbers (excluding those recovered through tracing)	927	9%		
Total Viable Respondents	9,584	91%	100%	
Unavailable (no answer to ringing) – 10 attempts made	1,703	16%	18%	
Language Barrier	42	<1%	<1%	
Total contacts	7,939	76%	83%	100%
Unsuccessful call backs	80	1%	1%	1%
Refusals	331	3%	3%	4%
Participants	7,428	71%	78%	94%
Completes	7,407	70.4%	77%	93%
Break-offs	21	<1%	<1%	<1%

Table 5: Successful re-interview rate by province, Wave 2

	AB	BC	MB	NB	NL	NS	ON	QC	SK
Proportion successfully re-interviewed	71%	70%	69%	80%	73%	67%	72%	65%	47%

Table 6: Call Centre Summary, Wave 3

Disposition	Frequency	% of Total	% of Viable	% of Contacts
Total Sample	7,388	100%		
Bad Numbers (excluding those recovered through tracing)	558	8%		
Total Viable Respondents	6830	92%	100%	
Unavailable (no answer to ringing) – 10 attempts made	370	5%	5%	
Language Barrier	16	<1%	<1%	
Total contacts	6444	87%	94%	100%
Unsuccessful call backs	1187	16%	17%	18%
Refusals	144	2%	2%	2%
Participants	5113	69%	75%	79%
Completes	5088	69%	74%	79%
Break-offs*	25	<1%	<1%	<1%

Table 7: Successful re-interview rate by province, Wave 3

	AB	BC	MB	NB	NL	NS	ON	QC	SK
Proportion of wave 2 re-interviewed for wave 3	67%	64%	64%	78%	75%	66%	69%	79%	68%
Proportion of wave 1 remaining in wave 3	47%	45%	44%	63%	55%	44%	50%	51%	32%

Part C – Consistent Samples and Descriptive Statistics

Before looking at the actual results of the LSLIS data, it is worth reiterating that this sample frame for LSLIS is quite unlike most survey sample frames one is likely to encounter. It is not a national survey of students, not simply one of low-income students, not even one of students on student aid; it is a survey of recipients of the MAB (plus a few extras in BC and Nova Scotia), which has very different eligibility criteria in different provinces. As a result, even though it is possible (and even convenient) to show data on a province-by-province basis, it is a mistake to think that one can compare results between provinces. Differences in provincial results on the LSLIS may simply be a reflection of the different sample rather than because of any underlying inter-provincial differences.

Similarly, constructing a national sample for analysis is not simply a matter of taking all students together and analyzing them. Care needs to be taken in selecting which observations to include in a comparable national sample. Due to differing provincial eligibility requirements, each provincial sample represents a different population of aid recipients. In seven of the provinces, the bursary targeted students entering their first year at a PSE institution. These students also were required to still be single and dependent on their parents for the purposes of student aid. In Alberta and Saskatchewan, the bursary was awarded to rural and Aboriginal students respectively. While some of the recipients in these two provinces are first year, single dependent students, the samples are not directly comparable. The design of the bursary program in Québec also poses difficulties for generating a multi-province sample. As in most provinces, the bursary was restricted to first year single dependent students in Quebec. Unlike other provinces, a fixed number of low-income bursaries were awarded to the students with the lowest parental incomes in the province. Therefore, there is no fixed income cut-off in this province.

Obviously, due to provincial program variation, one cannot create a usable single sample that includes all of the respondents of the survey. The differing eligibility criteria across provinces means that we face a trade-off between the number of provinces we can include in the sample and the number of observations in any given common sample. We have used information regarding provincial eligibility criteria and low-income definitions to create two consistent national samples.

Disregarding Alberta, Saskatchewan, Québec and Ontario, there are two groups of provinces: those that use the National Child Benefit (NCB) line as a cut-off and those that use \$1000 in expected parental contribution as a cut-off. These two groups provide natural cut-off points for our samples. Sample 1 includes observations with parental income below the NCB cut-off, and Sample 2 includes observations with a parental contribution of less than \$1000.

Sample 1 is the narrower of the two samples, and includes students from Newfoundland and Labrador, Nova Scotia, New Brunswick, Ontario, Manitoba and British Columbia. Note that some of these provinces have samples which include students with parental incomes above the NCB cut-off; in such provinces all respondents with parental incomes above the NCB cut-off are dropped. All respondents in Sample 1 are recipients on the Canada Access Grant (CAG). Also note that two outliers were eliminated from this sample, both from the province of Manitoba. The

administrative data corresponding to both of these two observations indicate parental incomes of greater than \$60 000, which is well above the NCB cut-off. This may be a data error (though the rest of the Manitoba data seems to have parental incomes in the expected range) or the program rules might not have been applied strictly in those cases.

Sample 2 is a less restrictive sample than the first and is defined by selecting students with expected parental contributions less than or equal to \$1000.⁴ The expected parental contribution to student resources (which is used to calculate the total amount of financial aid the student will receive) is available in the admin data for all provinces.

Because students from New Brunswick and Manitoba cannot have parental incomes higher than the NCB line, we must exclude them from Sample 2. In these two provinces students must qualify for the NCB to qualify for the Millennium Bursary. Sample 2 is constructed from the four remaining provinces. Table 2 shows summary statistics regarding s2 parental contributions.

It is of great importance to be clear on the meaning of the cut-offs of Sample 1 and Sample 2. Sample 1's cut-off (the NCB line) is based directly on parental income; Sample 2's cut-off regards expected parental contribution (which is based on income as well). The NCB line is the same across all the provinces but the exact cut-off varies by the number of dependant children in the family. 'Expected parental contribution' is an amount calculated by student aid programs in each province (and provided in the administrative data) as a percentage of the parent's disposable income. Disposable income is defined as any income above what is necessary to have a moderate standard of living (which varies by the size of the household).

Table 8 reports the number of observations from each province in each of the three (our four) samples in year 1. The column labelled 'Total Sample' reports the number of observations from each province when no restrictions are made on Y1 of the LSLIS.

Table 8: LSLIS Wave 1 Sample Sizes (Un-weighted number of observations)

Province	Total Sample	Sample 1	Sample 2
Newfoundland and Labrador	399	173	387
Nova Scotia	399	113	216
New Brunswick	202	193	0
Quebec	878	0	0
Ontario	6,133	2,764	3,523
Manitoba	284	213	0
Saskatchewan	178	0	0
Alberta	813	0	0
British Columbia	1,225	555	900
Total	10,511	4,011	5,026

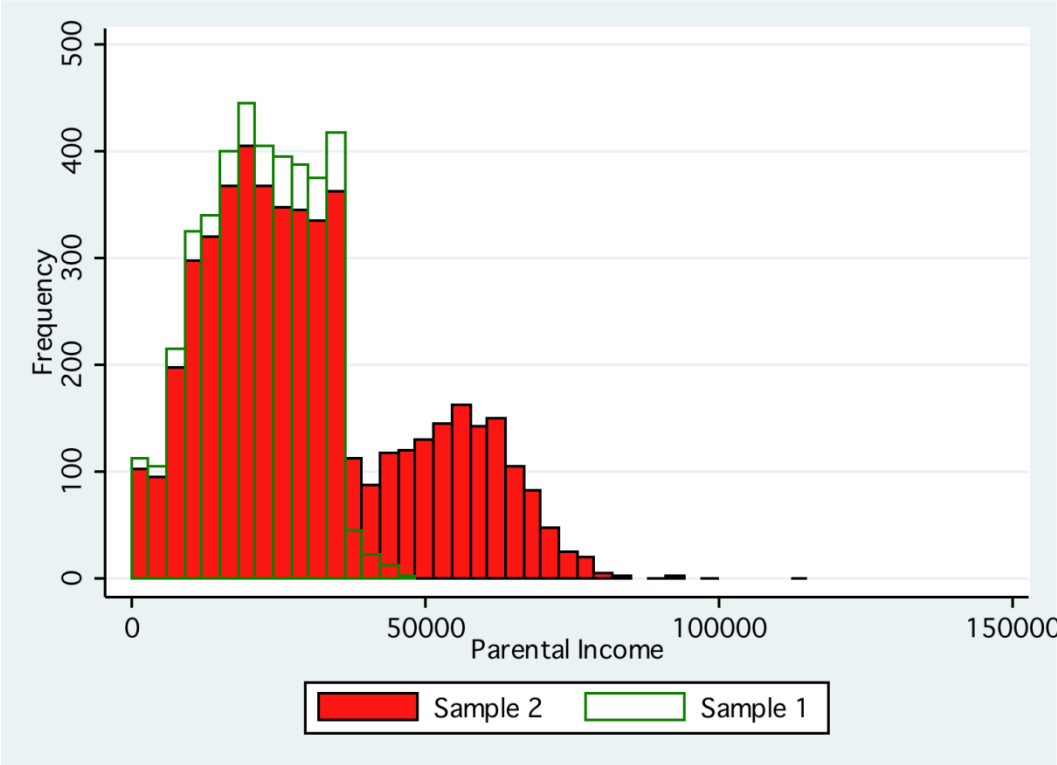
⁴ For the purpose of distribution of the Millennium Bursary, a parental contribution of less than \$1000 is used as an indication of low income in Newfoundland and Labrador, Nova Scotia and British Columbia.

Table 9 shows a cross tabulations of the samples. Note that all students who are included in Sample 1 are included in Sample 2 except all 193 students from New Brunswick and all 213 students from Manitoba (total: 406). Figure 1 shows essentially the same information in a histographic format.

Table 9: Sample 1 and Sample 2 Cross Tabulation

		Sample 2		
		No	Yes	Total
Sample 1	No	5,110	1,421	6,531
	Yes	406	3,605	4,011
	Total	5,516	5,026	10,541

Figure 1: Parental Income Distribution: Sample 1 and Sample 2



Summary Statistics

Table 10 displays demographic information on survey recipients from the first year of the survey by province and also for “sample 1” and “sample 2”. An examination of the data highlights a number of key points about the rather special sample used for the LSLIS.

The first is that this is a fairly young sample of students; nearly 90% of them were 19 or younger at the time of entry (which also accounts for the very high proportion of students listed as “dependent”). The second is that this sample is skewed – compared to the general student population – in a number of ways. The most obvious is by income; by design, this is a survey of low-income students. Ethnicity is also somewhat different from the population at large; over a third of the sample and nearly half of the “Sample 1” and “Sample 2” populations are non-white due to the predominance within the sample of students from Southern Ontario and British Columbia’s Lower Mainland. This skew can also be seen in the immigration statistics, where roughly a third of all students say they were born outside of Canada.

A final important difference between these samples and a more representative sample of students is the proportion who live away from their parents. Among the larger student population, this kind of result – between half and two-thirds of students living away from home – would not necessarily be seen as odd; however, among a sample of mostly first year students, it is actually very high (most surveys show the proportion of first-year students living at home to be roughly 70%). This has to do with who chooses to apply for student assistance. As our 2008 Annual Report showed, a significant proportion of low-income students do not access student assistance, presumably because those who choose to live at home and engage in part-time work probably do not require student assistance or are in a position where the need assessment system would give them very little, if any, aid. Thus, students living away from home (whose higher costs translate into higher need and larger aid packages) are thus always likely to be over-represented relative to the general population in a survey of student aid recipients, which is precisely what LSLIS is.

Table 10: Key Demographic Variables Statistics, Survey Wave 1, By Province and Sample

	Canada	NL	NS	NB	QC	ON	MB	SK	AB	BC	S1	S2
Age in 2007												
Age 16-18	45.4	81.2	27.2	52	19.8	56.1	63.3	3.9	17.8	71.3	57	59.3
Age 19	26.5	16.9	48.8	38.3	16.1	32.8	21	4.6	18	19.1	30.5	29.6
Age 20+	28.1	1.9	24	9.7	64.2	11.1	15.7	91.4	64.2	9.6	12.5	11.1
Immigrant Status												
Born In Canada	76.2	99.5	98	97.4	88.8	67.2	71	100	93.7	58.2	63.3	65.3
Citizen Not Born In Canada	19.9	0.5	1.4	2.6	7.3	29.1	14.6		3.9	33	30.2	29.7
Landed Immigrant	3.9		0.6		3.9	3.8	14.4		2.5	8.8	6.6	5
Ethnic Background												
White	62.4	95.8	96.4	94.6	85.4	51.7	57.4	18.5	87.1	43.6	50.5	50.8
Aboriginal	3.8	3.2	1.1	1.6	0.4	1.2	6.2	72	2.3	1.3	1.5	1.2
Black	3.1		0.5		2.9	4.7	7.4	0.6	0.8	1.1	4.5	4.2
Latin American	1.4			0.5	2.2	1.5	3.1		0.9	1.8	1.3	1.5
Chinese	7.8			0.6	0.8	10.5	3.7		1.4	19.4	11.5	11.7
Other Asian	11.9		0.3	1.6	3.1	17.5	11.3	0.6	2.6	19.8	18.9	18.2
Arab	1.6				3.7	1.9	2.2		0.1	1.3	2.2	1.9
Other	8.1	1.1	1.8	1.1	1.5	10.9	8.6	8.4	4.8	11.6	9.5	10.6
Highest Level Of Parental Education												
Less Than HS	6.9	16.1	7.1	11.6	15.5	4.5	11	17.8	5.2	3.7	8.3	5.8
HS Completed	26.8	37.4	27.4	39.4	29.7	25.8	28.9	26.3	25.6	24.4	29.6	27.4
Some PSE	17.4	12.5	15.9	12	10.8	18.2	20.5	20.6	19.7	20	17.1	18
College Completed	26.7	27.6	28.9	25.3	26.1	28.5	19	14.5	27.8	21.4	22.4	25.9
University-BA	14	4.8	13.7	9.3	12.2	13.9	15.6	15.9	14	19.5	13.8	14.2
University-Grad	8.2	1.7	6.9	2.3	5.8	9.1	5	4.9	7.8	10.9	8.9	8.7
Parental Income												
Extremely Low (\$0 To \$5 000)	5.2	1.6	0.5	3.8	12.1	1.4	4.3	28.2	14.1	5.8	6.3	3.7
\$5 000 To \$25 000	33.5	24.5	11.1	47.8	86	25.4	46.7	38.8	13.1	28.1	55.5	31.6
\$25 000 To \$50 000	29	53.6	20.2	48.4	1.8	34.5	48	10.5	25.5	30.1	38.2	42.3
\$50 000 To \$75 000	23.2	19.1	39.9			31.4	1	22.4	20.4	20.8		21.5
\$75 000 and over	9.1	1.3	28.2		0.1	7.4			26.8	15.1		0.7

	Canada	NL	NS	NB	QC	ON	MB	SK	AB	BC	S1	S2
Institution Type												
College	38.7	29.9	6.9	14.4	45.1	35.9	18.3	28.4	64.4	41.8	35.2	37.2
University	55.3	51.8	84.9	67.3	50.6	63.6	79.8	63.5	30.8	49.5	61.3	60.7
Other	6	18.3	8.2	18.3	4.2	0.6	1.8	8.1	4.8	8.8	3.5	2.1
Living Arrangement												
With Parent(s) Or Guardians	37.7	33.3	20.1	32.4	15.9	45.8	57	9.8	18.3	61.7	50.5	49.2
In College/University Residence	29.4	17.7	52.9	31.3	10.2	40.3	18.5	5.9	19.4	19.9	30.5	34.1
Off-Campus, With Roommates	21.7	39.5	22.6	23.8	49.4	10.4	18.5	17.9	41.9	12	13.3	12.1
Off-Campus, Solo	8.6	8.2	4.4	7.2	13.5	3.2	5.6	55.7	16.3	5.8	4.8	4.1
With Spouse, Or Long-Term Partner	2.6	1.4		5.3	11	0.3	0.4	10.7	4	0.5	0.9	0.4
Student Status												
Single Dependent At Home	28.7	29.1	19.5	21.5	6.5	37.5	55.2		8.5	51.7	41.6	41
Single Dependent Away from Home	60.8	70.9	80.5	78.5	93.5	62.5	44.8	9.4	40.7	48.3	58.4	59
Single Independent At Home	0.7							2.7	4.3			
Single Independent Away from Home	5.8							28.6	34.5			
Married/Common Law	1.4							11.1	7.2			
Single Parent	2.1							48.2	4.8			
College Program												
Education	2.9				6.5	0.4		3.7	6.6	0.3	0.4	0.4
Visual And Performing Arts	7.7	2.8		14.2	11.6	8.8	3.8	2.5	5.3	6.4	8.5	7.5
Arts	31.3	22	21.3	14.2	32	29.5	24.5	23.1	24.7	54.2	34.6	35.4
Business And Commerce	18.3	28.2	24.6	35.5	10	22.8	37.6	12.4	14.6	17.3	23.5	22.5
Sciences	7.5	8.6	16.4	18.4	11.9	7.1	10.7	13	6.2	4	6.6	6.6
Architecture And Engineering	14.4	33.9	37.7	17.8	8.3	15.9	20.7	1.9	16.6	9.3	15.4	14.9
Health And Fitness	17.9	4.5			19.7	15.5	2.7	43.5	26.1	8.5	11	12.8
University Program												
Education	5.5	6	0.2	18	14.2	2.1	2.7	26.3	11.8	0.5	3	1.8
Visual And Performing Arts	3.3	1.1	2.8	1.7	5.4	3.4	5.4	1.7	3.4	2.1	3	3.1
Arts	41	49	61.1	49.3	29.5	36.7	68.7	44	33	61.4	43	42.2
Business And Commerce	12.8	8.5	10.7	10.7	11.4	15.2	3.8	5.9	7.9	11.4	14.7	14.6
Sciences	13.9	9.5	6	6.1	12	18	2.5		12.7	8.9	14.8	15.9
Architecture And Engineering	9.3	7.8	5.1	3.8	12.1	9.7	3	5.1	10.4	10	9.1	9.5
Health And Fitness	14.3	18.1	14.2	10.3	15.4	14.8	13.8	17	20.9	5.6	12.4	12.9

While table 10 shows demographic data on recipients in Year 1, there was of course considerable change in the sample over the course of the three years. In part, this was due to sample attrition (shown above in table 3-7), but it was also due to students switching programs and/or leaving school entirely. Table 11 shows the rates of continuing, switching and leaving using both hazard rates and cumulative rates.

In the “hazard” method of calculation, the figures for switching represent the figures in each category *for that year*. So, university “switchers” in Y3, for instance, represents the percentage who have switched since the previous year; students who switched programs between years 1 and 2 but stayed in their new program in year 3 would be counted as continuers in year 3. Similarly, a student who left between years 1 and 2 but returned in year 3 is not counted as a leaver in year 3. The “cumulative” method of counting, on the other hand, looks more specifically at those who have *ever* left – once in the “leaver” column, they remain there. The continuer column then represents only those students who stayed in their initial program through all three survey cycles.

Table 11: LSLIS Transition Rates

Hazard Transition Rates						
	University			College		
	Continue	Switch	Leave	Continue	Switch	Leave
Year 1	98.8%	-	1.2%	95.6%	-	4.4%
Year 2	74.9%	19.9%	5.2%	68%	18.6%	13.3%
Year 3	83.5%	12.4%	4.1%	62.9%	27.9%	9.2%

Cumulative Transition Rates						
	University			College		
	Continue	Switch	Leave	Continue	Switch	Leave
Year 1	98.8%		1.2%	95.6%		4.4%
Year 2	74%	19.7%	6.3%	65%	17.8%	17.1%
Year 3	61.8%	28.9%	9.3%	40.9%	35.9%	23.1%

Appendix

Survey Instrument :Longitudinal Survey of Low-Income Students

	<p>Hi may I please speak to [name]?</p> <p>My name is _____ and I'm calling on behalf of the Canada Millennium Scholarship Foundation, an organization set up by the Government of Canada to increase access to post-secondary education in Canada.</p> <p>The Foundation wishes to understand and improve the effectiveness of student aid programs. As an applicant for a provincial student loan, you are invited to participate in a 15 to 20-minute phone survey for which you will be entered into a draw for one of 3 prizes: a laptop computer, \$1000 cash or an iPod video. Participation in this <u>important</u> study has no effect on your status as a recipient of student aid and all information will be kept confidential.</p> <p>Can we conduct the survey now? (If no) is there a time that would be more convenient for you? (Monday – Saturday, 9am to 9pm). Just for our records, are we speaking to you on a cell phone? (If yes) Would you rather we call you back on a landline?</p>	<p>Bonjour. Puis-je parler à [nom] ?</p> <p>Mon nom est _____ et je vous appelle au nom de la Fondation canadienne des bourses d'études du millénaire, organisation établie par le Gouvernement du Canada afin de faciliter l'accès aux études post-secondaires au Canada.</p> <p>La Fondation souhaite comprendre et améliorer l'efficacité des programmes d'aide aux étudiants. En tant que demandeur d'un prêt étudiant provincial, vous êtes invité à participer à un sondage par téléphone d'une durée de 15 à 20 minutes vous rendant admissible à participer à un tirage au sort et d'avoir la chance de gagner un des 3 prix suivants : un ordinateur portable, 1 000\$ en argent comptant ou un baladeur à disque dur vidéo (iPod). Votre participation à cette <u>importante</u> étude n'a aucune influence sur votre statut de bénéficiaire d'aide aux étudiants, et tous les renseignements fournis demeureront confidentiels.</p> <p>Pouvons-nous commencer le sondage dès maintenant ? (Si non) Puis-je vous rappeler à un moment plus opportun ? (Lundi – samedi, 9 h 00 à 21 h 00) À titre d'information, me parlez-vous d'un téléphone cellulaire ? (Si oui) Préférez-vous que je vous rappelle sur votre ligne terrestre ?</p>
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Module A		Thank you, we will start with a few background demographic questions	Merci. Commençons par quelques questions d'ordre démographique.
1	CIT1_Y1 Do not read responses	Are you a Canadian citizen? [1] Yes [2] No [3] Refused	Êtes vous citoyen(ne) canadien(ne)? [1] Oui [2] Non [3] Refus
2	CIT2_Y1 Do not read responses Skip if CIT1_Y1 = 1	Are you a landed immigrant? [1] Yes [2] No [3] Refused	Êtes-vous immigrant reçu(e)? [1] Oui [2] Non [3] Refus
3	ORI1_Y1 Do not read responses	In what country were you born? [1] Canada	Dans quel pays êtes-vous né(e)? [1] Canada

		<p>[2] China (People’s Republic of)</p> <p>[3] El Salvador</p> <p>[4] Hong Kong</p> <p>[5] India</p> <p>[6] Iran</p> <p>[7] Lebanon</p> <p>[8] Philippines</p> <p>[9] Poland</p> <p>[10] Portugal</p> <p>[11] South Korea</p> <p>[12] Sri Lanka</p> <p>[13] Taiwan</p> <p>[14] United Kingdom (e.g. England, Scotland, Wales, Northern Ireland)</p> <p>[15] Vietnam</p> <p>[16] Don’t know</p> <p>[17] Refused</p> <p>[18] Other, specify _____</p>	<p>[2] Chine (République populaire de)</p> <p>[3] El Salvador</p> <p>[4] Hong Kong</p> <p>[5] Inde</p> <p>[6] Iran</p> <p>[7] Liban</p> <p>[8] Philippines</p> <p>[9] Pologne</p> <p>[10] Portugal</p> <p>[11] République de Corée</p> <p>[12] Sri Lanka</p> <p>[13] Taïwan</p> <p>[14] Royaume-Uni (p. ex. Angleterre, Écosse, pays de Galles, Irlande du Nord)</p> <p>[15] Vietnam</p> <p>[16] Ne sais pas</p> <p>[17] Refus</p> <p>[18] Autre, préciser _____</p>
4	<p>ORI2_Y1</p> <p>Skip if ORI_1 = [1], [16] or [17]</p>	<p>In what year did you come to Canada to live permanently?</p> <p>[1] Don’t know</p> <p>[2] Refused</p> <p>[3] Enter Year _____</p>	<p>En quelle année êtes-vous arrivé(e) au Canada pour la première fois pour y vivre en permanence?</p> <p>[1] Ne sais pas</p> <p>[2] Refus</p> <p>[3] Inscrire l’année _____</p>
5	<p>ETH1_Y1</p> <p>Do not read responses</p>	<p>People in Canada come from many different cultural or racial backgrounds. Could you describe your background:</p> <p>[1] White</p> <p>[2] Aboriginal, that is North American Indian, Metis, or Inuit</p> <p>[3] Black (e.g. African, Haitian, Jamaican, Somali)</p> <p>[4] Latin American</p> <p>[5] Chinese</p> <p>[6] Filipino</p> <p>[7] Japanese</p> <p>[8] Korean</p> <p>[9] Southeast Asian (e.g. Vietnamese or Indonesian, Cambodian, Laotian)</p> <p>[10] South Asian (e.g. East Indian, Pakistani, Sri Lankan, Punjabi)</p> <p>[11] Arab (e.g. Egyptian, Lebanese, Moroccan)</p> <p>[12] Central or West Asian (e.g. Afghan, Iranian, Turk)</p> <p>[13] Don’t know</p> <p>[14] Refused</p>	<p>Les habitants du Canada proviennent de diverses origines raciales ou culturelles. Pouvez-vous décrire vos origines :</p> <p>[1] Blanc(che)</p> <p>[2] Autochtone, c’est-à-dire Amérindien(ne), Métis(se) ou Inuit(e)</p> <p>[3] Noir (p. ex. Africain(e), Haïtien(ne), Jamaïcain(e), Somalien(ne))</p> <p>[4] Latino-Américain(e)</p> <p>[5] Chinois(e)</p> <p>[6] Philippin(e)</p> <p>[7] Japonais(e)</p> <p>[8] Coréen(ne)</p> <p>[9] Asiatique du Sud-Est (p. ex. Vietnamien(ne) ou Indonésien(ne), Cambodgien(ne), Laotien(ne))</p> <p>[10] Asiatique du Sud (p. ex. Indien(ne) oriental(e), Pakistanais(e), Sri Lankais(e), Punjabi)</p> <p>[11] Arabe (p. ex. Égyptien(ne), Libanais(e), Marocain(e))</p> <p>[12] Asiatique du Centre ou de l’Ouest (p. ex Afghan(e) ou Iranien(ne), Turc(que))</p> <p>[13] Ne sais pas</p> <p>[14] Refus</p>

		[15] Other (please specify _____)	[15] Autre (veuillez préciser _____)
6	LANG1_Y1 Do not read responses	What language do you speak when you are at home with your parents? [1] English [2] French [3] Refused [4] Other, specify _____	Quelle langue parlez-vous à la maison avec vos parents? [1] anglais [2] français [3] Refus [4] Autre (veuillez préciser _____)
7	SIB1_Y1	How many brothers and sisters do you have that are older or the same age as you? <i>Include half-, step and adoptive brothers and sisters</i> [1] Don't know [2] Refused [3] None [4] Enter # _____	Combien de frères et sœurs plus âgés que vous ou ayant votre âge avez-vous? <i>(inclure les demi-frères, demi-sœurs, frères et sœurs adoptifs)</i> [1] Ne sais pas [2] Refus [3] Aucun [4] Inscrire le nombre _____
8	SIB2_Y1 Skip if SIB1_Y1 <= [3]	Have any of these brothers or sisters attended university or community college? [1] Yes [2] No [3] Don't know [4] Refused	Parmi ces frères et sœurs, y en a-t-il qui ont fréquenté le collège ou l'université? [1] Oui [2] Non [3] Ne sais pas [4] Refus
9	SIB3_Y1 Skip if SIB1_Y1 = [3]	How many brothers and sisters do you have that are younger than you? <i>Include half-, step and adoptive brothers and sisters</i> [1] Don't know [2] Refused [3] Enter # _____	Combien avez-vous de frères et sœurs qui sont plus jeunes que vous? <i>(inclure les demi-frères, demi-sœurs, frères et sœurs adoptifs)</i> [1] Ne sais pas [2] Refus [3] Inscrire le nombre _____
10	PAR1_Y1 Read responses	Who were the parents or guardians that you lived with MOST of the time during HIGH SCHOOL? [1] Mother and Father [2] Mother and Stepfather [3] Father and Stepmother [4] Mother only [5] Father only [6] Lived without parents or at an institution [7] other guardians, specify two only _____ (include adoptive parent(s) in the 'other' category and clearly specify)	Avec quels parents ou tuteurs viviez-vous LA PLUPART du temps durant le SECONDAIRE? [1] Mère et père [2] Mère et beau-père [3] Père et belle-mère [4] Mère seulement [5] Père seulement [6] Vivais sans parents ou tuteurs ou dans une institution [7] Autres tuteur(trice)s, préciser deux au maximum _____
11	PAR2_Y1 Skip if PAR1_Y1 = [1], [6], or [7]	You indicated that you mostly lived with one of your parents during high school. How frequently did you have contact with your other parent? [1] More than once a week [2] Less than once a week but more than once a month	Vous avez déclaré vivre principalement avec un seul de vos parents durant votre secondaire. Quelle était la fréquence de vos rencontres avec votre autre parent? [1] Plus d'une fois par semaine [2] Moins d'une fois par semaine mais plus d'une fois par mois [3] Moins d'une fois par mois mais plus d'une fois par an

	Read Responses	<p>[3] Less than once a month but more than once a year</p> <p>[4] Once a year or less</p> <p>[5] Not at all</p> <p>[6] Don't know</p> <p>[7] Refused</p>	<p>[4] Une fois par an ou moins</p> <p>[5] Pas du tout</p> <p>[5] Ne sais pas</p> <p>[6] Refus</p>
12	<p>PAED1_Y1</p> <p>Skip if PAR1_Y1 = [5], [6] or [7]</p> <p>Do not read responses</p>	<p>What was the highest level of education completed by your female guardian?</p> <p><i>Instruction: If respondent lives with stepmother but sees mother more than once a week – answer in relation to <u>mother</u>; if respondents sees mother less than once a week – answer in relation to <u>stepmother</u></i></p> <p>[1] Less than Grade 6 (includes no schooling)</p> <p>[2] Completed at least Grade 6</p> <p>[3] Completed at least Grade 9 (Quebec Secondary 3)</p> <p>[4] High School Diploma or Equivalent</p> <p>[5] Some College, CEGEP, or University level courses (NO CERTIFICATE, DIPLOMA, OR DEGREE)</p> <p>[6] Private business school or training institute Certificate or Diploma</p> <p>[7] Community COLLEGE, CEGEP, Trade/Vocational, Apprenticeship, Teachers' College, or Nursing DIPLOMA OR CERTIFICATE</p> <p>[8] UNIVERSITY Undergraduate CERTIFICATE OR DIPLOMA (below a Bachelor's Degree)</p> <p>[9] UNIVERSITY Bachelor's DEGREE (e.g. B.A., B.Sc., B.Ed.,)</p> <p>[10] First professional DEGREE in Medicine, Dentistry, Veterinary Medicine, Law, Optometry or Divinity</p> <p>[11] Master's Degree (e.g. M.B.A., M.Ed., M.A., M.Sc.)</p> <p>[12] Doctorate degree (earned e.g. Ph.D, D.Sc., D.Ed)</p> <p>[13] Don't know</p> <p>[14] Refused</p> <p>[15] Other education or training _____</p>	<p>Quel est le plus haut niveau de scolarité obtenu par votre gardien féminin?</p> <p><i>Instruction : Si le répondant habite avec la belle-mère, mais voit la mère plus d'une fois par semaine - répondez par rapport à la mère ; si le répondant voit la <u>mère</u> moins d'une fois par semaine - répondez par rapport à la <u>belle-mère</u></i></p> <p>[1] Moins qu'une 6^e année (cela comprend non scolarisé(e))</p> <p>[2] A terminé au moins la 6^e année</p> <p>[3] A terminé au moins la 9^e année (3^e secondaire au Québec)</p> <p>[4] Diplôme d'études secondaires ou équivalent</p> <p>[5] Quelques cours dans un collège, un cégep ou une université (AUCUN CERTIFICAT, DIPLOME OU ATTESTATION D'ÉTUDES)</p> <p>[6] Certificat ou diplôme d'une école commerciale privée ou d'un institut de formation privé</p> <p>[7] Certificat ou diplôme d'un COLLÈGE communautaire, d'un CÉGEP, d'un collège de formation professionnelle ou de métiers, d'une école d'apprentissage, d'une école normale ou UN DIPLÔME OU UN CERTIFICAT de sciences infirmières</p> <p>[8] Certificat ou diplôme UNIVERSITAIRE de premier cycle (menant au baccalauréat)</p> <p>[9] Baccalauréat (p. ex. B.A., bachelier ès sciences, B.Ed.)</p> <p>[10] Premier grade professionnel en médecine, médecine dentaire, médecine vétérinaire, droit, optométrie ou théologie</p> <p>[11] Maîtrise (p. ex. M.B.A., M.Ed., M.A., M.Sc.)</p> <p>[12] Doctorat (p. ex. Ph.D, D.Sc., D.Ed.)</p> <p>[13] Ne sais pas</p> <p>[14] Refus</p> <p>[15] Autres études ou formation _____</p>
13*	<p>PAED2_Y1</p> <p>Skip if PAR1_Y1 = [4], [6] or [7]</p> <p>Do not read responses</p>	<p>What was the highest level of education completed by your male guardian?</p> <p><i>Instruction: If respondent lives with stepfather but sees father more than once a week – answer in relation to <u>father</u>; if respondents sees father less than once a week – answer in relation to <u>stepfather</u></i></p> <p>[1] Less than Grade 6 (includes no schooling)</p>	<p>Quel est le plus haut niveau de scolarité obtenu par votre tuteur masculin?</p> <p><i>Instruction : Si le répondant habite avec le beau-père, mais voit le père plus d'une fois par semaine - répondez par rapport au <u>père</u> ; si le répondant voit le père moins d'une fois par semaine - répondez par rapport au <u>beau-père</u>.</i></p> <p>[1] Moins qu'une 6^e année (comprend non scolarisé)</p> <p>[2] A terminé au moins la 6^e année</p> <p>[3] A terminé au moins la 9^e année (3^e secondaire au Québec)</p> <p>[4] Diplôme d'études secondaires ou équivalent</p>

		<p>[2] Completed at least Grade 6</p> <p>[3] Completed at least Grade 9 (Quebec Secondary 3)</p> <p>[4] High School Diploma or Equivalent</p> <p>[5] Some College, CEGEP, or University level courses (NO CERTIFICATE, DIPLOMA, OR DEGREE)</p> <p>[6] Private business school or training institute Certificate or Diploma</p> <p>[7] Community COLLEGE, CEGEP, Trade/Vocational, Apprenticeship, Teachers' College, or Nursing DIPLOMA OR CERTIFICATE</p> <p>[8] UNIVERSITY Undergraduate CERTIFICATE OR DIPLOMA (below a Bachelor's Degree)</p> <p>[9] UNIVERSITY Bachelor's DEGREE (e.g. B.A., B.Sc., B.Ed.,)</p> <p>[10] First professional DEGREE in Medicine, Dentistry, Veterinary Medicine, Law, Optometry or Divinity</p> <p>[11] Master's Degree (e.g. M.B.A., M.Ed., M.A., M.Sc.)</p> <p>[12] Doctorate degree (earned e.g. Ph.D, D.Sc., D.Ed)</p> <p>[13] Don't know</p> <p>[14] Refused</p> <p>[15] Not Applicable</p> <p>[16] Other education or training _____</p>	<p>[5] Quelques cours dans un collège, un cégep ou une université (AUCUN CERTIFICAT, DIPLOME, OU ATTESTATION D' ETUDES)</p> <p>[6] Certificat ou diplôme d'une école commerciale privée ou d'un institut de formation privé</p> <p>[7] Certificat ou diplôme d'un COLLÈGE communautaire, d'un cégep, d'une école de formation professionnelle ou de métiers, d'une école d'apprentissage, d'une école normale, ou CERTIFICAT OU DIPLÔME de sciences infirmières</p> <p>[8] Certificat ou diplôme UNIVERSITAIRE de premier cycle (menant au baccalauréat)</p> <p>[9] Baccalauréat (p. ex. B.A., bachelier ès sciences, B.Ed.)</p> <p>[10] Premier grade professionnel en médecine, médecine dentaire, médecine vétérinaire, droit, optométrie ou théologie</p> <p>[11] Maîtrise (p. ex. M.B.A., M.Ed., M.A., M.Sc.)</p> <p>[12] Doctorat (p. ex. Ph.D, D.Sc., D.Ed.)</p> <p>[13] Ne sais pas</p> <p>[14] Refus</p> <p>[15] Ne s'applique pas</p> <p>[16] Autres études ou formation _____</p>
14	DWEL1_Y1 Read response options	<p>Do you currently live...</p> <p>[1] At home with your parent(s) or legal guardians</p> <p>[2] In a university or college residence</p> <p>[3] Off-campus, away from your parent(s) or legal guardians, with one or more room-mates</p> <p>[4] Off-campus, away from your parent(s) or legal guardians, on your own</p> <p>[5] With a spouse or long-term partner</p> <p>[6] Refused</p>	<p>Habitez-vous présentement:</p> <p>[1] à la maison avec votre ou vos parents ou tuteurs légaux?</p> <p>[2] dans une résidence d'université ou de collège?</p> <p>[3] à l'extérieur du campus, séparé(e) de votre ou vos parents ou tuteurs légaux, avec un ou plusieurs colocataires</p> <p>[4] à l'extérieur du campus, séparé(e) de votre ou vos parents ou tuteurs légaux, seul(e) ?</p> <p>[5] avec un conjoint ou un partenaire à long terme?</p> <p>[6] Refus</p>

Module B		Now we would like to ask you a few questions about your experiences in high school	Nous désirons maintenant vous poser quelques questions sur votre scolarité au secondaire
15	HSNM1_Y1 Do not read responses	<p>Not including junior high or elementary schools, how many high schools did you attend?</p> <p>[1] 1</p> <p>[2] 2</p> <p>[3] 3</p> <p>[4] 4</p> <p>[5] 5</p> <p>[6] 6</p> <p>[7] 7</p>	<p>Sans compter les études primaires ou secondaires de premier cycle, combien d'écoles secondaires différentes avez-vous fréquenté?</p> <p>[1] 1</p> <p>[2] 2</p> <p>[3] 3</p> <p>[4] 4</p> <p>[5] 5</p> <p>[6] 6</p> <p>[7] 7</p>

		[8] 8 [9] 9+ [10] Don't know [11] Refused	[8] 8 [9] 9+ [10] Ne sais pas [11] Refus
16	HSDR1_Y1	Did you ever drop out of high school? [1] Yes [2] No [3] Refused	Avez-vous déjà abandonné l'école secondaire? [1] Oui [2] Non [3] Refus
17	HSDR2_Y2 Skip if HSDR1_Y1 >= [2] Do not read responses	Sometimes people leave school and return more than once. How many times in total did you leave High School? [1] 1 [2] 2 [3] 3 [4] 4 [5] 5 [6] 6 [7] 7 [8] 8 [9] 9+ [10] Don't know [11] Refused	Certains jeunes quittent l'école puis y retournent plus d'une fois. Au total, combien de fois avez-vous abandonné vos études secondaires? [1] 1 [2] 2 [3] 3 [4] 4 [5] 5 [6] 6 [7] 7 [8] 8 [9] 9+ [10] Ne sais pas [11] Refus
18	HSCO1_Y1	In which year and month did you graduate from high school? [1] Did not complete high school [2] Don't know [3] Refused [4] Enter Year_____	En quelle année et mois avez-vous obtenu un diplôme d'études secondaires ? [1] N'ai pas terminé l'école secondaire [2] Ne sais pas [3] Refus [4] Inscrire l'année _____
19	HSCO2_Y1 Skip if HSCO1_Y1 = [1], [2] or [3] Record month for HSCO1_Y1	[1] January [2] February [3] March [4] April [5] May [6] June [7] July [8] August [9] September [10] October [11] November [12] December [13] Don't Know	[1] Janvier [2] Février [3] Mars [4] Avril [5] Mai [6] Juin [7] Juillet [8] Août [9] Septembre [10] Octobre [11] Novembre [12] Décembre [13] Ne sais pas

20	HSAT1_Y1 Show if HSCO1_Y1 = [1]	In which year did you last attend a high school? [1] Don't know [2] Refused [3] Enter Year _____	En quelle année avez-vous fréquenté l'école secondaire pour la dernière fois? [1] Ne sais pas [2] Refus [3] Inscrire l'année _____
21	HSLC1_Y1 Do not read responses	In what province, territory or country did you last attend high school? [1] Newfoundland [2] Prince Edward Island [3] Nova Scotia [4] New Brunswick [5] Quebec [6] Ontario [7] Manitoba [8] Saskatchewan [9] Alberta [10] British Columbia [11] Yukon [12] Northwest Territories [13] Nunavut [14] United States [15] Outside Canada and United States [16] Don't Know [17] Refused	Dans quelle province ou quel pays avez-vous fréquenté l'école secondaire pour la dernière fois? [1] Terre-Neuve [2] Île-du-Prince-Édouard [3] Nouvelle-Écosse [4] Nouveau-Brunswick [5] Québec [6] Ontario [7] Manitoba [8] Saskatchewan [9] Alberta [10] Colombie-Britannique [11] Yukon [12] Territoires du Nord-Ouest [13] Nunavut [14] États-Unis [15] Hors du Canada et des États-Unis [16] Ne sais pas [17] Refus
22	HSLC2_Y1 Read response options	When you last attended high-school, how big was the community in which you lived? [1] Rural community (e.g. farm or village less than 1,000 people) [2] Town/village of 1,000 -10,000 [3] City of 10,000-49,999 [4] City of 50,000-99,999 [5] City of 100,000-500,000 [6] City of >500,000 [7] Don't Know [8] Refused	Lorsque vous avez fréquenté pour la dernière fois une école secondaire, quelle était la taille de la communauté où vous viviez? [1] Communauté rurale (p.ex. ferme ou village de moins de 1 000 habitants) [2] Ville/village de 1 000 à 10 000 habitants [3] Ville de 10 000 à 49 999 habitants [4] Ville de 50 000 à 99 999 habitants [5] Ville de 100 000 à 500 000 habitants [6] Ville de plus de 500 000 habitants [7] Ne sais pas [8] Refus
23	HSLA1_Y1	When you last attended high school, in what language did you receive most of your instruction? [1] English [2] French [3] Other [4] Don't know [5] Refused	Dans la dernière école secondaire que vous avez fréquentée, dans quelle langue l'enseignement était-il dispensé? [1] Anglais [2] Français [3] Autre [4] Ne sais pas [5] Refus

24	HSGR1_Y1 Read response options to assist with respondent's estimation	In your last year of high school, what was your overall grade average as a percentage? [1] 90% to 100% [2] 80% to 89% [3] 70% to 79% [4] 60% to 69% [5] 55% to 59% [6] 50% to 54% [7] Under 50% [8] Don't know [9] Refused	Pour votre dernière année d'études secondaires, quelle était votre note moyenne générale en pourcentage? [1] De 90 % à 100 % [2] De 80 % à 89 % [3] De 70 % à 79 % [4] De 60 % à 69 % [5] De 55 % à 59 % [6] De 50 % à 54 % [7] Moins de 50 % [8] Ne sais pas [9] Refus
25	HSM1a_Y1 If HSLC1_Y1 = [6], [2], [3], [4], [8], [9], [10], [11], [12], [13], [14] or [15], [16] and [17] Do not read responses	What is the highest grade you completed in elementary or high school math? [1] Grade 6 [2] Grade 7 [3] Grade 8 [4] Grade 9 [5] Grade 10 [6] Grade 11 [7] Grade 12 [8] Grade 13 / OAC [9] Don't know [10] Refused [11] Other, specify _____	Quel est le plus haut niveau de scolarité que vous avez terminé en mathématiques au primaire ou secondaire? [1] 6 ^e année [2] 7 ^e année [3] 8 ^e année [4] 9 ^e année [5] 10 ^e année [6] 11 ^e année [7] 12 ^e année [8] 13 ^e année / CPO (cours préuniversitaire de l'Ontario) [9] Ne sais pas [10] Refus [11] Autre, préciser _____
26	HSM1b_Y1 If HSLC_Y1 = [1] Do not read responses	What is the highest grade you completed in elementary or high school math? [1] Grade 6 [2] Grade 7 [3] Grade 8 [4] Grade 9 [5] Level I /Grade 10 [6] Level II /Grade 11 [7] Level III /Grade 12 [8] Level IV /Advanced Placement [9] Don't know [10] Refused [11] Other, specify _____	Quel est le plus haut niveau de scolarité que vous avez terminé en mathématiques au primaire ou secondaire? [1] 6 ^e année [2] 7 ^e année [3] 8 ^e année [4] 9 ^e année [5] Niveau I /10 ^e année [6] Niveau II /11 ^e année [7] Niveau III /12 ^e année [8] Niveau IV / Équivalence de cours [9] Ne sais pas [10] Refus [11] Autre, veuillez préciser _____
27	HSM1c_Y1 If HSLC1_Y1 =	What is the highest grade you completed in elementary or high school math? [1] Grade 6	Quel est le plus haut niveau de scolarité que vous avez terminé en mathématiques au primaire ou secondaire? [1] 6 ^e année

	[5] Do not read responses	[2] Secondary 1/Grade7 [3] Secondary 2/Grade 8 [4] Secondary 3/Grade 9 [5] Secondary 4 /Grade 10 [6] Secondary 5/Grade 11 [7] Don't know [8] Refused [9] Other, specify _____	[2] secondaire 1 / 7 ^e année [3] secondaire 2 / 8 ^e année [4] secondaire 3 / 9 ^e année [5] secondaire 4 / 10 ^e année [6] secondaire 5 / 11 ^e année [7] Ne sais pas [8] Refus [9] Autre, veuillez préciser _____
28	HSM1d_Y1 If HSLC1_Y1 = [7] Do not read responses	What is the highest grade you completed in elementary or high school math? [1] Grade 6 [2] Grade7 [3] Grade 8 [4] Senior 1/Grade 9 [5] Senior 2/Grade 10 [6] Senior 3/Grade 11 [7] Senior 4/Grade 12 [8] Don't know [9] Refused [10] Other, specify _____	Quel est le plus haut niveau de scolarité que vous avez terminé en mathématiques au primaire ou secondaire? [1] 6 ^e année [2] 7 ^e année [3] 8 ^e année [4] Secondaire 1 / 9 ^e année [5] Secondaire 2 / 10 ^e année [6] Secondaire 3 / 11 ^e année [7] Secondaire 4 / 12 ^e année [9] Ne sais pas [10] Refus [11] Autre, préciser _____
29	HSM2a_Y1 If HSLC1_Y1 = [1] Read response options	Was the math course... [1] Advanced (1205, 2205, 3205, 3207) [2] Academic (1204, 2204, 3204) [3] Basic/General or Practical (1206, 2206, 3206) [4] AP (Advanced Placement/Level 4) [5] Don't know [6] Refused [7] Other, specify _____	Ce cours de math était-il... [1] Mathématiques avancées (1205, 2205, 3205, 3207) [2] Mathématiques scolaires (1204, 2204, 3204) [3] Mathématiques de base ou pratiques (1206, 2206, 3206) [4] Équivalence de cours / Niveau 4 [5] Ne sais pas [6] Refus [7] Autre, préciser _____
30	HSM2b_Y1 If HSLC1_Y1 = [2] Read response options	Was the math course... [1] Advanced or Enriched [2] Academic [3] General [4] Open [5] Practical [6] Modified [7] Don't know [8] Refused [9] Other, specify _____	Ce cours de math était-il... [1] Avancé ou enrichi [2] Scolaire [3] Régulier [4] Éducation à distance [5] Pratique [6] Modifié [7] Ne sais pas [8] Refus [9] Autre, veuillez préciser _____
31	HSM2c_Y1 If HSLC1_Y1 =	Was the math course... [1] Advanced (Code 5) (formerly Honours University Preparation	Ce cours de math était-il... [1] Avancé (Code 5) (anciennement cours préparatoire pour la spécialisation)

	[3] Read response options	Courses) [2] Academic (Code 4) (formerly University Preparatory Courses) [3] Open (Code 3) [4] Graduation (Code 2) (formerly High School Leaving Courses) [5] Don't know [6] Refused [7] Other, specify _____	[2] Scolaire (Code 4) (anciennement cours préparatoire pour l'université) [3] Éducation à distance (Code 3) [4] Diplôme d'études secondaires (Code 2) (cours de fin d'école secondaire) [5] Ne sais pas [6] Refus [7] Autre, veuillez préciser _____
32	HSM2d_Y1 If HSLC1_Y1 = [4] and HSLA1_Y1= [1] Read response options	Was the math course... [1] Level 1 (Enriched, Advanced) [2] Level 2 (Academic or College-Prep) [3] Level 3 (General or Modified) [4] IB (International Baccalaureate) [5] Don't know [6] Refused [7] Other, specify _____	Ce cours de math était-il de ... [1] Niveau 1 (enrichi, avancé) [2] Niveau 2 (préuniversitaire) [3] Niveau 3 (régulier ou modifié) [4] BI (Baccalauréat international) [5] Ne sais pas [6] Refus [7] Autre, veuillez préciser _____
33	HSM2e_Y1 If HSLC1_Y1 = [4] and HSLA1_Y1 =[2] Read response options	Was the math course... [1] Enriched [2] Regular [3] Modified [4] Practical [5] IB (International Baccalaureate) [6] Don't know [7] Refused [8] Other, specify _____	Ce cours de math était-il... [1] Enrichi [2] Régulier [3] Modifié [4] Pratique [5] BI (Baccalauréat international) [6] Ne sais pas [7] Refus [8] Autre, veuillez préciser _____
34	HSM2f_Y1 If HSLC1_Y1 = [5] Read response options	Was the math course... [1] Advanced (Séquence avancée) (436, 536) [2] Intermediate (Séquence intermédiaire) (426,526) [3] Basic (Sequence de base) (416, 514) [4] Common Core Curriculum (Tronc commun de base) (116, 216, 314) [5] Don't know [6] Refused [7] Other, specify _____	Le cours de math était-il de ... [1] Séquence avancée (436, 536) [2] Séquence intermédiaire (426,526) [3] Séquence de base (416, 514) [4] Tronc commun de base (116, 216, 314) [5] Ne sais pas [6] Refus [7] Autre, veuillez préciser _____
35	HSM2g_Y1 If HSLC1_Y1 = [6] Read response options	Was the math course... [1] University Level [2] College Level [3] University-College Level [4] Workplace Level [5] Enriched (including Gifted) [6] Advanced [7] General	Ce cours de math était-il de ... [1] Niveau universitaire [2] Niveau collégial [3] Niveau collégial et universitaire [4] Niveau du milieu de travail [5] Enrichi (incluant doué) [6] Avancé

		[8] Basic [9] Don't know [10] Refused [11] Other, specify _____	[7] Régulier [8] De base [9] Ne sais pas [10] Refus [11] Autre, veuillez préciser _____
36	HSM2h_Y1 If HSLC1_Y1 = [7] Read response options	Was the math course... [1] Advanced [2] Specialized [3] General (Foundation) [4] Don't know [5] Refused [6] Other, specify _____	Ce cours de math était-il... [1] Avancé [2] Spécialisé [3] Régulier (de base) [4] Ne sais pas [5] Refus [6] Autre, veuillez préciser _____
37	HSM2i_Y1 If HSLC1_Y1 = [8] Read response options	Was the math course... [1] Advanced (10A, 20A, 30A) [2] Regular (10, 20, 30) [3] Modified (11, 21, 31) [4] Alternative Education (AE) (18, 28, 38) [5] Don't know [6] Refused [7] Other, specify _____	Ce cours de math était-il... [1] Avancé (10A, 20A, 30A) [2] Régulier (10, 20, 30) [3] Modifié (11, 21, 31) [4] Éducation alternative (EA) (18, 28, 38) [5] Ne sais pas [6] Refus [7] Autre, veuillez préciser _____
38	HSM2j_Y1 If HSLC1_Y1 = [9], [12] or [13] Read response options	Was the math course... [1] 10, 20, 30 or 31 (University Bound) [2] 13, 23, or 33 (Technical or College program-bound) [3] 14 or 24 (For direct entry into the workplace) [4] 16 or 26 (Integrated Occupational Program) [5] Don't know [6] Refused [7] Other, specify _____	Ce cours de math était-il... [1] 10, 20, 30 ou 31 (en vue de l'université) [2] 13, 23, ou 33 (en vue du collège ou d'une école technique) [3] 14 ou 24 (pour l'entrée directe dans le marché du travail) [4] 16, 26 ou 36 (programme d'études professionnelles) [4] Ne sais pas [5] Refus [6] Autre, veuillez préciser _____
39	HSM2k_Y1 If HSLC1_Y1 = [10] or [11] Read response options	Was the math course... [1] Academic (Principles of Math) (regular one, normal one) [2] Applied (Applications) [3] Introductory [4] "A" stream [5] IB (International Baccalaureate) [6] AP (Advanced Placement) [7] Don't know [8] Refused [9] Other, specify _____	Ce cours de math était-il... [1] Cours universitaire (principes des mathématiques) (cours régulier ou normal) [2] Appliqué [3] Cours d'introduction [4] Voie de formation « A » [5] BI (baccalauréat international) [6] Équivalence de cours [7] Ne sais pas [8] Refus [9] Autre, veuillez préciser _____
40	HSM2l_Y1	What type of math course was it?	Quel genre de cours de mathématiques était-ce?

	If HSLC1_Y1 = [14], [15], [16] or [17]	[1] Don't know [2] Refused [3] Course Description _____	[1] Ne sais pas [2] Refus [3] Description du cours _____
41	HSMA3_Y1 Read response options to assist with respondent's estimation	What was your grade average in that math course? [1] 90% to 100% [2] 80% to 89% [3] 70% to 79% [4] 60% to 69% [5] 55% to 59% [6] 50% to 54% [7] Under 50% [8] Don't know [9] Refused	Quelle était votre note moyenne dans ce cours de math? [1] De 90 % à 100 % [2] De 80 % à 89 % [3] De 70 % à 79 % [4] De 60 % à 69 % [5] De 55 % à 59 % [6] De 50 % à 54 % [7] Moins de 50 % [8] Ne sais pas [9] Refus
42	HSL1a_Y1 If HSLC1_Y1 = [6], [2], [3], [4], [8], [9], [10], [11], [12], [13], [14] or [15], [16], [17] Do not read responses	What is the highest grade you completed in your elementary or high school main language course? (e.g. English or French) [1] Grade 6 [2] Grade 7 [3] Grade 8 [4] Grade 9 [5] Grade 10 [6] Grade 11 [7] Grade 12 [8] Grade 13 / OAC [9] Don't know [10] Refused [11] Other, specify _____	Quel est le plus haut niveau de scolarité que vous avez terminé dans un cours de langue principale (p. ex. français ou anglais) à l'école élémentaire ou secondaire? [1] 6 ^e année [2] 7 ^e année [3] 8 ^e année [4] 9 ^e année [5] 10 ^e année [6] 11 ^e année [7] 12 ^e année [8] 13 ^e année / CPO (Cours préuniversitaire de l'Ontario) [9] Ne sais pas [10] Refus [11] Autre, veuillez préciser _____
43	HSL1b_Y1 If HSLC1_Y1 = [1] Do not read responses	What is the highest grade you completed in your elementary or high school main language course? (e.g. English or French) [1] Grade 6 [2] Grade 7 [3] Grade 8 [4] Grade 9 [5] Level I /Grade 10 [6] Level II /Grade 11 [7] Level III /Grade 12 [8] Level IV /Advanced Placement [9] Don't know [10] Refused [11] Other, specify _____	Quel est le plus haut niveau de scolarité que vous avez terminé dans un cours de langue principale (p. ex. français ou anglais) à l'école primaire ou secondaire? [1] 6 ^e année [2] 7 ^e année [3] 8 ^e année [4] 9 ^e année [5] Niveau I / 10 ^e année [6] Niveau II / 11 ^e année [7] Niveau III / 12 ^e année [8] Niveau IV / équivalence de cours [9] Ne sais pas [10] Refus [11] Autre, veuillez préciser _____
44	HSL1c_Y1	What is the highest grade you completed in your elementary or high	Quel est le plus haut niveau de scolarité que vous avez terminé dans un cours de

	If HSLC1_Y1 = [5] Do not read responses	school main language course? (e.g. English or French) [1] Grade 6 [2] Secondary 1/Grade7 [3] Secondary 2/Grade 8 [4] Secondary 3/Grade 9 [5] Secondary 4 /Grade 10 [6] Secondary 5/Grade 11 [7] Don't know [8] Refused [9] Other, specify _____	langue principale (p. ex. français ou anglais) à l'école primaire ou secondaire? [1] 6 ^e année [2] Secondaire 1 / 7 ^e année [3] Secondaire 2 / 8 ^e année [4] Secondaire 3 / 9 ^e année [5] Secondaire 4 / 10 ^e année [6] Secondaire 5 / 11 ^e année [7] Ne sais pas [8] Refus [9] Autre, veuillez préciser _____
45	HSL1d_Y1 If HSLC1_Y1 = [7] Do not read responses	What is the highest grade you completed in your elementary or high school main language course? (e.g. English or French) [1] Grade 6 [2] Grade7 [3] Grade 8 [4] Senior 1/Grade 9 [5] Senior 2/Grade 10 [6] Senior 3/Grade 11 [7] Senior 4/Grade 12 [8] Don't know [9] Refused [10] Other, specify _____	Quel est le plus haut niveau de scolarité que vous avez terminé dans un cours de langue principale (p. ex. français ou anglais) à l'école primaire ou secondaire? [1] 6 ^e année [2] 7 ^e année [3] 8 ^e année [4] Sénior 1 / 9 ^e année [5] Sénior 2 / 10 ^e année [6] Sénior 3 / 11 ^e année [7] Sénior 4 / 12 ^e année [8] Ne sais pas [9] Refus [10] Autre, veuillez préciser _____
46	HSL2a_Y1 If HSLC1_Y1 = [1] Read response options	Was the language course... [1] Academic (Languages) [2] General (Basic, Vocational or Business English) [3] AP (Advanced Placement/Level 4) [4] Don't know [5] Refused [6] Other, specify _____	Ce cours de langue était-il... [1] Cours universitaire (langues) [2] Régulier (de base, professionnel ou anglais des affaires) [3] Équivalence de base (AP, Niveau 4) [4] Ne sais pas [5] Refus [6] Autre, veuillez préciser _____
47	HSL2b_Y1 If HSLC1_Y1 = [2] Read response options	Was the language course... [1] Advanced or Enriched [2] Academic [3] General [4] Open [5] Practical [6] Modified [7] Don't know [8] Refused [9] Other, specify _____	Ce cours de langue était-il... [1] Avancé ou enrichi [2] Universitaire [3] Régulier [4] Formation à distance [5] Pratique [6] Modifié [7] Ne sais pas [8] Refus [9] Autre, veuillez préciser _____
48	HSL2c_Y1 If HSLC1 = [3]	Was the language course... [1] Advanced (Code 5) (formerly Honours University Preparation	Ce cours de langue était-il... [1] Avancé (Code 5) (anciennement cours préparatoire pour la spécialisation)

	Read response options	Courses) [2] Academic (Code 4) (formerly University Preparatory Courses) [3] Open (Code 3) [4] Graduation (Code 2) (formerly High School Leaving Courses) [5] Don't know [6] Refused [7] Other, specify _____	[2] Scolaire (Code 4) (anciennement cours préparatoire pour l'université) [3] Formation à distance (Code 3) [4] Diplôme d'études secondaires (Code 2) (cours de fin d'école secondaire) [5] Ne sais pas [6] Refus [7] Autre, veuillez préciser _____
49	HSL2d_Y1 If HSLC1_Y1 = [4] and HSLA1_Y1 = [1]	Was the English course... [1] Level 1 (Enriched, Advanced) [2] Level 2 (Academic or College-Prep) [3] Level 3 (General or Modified) [4] IB (International Baccalaureate) [5] Don't know [6] Refused [7] Other, specify _____	Ce cours de langue était-il... [1] Niveau 1 (enrichi, avancé) [2] Niveau 2 (scolaire ou préparation au collège) [3] Niveau 3 (régulier ou modifié) [4] BI (baccalauréat international) [5] Ne sais pas [6] Refus [7] Autre, veuillez préciser _____
50	HSL2e_Y1 If HSLC1_Y1 = [4] and HSLA1_Y1 = [2]	Was the French course... [1] Enriched [2] Regular [3] Modified [4] IB (International Baccalaureate) [5] Practical [6] Don't know [7] Refused [8] Other, specify _____	Ce cours de langue était-il... [1] Enrichi [2] Régulier [3] Modifié [4] Pratique [5] BI (baccalauréat international) [6] Ne sais pas [7] Refus [8] Autre, veuillez préciser _____
51	HSL2f_Y1 If HSLC1_Y1 = [5] Read response options	Was the language course... [1] Enriched (Advanced) (Elective, Narrative, Poetry, Drama, Journalism, Comprehension, Production) [2] General (Regular) (Compulsory: 630 or 128-116, -216, -316, -416, -486, -516, -586) [3] Don't know [4] Refused [5] Other, specify _____	Ce cours de langue était-il... [1] Enrichi (avancé) (facultatif, descriptif, poésie, théâtre, journalisme, compréhension, production) [2] Général (régulier) (obligatoire : 630 ou 128-116, -216, -316, -416, -486, -516, -586) [3] Ne sais pas [4] Refus [5] Autre, veuillez préciser _____
52	HSL2g_Y1 If HSLC1_Y1 = [6] Read response options	Was the language course... [1] University Level [2] College Level [3] University-College Level [4] Workplace Level [5] Enriched (including Gifted) [6] Advanced [7] General [8] Basic [9] Don't know	Ce cours de langue était-il de ... [1] Niveau universitaire [2] Niveau collégial [3] Niveaux universitaire et collégial [4] En fonction du milieu de travail [5] Enrichi (inclus doué) [6] Avancé [7] Régulier [8] De base [9] Ne sais pas

		[10] Refused [11] Other, specify _____	[10] Refus [11] Autre, veuillez préciser _____
53	HSL2h_Y1 If HSLC1_Y1 = [7] Read response options	Was the language course... [1] Advanced [2] Specialized [3] General [4] (Foundation) [5] Don't know [6] Refused [7] Other, specify _____	Ce cours de langue était-il... [1] Avancé [2] Spécialisé [3] Régulier [4] De base [5] Ne sais pas [6] Refus [7] Autre, veuillez préciser _____
54	HSL2i_Y1 If HSLC1_Y1 = [8] Read response options	Was the language course... [1] Advanced (10A, 20A, 30A) [2] Regular (10, 20, 30) [3] Modified (11, 21, 31) [4] Alternative Education (AE) (18, 28, 38) [5] Don't know [6] Refused [7] Other, specify _____	Ce cours de langue était-il... [1] Avancé (10A, 20A, 30A) [2] Régulier (10, 20, 30) [3] Modifié (11, 21, 31) [4] Éducation alternative (EA) (18, 28, 38) [5] Ne sais pas [6] Refus [7] Autre, veuillez préciser _____
55	HSL2j_Y1 If HSLC1_Y1 = [9], [12] or [13] Read response options	Was the language course... [1] 10, 20, 30 or 31 (University Bound) [2] 13, 23, or 33 (Technical or College program-bound) [3] 16, 26 or 36 (Integrated Occupational Program) [4] Don't know [5] Refused [6] Other, specify _____	Ce cours de langue était-il... [1] 10, 20, 30 ou 31 (en vue de l'université) [2] 13, 23, ou 33 (en vue du collège ou d'une école technique) [3] 16, 26 ou 36 (programme d'études professionnelles) [4] Ne sais pas [5] Refus [6] Autreveuillez préciser _____
56	HSL2k_Y1 If HSLC1_Y1 = [10] or [11] Read response options	Was the language course... [1] Advanced (Academic) [2] Applied (Technical and Professional Communications) (non-university) [3] Communications [4] Introductory [5] IB (International Baccalaureate) [6] AP (Advanced Placement) [7] Don't know [8] Refused [9] Other, specify _____	Ce cours de langue était-il... [1] Universitaire [2] Appliqué (Communications techniques et professionnelles) (non-universitaire) [3] Communications [4] Cours de base [5] BI (baccalauréat international) [6] Équivalence de cours (AP) [7] Ne sais pas [8] Refus [9] Autre, veuillez préciser _____
57	HSL2l_Y1 If HSLC1_Y1 = [14], [15] [16] or [17]	What type of language course was it? [1] Don't know [2] Refused [3] Course Description _____	Quel genre de cours de langue était-il? [1] Ne sais pas [2] Refus [3] Description du cours _____

58	HSLA3_Y1 Read response options to assist with respondent's estimation	What was your grade average in that language course? [1] 90% to 100% [2] 80% to 89% [3] 70% to 79% [4] 60% to 69% [5] 55% to 59% [6] 50% to 54% [7] Under 50% [8] Don't know [9] Refused	Quelle était votre note moyenne dans ce cours de langue? [1] De 90 % à 100 % [2] De 80 % à 89 % [3] De 70 % à 79 % [4] De 60 % à 69 % [5] De 55 % à 59 % [6] De 50 % à 54 % [7] Moins de 50 % [8] Ne sais pas [9] Refus
59	HSEM1_Y1 Do not read responses	In your last year of high school, about how many hours each week did you work for pay? [1] Don't know [2] Refused [3] Enter estimate _____	Durant votre dernière année d'études secondaires, environ combien d'heures par semaine travailliez-vous à un emploi rémunéré? [1] Ne sais pas [2] Refus [3] Environ _____
60	HSEM2_Y1 Do not read responses	In your last year of high school, about how many hours each week did you work without pay in your family's business or farm, if they had one? [1] 1 to less than 10 hours [2] 10 to less than 20 hours [3] 20 to less than 30 hours [4] 30 hours or more [5] Zero, did not work [6] Did not have business or farm [7] Don't know [8] Refused	Durant votre dernière année d'études secondaires, environ combien d'heures par semaine travailliez-vous sans rémunération à l'entreprise ou à la ferme de votre famille? [1] De 1 à moins de 10 heures [2] De 10 à moins de 20 heures [3] De 20 à moins de 30 heures [4] 30 heures ou plus [5] Aucune heure, je n'ai pas travaillé [6] Ma famille n'avait pas d'entreprise ou de ferme [7] Ne sais pas [8] Refus
61	HSTU1_Y1	In your last year of high school, about how many hours per week did you participate in clubs, teams and volunteer work? [1] Don't know [2] Refused [3] Enter estimate _____	Durant votre dernière année d'études secondaires, environ combien d'heures par semaine consacriez-vous à des clubs, des équipes ou du bénévolat? [1] Ne sais pas [2] Refus [3] J'estime environ _____
62	HSTU1_Y1	In your last year of high school, about how many hours per week did you spend on homework outside of class, during free periods and at home? [1] Don't know [2] Refused [3] Enter estimate _____	Durant la dernière année d'études secondaires, environ combien d'heures par semaine consacriez-vous à vos travaux scolaires en dehors des cours? [1] Ne sais pas [2] Refus [3] J'estime environ _____

Module C

Now we have some questions about your perceptions and experiences with post-secondary education. When we use the acronym PSE we

Nous vous poserons maintenant quelques questions sur vos perceptions et expériences relatives aux études post-secondaires. L'acronyme EPS signifie

mean post-secondary education.

« études post-secondaires ».

63	PROI1_Y1 Read response options for the 5-point scale	Even if a person has to go deep into debt to get a PSE, it will still likely be worth it in the long run in terms of a better job and higher salary. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Même si quelqu'un doit s'endetter lourdement pour accéder aux EPS, cela vaut probablement la peine à long terme en matière d'un meilleur emploi et d'un salaire plus élevé. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion [7] Refus
64	PROI2_Y1 Read response options for the 5-point scale	The time and money put into a PSE is a good investment in today's job market. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Le temps et l'argent mis pour les EPS sont un bon investissement sur le marché de l'emploi actuel. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion [7] Refus
65	PROI3_Y1 Read response options for the 5-point scale	People who have a PSE get jobs that are much more satisfying. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	La meilleure façon d'obtenir un emploi prestigieux est de suivre des EPS. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion [7] Refus
66	PROI4_Y1 Read response options for the 5-point scale	The best way to get a prestigious job is through a PSE. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Les gens qui ont fait des EPS obtiennent des emplois plus satisfaisants. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion [7] Refus
67	PROI5_Y1 Read response options for the 5-point scale	I'm not sure that a PSE would pay off even in the long-run, given how costly it is these days. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion	Je ne suis pas sûr(e) que les EPS en valent la peine à long terme, étant donné ce qu'il en coûte de nos jours. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion

		[7] Refused	[7] Refus
68	PROI6_Y1 Read response options for the 5-point scale	People would be better off putting their money into investments like real estate and the stock market than bothering with a PSE. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Il vaut mieux investir de l'argent dans l'immobilier ou la bourse que de s'embarquer dans des EPS. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion [7] Refus
69	PROI7_Y1 Read response options for the 5-point scale	You can learn enough about the real world without a PSE. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	On peut apprendre suffisamment ce qu'est la vie réelle sans faire des EPS. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion [7] Refus
70	PROI8_Y1 Read response options for the 5-point scale	Good jobs can be found without a PSE. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Il est possible de trouver de bons emplois sans avoir fait d'études postsecondaires. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion [7] Refus
71	INF1_Y1 Read response options for the 5-point scale	Most of my friends think it's important to go to PSE [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	La plupart de mes amis pensent qu'il est important de recevoir une éducation post-secondaire. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
72	INF2_Y1 Read response options for the 5-point scale	My parents would be very disappointed in me if I didn't get a university or college degree [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree	Mes parents seraient très déçus si je n'obtenais pas de diplôme d'université ou de collège. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord

		[6] No Opinion [7] Refused	[6] Sans opinion [7] Refus
73	INF3_Y1 Read response options for the 5-point scale	I have role models at home or at school that represent where I hope to go in my career based on my schooling. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	À la maison ou à l'école, je dispose de modèles qui représentent ce que je voudrais atteindre dans ma carrière au moyen de ma scolarité. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
74	MOT3_Y1 Do not read responses, code accordingly	When was it that you decided that you wanted to attend PSE? [1] After high school [2] During grade 12 [3] During grade 11 [4] Grade 9-10 [5] Grade 7-8 [6] Grade 5-6 [7] I have always known I was going to PSE [8] Don't know [9] Refused	Quand avez-vous décidé d'entreprendre des EPS? [1] Après l'école secondaire [2] En 12 ^e année [3] En 11 ^e année [4] En 9 ^e et 10 ^e années [5] En 7 ^e et 8 ^e années [6] En 5 ^e et 6 ^e années [7] J'ai toujours su que j'allais poursuivre des études postsecondaires [8] Ne sais pas [9] Refus

Module D

75	ENRL1_Y1	Are you still enrolled in PSE [1] Yes [2] No ----->>>>>>> go to Module G [3] Don't know [4] Refused	Êtes-vous toujours inscrit(e) dans une université ou un établissement d'enseignement supérieur? [1] Oui [2] Non ----->>>>>>> passez au Module G [3] Ne sais pas [4] Refus
76	ENRL2_Y1 Do not read responses (code later)	What is your current program of studies? [1] Don't know [2] Refused [3] _____	Quel programme d'études suivez-vous actuellement? [1] Ne sais pas [2] Refus [3] _____
77	CMP1_Y1 Do not read responses	Did you enrol in PSE with the goal of completing a degree, diploma or certificate, or simply to take certain courses? [1] Degree/Diploma/Certificate [2] Certain Courses [3] Don't know	Êtes-vous inscrit(e) dans un programme d'EPS dans le but d'obtenir un diplôme, certificat ou attestation d'études, ou seulement pour suivre certains cours? [1] Grade/diplôme/certificat [2] Certains cours [3] Ne sais pas

		[4] Refused	[4] Refus
78	CMP2a_Y1 If CMP1_Y1 = [1] Do not read responses	In what month and year do you plan to complete your <i>current</i> program of studies? [1] January [2] February [3] March [4] April [5] May [6] June [7] July [8] August [9] September [10] October [11] November [12] December [13] Don't know [14] Refused	Quand (mois et année) prévoyez-vous compléter votre programme d'études <i>actuel</i> ? [1] Janvier [2] Février [3] Mars [4] Avril [5] Mai [6] Juin [7] Juillet [8] Août [9] Septembre [10] Octobre [11] Novembre [12] Décembre [13] Ne sais pas [14] Refus
79	CMP2b_Y1	Year: [1] Don't know [2] Refused [3] Year _____	Année: [1] Ne sais pas [2] Refus [3] Année _____
80	CNT1_Y1	Do you plan to get additional degrees, diplomas, or certificates after your current program? [1] Yes [2] No [3] Don't know [4] Refused	Envisagez-vous d'obtenir d'autres diplômes, certificats ou attestations d'études après votre programme actuel? [1] Oui [2] Non [3] Ne sais pas [4] Refus
81	CNT2_Y1 Skip if CNT1_Y1 >= [2] Do not read responses, except to clarify	What is the highest level of education you intend to complete? [1] Private business school or training institute Certificate or Diploma [2] Community COLLEGE, CEGEP, Trade/Vocational, Apprenticeship, Teachers' College, or Nursing DIPLOMA OR CERTIFICATE [3] UNIVERSITY Undergraduate CERTIFICATE OR DIPLOMA (below a Bachelor's Degree) [4] UNIVERSITY Bachelor's DEGREE (e.g. B.A., B.Sc., B.Ed.,) [5] First professional DEGREE in Medicine, Dentistry, Veterinary Medicine, Law, Optometry or Divinity [6] Master's Degree (e.g. M.B.A., M.Ed., M.A., M.Sc.) [7] Doctorate degree (earned e.g. Ph.D, D.Sc., D.Ed.) [8] Don't know [9] Refused [10] Other, specify _____	Quel est le plus haut niveau de scolarité que vous avez l'intention d'atteindre? [1] Diplôme ou certificat d'une école d'affaires ou d'un institut privé [2] DIPLÔME OU CERTIFICAT de COLLÈGE communautaire, CÉGEP, métier/formation professionnelle, apprentissage, collège de formation des enseignants ou sciences infirmières [3] Université, diplôme ou certificat de premier cycle (inférieur au baccalauréat) [4] Université, diplôme de baccalauréat (p. ex. B.A., B.Sc., B.Ed.) [5] Premier grade professionnel en médecine, médecine dentaire, médecine vétérinaire, droit, optométrie ou théologie [6] Maîtrise (p. ex. M.B.A., M.Ed., M.A., M.Sc.) [7] Doctorat (p. ex. Ph.D., D.Sc., D.Ed.) [8] Ne sais pas [9] Refus [10] Autre, veuillez préciser _____

82	PSGR1_Y1 Read responses to assist if necessary	So far this school year, what is your overall grade average, as a percentage or a letter grade? [1] 90% or above (mainly A+'s) [2] 80 to 89% (mainly A's, A-'s) [3] 70-79% (mainly B's) [4] 60-69% (mainly C's) [5] 50-59% (mainly D's) [6] Under 50% (mainly E's and F's) [7] Don't know [8] Refused	Cette année, quelle était jusqu'à présent votre note moyenne générale, sous forme de pourcentage ou de lettre? [1] 90 % ou plus (principalement des A+) [2] De 80 % à 89% (principalement des A et des A-) [3] De 70 % à 79 % (principalement des B) [4] De 60 % à 69 % (principalement des C) [5] De 50 % à 59 % (principalement des D) [6] Moins de 50 % (principalement des E et des F) [7] Ne sais pas [8] Refus
83	RLST1_Y1 Do not read responses	On a scale of 1 to 5, with 1 meaning "unfriendly and unsupportive" and 5 meaning "friendly and supportive", please tell me how you would characterize your relationships with other students at your institution [1] 1 [2] 2 [3] 3 [4] 4 [5] 5 [11] Don't know [12] Refused	Sur une échelle de 1 à 5, où 1 équivaut à « inamicaux et peu solidaires » et 5 à « amicaux et solidaires », dites-moi comment vous décririez vos contacts avec les autres étudiants de votre établissement. [1] 1 [2] 2 [3] 3 [4] 4 [5] 5 [11] Ne sais pas [12] Refus
84	RLST2_Y1 Do not read responses	On a scale of 1 to 5, with 1 meaning "unhelpful and unsympathetic" and 5 meaning "helpful and sympathetic", please tell me how you would characterize your relationships with faculty members at your institution [1] 1 [2] 2 [3] 3 [4] 4 [5] 5 [11] Don't know [12] Refused	Sur une échelle de 1 à 5, où 1 équivaut à « peu serviables et antipathiques » et 5 à « serviables et sympathiques », dites-moi comment vous décririez vos contacts avec les professeurs de votre établissement. [1] 1 [2] 2 [3] 3 [4] 4 [5] 5 [11] Ne sais pas [12] Refus
85	RLST3_Y1 Do not read responses	On a scale of 1 to 5, with 1 meaning "unhelpful and inconsiderate" and 5 meaning "helpful and considerate", please tell me how you would characterize your relationships with administrative staff at your institution. [1] 1 [2] 2 [3] 3 [4] 4 [5] 5 [11] Don't know	Sur une échelle de 1 à 5, où 1 équivaut à « peu serviables et peu attentionnés » et 5 à « serviables et attentionnés », dites-moi comment vous décririez vos contacts avec le personnel administratif de votre établissement. [1] 1 [2] 2 [3] 3 [4] 4 [5] 5 [11] Ne sais pas [12] Refus

		[12] Refused	
		<i>I will now read you a number of statements; with each statement please state whether you strongly disagree, somewhat disagree, somewhat agree or strongly agree. You may also say that you have no opinion.</i>	<i>Je vais à présent vous lire un certain nombre d'affirmations avec lesquelles je vous demande de dire si vous «n'êtes pas du tout d'accord », «êtes plus ou moins en désaccord », « plus ou moins d'accord » ou « fortement d'accord ». Vous pouvez également déclarer n'avoir aucune opinion.</i>
86	CON1_Y1 Read response options for the 5-point scale	I have friends at my school [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	J'ai des amis dans mon école. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
87	CON2_Y1 Read response options for the 5-point scale	I have friends I can count on for help and support. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	J'ai des amis sur lesquels je peux compter pour de l'aide et du soutien. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
88	CON3_Y1 Read response options for the 5-point scale	I have family I can count on for help and support. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	J'ai de la famille sur laquelle je peux compter pour de l'aide et du soutien. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
89	CON4_Y1 Read response options for the 5-point scale	My school is a place where I feel like I belong. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Je suis attaché(e) à mon école par un sentiment d'appartenance. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
90	REL1_Y1 Read response options for	I can relate what I am learning in my classes to my future career plans [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree	Je peux établir un lien entre ce que j'apprends en classe et ma future carrière. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord

	the 5-point scale	[5] Strongly Agree [6] No Opinion [7] Refused	[6] Sans opinion [7] Refus
91	REL2_Y1 Read response options for the 5-point scale	I am interested in what I learn at school [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Je suis intéressé(e) par ce que j'apprends à l'école [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion [7] Refus
92	REL3_Y1 Read response options for the 5-point scale	The classes I am taking this year are giving me skills that will help me in the job market [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Les cours que je suis cette année, me permettent d'acquérir des compétences susceptibles de m'aider dans le marché du travail. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion [7] Refus
93	REL4_Y1 Read response options for the 5-point scale	The classes I am taking this year are helping me get a better idea of my future plans [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Les cours que je suis cette année m'aident à élaborer mes plans d'avenir. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
94	REL5_Y1 Read response options for the 5-point scale	Overall, I believe I am enrolled in a program of studies that is right for me [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Dans l'ensemble, je crois être inscrit(e) à un programme d'études qui me convient. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
<i>Using the same agreement scale, I'd like to ask you some questions about your thoughts and feelings about your post-secondary experiences and yourself as a student</i>			<i>À l'aide de la même échelle d'appréciation, je voudrais vous poser quelques questions sur ce que vous pensez et ressentez au sujet de votre scolarité post-secondaire et de votre expérience d'étudiant</i>
95	ASC1_Y1 Read	For me, studying hard pays off. [[1] Strongly Disagree [2] Somewhat Disagree	Selon moi, étudier sérieusement vaut la peine. [1] Pas du tout d'accord [2] Plus ou moins en désaccord

	response options for the 5-point scale	[3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	[3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
96	ASC2_Y1 Read response options for the 5-point scale	I do well in my courses given the amount of time I dedicate to my studying. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Je réussis bien dans mes études, compte tenu du temps que j'y consacre. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
97	ASC3_Y1 Read response options for the 5-point scale	I often get discouraged about school [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Je suis souvent découragé(e) par l'école. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus

Module E		Time Use <i>The following questions are about your use of time while in school this academic year</i>	Emploi du temps <i>Les questions suivantes concernent votre emploi du temps durant l'année scolaire</i>
98	T1_Y1	In an average week, about how many hours in total do you spend in classes, labs and tutorials? [1] Don't know [2] Refused [3] Enter # _____	Au cours d'une semaine ordinaire, combien d'heures au total passez-vous en classe, en laboratoire ou en tutorat? [1] Ne sais pas [2] Refus [3] Inscrire le nombre _____
99	T2_Y1 Do not read responses	In an average week, about how many hours do you spend studying or doing assigned work outside of class? [1] Less than three hours per week [2] 4 to 7 hours [3] 8 to 14 hours [4] 15 to 20 hours [5] 21 to 30 hours [6] More than 30 hours per week [7] Don't know [8] Refused	Au cours d'une semaine ordinaire, combien d'heures consacrez-vous aux études ou aux travaux scolaires en dehors des cours? [1] Moins de trois heures par semaine [2] De 4 à 7 heures [3] De 8 à 14 heures [4] De 15 à 20 heures [5] De 21 à 30 heures [6] Plus de 30 heures par semaine [7] Ne sais pas [8] Refus

100	T3_Y1 Do not read responses	In an average week, about how many hours do you spend in extra-curricular or volunteer activities? [1] Less than three hours per week [2] 4 to 7 hours [3] 8 to 14 hours [4] 15 to 20 hours [5] 21 to 30 hours [6] More than 30 hours per week [7] Don't know [8] Refused	Au cours d'une semaine ordinaire, combien d'heures environ consacrez-vous à des activités parascolaires ou à du bénévolat? [1] Moins de trois heures par semaine [2] De 4 à 7 heures [3] De 8 à 14 heures [4] De 15 à 20 heures [5] De 21 à 30 heures [6] Plus de 30 heures par semaine [7] Ne sais pas [8] Refus
101	T4_Y1 Skip if DWEL1_Y1 = 2	In an average week, about how many hours each day do you spend commuting to and from class (walking, driving, etc)? [1] Less than three hours per week [2] 4 to 7 hours [3] 8 to 14 hours [4] More than 15 hours per week [7] Don't know [8] Refused	Au cours d'une semaine ordinaire, combien d'heures environ consacrez-vous à vos déplacements quotidiens pour aller à vos cours et en revenir (à pied, en voiture, etc.)? [1] Moins de trois heures par semaine [2] De 4 à 7 heures [3] De 8 à 14 heures [4] Plus de 15 heures par semaine [5] Ne sais pas [6] Refus
102	COMM1_Y1 Skip if DWEL1_Y1 = 2	What is your usual method of commuting to your post-secondary institution? [1] walking [2] riding a bike [3] public transport [4] private vehicle [5] Don't know [6] Refused	Quel moyen de transport utilisez-vous habituellement pour vous rendre jusqu'à votre établissement d'enseignement post-secondaire? [1] Marche [2] Bicyclette [3] Transport en commun [4] Véhicule personnel [5] Ne sais pas [6] Refus
103	EMP1_Y1	While in school during the current academic year, have you had any paid jobs? [1] Yes [2] No [3] Don't know [4] Refused	Durant l'année scolaire en cours, avez-vous eu des emplois rémunérés? [1] Oui [2] Non [3] Ne sais pas [4] Refus
104	EMP2_Y1 Skip if EMP1_Y1 >= [2]	While in school during the current academic year, how many weeks out of an average month do you normally work at paid jobs? [1] One week per month [2] Two weeks per month [3] Three weeks per month [4] Every week [5] Don't know	Durant l'année scolaire en cours, combien de semaines par mois en moyenne travaillez-vous dans le cadre d'emplois rémunérés? [1] Une semaine par mois [2] Deux semaines par mois [3] Trois semaines par mois [4] Toutes les semaines [5] Ne sais pas

		[6] Refused	[6] Refus
10 5	EMP3_Y1 Skip if EMP1_Y1 >= [2] Do not read responses	While in school, in an average <i>working week</i> , how many hours did you normally work at paid jobs? [1] Less than one hour per week [2] 1 to 3 hours [3] 4 to 7 hours [4] 8 to 14 hours [5] 15 to 20 hours [6] 21 to 30 hours [7] More than 30 hours per week [8] Don't know [9] Refused	Au cours d'une semaine <i>de travail</i> ordinaire, en plus de vos études, combien d'heures travaillez-vous dans le cadre d'emplois rémunérés? [1] Moins d'une heure par semaine [2] De 1 à 3 heures [3] De 4 à 7 heures [4] De 8 à 14 heures [5] De 15 à 20 heures [6] De 21 à 30 heures [7] Plus de 30 heures par semaine [8] Ne sais pas [9] Refus
10 6	EMP4_Y1	While in school over the past year, have you been self-employed to done unpaid work in a family business or farm? [1] Yes [2] No [3] Don't know [4] Refused	Au cours de la dernière année, en plus de vos études, avez-vous eu un emploi de travailleur autonome ou un emploi non rémunéré à la ferme ou dans l'entreprise familiale? [1] Oui [2] Non [3] Ne sais pas [4] Refus
10 7	EMP5_Y1 Skip if EMP4_Y1 >= [1]	While in school, how many weeks out of an average month do you normally work in a family business, farm or in self-employment? [1] One week per month [2] Two weeks per month [3] Three weeks per month [4] Every week [5] Don't know [6] Refused	En plus de vos études, combien de semaines par mois en moyenne travaillez-vous à la ferme, dans l'entreprise familiale ou comme travailleur autonome? [1] Une semaine par mois [2] Deux semaines par mois [3] Trois semaines par mois [4] Toutes les semaines [5] Ne sais pas [6] Refus
10 8	EMP6_Y1 Skip if EMP4_Y1 >= [1] Do not read responses	While in school, in an average <i>working week</i> , how many hours do you normally work in a family business, farm or in self-employment? [1] Less than one hour per week [2] 1 to 3 hours [3] 4 to 7 hours [4] 8 to 14 hours [5] 15 to 20 hours [6] 21 to 30 hours [7] More than 30 hours per week [9] Don't know [10] Refused	En plus de vos études, au cours d'une <i>semaine de travail</i> ordinaire, combien d'heures travaillez-vous à la ferme, dans l'entreprise familiale ou comme travailleur autonome? [1] Moins d'une heure par semaine [2] De 1 à 3 heures [3] De 4 à 7 heures [4] De 8 à 14 heures [5] De 15 à 20 heures [6] De 21 à 30 heures [7] Plus de 30 heures par semaine [8] Ne sais pas [9] Refus

109	EMP7_Y1 Skip if EMP1_Y1 >= [2]	While in school, in an average month, how much do you earn from wages, commissions and tips? [1] Don't know [3] Refused [3] Nothing [4] Enter amount (>0) _____	Durant l'année scolaire, au cours d'un mois ordinaire, combien gagnez-vous en salaires, commissions et pourboires? [1] Ne sais pas [3] Refus [3] Je ne gagne rien [4] Inscrire le montant (>0) _____
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Module F		Thank you, we just have a few more questions about post-secondary funding.	Merci, il ne nous reste plus que quelques questions au sujet du financement de vos études post-secondaires.
110	SEI1_Y1	Approximately how much money did you earn from all jobs during the summer prior to entering post-secondary education? [1] Don't know [2] Refused [3] Enter Amount _____	Environ quel revenu avez-vous tiré de l'ensemble des emplois que vous avez occupés pendant l'été précédant votre entrée dans un programme d'EPS? [1] Ne sais pas [2] Refus [3] Inscrire le montant _____
111	SEI2_Y1 Skip if SEI1_Y1 <= [2]	Of this \$<SEI_1 [3]> how much were you able to save for the school year? [1] Don't know [2] Refused [3] Enter Amount _____	De ces <SEI_1 [3]> \$ quel montant êtes-vous parvenu(e) à mettre de côté pour l'année scolaire? [1] Ne sais pas [2] Refus [3] Inscrire le montant _____
112	SAV1_Y1	Prior to the end of secondary school, did you save money for your own education? (do not include money saved on your behalf by others) [1] Yes [2] No [3] Don't know [4] Refused	Avant la fin de vos études secondaires, avez-vous personnellement fait des économies en vue de vos études? (N'incluez pas l'argent économisé en votre nom par d'autres personnes.) [1] Oui [2] Non [3] Ne sais pas [4] Refus
113	SAV2_Y1	Did other members of your family (e.g. parents, aunts, uncles, grandparents) save for your education? [1] Yes [2] No [3] Don't know [4] Refused	Est-ce que d'autres membres de votre famille (parents, tantes, oncles, grands-parents) ont économisé en vue de vos études? [1] Oui [2] Non [3] Ne sais pas [4] Refus
		<i>The following questions relate to your entire school year – both what you have received or earned to date and what you expect to receive between now and the end of the school year.</i>	<i>Les questions suivantes concernent ce que vous avez reçu ou gagné durant vos études, et ce que vous vous attendez à recevoir d'ici la fin de l'année scolaire.</i>
114	SAV3_Y1	Over the course of the school year, how much money will you be receiving from investment income such as RESPs or saving bonds? [1] Don't know [2] Refused [3] Enter Amount _____	Pendant l'année scolaire, environ combien d'argent recevrez-vous d'un investissement tel qu'un REEE ou des obligations d'épargne? [1] Ne sais pas [2] Refus [3] Inscrire le montant _____

11 5	FC1_Y1	During this school year, approximately how much money will you be receiving from your parents, family or spouse that you do not have to pay back ? Include any money for tuition or rent paid on your behalf. [1] Don't know [2] Refused [3] Enter Amount _____	Pendant l'année scolaire, environ combien d'argent recevrez-vous de vos parents, de votre famille ou de votre conjoint, que vous n'aurez pas à rembourser ? Comptez les droits de scolarité ou les loyers payés en votre nom. [1] Ne sais pas [2] Refus [3] Inscrire le montant _____
11 6	FC2_Y1	During this school year, approximately how much money will you be receiving from your parents, family or spouse that you expect to pay back ? Include any money for tuition or rent paid on your behalf. [1] Don't know [2] Refused [3] Enter Amount _____	Pendant l'année scolaire, environ combien d'argent recevrez-vous de vos parents, de votre famille ou de votre conjoint, que vous prévoyez rembourser ? Comptez les droits de scolarité ou les loyers payés en votre nom. [1] Ne sais pas [2] Refus [3] Inscrire le montant _____
11 7	SCHL1_Y1	During this school year, approximately how much money will you be receiving in academic scholarships, awards and prizes? [1] Don't know [2] Refused [3] Enter Amount _____	Pendant l'année scolaire, environ combien d'argent recevrez-vous sous forme de bourses d'études, de subventions ou de prix? [1] Ne sais pas [2] Refus [3] Inscrire le montant _____
11 8	PB1_Y1	During this school year, approximately how much money have you received from private bank loans or lines of credit (do not include government student loans)? [1] Don't know [2] Refused [3] Enter Amount _____	Pendant l'année scolaire, environ combien d'argent avez-vous reçu sous la forme de prêts bancaires personnels ou de marges de crédit? (N'incluez pas les prêts étudiants du gouvernement) [1] Ne sais pas [2] Refus [3] Inscrire le montant _____
11 9	PB2_Y1 [if PB1_Y1 = 3]	Why did you borrow from private banks? [1] Would not have been able to go to school on government loans and grants alone [2] Wanted to have more income [3] Needed money to make a specific purchase	Pourquoi avez-vous souscrit des prêts bancaires personnels? [1] N'aurais pas dû faire des études seulement avec les prêts et bourses du gouvernement [2] Souhaitais augmenter mes revenus [3] Avais besoin d'argent pour un achat précis
12 0	AB1_Y1	If you had been able to borrow more money from your government student loan would you have done so? [1] Yes [2] No [3] Don't know [4] Refused	Si vous aviez pu emprunter plus d'argent, de votre prêt étudiant, l'auriez-vous fait? [1] Oui [2] Non [3] Ne sais pas [4] Refus
12 1	BE1_Y1	Did you receive a grant or bursary as part of your student aid package? [1] Yes [2] No [3] Don't know [4] Refused	Avez-vous reçu une bourse d'études dans le cadre de votre aide financière aux études? [1] Oui [2] Non [3] Ne sais pas [4] Refus

12 2	BE2_Y1 Skip if BE1_Y1 >= [2]	Did receiving this bursary affect how much you borrowed? [1] Yes [2] No [3] Don't know [4] Refused	Cela a-t-il eu un effet sur le montant que vous avez emprunté? [1] Oui [2] Non [3] Ne sais pas [4] Refus
12 3	BE3_Y1 Skip if BE1_Y1 >= [2]	Did receiving a bursary affect your choice of which school to attend? [1] Yes [2] No [3] Don't know [4] Refused	Le fait de recevoir une bourse d'études a-t-il influé le choix de l'établissement d'enseignement que vous fréquentez? [1] Oui [2] Non [3] Ne sais pas [4] Refus

Module G		<i>(note this entire Module is to be skipped if ENROL_1 = [1])</i>	Module G	<i>(prenez note que ce module doit être entièrement omis si ENROL_1 = [1])</i>
124	DROP1_Y1	When did you stop taking classes? [1] August 2006 [2] September 2006 [3] October 2006 [4] November 2006 [5] December 2006 [6] January 2007 [7] February 2007 [8] March 2007 [9] Don't know [10] Refused	À quel moment avez-vous cessé d'assister aux cours? [1] Août 2006 [2] Septembre 2006 [3] Octobre 2006 [4] Novembre 2006 [5] Décembre 2006 [6] Janvier 2007 [7] Février 2007 [8] Mars 2007 [9] Ne sais pas [10] Refus	
125	DROP2_Y1 Read response options	I am going to read a list of reasons that you might have for having stopped taking classes. I would like you to tell me the reason that was most important in your decision not to continue your studies. Was it: [1] Financial reasons [2] Academic reasons [3] No longer interested in program [4] Don't know [5] Refused [6] Other _____	Je vais vous lire une liste de raisons susceptibles de vous avoir amené(e) à cesser d'aller aux cours. Veuillez m'indiquer la raison la plus importante dans votre décision de ne pas poursuivre vos études. S'agissait-il de : [1] Raisons d'ordre financier [2] Raisons d'ordre académique [3] D'un manque d'intérêt pour le programme [4] Ne sais pas [5] Refus [6] Autre, veuillez préciser _____	
126	DROP3_Y1 If DROP2_Y1 = [2] Read response options	Could you be more specific about the kind of financial reasons that made you leave? Was it: [1] That you could no longer afford to pay for your schooling, even with loans and lines of credit [2] That you could have afforded it with more loans, but did not want to borrow more to do so?	Pourriez-vous préciser vos raisons d'ordre financier qui vous ont amené(e) à cesser vos études? Était-ce parce que : [1] Vous n'aviez plus les moyens de payer vos études, même en empruntant (prêts, marges de crédit) [2] Vous auriez eu les moyens en empruntant davantage, mais c'est quelque chose que vous ne vouliez pas faire?	

		[3] That you no longer thought the program you were in was worth the investment [4] Don't know [5] Refused	[3] Vous avez jugé que votre programme d'études n'en valait plus la peine sur le plan de l'investissement? [4] Ne sais pas [5] Refus
127	RET1_Y1	Do you think you will return to continue studying at a post-secondary level? [1] Yes [2] No [3] Don't know [4] Refused	Pensez-vous que vous allez reprendre des études postsecondaires? [1] Oui [2] Non [3] Ne sais pas [4] Refus
128	RET2_Y1 If RET1_Y1 = [1]	When you return, do you think you will continue studying in the same subject area as before? [1] Yes [2] No [3] Don't know [4] Refused	Lorsque vous retournerez aux études, choisirez-vous le même domaine d'études qu'auparavant? [1] Oui [2] Non [3] Ne sais pas [4] Refus
129	RET3_Y1 If RET1_Y1 = [1]	When you return, do you think you will return to the same institution, or will you switch? [1] Same [2] Switch [3] Don't know [4] Refused	Lorsque vous retournerez aux études, choisirez-vous le même établissement d'enseignement ou un autre? [1] Le même [2] Changement [3] Ne sais pas [4] Refus
130	RET4_Y1 If RET1_Y1 = [1] Read response options	When you return, do you think you will go to a: [1] University [2] Community college [3] Private vocational college [4] Don't know [5] Refused [6] Other _____	Si vous retourniez aux études, iriez-vous : [1] À l'université? [2] Dans un collège communautaire ou au cégep? [3] Dans un collège privé de formation professionnelle? [4] Ne sais pas [5] Refus [6] Autre

Module D_p			
131	CMP1p_Y1 Do not read responses	Did you enrol in PSE with the goal of completing a degree, diploma or certificate, or simply to take certain courses? [1] Degree/Diploma/Certificate [2] Certain Courses [3] Don't know [4] Refused	Vous êtes-vous inscrit(e) dans un programme d'EPS dans le but d'obtenir un diplôme, un certificat, une attestation d'études ou seulement pour suivre certains cours? [1] Diplôme/certificat/attestation d'études [2] Certains cours [3] Ne sais pas [4] Refus

132	CMP2p_Y1 Do not read responses	In what month and year would you have completed your program of studies? [1] January [2] February [3] March [4] April [5] May [6] June [7] July [8] August [9] September [10] October [11] November [12] December [13] Don't know [14] Refused	Quand (mois et année) avez-vous terminé vos études ? [1] Janvier [2] Février [3] Mars [4] Avril [5] Mai [6] Juin [7] Juillet [8] Août [9] Septembre [10] Octobre [11] Novembre [12] Décembre [13] Ne sais pas [14] Refus
133	CMP3p_Y1	Year: [1] Don't know [2] Refused [3] Year _____	Année: [1] Ne sais pas [2] Refus [3] Année _____
134	CNT1p_Y1	Did you plan to get additional degrees, diplomas, or certificates after your program of study? [1] Yes [2] No [3] Don't know [4] Refused	Prévoyez-vous obtenir d'autres diplômes, certificats ou attestations d'études après votre programme d'études actuel? [1] Oui [2] Non [3] Ne sais pas [4] Refus
135	CNT2p_Y1 Skip if CNT1p_Y1 >= [2] Do not read responses, except to clarify	What was the highest level of education you intended to complete? [1] Private business school or training institute Certificate or Diploma [2] Community College, CEGEP, Trade/Vocational, Apprenticeship, Teachers' College, Or Nursing Diploma Or Certificate [3] University Undergraduate Certificate Or Diploma (below a Bachelor's Degree) [4] University Bachelor's Degree (e.g. B.A., B.Sc., B.Ed.,) [5] First professional Degree in Medicine, Dentistry, Veterinary Medicine, Law, Optometry or Divinity [6] Master's Degree (e.g. M.B.A., M.Ed., M.A., M.Sc.) [7] Doctorate degree (earned e.g. Ph.D, D.Sc., D.Ed.) [8] Don't know [9] Refused	Quel était le plus haut niveau de scolarité que vous aviez l'intention d'atteindre? [1] Diplôme ou certificat d'une école d'affaires ou d'un institut privé [2] Diplôme ou certificat de collège communautaire, cégep, métier/formation professionnelle, apprentissage, collège de formation des enseignants ou sciences infirmières [3] Université, diplôme ou certificat de premier cycle (inférieur au baccalauréat) [4] Université, diplôme de baccalauréat (p. ex. B.A., B.Sc., B.Ed.) [5] Premier grade professionnel en médecine, médecine dentaire, médecine vétérinaire, droit, optométrie ou théologie [6] Maîtrise (p. ex. M.B.A., M.Ed., M.A., M.Sc.) [7] Doctorat (p. ex. Ph.D., D.Sc., D.Ed.) [8] Ne sais pas [9] Refus

		[10] Other, specify _____	[10] Autre, veuillez préciser _____
136	PSG1p_Y1 Read responses to assist if necessary	What was your overall grade average, as a percentage or a letter grade? [1] 90% or above (mainly A+'s) [2] 80-89% (mainly A's, A-'s) [3] 70-79% (mainly B's) [4] 60-69% (mainly C's) [5] 50-59% (mainly D's) [6] Under 50% (mainly E's and F's) [7] Don't know [8] Refused	Quelle était votre note moyenne générale, sous forme de pourcentage ou de lettre? [1] 90 % ou plus (principalement des A+) [2] De 80 % à 89 % (principalement des A et des A-) [3] De 70 % à 79 % (principalement des B) [4] De 60 % à 69 % (principalement des C) [5] De 50 % à 59 % (principalement des D) [6] Moins de 50 % (principalement des E et des F) [7] Ne sais pas [8] Refus
137	RLS1p_Y1 Do not read responses	On a scale of 1 to 5, with 1 meaning "unfriendly and unsupportive" and 5 meaning "friendly and supportive", please tell me how you would have characterized your relationships with other students at your institution [1] 1 [2] 2 [3] 3 [4] 4 [5] 5 [11] Don't know [12] Refused	Sur une échelle de 1 à 5, où 1 signifie « inamicales et peu solidaires » et 5 signifie « amicales et solidaires », indiquez comment vous auriez décrit vos relations avec les autres étudiants de votre établissement. [1] 1 [2] 2 [3] 3 [4] 4 [5] 5 [11] Ne sais pas [12] Refus
138	RLS2p_Y1 Do not read responses	On a scale of 1 to 5, with 1 meaning "unhelpful and unsympathetic" and 5 meaning "helpful and sympathetic", please tell me how you would have characterized your relationships with faculty members at your institution [1] 1 [2] 2 [3] 3 [4] 4 [5] 5 [11] Don't know [12] Refused	Sur une échelle de 1 à 5, où 1 signifie « peu serviables et antipathiques » et 5 signifie « serviables et sympathiques », indiquez comment vous auriez décrit vos relations avec les autres élèves de votre établissement. [1] 1 [2] 2 [3] 3 [4] 4 [5] 5 [11] Ne sais pas [12] Refus
139	RLS3p_Y1 Do not read responses	On a scale of 1 to 5, with 1 meaning "unhelpful and inconsiderate" and 5 meaning "helpful and considerate", please tell me how you would have characterized your relationships with administrative staff at your institution. [1] 1	Sur une échelle de 1 à 5, où 1 signifie « peu serviables et peu respectueux » et 5 signifie « serviables et respectueux », indiquez comment vous auriez décrit vos relations avec les autres élèves de votre établissement. [1] 1 [2] 2

		[2] 2 [3] 3 [4] 4 [5] 5 [11] Don't know [12] Refused	[3] 3 [4] 4 [5] 5 [11] Ne sais pas [12] Refus
		<i>I will now read you a number of statements; with each statement please state whether you strongly disagree, somewhat disagree, somewhat agree or strongly agree. You may also say that you have no opinion.</i>	<i>Je vais à présent vous lire un certain nombre d'affirmations pour lesquelles je vous demande de dire si vous « n'êtes pas du tout d'accord », « êtes plus ou moins en désaccord », « plus ou moins d'accord » ou « fortement d'accord ». Vous pouvez également déclarer n'avoir aucune opinion.</i>
140	CON1p_Y1 Read response options for the 5-point scale	I had friends at my school [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	J'avais des amis à mon école. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
141	CON2p_Y1 Read response options for the 5-point scale	I had friends I can count on for help and support. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	J'avais des amis sur lesquels je peux compter pour de l'aide et du soutien. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
142	CON3p_Y1 Read response options for the 5-point scale	I have family I can count on for help and support. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	J'ai de la famille sur laquelle je peux compter pour de l'aide et du soutien. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
143	CON4p_Y1 Read response options for the 5-point scale	My school was a place where I feel like I belong. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	J'étais attaché(e) à mon école par un sentiment d'appartenance. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus

144	REL1p_Y1 Read response options of agreement	I was able to relate what I am learning in my classes to my future career plans [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Je pouvais faire un lien entre ce que j'apprenais dans mes classes et ma carrière à venir.. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion [7] Refus
145	REL2p_Y1 Read response options of agreement	I was interested in what I was learning at school [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	J' étais intéressé(e) par ce que j'apprenais à l'école [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion [7] Refus
146	REL3p_Y1 Read response options of agreement	The classes I attended this year gave me skills that will help me in the job market [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Les cours que je suis cette année me permettent d'acquérir des compétences susceptibles de m'aider dans le marché du travail. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins en accord [5] Fortement d'accord [6] Sans opinion [7] Refus
147	REL4p_Y1 Read response options of agreement	The classes I attended this year gave me a better idea of my future plans [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Les cours que je suis cette année me permettent d'élaborer mes plans d'avenir. [1] Pas du tout d'accord [2] En désaccord [3] Neutre [4] D'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
148	REL5p_Y1 Read response options of agreement	Overall, I believe I was enrolled in a program of studies that was right for me [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree	Dans l'ensemble, je crois que j'étais inscrit(e) à un programme d'études qui me convenait. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord

		[6] No Opinion [7] Refused	[6] Sans opinion [7] Refus
		Using the same agreement scale, I'd like to ask you some questions about your thoughts and feelings about your post-secondary experiences and yourself as a student.	À l'aide de la même échelle d'appréciation, je voudrais vous poser quelques questions sur ce que vous pensez et ressentez comme étudiant(e) par rapport à votre scolarité post-secondaire et à votre expérience dans vos études.
149	ASC1p_Y1 Read response options for the 5-point scale	For me, studying hard paid off. [[1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	Selon moi, cela vaut la peine d'étudier sérieusement. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
150	ASC2p_Y1 Read response options for the 5-point scale	I did well in my courses given the amount of time I dedicated to my studying. [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	J'ai bien réussi dans mes études, compte tenu du temps que j'y ai consacré. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
151	ASC3p_Y1 Read response options for the 5-point scale	I often got discouraged about school [1] Strongly Disagree [2] Somewhat Disagree [3] Neutral [4] Somewhat Agree [5] Strongly Agree [6] No Opinion [7] Refused	J'étais souvent découragé(e) par l'école. [1] Pas du tout d'accord [2] Plus ou moins en désaccord [3] Neutre [4] Plus ou moins d'accord [5] Fortement d'accord [6] Sans opinion [7] Refus
		Time Use <i>The following questions are about your use of time while you were enrolled in PSE</i>	Emploi du temps <i>Les questions suivantes concernent votre emploi du temps lorsque vous étiez inscrit(e) à un programme d'EPS.</i>
152	T1p_Y1	In an average week, about how many hours in total did you spend in classes, labs and tutorials? [1] Don't know [2] Refused [3] Enter # _____	Au cours d'une semaine ordinaire, combien d'heures au total passiez-vous en classe, en laboratoire ou en tutorat? [1] Ne sais pas [2] Refus [3] Inscrire le nombre _____
153	T2p_Y1 Do not read responses	In an average week, about how many hours did you spend studying or doing assigned work outside of class? [1] Less than three hours per week [2] 4 to 7 hours	Au cours d'une semaine ordinaire, combien d'heures consacriez-vous aux études ou aux travaux scolaires en dehors des cours? [1] Moins de trois heures par semaine [2] De 4 à 7 heures

		<p>[3] 8 to 14 hours [4] 15 to 20 hours [5] 21 to 30 hours [6] More than 30 hours per week [7] Don't know [8] Refused</p>	<p>[3] De 8 à 14 heures [4] De 15 à 20 heures [5] De 21 à 30 heures [6] Plus de 30 heures par semaine [7] Ne sais pas [8] Refus</p>
154	<p>T3p_Y1 Do not read responses</p>	<p>In an average week, about how many hours did you spend in extra-curricular or volunteer activities? [1] Less than three hours per week [2] 4 to 7 hours [3] 8 to 14 hours [4] 15 to 20 hours [5] 21 to 30 hours [6] More than 30 hours per week [7] Don't know [8] Refused</p>	<p>Au cours d'une semaine ordinaire, combien d'heures environ consacriez-vous à des activités parascolaires ou à du bénévolat? [1] Moins de trois heures par semaine [2] De 4 à 7 heures [3] De 8 à 14 heures [4] De 15 à 20 heures [5] De 21 à 30 heures [6] Plus de 30 heures par semaine [7] Ne sais pas [8] Refus</p>
155	<p>T4p_Y1 Skip if DWEL1_Y1 = 2</p>	<p>In an average week, about how many hours each day did you spend commuting to and from class (walking, driving, etc)? [1] Less than three hours per week [2] 4 to 7 hours [3] 8 to 14 hours [4] More than 15 hours per week [7] Don't know [8] Refused</p>	<p>Au cours d'une semaine ordinaire, combien d'heures environ consacriez-vous à vos déplacements quotidiens pour aller à vos cours et en revenir (à pied, en voiture, etc.)? [1] Moins de trois heures par semaine [2] De 4 à 7 heures [3] De 8 à 14 heures [4] Plus de 15 heures par semaine [5] Ne sais pas [6] Refus</p>
156	<p>COM1p_Y1 Skip if DWEL1_Y1 = 2</p>	<p>What was your usual method of commuting to your post-secondary institution? [1] walking [2] riding a bike [3] public transport [4] private vehicle [5] Don't know [6] Refused</p>	<p>Quel moyen de transport utilisiez-vous habituellement pour vous rendre jusqu'à votre établissement d'enseignement post-secondaire? [1] Marche [2] Bicyclette [3] Transports en commun [4] Véhicule personnel [5] Ne sais pas [6] Refus</p>
157	<p>EMP1p_Y1</p>	<p>While you were at PSE, did you have any paid jobs? [1] Yes [2] No [3] Don't know [4] Refused</p>	<p>Lorsque vous étiez étudiant(e), avez-vous eu des emplois rémunérés? [1] Oui [2] Non [3] Ne sais pas [4] Refus</p>
158	<p>EMP2p_Y1 Skip if EMP1p_Y1</p>	<p>While you were at PSE,, how many weeks out of an average month did you normally work at paid jobs? [1] One week per month</p>	<p>Lorsque vous étiez étudiant(e), combien de semaines par mois en moyenne travailliez-vous dans le cadre d'emplois rémunérés? [1] Une semaine par mois</p>

	>= [2]	[2] Two weeks per month [3] Three weeks per month [4] Every week [5] Don't know [6] Refused	[2] Deux semaines par mois [3] Trois semaines par mois [4] Toutes les semaines [5] Ne sais pas [6] Refus
159	EMP3p_Y1 Skip if EMP1p_Y1 >= [2] Do not read responses	While you were at PSE, in an average <i>working</i> week, how many hours did you normally work at paid jobs? [1] Less than one hour per week [2] 1 to 3 hours [3] 4 to 7 hours [4] 8 to 14 hours [5] 15 to 20 hours [6] 21 to 30 hours [7] More than 30 hours per week [8] Don't know [9] Refused	Lorsque vous étiez étudiant(e), en plus de vos études, au cours d'une semaine <i>de travail</i> ordinaire, combien d'heures travaillez-vous dans le cadre d'emplois rémunérés? [1] Moins d'une heure par semaine [2] De 1 à 3 heures [3] De 4 à 7 heures [4] De 8 à 14 heures [5] De 15 à 20 heures [6] De 21 à 30 heures [7] Plus de 30 heures par semaine [8] Ne sais pas [9] Refus
160	EMP4p_Y1	While you were at PSE, were you self-employed to done unpaid work in a family business or farm? [1] Yes [2] No [3] Don't know [4] Refused	Lorsque vous étiez étudiant(e), en plus de vos études, avez-vous eu un emploi de travailleur autonome ou un emploi non rémunéré à la ferme ou dans l'entreprise familiale? [1] Oui [2] Non [3] Ne sais pas [4] Refus
161	EMP5p_Y1 Skip if EMP4p_Y1 >= [2]	While you were at PSE, how many weeks out of an average month did you normally work in a family business, farm or in self-employment? [1] One week per month [2] Two weeks per month [3] Three weeks per month [4] Every week [5] Don't know [6] Refused	Lorsque vous étiez étudiant(e), en plus de vos études, combien de semaines par mois en moyenne travaillez-vous à la ferme, dans l'entreprise familiale ou comme travailleur autonome? [1] Une semaine par mois [2] Deux semaines par mois [3] Trois semaines par mois [4] Toutes les semaines [5] Ne sais pas [6] Refus
162	EMP6_Y1 Skip if EMP4_Y1 >= [1] Do not read responses	While you were at PSE, in an average <i>working</i> week, how many hours did you normally work in a family business, farm or in self-employment? [1] Less than one hour per week [2] 1 to 3 hours [3] 4 to 7 hours [4] 8 to 14 hours [5] 15 to 20 hours	Lorsque vous étiez étudiant(e), en plus de vos études, au cours d'une semaine <i>de travail</i> ordinaire, combien d'heures travailliez-vous à la ferme, dans l'entreprise familiale ou comme travailleur autonome? [1] Moins d'une heure par semaine [2] De 1 à 3 heures [3] De 4 à 7 heures [4] De 8 à 14 heures

		[6] 21 to 30 hours [7] More than 30 hours per week [8] Don't know [9] Refused	[5] De 15 à 20 heures [6] De 21 à 30 heures [7] Plus de 30 heures par semaine [8] Ne sais pas [9] Refus
163	EMP7_Y1 Skip if EMP1_Y1 >= [2]	While you were at PSE, in an average month, how much did you earn from wages, commissions and tips? [1] Don't know [3] Refused [3] Nothing [4] Enter amount (>0)_____	Lorsque vous étiez étudiant(e), u cours d'un mois ordinaire, quel montant gagniez-vous en salaires, commissions et pourboires? [1] Ne sais pas [3] Refus [3] Je ne gagne rien [4] Inscrire le montant (>0)_____

Module F_p		Thank you, we just have a few more questions about post-secondary funding.	Merci, il nous reste juste quelques questions au sujet du financement de vos études post-secondaires.
164	SEI1p_Y1	Approximately how much money did you earn from all jobs during the summer prior to entering post-secondary education? [1] Don't know [2] Refused [3] Enter Amount _____	Environ quel revenu avez-vous gagné de l'ensemble des emplois que vous avez occupés pendant l'été précédant votre entrée dans un programme d'EPS? [1] Ne sais pas [2] Refus [3] Inscrire le montant _____
165	SEI2p_Y1 Skip if SEI1p_Y1 <= [2]	Of this \$<SEI_1_p [3]> how much were you able to save for the school year? [1] Don't know [2] Refused [3] Enter Amount _____	De ces <SEI_1 [3]> \$ quel montant êtes-vous parvenu(e) à mettre de côté pour l'année d'études? [1] Ne sais pas [2] Refus [3] Inscrire le montant _____
166	SAV1p_Y1	Prior to the end of secondary school, did you personally save for your education? (do not include money saved on your behalf by others) [1] Yes [2] No [3] Don't know [4] Refused	Avant la fin de vos études secondaires, avez-vous personnellement économisé en vue de vos études? (N'incluez pas l'argent économisé en votre nom par d'autres personnes.) [1] Oui [2] Non [3] Ne sais pas [4] Refus
167	SAV2p_Y1	Did other members of your family (e.g. parents, aunts, uncles, grandparents) save for your education? [1] Yes [2] No [3] Don't know [4] Refused	Est-ce que d'autres membres de votre famille (parents, tantes, oncles, grands-parents) ont économisé en vue de vos études? [1] Oui [2] Non [3] Ne sais pas [4] Refus
		<i>The following questions relate to your time in PSE – what you received or earned during your time PSE</i>	<i>Les questions suivantes concernent ce que vous avez reçu ou gagné durant la période de votre scolarité.</i>

SAV3p_Y1	<p>During the course of your time at PSE, how much money did you receive from investment income such as RESPs or saving bonds?</p> <p>[1] Don't know [2] Refused [3] Enter Amount _____</p>	<p>Lorsque vous étiez étudiant, environ combien d'argent avez-vous reçu d'un investissement tel qu'un REEE ou des obligations d'épargne?</p> <p>[1] Ne sais pas [2] Refus [3] Inscrive le montant _____</p>
FC1p_Y1	<p>During your time at PSE, approximately how much money did you receive from your parents, family or spouse that you did not have to pay back? Include any money for tuition or rent paid on your behalf.</p> <p>[1] Don't know [2] Refused [3] Enter Amount _____</p>	<p>Lorsque vous étiez étudiant, environ combien d'argent avez-vous reçu de vos parents, de votre famille ou de votre conjoint, que vous n'aurez pas à rembourser? Comptez les droits de scolarité ou les loyers payés en votre nom.</p> <p>[1] Ne sais pas [2] Refus [3] Inscrive le montant _____</p>
FC2p_Y1	<p>During your time at PSE, approximately how much money did you receive from your parents, family or spouse that you were expected to pay back? Include any money for tuition or rent paid on your behalf.</p> <p>[1] Don't know [2] Refused [3] Enter Amount _____</p>	<p>Lorsque vous étiez étudiant, environ combien d'argent avez-vous reçu de vos parents, de votre famille ou de votre conjoint, que vous prévoyez rembourser? Comptez les droits de scolarité ou les loyers payés en votre nom.</p> <p>[1] Ne sais pas [2] Refus [3] Inscrive le montant _____</p>
SCH1p_Y1	<p>During your time at PSE, approximately how much money did you receive in academic scholarships, awards and prizes?</p> <p>[1] Don't know [2] Refused [3] Enter Amount _____</p>	<p>Lorsque vous étiez étudiant, environ combien d'argent avez-vous reçu sous forme de bourses d'études, de subventions ou de prix?</p> <p>[1] Ne sais pas [2] Refus [3] Inscrive le montant _____</p>
PB1p_Y1	<p>During your time at PSE, approximately how much money did you receive from private bank loans or lines of credit (do not include government student loans)?</p> <p>[1] Don't know [2] Refused [3] Enter Amount _____</p>	<p>Pendant l'année scolaire, environ combien d'argent avez-vous reçu sous la forme de prêts bancaires personnels ou de marges de crédit? (N'incluez pas les prêts étudiants du gouvernement)</p> <p>[1] Ne sais pas [2] Refus [3] Inscrive le montant _____</p>
PB2p_Y1 [if PBp1_Y1 = 3]	<p>Why did you borrow from private banks?</p> <p>[1] Would not have been able to go to school on government loans and grants alone [2] Wanted to have more income [3] Needed money to make a specific purchase</p>	<p>Pourquoi avez-vous souscrit des prêts bancaires personnels?</p> <p>[1] N'aurais pas pu faire des études seulement avec les prêts et bourses du gouvernement [2] Souhaitais augmenter mes revenus [3] Avais besoin d'argent pour un achat précis</p>
AB1p_Y1	<p>If you had been able to borrow more money from your student loan, would you have done so?</p> <p>[1] Yes [2] No [3] Don't know [4] Refused</p>	<p>Si vous aviez pu emprunter plus d'argent, de votre prêt étudiant, l'auriez-vous fait?</p> <p>[1] Oui [2] Non [3] Ne sais pas [4] Refus</p>

BE1p_Y1	Did you receive a grant or bursary as part of your student aid package? [1] Yes [2] No [3] Don't know [4] Refused	Avez-vous reçu une bourse d'études dans le cadre de votre aide financière aux études? [1] Oui [2] Non [3] Ne sais pas [4] Refus
BE2p_Y1 Skip if BE1p_Y1 >= [2]	Did receiving this bursary affect how much you borrowed? [1] Yes [2] No [3] Don't know [4] Refused	Est-ce que cela a eu un effet sur le montant que vous avez emprunté? [1] Oui [2] Non [3] Ne sais pas [4] Refus
BE3p_Y1 Skip if BE1p_Y1 >= [2]	Did receiving a bursary affect your choice of which school to attend? w [1] Yes [2] No [3] Don't know [4] Refused	Le fait de recevoir une bourse d'études a-t-il influé le choix de l'établissement d'enseignement que vous fréquentez? [1] Oui [2] Non [3] Ne sais pas [4] Refus

Linking Questions	Thank you for your participation in this survey. Your co-operation in this research is important to helping understand the importance of student financial assistance in Canada.	Merci de votre participation à ce sondage. Votre contribution à cette recherche est précieuse pour aider à comprendre l'importance de l'aide financière aux études au Canada.
LNKA_Y1 Read responses of agreement	In order to improve the quality of this research, we would like your permission to be able to link the answers you have just given us to the data that you have already submitted to the provincial government in order to obtain student assistance. All individual identifiers will be removed from the linked dataset; no information that could identify you would ever be released. The data would only be used for statistical purposes, and any output from the data would be protected under the confidentiality provisions of provincial privacy law. Do you give us permission to link your answers to this questionnaire to your existing student assistance file? [1] Yes [2] No	Pour parfaire la qualité de cette recherche, nous aimerions obtenir votre accord pour rapprocher les réponses que vous venez de nous donner des informations que vous avez fournies au gouvernement provincial au moment de votre demande d'aide financière pour vos études. Tous les renseignements relatifs à votre identité seront supprimés ; aucun élément qui pourrait permettre de vous identifier ne sera divulgué. Les informations seront uniquement utilisées à des fins statistiques, et tous les résultats seront soumis aux clauses de confidentialité de la loi provinciale de protection de la vie privée. Nous autorisez-vous à rapprocher vos réponses à ce questionnaire des informations contenues dans votre dossier déposé auprès de l'aide financière aux études? [1] Oui [2] Non
[if LNKA_Y1 = 2]	<i>OK, that's fine. May I just ask you three additional questions?</i>	<i>Très bien. Puis-je encore vous poser trois questions?</i>
LINK_B [if LNKA_Y1 = 2]	Are you [1] Male [2] Female	Êtes-vous [1] Un homme [2] Une femme

	LINK_C [if LNKA_Y1 = 2]	How old are you? [1] _____	Quel âge avez-vous? [1] _____
	LINK_D [if LNKA_Y1 = 2]	What is the total amount of government loans and grants you received this academic year? [1] _____	Quel est le montant total des prêts et bourses du gouvernement dont vous avez bénéficié au cours de cette année scolaire? [1] _____
		Thank you for your time. Have a great day!	Merci de votre disponibilité. Passez une très bonne journée !