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IDITAROD'S SMALL HIGH SCHOOL PROGRAM

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THE IDITAROD SMALL HIGH SCHOOL PROGRAM: REPORT SUMMARY

The Iditarod Area School District (IASD) developed in 1978 one of the most innovative small high school programs in Alaska. It included:

1. Travel in Alaska and the Lower 48

Designed to teach students directly about new places and people, to increase their self-confidence, and help them explore different careers and postsecondary educational options.

2. In-District Travel: Mini-Courses and Student Congress

Designed to increase variety of coursework and broaden students' social experiences.

3. STARS English, Math, and Science Program and Ken Cook Vocational Program

Designed to serve as the core instructional program in very small high schools.

PURPOSE AND METHODS

The purpose of this evaluation was to provide school district personnel, Community School Committee members (CSCMs), and students with useful planning information for developing future small high school programs. The major research method consisted of interviews with IASD students (84%), high school teachers (85%), and CSCMs (95%).

MAJOR RESULTS

Evaluations of the Travel Program

1. Students saw the travel program outside the district as having substantial educational benefits. Over 70% of the students viewed such travel as:
 - Increasing their self-confidence.
 - Helping them learn about new people and places and develop new skills.
 - Increasing their interest in seeing new places and doing new things.

- Helping them make new friends and learn to get along better with other people.
- 2. Students saw basketball trips as having the least educational benefit. The Seattle visit and the American Heritage trips were seen as the most educationally valuable. Both were trips to large cities outside Alaska, where students encountered a powerfully new set of experiences. Both of these trips also involved considerable preparation prior to the trip, so that students were aware of the purposes of the educational experience.
- 3. Travel programs had little effect in making students less interested in living in their hometown. Only 12% of the students felt trips had affected where they wanted to live with 5% reporting that the experience had made them less interested in living in their home community and another 6% reporting that the trip had increased their desire to live in their home community.
- 4. Teachers agreed with students on the educational value of travel programs and many teachers saw these trips as increasing interest in the regular school program. However, CSCMs were not as strongly convinced. About 53% of CSCMs saw some positive effects of trips, and only 12% saw any negative effects. However, many CSCMs had only vague information about the purposes of the trip and what students had learned.
- 5. The largest groups of teachers and CSCMs wanted the present extensive travel program continued at the same level. Students favored spending more time in travel outside the district.

Evaluations of the In-District Travel Program
and the STARS and Ken Cook Programs

- 1. Both students and teachers considered in-district travel to have value but to provide substantial fewer benefits than out-of-district travel.
- 2. Students and teachers saw the mini-courses as having some impact in helping students learn new skills and make new friends. However, both teachers and CSCMs emphasized the importance of consistent attendance policies and more emphasis on academic and career areas, not just crafts.
- 3. Students and teachers felt that the students had learned something, although not a lot, from the STARS program and that the program could be continued if major revisions were made.

4. The Ken Cook vocational program was much more successful than STARS. However, most students (70%) preferred travel to other schools for a vocational program rather than a more extensive Ken Cook program at their school.

Expectations About the High School Program
and High School Program Priorities

1. Community expectations about what is "necessary" to a high school program may be becoming more open. While a small majority of CSCMs consider a high school building necessary, CSCM support was just as strong for many non-traditional program alternatives, such as mini-courses, itinerant teachers, and student travel.
2. Preparation for employment was both students' and CSCMs' first program priority, the area to which they most wanted more school time allocated. This priority realistically reflects student plans. Among village students, 60% want to get a good job right after graduating from high school. Only 7% of village students were interested in a subsistence life-style or a housewife role that does not involve employment. IASD students also wanted more school time spent in learning about different jobs. Among male students, 37% could not name any job interest.
3. For their senior year, students' strongest preference was to combine school with a work-experience program. Village students preferred such a work-study program over any other alternative, even travel to the Lower 48 and foreign countries.
4. While general interest in an expanded academic program is low, small but intense groups of students and CSCMs in McGrath want a substantially stronger academic program which emphasizes college preparation. Locating a highly focused college preparation program in McGrath and enabling interested village students to attend through the boarding home program is an alternative the school district may wish to consider.
5. CSCMs consider bilingual-bicultural programs the area most necessary to students' high school education and wanted more time allocated to them.
6. The issue CSCMs most wanted brought to the school district's attention was student absenteeism and behavior problems, both on trips and in the regular school classroom.

The Role of the Community School Committee

1. The majority of CSCMs want considerably more involvement in school decision-making, especially in the hiring of teachers.
2. While CSCMs emphasized greater involvement in personnel decisions, less than half of the teachers wanted greater CSC activity on these matters.
3. The majority of teachers wanted greater CSC involvement in developing the school curriculum and making decisions about the school budget. A majority of CSCMs also wanted more involvement in these issues, but their priority was personnel, not program.

The Iditarod Area School District (IASD) developed in 1978 one of the most innovative small high school programs in Alaska. Like many other rural school districts, Iditarod faced the problem of how to deliver a sound high school education to many scattered villages with extremely small numbers of high school students. The district covers 41,000 square miles and contains nine village high schools. The smallest of these, Telida, has 3 students while the largest, McGrath, has only 35. Moreover, the region contains students from diverse cultural groups -- Athabascan Indians, Yupik Eskimos, and Caucasians. These groups may approach the high school program with different expectations and may hold different education priorities.

To address the educational needs of its high school students, Iditarod developed a program which included:

1. Travel Within Alaska and the Lower 48. The travel program was intended to teach students directly about places and people outside of their home village and to increase their self-confidence in handling new situations. Particular trips, such as those to the Alaska Skills Center at Seward, the University of Alaska, and Mt. Edgecumbe were also intended to help students explore various careers and postsecondary school programs and to take courses unavailable in their village high school.
2. Mini-courses and Other Within-District Student Travel. In order to provide a wider variety of courses, students from different villages attended two week mini-course sessions, primarily at McGrath and Holy Cross. Students chose from such courses as aviation, quilting, leathercraft, art, welding, and basketball. In addition, the district brought students from different villages into McGrath and Holy Cross for a Student Congress on student rights and teacher evaluations and for workshops on alcoholism and other issues.
3. STARS Program and Ken Cook Vocational Programs. These courses were used as the core curriculum in the village high schools. STARS (Secondary Training for Alaska Rural Schools) is a self-paced instructional program which covers communications, math,

and science. The program was developed in Canada and revised for Alaska by the Kodiak Island Borough School District. Both Kodiak and Iditarod teachers revised it again in the summer of 1978.

Ken Cook, also a self-paced individualized program, included such courses as small engine repair, drafting, welding, chain saw and outboard engines. Due to their expense, the programs were sent from village to village.

In addition to these programs, village high school teachers developed courses in social studies and other areas and JOM and state bilingual monies were used to provide a bicultural-bilingual program. Each village high school had a different instructional program, depending on the numbers of teachers and their individual skills, and the desires of the students and Community School Committees (CSCs).

PURPOSE OF EVALUATION

The purpose of the small high school evaluation was to provide school district personnel, CSC members, and students with planning information useful in developing future programs. The intent was not to evaluate the total program as "good" or "bad" but to obtain information that could be used in making decisions about the directions the program should take.¹

- Which areas of the small high school program were working well and needed little change?
- How could the program be significantly improved?
- What educational priorities held by the community, students, and teachers were not being adequately addressed?

¹See Terry Bullock and Margo Zuelow, Evaluation of Secondary Education Program, Technical Report, Iditarod Area School District, June, 1977, for a well-informed discussion of educational evaluation and the theoretical basis for the use of the student, CSC, teacher interview process, pp. 3-5.

In addition, the study examined certain specific issues of immediate concern to the district. For example, the district wanted to know how much control the CSCMs wanted to have over such matters as hiring and firing teachers and allocating the school budget. The district also wanted to assess community demand for postsecondary programs located in the villages. The research provided a method for systematically collecting information on these matters as well as issues directly related to the small high school program.

This 1977-78 school year evaluation followed the one conducted by Bullock and Zuelow in 1976-77.² Both studies help the district comply with the regulation that the chief school administrator prepare and submit to the governing body of the school district an evaluation of each new high school program operated by the district for the first three years of its operation (4 AAC 05.070 of the Alaska State Department of Education).

The Bullock-Zuelow report emphasized that many students and CSCMs in the district in 1976-77 expected a highly traditional high school -- a building with a gym and shop, lots of teachers and students, sports and after school activities. The program Iditarod developed the following year used non-traditional delivery methods -- student travel outside the district, mini-courses and travel within the district -- to provide many of the educational experiences usually delivered through the traditional high school. The 1977-78 evaluation provided the opportunity to see if community expectations and desires changed after first-hand experience with a non-traditional approach.

²Ibid.

METHODS

Interview Format. A semi-structured interview was developed to systematically examine the views of the groups most directly involved in the small high school program -- high school students, CSCMs who represented the village communities, and high school teachers.³ The interview covered the following topics; each of which is discussed in a separate section of this report:

1. Evaluations of the Travel Program and Views on Travel Policies.
2. Evaluations of the STARS and Ken Cook Core Curriculum.
3. Expectations about the High School Program and High School Program Priorities.
4. Supplementary Information: Role of the Community School Committee and Village Demand for Postsecondary Education.

Some questions were asked in identical form to each group in order to directly compare their views on a particular issue. In other areas, the questions or the form of the question differed because the groups had different experiences. For example, students were asked in detail about the effects of each individual trip in terms of their self-confidence, acquisition of new information and skills, desire to live in their home village, etc. in order to compare the value of particular trips. Community School Committee members were asked more generally about the positive and negative effects they saw the travel program having on students from their village.

Pretesting. The interviews were examined by school district personnel

³A sample student interview is included in the Appendix. A teacher and CSC interview may be obtained from Judith Kleinfeld, Professor of Psychology, Institute of Social and Economic Research, University of Alaska, Fairbanks, Alaska.

to insure that the questions were appropriate and that program planning needs were adequately covered. Questions were pretested for clarity and vocabulary level with representative students, teachers, and community school committee members. On the basis of these pretests, several questions were revised or reworded and new ones added.

Administration. The interviews were administered in each village during May, 1978, by the first author, a graduate assistant working with the IASD. Fieldwork took approximately 22 days. The interviews averaged about an hour in length for students and about one and one-half hours for teachers and CSCMs.

The interviewer took great care to work with the local community education aides and to avoid jumping off a plane and rushing in with the interview. Usually interviews were administered the day after arrival and at a time and place convenient to the CSCMs.

Coverage and Quality of Information. A large proportion of each group completed interviews:

CSCMs Interviewed	= 95%	(38/40)
Teachers Interviewed	= 89%	(17/19)
Students Interviewed	= 84%	(73/87)

The students who were not interviewed were primarily those absent from school. Late spring is a period of high student absenteeism and, in some cases, teachers were unsure of whether particular students were still in school.

The only major problem in coverage occurred in Telida where CSCMs were interviewed but not the teacher (due to early closure of school) or the two high school students (one of whom had previously dropped out).

The questions generally appeared to be clearly understood and seriously answered. No student interview, for example, had large blank spaces or jokes written in the margins. Some problems in understanding did occur with individual CSCMs in Lime Village where English is a second language. In these cases, the interviewer tried to clarify the question or left the question blank.

Confidentiality. As is customary in survey research, all students, teachers, and CSCMs were told that their responses would be kept confidential and reported only with the responses of many others. Due to the small numbers of each group in a particular village, however, this procedure presents a difficulty in reporting meaningful results. Particularly, McGrath CSCMs', teachers', and students' views differed in some instances from the general pattern in the villages. Yet, if the study presented a table showing the views of different groups in McGrath alone, it is possible specific individuals could be identified.

To deal with this issue, this report usually aggregates results for students, teachers, and CSCMs over all the villages in the district. However, where the views of CSCMs, teachers, and students in McGrath differed substantially from those in the villages, this point is noted in the text. Student groups were large enough to permit greater site-specificity.

In future district surveys, we suggest that teachers, students, and CSCMs be asked directly if they would permit site-specific reporting of their views. Few of the survey questions are of a personal nature. Obtaining site-specific information would increase the usefulness of the survey, and most individuals would probably not regard such reporting as an infringement of their privacy.

RESULTS

Evaluations of the Travel Program and Views on Travel Policies

IASD placed great emphasis on travel as a means of providing students from very small village high schools with new educational experiences, an expanded social life, and a richer array of course offerings. Major outside district trips included:

- Alaska Skills Center at Seward
- College Visitation (Fairbanks and Anchorage)
- American Heritage tour (New York, Washington, etc.)
- Seattle visit
- Seattle/Pullman (basketball trip to Seattle)
- Basketball trips
- Mt. Edgecumbe (transfer student experience)

Major trips inside the district included:

- Mini-courses at Holy Cross and McGrath (such as photography, leathercraft, welding, ceramics, trapping)
- Student Congress and Workshops at Holy Cross and McGrath (student rights, teacher evaluations, "Here's looking at you," alcoholism workshop)
- Ski meet at McGrath

Fully 83% of Iditarod students took 1 or more trips inside or outside the district during the 1978 school year, and 42% of the student body took 2 or more trips. (Table 1)

Were travel experiences fairly distributed?

Travel opportunities outside the district were not evenly distributed among different groups of students (Table 2). A considerably greater proportion of non-Native students went on trips, and a greater proportion of McGrath students participated in outside travel programs. A greater proportion of 11th and 12th grade students also participated in travel. However,

TABLE 1
NUMBER OF TRIPS INSIDE AND OUTSIDE DISTRICT
TAKEN BY IASD STUDENTS
(percent distributions)

Took 3 or more trips	14
Took 2 trips	28
Took 1 trip	41
Took no trips	<u>17</u> 100
Number of Students:	71

TABLE 2

DISTRIBUTION OF TRIPS OUTSIDE DISTRICT
(percent distributions)

1. A somewhat greater proportion of McGrath students went on trips outside the district compared to village students.

	<u>McGrath</u>	<u>Villages</u>	<u>Total</u>
Took trip outside district	79	62	69
No outside trip	<u>21</u>	<u>38</u>	<u>31</u>
	100	100	100
Number of Students:	29	42	71

2. A considerably greater proportion of non-Native students went on trips outside the district compared to Native students.

	<u>Natives</u>	<u>Non-Natives</u>	<u>Total</u>
Took trip outside district	65	100	69
No outside trip	<u>35</u>	<u>0</u>	<u>31</u>
	100	100	100
Number of Students:	62	9	71

3. Generally similar proportions of male and female students went on trips outside the district.

	<u>Males</u>	<u>Females</u>	<u>Total</u>
Took trip outside district	66	72	69
No outside trip	<u>34</u>	<u>28</u>	<u>31</u>
	100	100	100
Number of Students:	35	36	71

4. Substantially more 11th and 12th graders took trips outside district than 9th and 10th graders.

	<u>9th & 10th</u>	<u>11th & 12th</u>	<u>Total</u>
Took trip outside district	63	84	69
No outside trip	<u>37</u>	<u>16</u>	<u>31</u>
	100	100	100
Number of Students:	52	19	71

5. About a quarter of IASD students took more than one trip outside the district while about a third had no outside district trip.*

Took 2 trips outside district	27
Took 1 trip outside district	42
No outside trip	<u>31</u>
	100
Number of Students:	71

*Larger proportions of students took more than 1 trip inside and outside the district (see Table 1).

allocating travel to this older group may be appropriate since a major purpose of several of the trips was to help students make decisions about careers and postsecondary education.

Travel programs inside the district, in contrast, were used primarily by village students, Native students, and 9th and 10th graders (Table 3). This distribution reflects the use of in-district travel to increase educational opportunities for small high school students.⁴

In short, travel experiences were not evenly distributed. In some instances, this distribution may be based on educational rationale. However, in the instance of expensive, outside district trips going disproportionately to McGrath and non-Native students, IASD may wish to explore why this occurred.

Student evaluations of the travel program

For each trip taken, students were asked to evaluate the trip's educational effects on them in four crucial areas:

1. CHANGES IN PERSONAL DEVELOPMENT

- a. Growth in self-confidence
- b. Increased interest in seeing new places and doing new things
- c. Growth in self-knowledge -- who you are and what you can do
- d. Helped in making decisions about what to do after high school

The rationale for including these changes was that travel experiences can broaden students' perspectives and increase their confidence in their ability to handle new situations. Seeing such places as the University of Alaska, the Alaska

⁴Some readers familiar with statistical techniques commonly applied to these types of tables may ask, "Is this difference 'significant'?" There are two types of significance. One is statistical significance which addresses the question: Is this difference a chance fluctuation due to sampling error? The other is educational significance, which addresses the question: Is this difference large enough to be educationally important? This study of IASD was not a survey of a sample of students, teachers, and CSCMs. It was a survey of a total population. For this reason, statistics commonly used to determine if a percentage difference could be due to chance sampling variation are not appropriate. The key question is whether a difference is educationally significant. This is a value judgment. IASD teachers, students, and CSCMs are the ones who appropriately make these value decisions.

TABLE 3

DISTRIBUTION OF TRIPS INSIDE DISTRICT
(percent distributions)

1. A greater proportion of village students took trips inside the district compared to McGrath students.

	<u>McGrath</u>	<u>Villages</u>	<u>Total</u>
Took trip inside district	14	57	39
No inside district trip	86	43	61
	<u>100</u>	<u>100</u>	<u>100</u>
Number of Students:	29	42	71

2. Considerably more Native students took trips inside the district than non-Native students.

	<u>Natives</u>	<u>Non-Natives</u>	<u>Total</u>
Took trip inside district	44	11	39
No inside district trip	56	89	61
	<u>100</u>	<u>100</u>	<u>100</u>
Number of Students:	62	9	71

3. A slightly greater proportion of female students compared to male students took trips inside the district.

	<u>Males</u>	<u>Females</u>	<u>Total</u>
Took trip inside district	34	44	39
No inside district trip	66	56	61
	<u>100</u>	<u>100</u>	<u>100</u>
Number of Students:	35	36	71

4. A somewhat greater proportion of 9th and 10th graders took trips inside the district compared to 11th and 12th grade students.

	<u>9th & 10th</u>	<u>11th & 12th</u>	<u>Total</u>
Took trip inside district	44	26	39
No inside district trip	56	74	61
	<u>100</u>	<u>100</u>	<u>100</u>
Number of Students:	52	19	71

5. Over half of IASD students took no inside district trip.

Took 2 or more trips inside district	8
Took 1 trip inside district	31
No inside district trip	61
	<u>100</u>
Number of Students:	71

Skills Center at Seward, or jobs in McGrath can make them more aware of different career and educational options, and how these alternatives fit with their personal skills and values.

2. CHANGES IN KNOWLEDGE AND SKILLS

- a. Learned about new people and places
- b. Learned new skills
- c. Got to know people from a different cultural background

The rationale for including these changes was the potential effects of travel in enabling village students to directly experience city or larger village life, note differences in how people and teenagers from larger communities behave, and learn how to handle airports, restaurants, and other situations that they would later encounter. Whether students decide to remain in the village or live elsewhere, contemporary village life frequently involves large amounts of travel -- to find jobs, to receive medical services, to visit friends and relatives, to attend meetings, etc. To acquire specific new skills and information through expanded coursework was also a major goal of the mini-course program.

3. CHANGES IN SOCIAL COMPETENCIES

- a. Made new friends
- b. Learned to get along better with other people

One of the problems of small village high schools is that they isolate students from a broader social life. In some villages, almost all of the adolescents may be related or almost all may be either male or female. Travel programs can mix students from different villages and provide the opportunity for courtship or to generally make new friends.

4. CHANGES IN ATTITUDE

- a. Became less interested in living in hometown
- b. Became more interested in living in hometown

IASD school staff were concerned that a potentially negative effect of the travel program would be to induce students to leave their home communities. While staff could point to one or two conspicuous examples where travel appeared to have this effect, they were not sure if it was widespread. Travel programs might also have the opposite effect of convincing students that their home community was far preferable to urban life.

For each type of change in areas 1-3, students were asked whether each trip had helped them "a lot," "some," "a little," or "not at all." Students were then asked if this trip had changed their ideas about where they wanted to live and, if so, how. They were also asked to write a sentence or two describing the most important thing they had learned or the most important thing that had happened to them on the trip.

THE OUT-OF-DISTRICT TRAVEL PROGRAM

What educational benefits did students see themselves receiving from out-of-district travel?

Students saw the out-of-the-district travel program as having highly positive educational effects (Table 4). The small numbers of students going on particular trips needs to be taken into account and also the students' general enjoyment of travel which may lead them to make high ratings of specific educational effects. Of the 66 responding students,⁵ however, 70% or more saw the trip as benefiting to them in the areas of:

<u>Student Evaluations of Major Benefits of Out-of-District Travel</u>	<u>Proportion of Students Who Said Trip Had Helped Them "A Lot" or "Some"</u>
Increased interest in seeing new places and doing new things	88%
Made new friends	88%
Learned to get along better with other people	82%
Growth in self-confidence	79%
Learned about new people & places	79%
Learned new skills	74%

⁵Since a few students took more than 1 trip, it is not quite accurate to regard the total as total number of students. However, very few students (5%) took more than 1 outside trip, and this method of presentation is much clearer.

TABLE 4

STUDENT EVALUATIONS OF THE EDUCATIONAL EFFECTS OF
THE OUT-OF-DISTRICT TRAVEL PROGRAM
Proportion of Students Saying Trip Had Helped "A Lot" or "Some"
 (percent distributions)

	<u>Seattle Visit</u>	<u>American Heritage</u>	<u>College Visitation</u>	<u>Skills Center</u>	<u>Seattle/ Pullman</u>	<u>Basketball Trips</u>	<u>Average Across Trips</u>
I. CHANGES IN PERSONAL DEVELOPMENT							
a. Growth in self-confidence	100	100	100	82	67	65	79
b. Increased interest in seeing new places & doing new things	100	100	100	94	78	80	88
c. Growth in self-knowledge	100	50	83	83	67	55	69
d. Helped in making decisions about after high school	100	80	33	72	22	25	48
II. CHANGES IN KNOWLEDGE AND SKILLS							
a. Learned about new people & places	80	100	83	67	78	80	79
b. Learned new skills	80	40	33	83	100	70	74
c. Got to know people from a different cultural background	100	80	83	44	56	35	56
III. CHANGES IN SOCIAL COMPETENCIES							
a. Made new friends	100	100	100	83	78	90	88
b. Learned to get along better with other people	100	100	83	83	78	70	82
Number of responding students:	5	5	6	18	9	20	66*

*Mt. Edgecumbe is included in calculating averages across trips but is not broken out separately due to problems of confidentiality, since there were only 3 responding students.

The area in which out-of-district travel was comparatively weak primarily concerned future decision-making.

<u>Weaker Student Evaluations of Out-of-District Travel</u>	<u>Proportion of Students Who Said Trip Had Helped Them "A Lot" or "Some"</u>
Growth in self-knowledge	69%
Got to know people from a different cultural background	56%
Helped in making decisions about what to do after high school	48%

Students' descriptions of the "most important thing they had learned" from those trips indicated out-of-district travel had most pronounced effects in helping students acquire information which they had not previously had the opportunity to learn (Table 5). As a McGrath student who went to the Skills Center wrote:

There are lots of different jobs in this world. This trip explained some of them.

As a village student who went on the American Heritage trip wrote:

I really enjoyed this trip because I saw a lot of things that are important. It's exciting to see some of the things we learn in history. And it was all new to me. We should have more trips like this.

Again, few students (11%) brought up any effects of the trips in helping them make decisions after high school. Only the College Visitation trip had major impact (50%) in this area. As one student explained what had happened on this trip:

I guess it was that I made up my mind to go to this college because I liked the campus and it seemed like a pretty nice town.

TABLE 5

STUDENTS' REPORTS OF MOST IMPORTANT LEARNING
FROM OUT-OF-DISTRICT TRAVEL PROGRAMS
 (percent distributions)**

	<u>Seattle Visit</u>	<u>American Heritage</u>	<u>College Visitation</u>	<u>Seward Skills Center</u>	<u>Seattle/ Pullman</u>	<u>Basketball Trips</u>	<u>Average Across Trips*</u>
Learned information and about new places and people	40	80	33	39	56	10	36
Learned new skills	0	0	0	11	78	20	21
Learned social skills, getting along with people and making new friends	0	20	0	0	22	35	15
Helped in making decisions about what to do after high school	0	0	50	22	11	5	11
Could not describe something important that was learned from trip	20	20	17	22	0	45	26
Number of responding students:	5	5	6	18	9	20	66

*As previously explained, Mt. Edgecumbe is included in the average across trips but is not broken out separately due to problems of confidentiality with only 3 responding students.

**Percentages do not add up to 100% because some students left answers blank and others wrote about more than one category.

Based on content analyses of students' written responses to the question, "What was the most important thing you learned or that happened to you on this trip?"

Did Students See Particular Out-of-District Trips as Having More Benefits?

To compare the value of each trip, each area was ranked 4 if the student saw the trip as having benefited him "a lot," 3 if it had benefited him "some," 2 if it had benefited him "a little," and 1 if it had benefited him "not at all." Thus, a trip with a high rank is seen as having the most benefit⁶ (Table 6).

Beneficial Trips. Students saw the most valuable trips as (Table 6):

	<u>Average Rank</u>
Seattle Visit	3.6
American Heritage	3.5
College Visitation	3.3

These were the trips that students saw having helped them a lot in many different areas.

Skills Center Trip. While the Skills Center trip was given a relatively high rating (3.1), a number of students were disappointed in it. A few, especially those from McGrath, labeled it a "waste of time." A major problem seemed to be that students arrived at the Skills Center expecting to actually learn a job skill. Instead, they merely explored a variety of career areas.⁷ Teachers reported little preparation of

⁶This measure of change is more sensitive than calculating the proportion of students who saw positive change as was done in Table 4. This measure gives "a lot" responses higher weight than "some" responses. However, ranks are more difficult to use to communicate research results. So both tabulations have been done.

⁷That IASD students expected something different from the Skills Center experience was also evident in the evaluation of the January 6-January 21 mini-course done at the Center (Ellen Setters, Iditarod Career Exploration Project). Of the 16 students, only 44% reported that the experience was what "they had expected to find here at the Alaska Skill Center."

TABLE 6

STUDENT EVALUATIONS OF THE EDUCATIONAL EFFECTS
OF THE OUT-OF-DISTRICT TRAVEL PROGRAM

Students' Ranking of Change

	<u>Seattle</u> <u>Visit</u>	<u>American</u> <u>Heritage</u>	<u>College</u> <u>Visitation</u>	<u>Skills</u> <u>Center</u>	<u>Seattle/</u> <u>Pullman</u>	<u>Basketball</u> <u>Trips</u>	<u>Average</u> <u>Across</u> <u>Trips**</u>
I. CHANGES IN PERSONAL DEVELOPMENT							
a. Growth in self-confidence	3.2	3.8	3.7	2.9	3.1	2.8	3.1
b. Increased interest in seeing new places & doing new things	4.0	4.0	3.5	3.6	3.3	3.3	3.5
c. Growth in self-knowledge	3.6	3.2	3.0	3.0	3.0	2.6	2.9
d. Helped in making decisions about after high school	3.6	3.0	3.2	3.0	1.6	1.6	2.5
II. CHANGES IN KNOWLEDGE AND SKILLS							
a. Learned about new people & places	3.6	4.0	3.7	2.7	3.3	2.9	3.1
b. Learned new skills	3.0	2.4	2.2	3.3	3.8	2.8	3.0
c. Got to know people from a different cultural background	3.8	3.6	3.0	2.6	2.6	2.4	2.8
III. CHANGES IN SOCIAL COMPETENCIES							
a. Made new friends	3.8	3.8	3.8	3.4	2.8	3.3	3.2
b. Learned to get along better with other people	4.0	3.6	3.2	3.1	2.7	3.1	3.1
Average Trip Rank Across All Areas	3.6	3.5	3.3	3.1	2.9	2.8	3.1
Number of responding students:	5	5	6	18	9	20	66*

*The higher the rank, the more positive the trip experience and the more beneficial the trip on the area of change. Rank: 4 = "helped a lot" 3 = "helped some" 2 = "helped a little" 1 = "helped not at all"

**Mt. Edgewcombe students included only in totals for reasons of confidentiality, as previously explained.

students for the trip. If the trip's goals and content had been more clearly defined, this disappointment might not have occurred and the students might have used the experience better.

One purpose of the Skills Center trip was to help students develop ideas about career alternatives. To see if this goal was fulfilled, each IASD student was asked what kind of job he wanted after finishing all his schooling (major job choice) and then to list other jobs he was thinking about. The out-of-district travel program in general seemed to have a positive effect on the formation of job interests. Of those 9th and 10th grade students who had no outside-the-district travel experiences, 44% could not name a job they were interested in (Table 7).⁸ Of those who had gone on some outside travel, only 27% could not name a job interest.

However, the Skills Center experience, which was aimed at career development, did not appear to have any greater effect in stimulating job interests than any other outside travel. Of the students who had gone to the Skills Center, only 43% listed more than one job idea. Of the students who had gone on other outside travel, 50% listed more than one job idea. While the small number of students involved and the presence of uncontrolled job influences must be kept in mind, it is of interest that 36% of those who went to the Skills Center still could not name a single job interest. Only 50% of the students who had gone to the Skills Center listed as a possible occupational alternative one that was related to the

⁸This analysis was done with 9th and 10th grade students only because this age group was least likely to have job ideas and students in this age group were primarily the ones who had the Skills Center experience.

TABLE 7

JOB INTERESTS OF 9TH & 10TH GRADE IASD STUDENTS
IN RELATIONSHIP TO TRAVEL EXPERIENCES
(percent distributions)

	<u>Skills Center Trip</u>	<u>Other Outside District Travel Only</u>	<u>No Outside District Travel</u>
No job idea	36	17	44
One job idea	21	33	20
Two or more job ideas	<u>43</u>	<u>50</u>	<u>36</u>
	<u>100</u>	<u>100</u>	<u>100</u>
Number of students:	14	12	25

occupational areas they had explored at the Skills Center. These job interests, of course, could also have been developed elsewhere.

The Skills Center trip, in short, had positive effects on a number of students, but its potential does not appear to have been realized. Students needed more preparation for this trip, especially prior exploration of job interests and aptitudes to see if they might be receptive to areas for which the Skills Center provides training.

Basketball trips. Students saw the basketball trips as providing the least educational benefits. The only two areas where basketball received a comparatively high rating were "Made new friends" and "Increased interest in seeing new places and doing new things." Yet, other trips had greater effects in these same areas as well as providing other types of valuable learnings.

Did Travel Programs Change Students' Ideas About Where They Wanted to Live After High School?

IASD staff concern that out-of-district travel may decrease students' interest in living in their home community appears to be unjustified. Of the students going on such trips, 88% reported no change in their ideas about where they wanted to live from the trip (Table 8). Only a few students (6%) reported that they were less interested in living in their hometown while an equal proportion (6%) reported that the outside experience had made them more satisfied with their hometown. Travel inside the district also had very little effect on desires to live elsewhere.

The travel experience may have reinforced decisions about where to live that students had already tentatively made. It is important to keep

TABLE 8
CHANGES IN IDEAS ABOUT WHERE STUDENTS WANT TO LIVE
AS A RESULT OF TRAVEL PROGRAMS
(percent distributions)

	<u>Out-of-District Travel</u>	<u>In-District Travel</u>
No change	.88	97
Became more interested in living in hometown	6	0
Became less interested in living in hometown	6	0
Did not specify	$\frac{0}{100}$	$\frac{3}{100}$
Number of student trips:	66	37

The question read: "Did this trip change your ideas about where you wanted to live when you are done with school? How?"

in mind that 65% of IASD students at this point in their lives are considering living outside their home village, although most of these have very little idea about specifically where they want to live (Table 9). One value of the out-of-district program travel may be in providing some initial skills useful in dealing with the non-village world as students later explore it.

How Did Teachers Evaluate the Educational Effects of the Out-of-District Travel Program?

Each IASD teacher interviewed was handed a card listing the possible areas of student change as a result of the travel programs as well as the alternative "no observable change." For the students known personally who had gone on each trip, the teacher noted which, if any, of the changes had occurred and described the students' behavior after the trip in detail. The particular teacher from a community who knew personally the largest number of students who had gone on each trip was used to assess change in students from that community for that particular trip.⁹

Teachers saw the travel program as having substantial positive effects on students (Table 10). Of the 105 students they observed, they saw

⁹Those teachers who noted "no observable change" in students were primarily those who did not have much contact with the high school students or the travel program. Such lack of teacher contact was much more prevalent in McGrath than in the villages. As one McGrath teacher pointed out, the high school was not large but just large enough to limit personal relationships. In developing travel policy, the district should be aware that differing teacher support for the travel program depends in some part on differences in teachers' knowledge of the program and their acquaintance with students who have gone on trips.

TABLE 9

STUDENTS' PERSPECTIVES ON WHERE THEY WOULD LIKE TO LIVE
(percent distributions)

<u>Where You Would Like to Live</u>	<u>McGrath</u>	<u>Yukon Villages</u>	<u>Kuskokwim Villages</u>	<u>TOTAL</u>
Home village	31	39	20	32
Somewhere else*	66	61	73	65
No response/don't know	<u>3</u>	<u>-</u>	<u>7</u>	<u>3</u>
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
Number of Respondents:	29	18	15	72

The question read: "After you have finished you schooling, where would you like to live -- your home village or somewhere else?"

*Of the students who wanted to live somewhere else, 69% did not know where they wanted to live while 27% said they wanted to live within Alaska and 4% outside of Alaska.

changes in 50% or more of the students in areas of:¹⁰

<u>Teacher Evaluations of Major Benefits of Out-of-District Travel</u>	<u>Proportion of Students Observed Who Showed Change</u>
Learned about new people & places	93%
Made new friends	88%
Increased interest in seeing new places & doing new things	84%
Growth in self-confidence	50%

These are the same areas which students evaluated as major benefits of the travel program. However, students also felt that "Learning to get along with other people" and "Learning new skills" were major benefits of travel. Teachers were not aware of students' gaining in these areas and gave these low ratings. Possibly teachers did not realize the extent to which students felt uncertain of their ability to handle interpersonal relationships and urban life, and the importance of travel in building these skills.

Teachers and students generally agreed, however, on the other comparatively weak areas of the travel program. As a whole, the trips had done less to help students learn about their own interests and decide upon adult roles.

<u>Teacher Evaluations of Weaker Areas of Out-of-District Travel</u>	<u>Proportion of Students Observed Who Showed Change</u>
Growth in self-knowledge	44%
Helped in making decisions about after high school	42%
Learned to get along better with other people	40%
Got to know people from a different cultural background	36%
Learned new skills	33%

¹⁰ Teachers' low ratings of the basketball trips are the primary reason that their ratings of the benefits of the total out-of-district travel program are generally lower than the students' ratings. If basketball were omitted, teachers' and students' views of degree of change would be much more similar.

TABLE 10

TEACHER EVALUATIONS OF THE EDUCATIONAL EFFECTS
OF THE OUT-OF-DISTRICT TRAVEL PROGRAM
 (percent distributions)

Proportion of Students Teacher Knew Personally Who Showed Particular Change

	<u>Seattle Visit</u>	<u>American Heritage</u>	<u>College Visitation</u>	<u>Skills Center</u>	<u>Seattle/ Pullman</u>	<u>Mt. Edgecumbe</u>	<u>Basketball Trips</u>	<u>Average Proportion Students Showing Change</u>
I. CHANGES IN PERSONAL DEVELOPMENT								
a. Growth in self-confidence	100	100	43	59	86	67	0	50
b. Increased interest in seeing new places & doing new things	100	100	93	74	86	33	100	84
c. Growth in self-knowledge	100	86	15	53	86	67	0	44
d. Helped in making decisions about after high school	100	67	57	65	0	67	0	42
II. CHANGES IN KNOWLEDGE AND SKILLS								
a. Learned about new people & places	100	100	93	80	86	67	100	93
b. Learned new skills	100	29	14	29	86	67	0	33
c. Got to know people from a different cultural background	100	57	29	53	0	67	0	36
III. CHANGES IN SOCIAL COMPETENCIES								
a. Made new friends	100	71	64	86	86	67	100	88
b. Learned to get along better with other people	0	29	21	53	86	67	0	40
IV. NO OBSERVABLE CHANGE IN ANY OF THE COMMUNITY'S STUDENTS AS A RESULT OF THE TRIP								
	0	0	0	0	0	33	0	
Average Change	89	71	48	61	67	63	33	
Number of Students Observed:	5	7	14	34	14	6	25	105

Did Teachers See Particular Outside-District Trips as Having More Benefits?

Teachers agreed with students that the two trips having the greatest educational benefits were the Seattle visit and the American Heritage trip (Table 10). These trips (and the Seattle/Pullman trip) were also the ones which evoked the greatest student enthusiasm (Table 11). As a teacher detailed the value of the Seattle experience in increasing self-confidence:

They started out relying on the teacher. The longer we stayed the more they ventured out. They returned to places that they liked.

The people in the youth hostel grilled the kids on where they came from. The kids found out that the people thought they were "neat." It must be a good experience to live in Alaska.

The Seattle visit also helped students in developing new skills, making new friends, and meeting different kinds of people:

The students learned to use buses, phones, elevators, vending machines, and getting around a city. The students call their new friends on the telephone. By staying in the youth hostel, the kids met a real cross-section of society: young, old, single, married.

While the Seattle visit involved only a single village, the American Heritage drew students from a number of villages. Yet, the different teachers were unanimous in viewing the trip as exceptionally beneficial. Most teachers recommended the trip be repeated without change. As one teacher described the effects of the American Heritage trip on an especially low achieving student:¹¹

He took everything in. He remembers everything. He can relate things to social studies. He sharpened his observation skills. He recalls the minute details of the visit, especially the visit to Williamsburg. His ability to explain new things and writing about them increased. He is vocally more expressive.

¹¹Details in these descriptions have been changed to prevent identification.

TABLE 11

TEACHERS' EVALUATIONS OF STUDENT INTEREST IN OUT-OF-DISTRICT TRAVEL
AND EFFECTS OF OUT-OF-DISTRICT TRAVEL ON INTEREST IN SCHOOL
 (percent distributions)

	<u>Seattle Visit Seattle/Pullman</u>	<u>American Heritage</u>	<u>College Visitation</u>	<u>Skills Center</u>	<u>Basketball Trips</u>	<u>Mt. Edgecumbe</u>	<u>Average</u>
TRIP INTEREST							
very high	100	100	64	50	50	40	69
fairly high	0	0	36	35	50	40	25
not high	<u>0</u>	<u>0</u>	<u>0</u>	<u>15</u>	<u>0</u>	<u>20</u>	<u>6</u>
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
Number of teachers rating each trip:	4	13	11	14	4	5	51
EFFECTS ON INTEREST IN REGULAR SCHOOL PROGRAM							
increase interest	75	46	36	42	50	40	45
have no effect	0	46	64	58	50	30	48
decrease interest	<u>25</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>30</u>	<u>7</u>
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
Number of teachers rating each trip:	4	13	11	14	4	5	51

As other teachers commented on students behavior after the American Heritage trip:

He came back with a real zest for life: a real change took place. You could just see it. N.Y.C. was the ultimate experience: it was exciting. He is still talking about the trip. He wants to return to N.Y.C. He has interested the other students as well.

-Village Teacher

When she first got to NYC she couldn't stand it. After three days she didn't want to leave. She was getting the hang of getting around in NYC. She made a lot of friends on the trip. She was invited to visit them.

-Village Teacher

The unusually positive effects of both the Seattle visit and the American Heritage trip, as judged by both teachers and students, may have been in part that these trips were outside Alaska, and students were exposed to the vivid contrast of a large city.¹² Trips within Alaska are not as novel to many students.

In addition, these were the trips for which teachers had spent the greatest amount of time preparing students. For the Seattle trip, the students wrote for travel information, such as ferry schedules and hotel rates. The teacher spent time discussing the differences between city life and bush life. The American Heritage trip involved little class preparation, but teachers themselves were excited about the trip, knew about what the students would see, and took the time to discuss the trip with students before they left. As one described this preparation:

The teachers gave her background information on the area she was going to visit, advised her as how to dress, and gave her the name of a friend to see in NYC. This was informally done.

¹²Supporting this interpretation is the greater educational benefits and student interest of the Seattle/Pullman trip, which also involved travel outside Alaska, as opposed to other basketball-oriented trips.

Such preparation and the greater structure of the Seattle and American Heritage trips' experience may have markedly increased their educational value.

In terms of educational benefits, teachers rated the College Visitation trip much lower than the Skills Center trip, although they noted student interest was slightly higher for the College Visitation. Students rated them in the reverse order. The teachers' views of these two trips may have been affected by their own belief that preparing students for jobs was more realistic and important than getting them interested in college. Teachers commented that the college visitation should involve more actual attendance of classes and completion of representative college assignments, not just a campus tour. In contrast, teachers noted with enthusiasm job interests that students had developed at the Skills Center and, in a few instances, had followed up in their home communities.

Both teachers and students agreed, however, that basketball trips had the least educational benefits. Teachers also saw the Mt. Edgecumbe experience as one of lower student interest and comparatively moderate educational benefit. While students did take a wider variety of courses appropriate to their interests, about a third of the group dropped out. Some students also disliked the highly disciplined atmosphere of the boarding school.

Did Teachers See Travel as Reducing Interest in School or Having Other Negative Effects?

Travel did not make the regular school program seem pale and boring. For each trip, about half the teachers believed that the trip had actually

increased students' interest in the school program with very few teachers believing travel had decreased interest (Table 11). Teachers brought up few negative effects of travel on students although some felt that travel did not have much educational value. The basketball program was singled out as a travel program that particularly absorbed students' energies and left them too weary to be absorbed in regular classwork.

THE IN-DISTRICT TRAVEL PROGRAM

How Did Students and Teachers Evaluate the Mini-Courses and Other In-District Travel?

Students viewed the mini-courses as having major effects in three areas ¹³
 (Table 12):

<u>Major Effects of Mini-Courses</u>	<u>Average Rank</u>	<u>Rank</u>
Made new friends	3.5	4 = helped a lot
Learned new skills	3.2	3 = helped some
Increased interest in seeing new places	3.1	2 = helped a little 1 = helped not at all

They saw the program as having only minor effects on most other areas. In part, the interest of the mini-courses in a different community depended on the extent to which students were already familiar with that community. For example, McGrath students who attended mini-courses in Holy Cross rated the experience positively, indeed more so than the Yukon village students. Students from Yukon villages rated the McGrath mini-courses higher than those from the nearby Kuskokwim villages.

¹³A table showing the proportion of students who saw themselves changing positively (either "a lot" or "some") is not presented for in-district travel as it was for out-of-district travel because the tabulation would be misleading. Students evaluated more of the in-district travel as having only "some" effect.

TABLE 12

STUDENTS' EVALUATIONS OF THE EDUCATIONAL
EFFECTS OF IN-DISTRICT TRAVEL

Students' Ranking of Change*

	<u>Mini-Courses McGrath & Holy Cross</u>	<u>Student Congress McGrath & Holy Cross</u>	<u>Average Across Trips**</u>
I. CHANGES IN PERSONAL DEVELOPMENT			
a. Growth in self-confidence	2.5	3.2	2.8
b. Increased interest in seeing new places & doing new things	3.1	2.9	3.0
c. Growth in self-knowledge	2.7	2.9	2.9
d. Helped in making decisions about after high school	2.5	2.3	2.4
II. CHANGES IN KNOWLEDGE AND SKILLS			
a. Learned about new people & places	2.9	2.5	2.8
b. Learned new skills	3.2	2.6	3.0
c. Got to know people from a different cultural background	2.7	2.5	2.5
III. CHANGES IN SOCIAL COMPETENCIES			
a. Made new friends	3.5	2.9	3.2
b. Learned to get along better with other people	2.9	2.9	2.9
Number of responding students:	23	10	37

*The higher the rank, the more positive the trip experience and the more beneficial the trip on the area of change.

- Rank 4 = Helped a lot
- Rank 3 = Helped some
- Rank 2 = Helped a little
- Rank 1 = Helped not at all

**Includes McGrath ski trip, which was rated by only 4 students and is therefore not separated out due to reasons of confidentiality.

In describing what they had learned from the mini-courses, the majority of students noted that they had learned an interesting new subject or skill (Table 13). As two wrote:

The most I learned was how to do some stuff like patch quilting.

The most important thing I learned was art. I learned how to do art many different ways.

However, most of these skills were in areas (quilting, leathercraft, Mexican cooking) tangential to the major purposes of schooling. Moreover, a third of the students who participated in mini-courses could not describe an important learning, forgot what subjects they had taken, or asserted nothing much had happened. As an example:

I don't remember what courses I took but I sure had a lot of fun.

Teachers also saw the major effects of mini-courses as teaching new skills and helping students make new friends (Table 14). Teachers emphasized that mini-courses were a good idea but more planning was needed so that students would be aware of the philosophy behind the mini-courses and their educational objectives. Teachers (and CSCMs) also emphasized the importance of attendance policies and more emphasis on academic and career areas, not just crafts.

Both teachers and students ranked the Student Congress and workshops lower than the mini-courses. Students did view the Student Congress experience as having a positive effect on their self-confidence. However, 40% could not describe any important learning from the trip. The descriptions of those students who did write something about the trip tended to be vague:

It was interesting to know how some of the teachers feel about the Congress.

-Village Student

TABLE 13

MOST IMPORTANT LEARNING FROM IN-DISTRICT TRAVEL
(percent distributions)*

	<u>Mini-Courses McGrath & Holy Cross</u>	<u>Student Congress McGrath & Holy Cross</u>
Learned a new subject or skill, new information	67	20
Increased social skills, made new friends	4	20
Growth in self-confidence and ability to handle new situations	0	20
Could not describe important learning	33	40
Number of students:	24	10

*Percentages do not add to 100% because some students noted more than one important learning.

The question read: "What was the most important thing you learned or that happened to you on this trip?"

TABLE 14

TEACHERS' EVALUATIONS OF THE EDUCATIONAL EFFECTS
OF IN-DISTRICT TRAVEL

Proportion of Students Observed Who Showed Change
(percent distributions)

	<u>Mini-Courses McGrath & Holy Cross</u>	<u>Student Congress McGrath & Holy Cross</u>	<u>Ski Meet</u>	<u>Average Proportion of Students Showing Change</u>
I. CHANGES IN PERSONAL DEVELOPMENT				
a. Growth in self-confidence	34	43	62	41
b. Increased interest in seeing new places & doing new things	53	43	0	43
c. Growth in self-knowledge	50	43	0	41
d. Helped in making decisions about after high school	28	0	0	17
II. CHANGES IN KNOWLEDGE AND SKILLS				
a. Learned about new people & places	50	14	0	33
b. Learned new skills	84	64	0	67
c. Got to know people from a different cultural background	6	0	0	4
III. CHANGES IN SOCIAL COMPETENCIES				
a. Made new friends	78	14	0	50
b. Learned to get along better with other people	9	43	0	17
IV. SAW NO CHANGE IN ANY STUDENT	0	0	38	6
Average Positive Change for Each Trip:	44	29	7	35
Number of students observed by teachers:	32	14	8	54

How the workshop worked out and meet lot of people from different places.
-Village Student

Teachers reported that those few students who participated seriously in the Student Congress acquired new skills and particularly gained in learning how to develop information and present their ideas. As one village teacher pointed out, the Student Congress concept has a lot of potential. It is a program, however, which requires careful planning so that students understand its goals and are placed in situations where they feel comfortable enough to participate.

Did In-District or Out-of-District Travel Have Greater Educational Benefits?

Both teachers and students viewed the out-of-district travel program as having substantially more educational benefits. Students reported that in-district travel had helped them at least "some" in three areas while out-of-district travel had helped them at least "some" in six areas.

Student Evaluations of Major Benefits of In-District Travel

	Average Rank
1. Made new friends	3.2
2. Learned new skills	3.0
3. Increased interest in seeing new places	3.0

Student Evaluations of Major Benefits of Out-of-District Travel

	Average Rank
1. Increased interest in seeing new places	3.5
2. Made new friends	3.2
3. Growth in self-confidence	3.1
4. Learned about new people & places	3.1
5. Learned how to get along better with other people	3.1
6. Learned new skills	3.0

Teachers also reported that student interest in in-district travel was not as high (Table 15). Unlike out-of-district travel, teachers did not

TABLE 15

TEACHERS' EVALUATIONS OF STUDENT INTEREST IN IN-DISTRICT TRAVEL
AND EFFECTS OF IN-DISTRICT TRAVEL ON INTEREST IN SCHOOL
 (percent distributions)

	<u>Mini-Courses McGrath & Holy Cross</u>	<u>Student Congress McGrath & Holy Cross</u>	<u>Average*</u>
TRIP INTEREST			
very high	46	29	44
fairly high	40	42	40
not high	<u>14</u>	<u>29</u>	<u>16</u>
	<u>100</u>	<u>100</u>	<u>100</u>
Number of teachers:	15	7	25
EFFECTS ON INTEREST IN REGULAR SCHOOL PROGRAM			
increase interest	27	0	16
have no effect	60	100	8
decrease interest	<u>13</u>	<u>0</u>	<u>76</u>
	<u>100</u>	<u>100</u>	<u>100</u>
Number of teachers:	15	7	25

*Due to problems of confidentiality, the ski meet is included in totals but is not separated out.

see this program as having much effect on students' interest in the regular school program. However, teachers pointed out that in-district travel has considerable value in the social area and in promoting district-wide unity. For example, one noted that the Holy Cross mini-course experience "dispelled some misconceptions about living in Holy Cross." Another teacher emphasized the value of the McGrath mini-courses in developing new friendships, "Most of the Holy Cross students had never met the Kuskokwim kids."

In sum, travel within the district generally was not new and exciting. Primarily, it helped students make new friends and had some effect on developing additional skills and helping students see unfamiliar areas.

How Did CSCMs Evaluate the Travel Program?

Since CSCMs were often unaware of the details of the travel program, they were asked in general what, if any, positive effects they saw in students they knew who had gone on travel programs, and what negative effects, if any, they had seen, and to describe these effects.

Many CSCMs, indeed a small majority (53%), saw some positive change in students as a result of the travel program (Table 16). However, CSCMs were not nearly as impressed with the educational value of travel as were teachers and students. Very few (12%) saw any negative change. However, about half the group felt that the trips had little effect, either positive or negative, on students. In part, this occurred because a number of CSCMs did not have much knowledge of the trips. As one said:

The student didn't make a report to the CSC. They didn't see any change.

TABLE 16

COMMUNITY SCHOOL COMMITTEE MEMBERS' EVALUATIONS
OF THE GENERAL EFFECTS OF THE TRAVEL PROGRAM
(percent distributions)

Positive Changes*

Saw positive change	53
No positive change	<u>47</u>
	<u>100</u>

Negative Changes**

Saw negative change	12
No negative change	<u>88</u>
	<u>100</u>

Number of CSCMs who knew students on trips personally: 34

*The question read: "Have you seen any good effects on these students as a result of a travel program? For example, did any students develop more self-confidence, more interest in seeing new things, or more knowledge and skills? Or didn't you see any change at all?"

**The question read: "Have you seen any bad effects on these students as a result of any travel program? For example, did any students develop bad attitudes toward their hometown or lose interest in their regular school work? Or didn't you see any change at all?"

Those CSCMs who saw positive change were especially impressed by improvements in students' behavior and attitudes in the village (Table 17). As one described change in a student as a result of the American Heritage trip:

She is more aware of something. Before the trip she was kind of wild. She is more responsible for herself.

About a quarter of the CSCMs also mentioned that students had learned a lot about new places and new things. As one described the effects of the Seattle visit on Lime Village students:

They talk a lot about the new things they see. They tell us about them.

CSCMs were also aware that these trips helped to some extent in making decisions about the future:

Seward Skills Center -- one student. He got an idea of what they could do after school and what they need to do.

CSCMs, like the students, felt that travel had only minor effects on students' ideas about where they wanted to live. While 6% of the CSCMs saw students' interest in living in their hometown decreasing, another 6% saw students' interest and satisfaction with their hometown increasing.

Only in villages where students had gotten into trouble on the trips did CSCMs feel that travel had negative impact. These CSCMs emphasized that students should travel when they "have learned to be responsible" and that "travel needs to be more organized and supervised."

The CSCMs, like the students and teachers, were especially impressed by the American Heritage trip. Of the group, 24% singled it out for special mention:

American Heritage -- he is being more friendly and open after the trip. He appears more interested in school work, especially social studies. He is more self-confident about himself. He felt good about being selected for the trip.

TABLE 17

COMMUNITY SCHOOL COMMITTEE MEMBERS' EVALUATIONS
OF THE EDUCATIONAL EFFECTS OF THE TRAVEL PROGRAMS
 (percent distributions)*

	<u>Proportion of CSCMs</u> <u>Observing Change</u>
<u>Changes in Personal Development</u>	
Growth in self-confidence	15
Increased interest in seeing new places	6
Better behavior: more responsible, more interested in school and other things, more expressive	29
Helped in making decisions about what to do after high school	21
<u>Changes in Knowledge and Skills</u>	
Learned about new people & places	24
Learned new skills	4
<u>Changes in Attitudes About Where Student Wanted to Live</u>	
Became less interested in living in hometown	6
Became more interested in living in hometown	6
<u>Negative Effects of Travel</u>	
Behavior problems on trip	6
Travel lessened respect for old people & led to bad village behavior	6
Number of CSCMs:	34

*Percentages do not add to 100% since some CSCMs cited more than one change.

The questions read: "Have you seen any good effects on these students as a result of a travel program? For example, did any students develop more self-confidence, more interest in seeing new things, or more knowledge and skills? Or didn't you see any change at all?" and "Have you seen any bad effects on these students as a result of any travel program? For example, did any students develop bad attitudes toward their hometown or lose interest in their regular school work? Or didn't you see any change at all?"

About 30% of the CSCMs also mentioned specifically the Skills Center trip, with 24% noting positive change in students as a result. Of course, the frequency with which the Skills Center trip came up may simply reflect the greater number of IASD students who went on the trip or the interviewers' mentioning of this trip as an example of student trips. However, it may also indicate the importance CSCMs place on developing job skills, a concern which is evident in responses to other questions.

IASD TRAVEL POLICIES

In considering future directions for travel programs, IASD sought students', teachers', and CSCMs' views on the following issues:

Should Students Use Some of Their Own Money to Help Pay for Expensive Travel Programs?

Student and CSCM opinion on this issue was highly divided (Table 18). Teachers, especially those in McGrath (86%), favored students' use of their own money to help pay for travel. However, teachers (75%) and also CSCMs (60%) in the poorer Kuskokwim villages thought the school district should support travel.

Those CSCMs and teachers who favored student payment believed this policy would help develop responsible student attitudes:

Where it does not involve too much money, so that they know that life is not all a give-away. -CSCM

It would mean more if they contributed to the travel program. The new experience might be the thing that changes them. -CSCM

Those who opposed student payment did so primarily because they felt some poorer students would not have the money to travel and would be denied

TABLE 18

STUDENTS', TEACHERS' & CSCMS' PERSPECTIVES
ON STUDENTS' USE OF OWN MONEY TO HELP PAY FOR TRAVEL PROGRAMS
(percent distributions)

	<u>Students</u>	<u>Teachers</u>	<u>CSCMs</u>
<u>Should Students Help Pay for Travel Programs?</u>			
Yes	42	65	53
No	53	35	47
No response/don't know	$\frac{5}{100}$	$\frac{0}{100}$	$\frac{0}{100}$
Number of Respondents:	73	17	38

The question read: "Some of these travel programs cost a lot of money. Should students use some of their own money to help pay for these travel programs?"

an important educational experience:

No. Because they wouldn't have the money to travel. They wouldn't get a chance to go on any type of trip if they had to raise money. -CSCM

There isn't enough money around nor the opportunity to earn the money. -CSCM

Several teachers, CSCMs, and students suggested that students earn money as a group to help pay for expensive travel programs. As a CSCM explained:

If it is a small amount because the students and parents would be involved in the travel. It should be done through bake sales, etc.

A student made the point:

All students should make money to go on trips. They will also appreciate the trips more because they will help make the money for them.

Earning money would help students become aware of the expense of travel.

They would have a personal investment in the trip. However, poorer students would not be eliminated or embarrassed.

Should Some Travel Programs be Used to Reward Top Students for Good School Work?

On this issue, teachers favored using travel as a reward (Table 19). However, students, especially those in the villages (75%), were strongly opposed to this policy. In part, different individuals held different views as to the meaning of "top students." Several pointed out that top students were not necessarily those who made good grades but those who worked hard and held responsible attitudes.

Despite teachers' inclination to approve this policy, the opposition

TABLE 19

STUDENTS', TEACHERS' & CSCMS' PERSPECTIVES
ON USE OF TRAVEL PROGRAMS
(percent distributions)

<u>Use of Travel Programs</u>	<u>Students</u>	<u>Teachers</u>	<u>CSCMs</u>
Use some travel programs to reward top students for good school work	33	74	55
All travel programs should be open to everyone	66	26	45
No response/don't know	$\frac{1}{100}$	$\frac{0}{100}$	$\frac{0}{100}$
Number of Respondents:	73	17	38

The question read: "Some people think that going on certain expensive travel programs should be used to reward top students for good school work and good school behavior. Other people think that every travel program should be open to everyone. Which do you think is better?"

of students and ambivalence of CSCMs suggests that the district should move slowly and with considerable discussion. Both this question and the one on students paying for trips evoked considerable spontaneous comment, indicating strong feelings on the issues. As one student put it, "If not (open to everyone) people are going to bitch hard and long." There may be other alternatives. For example, several people interviewed suggested that certain trips should be open only to students with specific interest in an area. Meeting certain minimal behavioral and academic standards prior to travel is another possibility.

Should More Time Be Allocated to Travel Programs?

Students, especially those in the villages (77%), wanted more time allocated to travel outside the district.(Table 20). A slight majority of teachers (59%) felt that the present extensive travel program was sufficient, but a large group were open to more travel. CSCMs were more divided with the largest group (42%) considering the current travel program sufficient. Only a modest proportion of CSCMs (26%) felt there was too much travel.

For in-district travel, the same pattern emerges (Table 21). Students, especially those from the villages (59%), tended to favor more trips, although not so strongly as for travel outside the district. Teachers and CSCMs generally thought the present travel program sufficient.

In short, the prevalent feeling of district adults is that the present, substantial travel program is about right. Students want additional travel. However, if IASD teachers and CSCMs accede to student desires, they will need to be convinced that travel has greater educational benefits.

TABLE 20

STUDENTS', TEACHERS' & CSCMS' PERSPECTIVES
ON WHAT SHOULD BE EMPHASIZED IN A HIGH SCHOOL PROGRAM
 (percent distributions)

Student Trips Outside the District

<u>Student Trips Outside the District</u>	<u>Students</u>	<u>Teachers</u>	<u>CSCMs</u>
More time	64	35	29
Same amount of time	33	59	42
Less time	3	0	26
No response/don't know	0	6	3
	<u>100</u>	<u>100</u>	<u>100</u>
Number of Respondents:	73	17	38

The question read: "People have different ideas about what should be emphasized in a high school program. For example, some people think your high school should spend more time on academic subjects, like communications and math. Other people think that your high school spent the right amount of time on these academic subjects and more time should be spent on other things, like sports and physical fitness. For each of these areas, please mark whether you think your school should spend more time than it did this year, the same amount of time, or less time."

- i. Student trips outside the district (like Anchorage and Seattle)."

TABLE 21
STUDENTS', TEACHERS' & CSCMS' PERSPECTIVES
ON WHAT SHOULD BE EMPHASIZED IN A HIGH SCHOOL PROGRAM
 (percent distributions)

Travel to Other Schools in the District

<u>Travel to Other Schools in the District</u>	<u>Students</u>	<u>Teachers</u>	<u>CSCMs</u>
More time	53	29	37
Same amount of time	40	59	45
Less time	7	6	16
No response/don't know	<u>0</u>	<u>6</u>	<u>2</u>
	<u>100</u>	<u>100</u>	<u>100</u>
Number of Respondents:	73	17	38

The question read: "People have different ideas about what should be emphasized in a high school program. For example, some people think your high school should spend more time on academic subjects, like communications and math. Other people think that your high school spent the right amount of time on these academic subjects and more time should be spent on other things, like sports and physical fitness. For each of these areas, please mark whether you think your school should spend more time than it did this year, the same amount of time, or less time."

- j. Travel to other schools in the district (like McGrath and Holy Cross)."

Should Lower Grade Students Travel Within Alaska with Trips to the Lower 48 or Outside the U.S. Reserved for Upper Grade Students?

IASD 9th and 10th graders prefer travel outside the school district. However, they show little preference between trips outside the U.S., to the Lower 48, or to other places in Alaska. All of these have about the same average rank (Table 22). Upper grade students, however, strongly prefer trips outside the U.S. (1st choice) and trips to the Lower 48 (2nd choice) over trips within Alaska (3rd choice) and within the district (4th choice). Sending upper grade students on distant trips and lower grade students on trips within Alaska would conform to student desires.

There is a strong educational rationale, however, for precisely the opposite policy. Trips outside Alaska, such as the Seattle visit and American Heritage trip, seem to have major effects in expanding students' perspectives on the world. They increase students' awareness of exciting possibilities, develop self-confidence, and stimulate new interests. Trips within Alaska, such as the College Visitation and Skills Center experience, are especially useful in helping students explore career and educational alternatives and in helping them make specific decisions about what to do after high school. A trip outside Alaska in the lower grades might increase awareness of alternatives and zest for exploring them. Trips within Alaska in the upper grades could help students systematically examine alternatives and make realistic, informed choices.

TABLE 22

STUDENTS' PERSPECTIVES ON TRAVEL PROGRAMS TO DIFFERENT PLACES

(Average Rank: 1 = 1st choice, 2 = 2nd choice, 3 = 3rd choice,
4 = 4th choice)

<u>Travel Programs to Different Places</u>	<u>McGrath</u>	<u>Yukon Villages</u>	<u>Kuskokwim Villages</u>	<u>TOTAL</u>
Travel to other schools in the Iditarod Area School District for mini-courses	3.48	3.00	3.36	3.27
Travel to other places in Alaska (like Anchorage, Juneau, and Fairbanks)	2.24	2.48	2.36	2.36
Travel to the Lower 48	2.03	2.11	2.14	2.09
Travel outside the US (like Japan)	2.24	2.41	1.79	2.21
Number of Respondents:	29	27	14	70

Travel Programs to Different
Places Broken Down by Grades

Travel to other schools in IASD				
9th & 10th Grades	3.25	2.96	3.20	3.03
11th & 12th Grades	3.77	3.33	2.50	3.57
Travel to other places in AK				
9th & 10th Grades	2.19	2.46	2.30	2.41
11th & 12th Grades	2.31	2.67	2.50	2.57
Travel to the Lower 48				
9th & 10th Grades	2.00	2.21	2.10	2.29
11th & 12th Grades	2.08	1.33	2.25	1.86
Travel outside the US (like Japan)				
9th & 10th Grades	2.56	2.46	1.90	2.29
11th & 12th Grades	1.85	2.00	1.50	1.71

The question read: "The school district could have travel programs to many different places. Please put a (1) by the travel program you are most interested in, a (2) by the travel program you are second most interested in, a (3) by the travel program you are third most interested in, and a (4) by the travel program that you are least interested in."

WAYS OF IMPROVING THE TRAVEL PROGRAM

To summarize, IASD's travel program was viewed as having substantial educational benefits by both students and teachers. Travel, especially outside the district, widened students' perspectives on the world, aroused their interest in seeing new places and doing new things, gave students personal knowledge of people and places they had only read about, and increased their self-confidence. The trips generally helped develop students' ideas about the kinds of employment open to them. In some cases, travel helped students form ideas about education and employment after high school. Travel, both inside and outside the district, was important in overcoming the social as well as educational limitations of small high schools. Students made new friends and learned to get along better with other people.

The travel program appeared to have few serious negative effects. Only a small number of students became less interested in living in their home community and about the same number became more appreciative of their hometown. Teachers and CSCMs noted problems with individual students as a result of travel -- one who acquired derogatory attitudes about being Indian, two who boasted about travel escapades and showed less respect to old people in the village, a few who got into trouble on the trip or were sent home. These problems, however, were not typical of the group. CSCMs noted a number of other instances where students' behavior and attitudes in the village improved after travel.

Those teachers and CSCMs who were not in favor of travel did not usually feel it had negative impact. Rather they were not convinced that travel had positive educational benefits.

Obtaining Greater Educational Benefits from Travel Through More Student Preparation for the Experience

Examining students' responses to the interview question, "What was the most important thing you learned or that happened to you on the trip?," suggests that the educational potential of the travel program was not realized. Much money was spent, and there was a lot of activity. But there was not enough attention to detail, to careful planning, to the extensive preparation that would have made the experience more important and meaningful.

Except for the Seattle visit and American Heritage trips (generally seen as the most successful), teachers reported little preparation of students beyond the superficials of telling them about dress and conduct. The result was that the more sophisticated students (primarily non-Natives from McGrath) were able to take advantage of the experience. They pointed out many different things they had learned.¹⁴ However, many village students did not have the background to do so and came away with only vague general impressions. Of the group taking trips, 26% did not describe anything important they had learned.

An analogy may be useful: A New Yorker arriving for the first time in the Arctic often sees little except a barren expanse of tundra. Without being given prior instruction in what to look for and what is important, he fails to perceive much, and what he does see lacks significance.

¹⁴ Some of this difference may be due to the greater expressiveness and ease in handling English of the more sophisticated students. However, the interviewer emphasized to the students that, if they had enjoyed the travel and if they felt it was a good experience, they should be sure to describe what they had learned because the district would take their responses into account in deciding next year's travel program. Students appeared to take this point seriously. Yet, many could not describe something important they had learned.

Similarly, with village students traveling to unfamiliar places, unless they are helped to understand what they are going to see, much of the meaning of the trip is lost. The experience is only an experience -- vague, uncategorized, with its personal import ungleaned. Some come away impressed primarily with "bigness."

Over and over again teachers emphasized the need to spend more class time orienting students to the experience. As one recommended for the next year's travel program:

A little more preparation -- kids don't know why they are going. They don't understand why they are there.

As another suggested:

There should be some lead-up and follow-up activities: what to be aware of before you get to the Congress, the purpose of a Congress, etc.

Such orientation would have other advantages. It would help teachers become more aware of the purpose of travel and build their support for it. It would also help avoid the problem of disappointed expectations. For some students, for example, the usefulness of the Skills Center experience was lost because they were expecting to learn a job skill and rejected the job exploration, labeling it a "waste of time."

Better Follow-up of Travel Experiences

In many instances, teachers reported little follow-up of the trip beyond writing articles for the newspaper or occasional reports to the class. The teachers, not too sure of what had happened on the trip, were not well equipped to capitalize on an interest or skill the student had developed.

Systematic follow-up of the trip in the classroom would increase its

educational value. Also, student presentations of what happened on the trip might increase teachers' support for the trip. As one teacher recommended:

Again, more communication and preparation before and after trip so we teachers know what happened besides the usual beer party rumors.

Similarly, student reports to CSCMs might be important in building their support for the travel program. At present, many CSCMs have only vague ideas of the purposes of the trip and what students learn from them. Many base their views of the travel program only on casual student comments or a behavior problem that arouses their attention. If systematic student presentations about the benefits of the trip also came to their attention, community endorsement of the travel program might rise substantially.

More School Group Travel

One of the reasons it was difficult for IASD teachers to prepare students in class for a travel experience and follow through with reinforcing educational experiences was that many trips involved only a few students from a particular school. This policy also created problems for teachers and students in presenting classwork and catching up with missed material.

Planning a trip as a class, as was done in the Seattle visit, provides a better opportunity to build on the travel experience, develop organizing skills, raise money, and create an esprit de corps. The major problems with this approach is that students lose the opportunity to meet students from other schools. However, this limitation could be overcome by such procedures as teaming up with another high school in organizing a trip.

IASD may wish to consider a travel policy whereby each school is

allocated certain district funds for travel if the students:

- Write a travel plan explaining their educational objectives, where they want to go, their rationale for selecting the location, how they will prepare for the trip and build on it after their return.
- Have their travel plan approved by the CSC.
- Raise some amount of the travel funds themselves, as a matching contribution. Since students in poorer communities have less opportunity to raise funds, the district requirement might be not for a specific amount of money but for a certain amount of fund-raising effort.

Developing and Consistently Maintaining a Travel Behavior Code

When students got into serious trouble on a trip, the educational value of the trip was lost. As one teacher expressed it, "There were problems in ---- that nullified any positive change." Moreover, the travel program as a whole may get a bad name in the community. CSCMs' sensitivity to student behavior on a trip underscores the importance of the district's resolving the issue of what kinds of behavior will be permitted on trips and then consistently enforcing the behavior code.

EVALUATIONS OF THE STARS¹⁵ AND KEN COOK CORE CURRICULUM

The largest proportion of students felt that they had learned "some" from the STARS COMMUNICATIONS, STARS MATH, and STARS SCIENCE programs (Table 23). However, few students felt they had learned a lot. Teachers generally agreed with the students' evaluations; both students and teachers

¹⁵ Interview tabulations and teacher comments on the STARS program were provided to IASD staff during the revision of the program at Kodiak. Therefore, only a brief summary will be made here.

TABLE 23

EVALUATIONS OF THE EDUCATIONAL EFFECTS OF THE STARS AND KEN COOK PROGRAMS
(percent distributions)

	STARS COMMUNICATION		STARS MATH		STARS SCIENCE		KEN COOK	
	<u>Students'</u> <u>Rating</u>	<u>Teachers'</u> <u>Rating</u>	<u>Students'</u> <u>Rating</u>	<u>Teachers'</u> <u>Rating</u>	<u>Students'</u> <u>Rating</u>	<u>Teachers'</u> <u>Rating</u>	<u>Students'</u> <u>Rating</u>	<u>Teachers'</u> <u>Rating</u>
<u>How Much Students Learned</u>								
A lot	15	0	28	25	36	0	51	50
Some	60	38	55	71	48	63	26	42
A little	17	38	11	4	3	0	15	8
Not much	8	24	6	0	13	37	8	0
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<u>How Interesting the Program Was</u>								
Very interesting	9	0	21	0	44	12	41	67
Somewhat interesting	44	0	54	50	36	38	49	25
Not very interesting	36	54	19	42	10	38	8	0
Boring	11	46	6	8	10	12	2	8
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<u>Should This Program Be Used Again</u>								
Yes, keep it the same	26	0	40	8	44	0	67	50
Yes, but it needs a lot of change	49	81	47	92	38	100	28	50
No, throw it out	25	19	13	0	18	0	5	0
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
Number of Respondents:	52	13	47	12	39	8	39	12

viewed the STARS COMMUNICATION as the weakest of the programs academically and also the least interesting. Students, however, gave the STARS SCIENCE program fairly high ratings in both educational value and interest level. Teachers, perhaps not as aware of the novelty of science concepts to students, did not see the science program as more valuable than the others.

The majority of both teachers and students wanted the STARS programs used again. However, virtually all the teachers and large groups of students emphasized that it needed a lot of change. Such changes were made by IASD and Kodiak teachers in the summer of 1978, and the new STARS program will be tried again.

The Ken Cook vocational program was seen as much more successful (Table 23). About half the students and teachers felt students had learned "a lot" from the program. Teachers may be somewhat over-estimating the interest value of Ken Cook, however. Of the teachers, 67% saw Ken Cook as "very interesting" to students, while students gave it somewhat lower ratings. Most students (67%) wanted the Ken Cook program continued in its present form. Teachers wanted the program continued as well, although half thought it needed change. Teacher comments about Ken Cook centered primarily on the difficulties of scheduling and rotating these expensive materials between different district schools.

While students generally like the Ken Cook program, they strongly preferred (78%) travel to other schools for a vocational program rather than the district's investing in a more extensive Ken Cook program at their school (Table 24). Teachers agreed with the students' choice. However, CSCMs, except in McGrath, preferred the alternative of a vocational

TABLE 24
STUDENTS', TEACHERS' & CSCMS' PERSPECTIVES
ON MORE KEN COOK COURSES AT THE SCHOOL
VS. TRAVEL TO OTHER SCHOOLS FOR VOCATIONAL PROGRAMS
 (percent distributions)

<u>More Ken Cook Courses vs. Travel for Vocational Programs</u>	<u>Students</u>	<u>Teachers</u>	<u>CSCMs</u>
More Ken Cook courses and business machines at the school	22	32	58
Travel to other schools for vocational programs	78	68	37
No response/don't know	<u>0</u> 100	<u>0</u> 100	<u>5</u> 100
Number of Respondents:	73	17	38

The question read: "To prepare you for jobs, the district could spend its money to put more Ken Cook vocational courses (like motorcycle and small engine repair) and business machines right at your school. The district could also spend this same money to send you to another school for a vocational program, like sending you to the Seward Skills Center. Please check the one you think is better."

program at the school. This viewpoint may reflect both some skepticism as to the value of travel and also the desire to build a good school that is a source of community pride.

EXPECTATIONS ABOUT THE HIGH SCHOOL PROGRAM
AND HIGH SCHOOL PROGRAM PRIORITIES

Community Expectations. In 1977, when several new high school programs were initiated, both IASD students and CSCMs tended to expect a traditional program with a building, gym, shop, lots of teachers, lots of other students, after-school activities, etc.¹⁶ Since such a program was not possible in high schools with just a few students, IASD instead chose to expand educational offerings through travel and other non-traditional programs. While precise comparisons with the 1977 report are not possible, present expectations suggest that community and especially students' views about what is necessary to a high school education may be becoming more open.

There is considerable divergence in views on what is "necessary to a high school education" and what is "good if there is enough time and money." Opinion has not solidified. However, students appear to be fairly program-oriented. In listing the areas they considered "necessary

¹⁶Bullock and Zuelow, op. cit. Bullock and Zuelow used an open-ended question about what CSCMs and students expected in a high school. This study took the 1977 community responses and used them in constructing closed questions to assess the extent to which community members considered a traditional program "necessary." In interpreting these responses, it is necessary to take into account that different communities have different immediate needs which influence responses. For example, the majority of students, teachers, and CSCMs in McGrath favored "another teacher at the school" rather than "traveling teachers," possibly because McGrath high school does not see itself as dependent upon other district resources as the smaller IASD communities.

to a high school education," the largest proportion of students chose "lots of different classes" (59%) and "cultural heritage courses" (44%) (Table 25). "A high school building with a gym and shop" was considered necessary by only 18% of the students and indeed ranked last in importance. While most students considered "lots of other students" and "many different teachers" good if there was enough time and money for them, about a quarter of village students viewed them as not very important (Table 26). Experience in small high schools may be modifying expectations. Students still place high value on school plant and equipment. Given the choice between IASD investment in "a better school building and new school equipment" versus "more teachers and subjects at the school," 55% of the students chose allocating funds to school plant (Table 27). However, this proportion is only a small student majority.

The largest proportion of CSCMs (68%) consider cultural heritage courses to be the area most necessary to a high school education. Most CSCMs (53%) still consider a high school building to be "necessary" and prefer by a small majority (55%) a better school building over more teachers and subjects. However, CSCM support was just as strong for many non-traditional program alternatives such as mini-courses (Table 25), traveling teachers (Table 28), and student travel instead of more subjects taught at the school as a way of expanding learning experiences (Table 29).

In sum, community expectations about what is necessary in a high school program seem to be open to change after positive experience with other alternatives. Historically, the initial reluctance of many communities to accept bilingual programs, followed by strong endorsement of them, is an example of the way in which major shifts in community attitudes toward

TABLE 25
STUDENTS', TEACHERS' AND CSCMS' EXPECTATIONS
FOR A HIGH SCHOOL PROGRAM

Proportion* Viewing Item as Necessary to a High School Education

	Students		Teachers		CSCMs	
	Prop.	Rank**	Prop.	Rank	Prop.	Rank
*Lots of different classes	59	1	38	5	39	4
Cultural heritage courses	44	2	70	1	68	1
*Lots of other students	39	3	25	6	18	7
*Many different teachers	32	4	25	6	35	5
Student trips outside the district	26	5	65	2	26	6
After-school activities	25	6	53	3	39	4
Student travel to other in-district schools	25	6	41	4	34	6
Mini-courses	21	8	24	8	42	3
*High school building with a gym & shop	18	9	13	9	53	2
Number of Respondents:	73		17		38	

*Since McGrath and Holy Cross already had large schools, these communities were not asked to respond to these items. Total population size in these areas is reduced by 34 students, 8 teachers, and 28 CSCMs.

The question read: "Here is a list of things that could be included in your high school. For each one, please mark whether you think it is necessary to your high school education, whether it is good if there is enough time and money for it, or whether it is not very important."

**Where two alternatives are tied, both have the same rank. The next alternative, however, receives a rank two steps below.

TABLE 26
STUDENTS', TEACHERS' AND CSCMS' BELIEFS
ABOUT ITEMS NOT IMPORTANT TO A HIGH SCHOOL EDUCATION

Proportion* Viewing Item as Not Very Important to a High School Education

	Students		Teachers		CSCMs	
	Prop.	Rank** (least in importance)	Prop.	Rank (least in importance)	Prop.	Rank (least in importance)
After-school activities	30	1	6	3	29	1
*Lots of other students	26	2	50	1	21	4
*Many different teachers	24	3	12	2	29	1
Mini-courses	12	4	0	-	8	8
Student trips outside the district	10	5	0	-	18	5
Cultural heritage courses	8	6	6	3	5	9
*High school building with a gym & shop	6	7	0	-	25	3
Student travel to other schools in district	4	8	0	-	18	5
*Lots of different classes	0	-	0	-	11	7
Number of Respondents:	73		17		38	

*Since McGrath and Holy Cross already had large schools, these communities were not asked to respond to these items. Total population size in these areas is reduced by 34 students, 8 teachers, and 28 CSCMs.

The question read: "Here is a list of things that could be included in your high school. For each one, please mark whether you think it is necessary to your high school education, whether it is good if there is enough time and money for it, or whether it is not very important."

**Where two alternatives are tied, both have the same rank. The next alternative, however, receives a rank two steps below.

TABLE 27

STUDENTS', TEACHERS' & CSCMS' PERSPECTIVES
ON BETTER SCHOOL BUILDING VS. MORE TEACHERS & SUBJECTS
 (percent distributions)

<u>Better School Building vs. More Teachers & Subjects</u>	<u>Students</u>	<u>Teachers</u>	<u>CSCMs</u>
Better school building & new school equipment	55	6	55
More teachers & subjects at the school	44	88	40
No response/don't know	$\frac{1}{100}$	$\frac{6}{100}$	$\frac{5}{100}$
Number of Respondents:	73	17	38

The question read: "To improve your high school education, the school district could spend its money to improve the school building and buy new school equipment. The school could also use this same money to provide more teachers and subjects at your school. Please check the one you think is more important."

TABLE 28
STUDENTS', TEACHERS' & CSCMS' PERSPECTIVES
ON ANOTHER TEACHER AT THE SCHOOL VS. TRAVELING TEACHERS
(percent distributions)

<u>Another Teacher at the School vs.</u> <u>Traveling Teachers</u>	<u>Students</u>	<u>Teachers</u>	<u>CSCMs</u>
Another teacher	52	41	42
Traveling teachers	42	53	55
No response/don't know	$\frac{6}{100}$	$\frac{6}{100}$	$\frac{3}{100}$
Number of Respondents:	73	17	38

The question read: "There are different ways to provide what you want in a high school program. For example, if you want a larger number of teachers, the school district could spend the money it has to put one more teacher at your school. The district could also spend this same money for a few traveling teachers who would go to your school for a few weeks and then go on to another school. Please check the one you think is better."

TABLE 29

STUDENTS', TEACHERS' & CSCMS' PERSPECTIVES
ON MORE SUBJECTS TAUGHT AT THE HIGH SCHOOL
VS. MORE STUDENT TRAVEL TO NEW PLACES
(percent distributions)

	<u>Students</u>	<u>Teachers</u>	<u>CSCMs</u>
<u>More Subjects Taught at the School</u> <u>vs. More Student Travel</u>			
More subjects taught at the school	43	35	45
More student travel to new places	57	53	53
No response/don't know	<u>0</u> <u>100</u>	<u>12</u> <u>100</u>	<u>2</u> <u>100</u>
Number of Respondents:	73	17	38

The question read: "To help you learn new and interesting things, the school district could spend its money to have more subjects taught in your high school. The district could also spend this money for student travel to new places, like trips to Anchorage and Seattle. Please check the one you think is better."

education may occur. If IASD develops a fine high school program in a non-traditional manner and informs and involves the community, it is unlikely that traditional attitudes based on CSCMs own school experience will be a serious barrier.

Program Priorities. To examine students', teachers', and CSCMs' program priorities, each group was given a list of areas and asked whether the school should spend "more time," "the same amount of time," or "less time" on them.

Employment Preparation. Students' first program priority was preparation for employment (Table 30). Of the group, 64% wanted more time spent in learning about different jobs, and 63% wanted more time spent to prepare for jobs. McGrath students as well as village students strongly wanted additional school time devoted to this area.

CSCMs also ranked vocational education as their first program priority. Of the group, 60% wanted more time spent preparing for jobs with 47% wanting more time spent in job exploration.

IASD teachers shared the consensus on employment preparation as a priority area. Of the group, 65% wanted more time spent in learning about different jobs and in vocational education. The only program area to which teachers gave higher priority was "self-awareness" which also involves definition of one's self in relationship to adult roles. CSCMs also gave self-awareness a high priority.¹⁷

Students' emphasis on employment preparation in high school is realistic

¹⁷This concept is not necessarily a familiar one to CSCMs and students so it is possible different groups gave it different meaning.

TABLE 30
STUDENTS', TEACHERS' AND CSCMS' VIEWS
ON WHAT SHOULD BE EMPHASIZED IN THE HIGH SCHOOL PROGRAM

Proportion Wanting More Time Spent in Area*

	Students		Teachers		CSCMs	
	Prop.	Rank**	Prop.	Rank	Prop.	Rank
Learning about different jobs	64	1	65	2	47	5
Vocational education to prepare for jobs	63	2	65	2	60	1
Sports and physical fitness	52	3	41	6	24	10
Bilingual/bicultural programs	44	4	47	4	55	2
College preparation	41	5	29	7	37	7
After-school activities	40	6	47	4	29	9
Self-awareness	40	6	82	1	55	2
Skills for getting along with others	36	8	53	3	55	2
Practical skills	26	9	47	4	42	6
Academic subjects	23	10	29	7	32	8
Number of Respondents:		73		17		38

The question read: "People have different ideas about what should be emphasized in a high school program. For example, some people think your high school should spend more time on academic subjects, like communications and math. Other people think that your high school spent the right amount of time on these academic subjects and more time should be spent on other things, like sports and physical fitness. For each of these areas, please mark whether you think your school should spend more time than it did this year, the same amount of time, or less time."

Since so few students, teachers, or CSCMs said they wanted less time spent on any area, only the differences in the proportions wanting more time are indicative of priorities.

*Proportions do not add up to 100% since each question had the alternatives "more time, same amount of time, or less time." These alternatives add up to 100%.

**Tied alternatives receive the same rank

in view of their post-high school plans (Table 31). Among village students, the largest group (53%) want to get a good job right after graduating from high school. Another 21% want to go to a vocational school. In sum, almost three-fourths of the village students see the appropriate role of high school as preparing them for paying jobs or further employment-related training. Only 7% of the village students are interested in a subsistence life-style or housewife role that does not involve employment. While McGrath students (48%) are considerably more interested in college than village students, 38% of McGrath students as well have employment-related plans immediately after high school graduation.

Students' descriptions of their major job interests also emphasize the importance of career preparation. (Table 32). Young men especially (37%) had little idea of a job that they might be interested in. The largest proportion of male students (23%) named pilot¹⁸ as their major job choice with smaller proportions interested in the skilled crafts (17%) and in becoming heavy equipment operators (11%).

Working as a pilot or in the building trades are reasonable alternatives, given the importance of these areas in village life. However, male students who have little experience with other alternatives may be cutting themselves off from other socially important options. Almost no male student, either in McGrath or in the villages, chose any professional or technical occupation except pilot. Nor was any male student interested in being a manager or administrator despite the importance of Native

¹⁸ Airline work may be chosen in part because of its glamor. The largest proportion of female students (17%) wanted to work as stewardesses or in some other way with an airline.

TABLE 31

STUDENTS' PLANS AFTER HIGH SCHOOL GRADUATION
(percent distributions)

<u>Plans After High School</u>	<u>McGrath</u>	<u>Yukon Villages</u>	<u>Kuskokwim Villages</u>	<u>TOTAL</u>
Get a good job right away	31	59	40	44
Go to a 4 year college (like U of A at Fairbanks)	48	18	13	29
Go to a vocational school away from home	7	13	33	14
Stay at home and hunt, trap, fish and take care of family	7	7	7	7
Military	7	-	-	3
No response/don't know	-	3	7	3
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
Number of Respondents:	29	28	15	72

The question read, "What do you want to do right after you graduate from high school? (Check only one)

Get a good job right away.

Go to a 4 year college (like the University of Alaska at Fairbanks).

Go to a vocational school away from home.

Stay at home and hunt, trap, fish and take care of family."

TABLE 32

MAJOR JOB INTERESTS OF IASD STUDENTS
(percent distributions)

	<u>Males</u>	<u>Females</u>	<u>Total</u>
<u>Professional & Technical</u>			
1. Medical: doctor, dentist, nurse, veterinarian	0	14	7
2. Teachers, coaches	0	0	0
3. Pilot	23	0	11
4. Other (accounting, journalism, social work, computer programmer, etc.)	3	14	8
<u>Managers & Administrators</u>	0	2	1
<u>Clerical Workers</u>	0	14	7
<u>Craftsmen</u> (mechanic, welder, electrician, etc.)	17	6	11
<u>Heavy Equipment Operator</u>	11	0	6
<u>Laborers</u>	9	0	4
<u>Service Workers</u>			
Health service (practical nurse, dental assistant)	0	8	4
Stewardess, other airline	0	17	8
Policeman/detective	0	6	3
<u>General Job Description</u> (where I can work with people, pays a lot, etc.)	0	11	6
<u>No Idea</u>	37	8	24
	<u>100</u>	<u>100</u>	<u>100</u>
Number of students:	35	36	71

corporations to contemporary village life.

Job interests among female students tended to be better developed. Only 8% of the young women did not name a job interest. Another 11% did not name a specific job but were able to describe the general type of job they were looking for (e.g., where I can work with people) which no male student did. Young women (28%) were interested in professional and technical occupations and in clerical work (14%). A large proportion (22%) wanted to work in the health field as doctors, dentists, nurses, dental assistants, etc. Developing a Health Occupations Program may be an alternative IASD should consider.

One puzzling result in students' descriptions of their job interests is that no student chose teacher, teacher's aide, or any other occupation related to the school. Since these are familiar occupations and considerable emphasis has been placed in IASD and elsewhere on preparing students to teach in their own communities, it is noteworthy that no student mentioned this area. Indeed, many occupations which are realistic alternatives for village employment -- health aide, store manager, postmaster, maintenance man -- were rarely, if at all, mentioned by students. This may reflect students' desires to live somewhere else at this point in their lives. However, many students do return to the village, often after a period of outside exploration. It is important to introduce them to both realistic village occupations and ones that they can pursue outside their home community.

One method of accomplishing village career exploration is through a work experience program connected with related school work. As a CSCM pointed out in suggesting such a program:

Job experience is a practical means of educating students without extra expensive equipment. Students would also earn credit towards graduation.

In one IASD village, the teacher described a successful program of this type:

In the Career Education, students work at different jobs in the community. They have worked at Headstart, the grade school, village council office, Standard Oil. They are doing this work for school. Some of the people are asking for students to work in their business. The students enjoy the variety of duties.

Similar success and resulting job offers have been reported with work experience programs in other districts.

In developing a career exploration and vocational preparation program, IASD might closely examine forthcoming Comprehensive Employment & Training Act (CETA) legislation. Developing better school to work linkages and forming closer ties between CETA prime sponsors and local educational agencies are central emphases in the pending CETA reauthorizing legislation. IASD may wish to examine the new CETA program funding structure in detail and spend time cooperatively working with Denah Akah, Balance of State, and other prime sponsors covering its area in developing cooperative programs.

College Preparation and Academics. Both of these areas received low ranking (Table 30) as areas to which the school program should devote more time. Students rated college preparation 5th in importance and academics last (10th) in importance. Teachers gave both these areas the very lowest rankings. CSCMs also rated college preparation 7th in importance and academics 8th in importance.

Many students, however, may not appreciate the relationship between

college and academic preparation. While 48% of McGrath students are interested in a 4-year college program and 62% are interested in more college preparation, only 27% wanted more time spent on academic subjects.

Despite the generally low interest in academics, however, a small but intense group of students and CSCMs, primarily in McGrath, want a substantially stronger academic program. Of the 10 students who listed on the survey concerns they would like brought to the attention of the school district, 50% emphasized the need for a more intensive, college-oriented academic program:

I personally feel there should be some additions of changes to the curriculum:

- 1) There isn't enough math offered.
- 2) The science offered was good but need more classes offered.
- 3) More Alaskan-based social studies should be taught (i.e., current Alaskan events, Alaskan history).

A sizable group of McGrath teachers also want more emphasis on basic subjects. Of McGrath teachers, 57% wanted more time spent on academics and 71%, more time spent on college preparation.

In short, an important group of McGrath students and CSCMs wanted a strong academic, college-oriented program, and many McGrath teachers share this view. Locating a small but intensive college preparatory program in McGrath may be an alternative for the school district to consider. Those village students who are college-oriented could be given priority for placement in the McGrath boarding home program.

Bilingual-Bicultural Programs. CSCMs strongly favor bilingual-bicultural programs. As previously mentioned, this was the area CSCMs considered most "necessary to a high school education." A majority of

the group (55%) wanted more time allocated to them. Only preparation for employment was ranked higher in priority. Moreover, CSCMs explaining their views in some cases juxtaposed employment and subsistence preparation as economic alternatives for which students need to be prepared:

More emphasis -- subsistence life -- how to survive. Upon survival and Native culture because this would help them to make a decision about the type of life they wish to live. If they like this life they will be prepared for anything. If they don't like this life, they will know that they have to work for a living.

More time spent in these programs was a priority of village teachers (60%) as well, although not teachers in McGrath. Among students, these programs were also strongly endorsed with 44% of the group desiring more time. However, students ranked bilingual-bicultural programs after employment preparation and sports and physical fitness.

Priorities for the 11th and 12th Grade High School Program. Village students, especially in the Yukon area, preferred to board at a larger school for the 11th and 12th grade, and CSCMs in these villages also preferred this alternative (Table 33). In the more traditional Kuskokwim area, the largest groups of students and CSCMs also preferred the boarding alternative, but group opinion was not as strong.

In planning upper grade high school programs, other alternatives are available besides all four years in a conventional high school, whether at home or in a boarding situation. To examine students' preferences if they had other options, IASD students were asked whether they would prefer for their senior year to stay in a regular high school, to start a college program, to travel in the Lower 48 or in another country, or to participate in a work-experience program where they had a paying job part-time and went

TABLE 33

VILLAGE STUDENTS' & CSCMS' PERSPECTIVES
ON HIGH SCHOOL AT HOME VS. A BOARDING SCHOOL FOR 11TH & 12TH GRADERS
 (percent distributions)

<u>High School at Home or 11th & 12th</u> <u>Grades at Boarding School</u>	Yukon Villages		Kuskokwim Villages	
	<u>Students</u>	<u>CSCMs</u>	<u>Students</u>	<u>CSCMs</u>
All four years of high school at home	21	22	22	40
Board at a larger school for 11th & 12th grades	75	72	59	47
No response/don't know	<u>4</u>	<u>6</u>	<u>19</u>	<u>13</u>
	100	100	100	100
Number of Respondents:	28	18	16	15

The question read: "The school district wants to know what program it should have for students when they become 11th and 12th graders. Would you rather have all four years of high school in your home village or would you rather board at a larger school in another town for the 11th and 12th grades?"

to school part-time.

Of the group, only 7% chose to stay in a traditional high school (Table 34). Moreover, a surprisingly small group (31%) chose the glamorous travel alternative. In the villages, the strongest preference (60%) was for a work-experience program. McGrath students were more divided with about equal proportions wanting travel, work-study, and an early entry college program.

The importance village students place on immediate employment after high school together with CSCM support for employment preparation suggests this area may be important to consider in structuring upper grade village high schools. Travel programs may be most beneficial in earlier high school years, to create student interest in alternatives and open up options. In the senior year, the most appropriate educational focus may be narrowing alternatives and helping students make a transition to an adult role.

Need for More Attention to Discipline and Absenteeism. Students, teachers, and CSCMs were asked if they had particular concerns about the high school program that they would like brought to the district's attention. The most frequent priority CSCMs brought up (Table 35) was the need for greater school discipline. Indeed, 24% of those CSCMs interviewed in the villages as well as in McGrath, spontaneously brought up this concern:

Spend too much time on fun and games. Basic education. Lack of discipline. Lack of direction.

CSCMs concern was not simply more "back to basics" however. Comments indicated a far more fundamental concern with the attitudes the young held toward adults, both non-Native teachers and Natives working in the school:

TABLE 34

STUDENTS' PERSPECTIVES ON SENIOR YEAR PROGRAM
(percent distributions)

<u>Senior Year Program</u>	<u>McGrath</u>	<u>Yukon Villages</u>	<u>Kuskokwim Villages</u>	<u>TOTAL</u>
Stay in a regular high school	7	11	-	7
Start a college program	23	4	-	11
Work part-time and go to school part-time	35	60	60	50
Travel program	35	25	33	31
No response/don't know	-	-	7	1
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
Number of Respondents	29	18	15	72

The question read: "For your senior year, you could stay in a regular high school program or you might be able to do other things. For example, you might be able to start on a college program while you are still a high school senior. You might be able to get work experience at a paying job part of the time and go to school part of the time. You might be able to travel in the Lower 48 or to another country like Japan for your senior year. If you could do any of these things, which one would you choose? (Check only one)"

TABLE 35

CONCERNS STUDENTS, TEACHERS, AND CSCMS
WANT BROUGHT TO THE ATTENTION OF IASD
(percent distributions)

	<u>Students*</u>	<u>Teachers</u>	<u>CSCMs</u>
More attention to discipline, absenteeism, clear direction	0	17	24
Improve quality of academic and/ or vocational program	7	24	13
More Native culture programs	0	6	11
Tensions between CSC and teachers	0	22	0
Number of Respondents:	73	17	38

*Percentages are based on the proportion of the total group who brought up this concern. Many students, teachers, and CSCMs did not mention any concern or bring up a specific issue that was not a general concern of the group.

There should be more discipline and respect for grown-ups.
-CSCM

More strictness in school -- being on time, going to class,
and respecting teachers, aides, and workers.
-CSCM

Teachers (17%) were also somewhat concerned about discipline. They especially saw the need for consistency in the enforcement of an agreed-upon policy. Since discipline and attendance problems can nullify the educational benefits of otherwise excellent programs, IASD may wish to give this matter the attention CSCMs feel it deserves. Formulation of a travel behavior code and attendance policy may be important agenda items for future student congresses.

OTHER ISSUES: THE ROLE OF THE COMMUNITY SCHOOL COMMITTEE
AND DEMAND FOR VILLAGE POSTSECONDARY EDUCATION

Role of the CSC. The majority of CSCMs want considerably more involvement in school decision-making (Table 36). The CSCMs' highest priority area (76%) was more involvement in the hiring of teachers. CSCMs stressed their desire for an increased role in personnel matters, for example, hiring and firing the cook, maintenance man, and custodian. While a majority of CSCMs (53%) wanted a greater role in firing teachers as well, support was not as strong. A few CSCMs had unpleasant experiences in past teacher dismissals which led to a reluctance to get involved again.

Teachers held quite different views about the appropriate role of the CSC. Less than half the teachers wanted more CSC involvement in any personnel matter. The largest proportion of teachers (71%) wanted greater CSC effort in developing the school curriculum and a small majority of

TABLE 36
TEACHERS' AND CSCMS' VIEWS ON
COMMUNITY SCHOOL COMMITTEE INVOLVEMENT

Proportion Saying CSC Should Be More Involved

	Teachers		CSCMs	
	Prop.	Rank	Prop.	Rank
Developing school curriculum	71	1	66	4
Deciding how the school budget should be spent	59	2	55	5
Hiring teachers	41	3	76	1
Hiring the cook, maintenance man & custodian	35	4	71	3
Firing teachers	29	5	53	6
Firing the cook, maintenance man & custodian	29	5	74	2
Number of Respondents:	17		38	

The question read: "There is one more issue on which the Iditarod Area School District would like your views. In running a school, there are many decisions to make, for example, hiring and firing teachers for each school. Now the Iditarod School District staff and the regional school board usually make these decisions, with some advice from the Community School Committees. The IASD would like to know whether the CSC should be more involved in these decisions, whether they should be less involved, or whether things should be left as they are." Since few respondents chose the alternative "less involved," this category is omitted.

teachers (59%) also wanted more CSC involvement in deciding how the school budget would be spent. While a majority of CSCMs also wanted a greater role in these program areas, their priority was personnel.

Teachers' and CSCMs' spontaneous comments on this area of the interview indicate substantial ambiguity as to just what the role of the CSC actually is. While the CSC is officially an advisory body, some CSCMs appeared to feel that they in fact made the decisions now. One CSCM, for example, explained that he wanted "things left as they are now" because:

I feel that as a CSC we have a lot of power and all we have to do is make our wishes known. I have come to this decision based on meetings with the teachers and staff.

Clarification of the role of the CSC in the district may be needed through formal district policy. While present IASD staff may consult with CSCMs to a great extent and may give their views considerable weight, such involvement may not remain district policy should present personnel leave the region.

Teachers' extensive remarks on the issue of CSCM involvement, particularly as an issue the school district should consider (Table 35), indicate considerable tension. Several teachers made specific suggestions as to ways the CSCM could be more involved in personnel matters before the decision to fire a teacher becomes necessary:

Firing -- The CSC should advise teachers that they are not satisfied with their teaching early, no later than the beginning of the second semester. The CSC should define the problem and recommend the necessary steps to correct the problem.

Desires for Village-Based Postsecondary Education. Of the present student population, 43% were interested in college classes or job training at home in their village (Table 37). Demand was strongest in the Yukon villages, followed by McGrath, and the Kuskokwim area. The relatively high degree of student interest in postsecondary education, especially in Yukon villages, suggests such a program might be utilized. However, it should be kept in mind that many students travel around for a while after high school graduation and may not be in the district.

CONCLUSION

IASD students and CSCMs appear fairly well satisfied with the 1978 high school program (Table 38). About 70% of the students view their high school program as preparing them "very well" or "fairly well" to get a job right after high school, to live in their hometown, to live somewhere else, and to make decisions for themselves. CSCMs were more reluctant to evaluate the high school program with about a quarter of the group giving no response. The largest group of these CSCMs who did respond, however, felt the program was doing "fairly well." Teachers were much more critical, especially concerning the success of the high school program in preparing students either for jobs or college. More than half of the teachers thought the school program was preparing students "not so well" or "not well at all" in these areas. Skeptical teachers may continue to be a stimulus for program change in the district.

The IASD has developed a basic structure for small high school programs which has considerable educational merit. Many innovative approaches were

TABLE 37

STUDENTS' DESIRES ON CLASSES & JOB TRAINING
AFTER HIGH SCHOOL IN HOME VILLAGE
(percent distributions)

<u>Classes & Job Training</u>	<u>McGrath</u>	<u>Yukon Villages</u>	<u>Kuskokwim Villages</u>	<u>TOTAL</u>
Yes	38	57	27	43
No	62	36	67	53
No response/don't know	<u>0</u> <u>100</u>	<u>7</u> <u>100</u>	<u>6</u> <u>100</u>	<u>4</u> <u>100</u>
Number of Respondents:	29	18	15	72

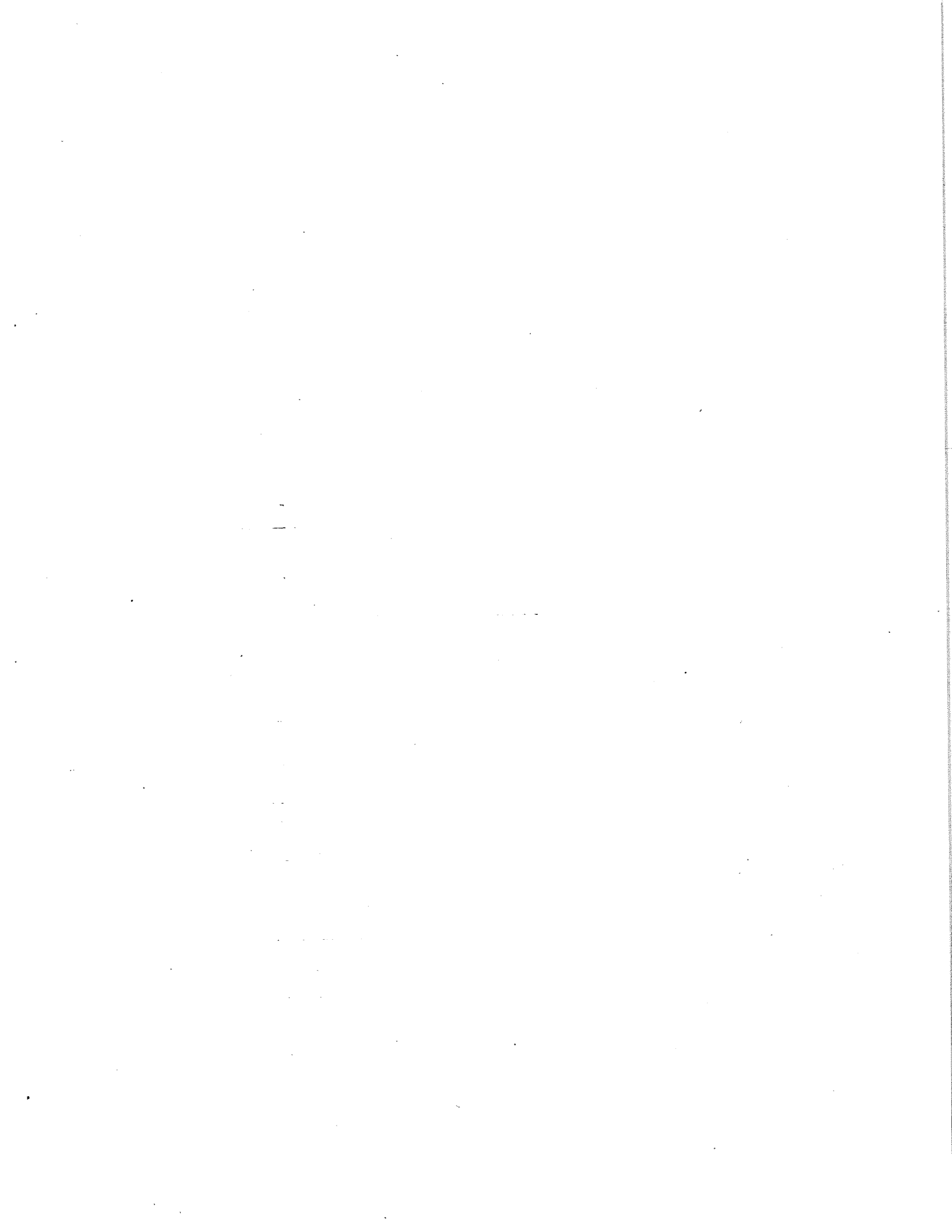
The question read: "After you graduate from high school, would you like to take college classes or job training at home in your village?"

TABLE 38

VIEWS ON THE QUALITY OF THE PRESENT IASD HIGH SCHOOL PROGRAM
(percent distributions)

<u>How Well High School Prepares Students</u>	<u>Very Well</u>	<u>Fairly Well</u>	<u>Not So Well</u>	<u>Not Well At All</u>	<u>No Response</u>	
<u>Students' Views</u>						
To do well in college	8	53	22	16	1	= 100
To live somewhere else	19	48	25	5	3	= 100
To get a job right after high school	21	53	23	3	0	= 100
To live in hometown	30	38	20	12	0	= 100
To make decisions for self	33	52	14	1	0	= 100
<u>CSCMs' Views</u>						
To do well in college	16	29	16	5	34	= 100
To live somewhere else	10	34	24	3	29	= 100
To get a job right after high school	19	21	26	5	29	= 100
To live in hometown	26	32	8	8	26	= 100
To make decisions for self	13	42	8	3	34	= 100
<u>Teachers' Views</u>						
To do well in college	6	24	29	41	0	= 100
To live somewhere else	0	59	35	6	0	= 100
To get a job right after high school	0	41	35	24	0	= 100
To live in hometown	23	59	18	0	0	= 100
To make decisions for self	0	53	35	12	0	= 100

tried in order to overcome the limitations of small high schools in providing a varied curriculum and contacts with a wide array of teachers and students. Many of these programs -- the American Heritage trip, the mini-courses, the Student Congress, the Skills Center career exploration -- had substantial educational benefits. Yet, their full benefits were frequently not realized because so much was tried so fast that little attention could be given to detail. Not enough time was spent in carefully working out each program's objectives, clearly communicating these educational goals to the students and community, arranging intensive experiences at the site that students were prepared for, following up the program with cumulative educational experiences, and informing teachers and CSCMs what had happened educationally. It is important to avoid trying out many new and different things the following year to see if they will work better. The emphasis should be rather on refining the present program and using past experience productively. IASD's 1978 small high school program "worked" and worked well. With more careful planning, it could work much better.



APPENDIX

Institute of Social and Economic Research University of Alaska	HIGH SCHOOL STUDENT SURVEY	Iditarod Area School District
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Introduction

This is an interview to get YOUR ideas about how good your high school program was this year and the kind of high school program your school should have in the future. The Iditarod Area School District wants your views in order to plan the best kind of education for the students in your community. To do this better, we would like you to answer the questions below. PLEASE THINK ABOUT THE QUESTIONS AND ANSWER THEM CAREFULLY BECAUSE WHAT YOU SAY WILL BE IMPORTANT. WE WILL BE USING WHAT YOU SAY TO MAKE CHANGES IN NEXT YEAR'S HIGH SCHOOL PROGRAM. These answers will be taken to the University of Alaska right away and everything you say will be confidential.

I will read each group of questions aloud. Then write down your answer. If you do not understand a question, be sure to raise your hand and I will explain it. After we have collected the papers, we will take more about the high school program so we are sure to get your ideas.

*** PLEASE WAIT FOR THE INTERVIEWER TO START ***

1. NAME _____	5. SEX <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE
2. GRADE IN SCHOOL <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Ungraded	6. AGE _____
3. HOME VILLAGE _____	7. CULTURAL GROUP <input type="checkbox"/> 1. ALASKA NATIVE
4. BOARDING HOME STUDENT <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> 2. WHITE <input type="checkbox"/> 3. OTHER: _____

The school district wants to develop programs you will enjoy and learn a lot from. The district does not have enough money to do everything, especially in small high schools. We would like to know what things you think are most important to your high school education.

8. Here is a list of things that could be included in your high school. For each one, please mark whether you think it is necessary to your high school education, whether it is good if there is enough time and money for it, or whether it is not very important.

	<u>NECESSARY TO MY HIGH SCHOOL EDUCATION</u>	<u>GOOD IF THERE IS ENOUGH TIME AND MONEY</u>	<u>NOT VERY IMPORTANT</u>
a. A high school building like the ones in McGrath & Holy Cross with a gym & shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lots of different classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Many different teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Lots of other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Mini-courses <u>at</u> the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Student travel to <u>other</u> schools in the district (like going to other schools for workshops)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Student trips outside the district (like going to Anchorage & Seattle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Cultural heritage courses (like learning Native languages, trapping, sled building)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. After-school activities (like clubs and dances)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. There are different ways to provide what you want in a high school program. For example, if you want a larger number of teachers, the school district could spend the money it has to put one more teacher at your school. The district could also spend this same money for a few traveling teachers who would go to your school for a few weeks and then go on to another school. Please check the one you think is better.

1. ANOTHER TEACHER
AT MY SCHOOL

2. TRAVELING
TEACHERS

10. To prepare you for jobs, the district could spend its money to put more Ken Cook vocational courses (like motorcycle and small engine repair) and business machines right at your school. The district could also spend this same money to send you to another school for a vocational program, like sending you to the Seward Skills Center. Please check the one you think is better.

1. MORE KEN COOK COURSES &
BUSINESS MACHINES AT
MY SCHOOL

2. TRAVEL TO OTHER
SCHOOLS FOR VOCATIONAL
PROGRAMS

11. To help you learn new and interesting things, the school district could spend its money to have more subjects taught in your high school. The district could also spend this money for student travel to new places, like trips to Anchorage and Seattle. Please check the one you think is better.

1. MORE SUBJECTS TAUGHT
AT MY HIGH SCHOOL

2. MORE STUDENT TRAVEL
TO NEW PLACES

12. To improve your high school education, the school district could spend its money to improve the school building and buy new school equipment. The school could also use this same money to provide more teachers and subjects at your school. Please check the one you think is more important.

1. BETTER SCHOOL BUILDING
AND NEW SCHOOL EQUIPMENT

2. MORE TEACHERS & SUBJECTS
AT MY SCHOOL

13. On the next two pages, we would like to know what you liked and what you didn't like about your high school program this year. Some of you had the STARS COMMUNICATIONS program, the STARS MATH program, the STARS SCIENCE program, and the Ken Cook program at your school.

First, we would like to know HOW MUCH YOU LEARNED from each of these programs. Did you learn a lot, some, a little, or not much?

Sometimes you can learn a lot from a program but it's pretty boring. Sometimes a program is a lot of fun but you know you're not really learning much. That's why we want to ask you, second of all, HOW INTERESTING each of these programs were. Would you say they were very interesting, somewhat interesting, fairly interesting, or boring?

Third, we want to know whether your school SHOULD USE THIS PROGRAM AGAIN. Should this program be used again just as it was? Should it be used if a lot of changes are made? Should it be thrown out?

Please check the boxes under each program. If you did not take the program, check the box did not take and leave the other boxes under the program blank.

STARS COMMUNICATIONS PROGRAM

did not take

HOW MUCH I LEARNED

1. LEARNED
A LOT

2. LEARNED
SOME

3. LEARNED
A LITTLE

4. DID NOT
LEARN MUCH

HOW INTERESTING THE PROGRAM WAS

1. VERY
INTERESTING

2. SOMEWHAT
INTERESTING

3. NOT VERY
INTERESTING

4. BORING

SHOULD THIS PROGRAM BE USED AGAIN?

1. YES, KEEP IT
THE SAME

2. YES, BUT IT NEEDS
A LOT OF CHANGE

3. NO, THROW
IT OUT

STARS MATH PROGRAM

did not take

HOW MUCH I LEARNED

1. LEARNED
A LOT

2. LEARNED
SOME

3. LEARNED
A LITTLE

4. DID NOT
LEARN MUCH

HOW INTERESTING THE PROGRAM WAS

1. VERY
INTERESTING

2. SOMEWHAT
INTERESTING

3. NOT VERY
INTERESTING

4. BORING

SHOULD THIS PROGRAM BE USED AGAIN?

1. YES, KEEP IT
THE SAME

2. YES, BUT IT NEEDS
A LOT OF CHANGE

3. NO, THROW
IT OUT

Please check the boxes under each program. If you did not take the program, check the box did not take and leave the other boxes under the program blank.

STARS SCIENCE PROGRAM

did not take

HOW MUCH I LEARNED

1. LEARNED
A LOT

2. LEARNED
SOME

3. LEARNED
A LITTLE

4. DID NOT
LEARN MUCH

HOW INTERESTING THE PROGRAM WAS

1. VERY
INTERESTING

2. SOMEWHAT
INTERESTING

3. NOT VERY
INTERESTING

4. BORING

SHOULD THIS PROGRAM BE USED AGAIN?

1. YES, KEEP IT
THE SAME

2. YES, BUT IT NEEDS
A LOT OF CHANGE

3. NO, THROW
IT OUT

KEN COOK PROGRAM

did not take

HOW MUCH I LEARNED

1. LEARNED
A LOT

2. LEARNED
SOME

3. LEARNED
A LITTLE

4. DID NOT
LEARN MUCH

HOW INTERESTING THE PROGRAM WAS

1. VERY
INTERESTING

2. SOMEWHAT
INTERESTING

3. NOT VERY
INTERESTING

4. BORING

SHOULD THIS PROGRAM BE USED AGAIN?

1. YES, KEEP IT
THE SAME

2. YES, BUT IT NEEDS
A LOT OF CHANGE

3. NO, THROW
IT OUT

14. People have different ideas about what should be emphasized in a high school program. For example, some people think your high school should spend more time on academic subjects, like communications and math. Other people think that your high school spent the right amount of time on these academic subjects and more time should be spent on other things, like sports and physical fitness. For each of these areas, please mark whether you think your school should spend more time than it did this year, the same amount of time, or less time.

	<u>MORE TIME</u>	<u>SAME AMOUNT OF TIME</u>	<u>LESS TIME</u>
a. Academic subjects (like communication skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Learning about different jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Vocational education to prepare for jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Bilingual-bicultural programs (like learning to speak Native languages & learning about the old ways)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. College preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Practical skills (like how to fill out forms and catalog orders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Sports and physical fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. After-school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Student trips outside the district (like Anchorage and Seattle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Travel to other schools in the district (like McGrath and Holy Cross)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Self-awareness (learning more about your personality, interests, and abilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Skills for getting along with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Now we would like to ask you what you got out of the student trips outside of the school district. Please check all the following trips that you went on:

- Seward Skills Center
- Seattle or Seattle/Pullman
- Fairbanks College Visitation
- American Heritage Trip
- Mt. Edgecumbe
- I did not go on any of these trips (leave the questions about this trip blank)

I will give you a new sheet of paper to rate each of the trips you took. Write down the first trip you checked. _____ (first trip)

Think very carefully about this trip and in what ways it REALLY HELPED YOU and in what ways it REALLY DIDN'T HELP YOU very much. Did this trip help you:

(Please check ✓)

	<u>A LOT</u>	<u>SOME</u>	<u>A LITTLE</u>	<u>NOT AT ALL</u>
a. Get more self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Get more interested in seeing new places and doing new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Know yourself better - who you are and what you can do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Decide what you want to do after high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Learn about people and places you didn't know about before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Learn to get along better with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Make new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Get to know people from a culture different from your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Learn new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did this trip change your ideas about where you wanted to live when you are done with school?

1. YES

2. NO

↓

How? _____

What was the most important thing you learned or that happened to you on this trip? _____

If you went on another trip, please raise your hand. We will give you another paper so you can also rate that trip.

16. Now we would like to know more about what you got out of travel to other schools in the district. Please check all the trips you went on.

- | | |
|--|---|
| <input type="checkbox"/> McGrath for mini-courses | <input type="checkbox"/> Sports trips (like basketball, trips and ski meets) |
| <input type="checkbox"/> Holy Cross for mini-courses | |
| <input type="checkbox"/> McGrath for Student Congress & workshops | <input type="checkbox"/> I did not go on any of these trips (leave the questions about this trip blank) |
| <input type="checkbox"/> Holy Cross for Student Congress & workshops | |

I will give you a new sheet of paper to rate each of the trips you took.

Write down the first trip you checked. _____ (first trip)
 Think very carefully about this trip and in what ways it REALLY HELPED YOU and in what ways it REALLY DIDN'T HELP YOU very much. Did this trip help you:
 (Please check)

	<u>A LOT</u>	<u>SOME</u>	<u>A LITTLE</u>	<u>NOT AT ALL</u>
a. Get more self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Get more interested in seeing new places and doing new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Know yourself better - who you are and what you can do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Decide what you want to do after high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Learn about people and places you didn't know about before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Learn to get along better with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Make new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Get to know people from a culture different from your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Learn new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did this trip change your ideas about where you wanted to live when you are done with school?

1. YES

2. NO

How? _____

What was the most important thing you learned or that happened to you on this trip?

If you went on another trip, please raise your hand. We will give you another

17. The school district could have travel programs to many different places. Please put a (1) by the travel program you are most interested in, a (2) by the travel program you are second most interested in, a (3) by the travel program you are third most interested in, and a (4) by the travel program that you are least interested in.

_____ Travel to other schools in the Iditarod Area School District for mini-courses.

_____ Travel to other places in Alaska (like Anchorage, Juneau, and Fairbanks).

_____ Travel to the Lower 48.

_____ Travel outside the United States (like Japan).

18. Some of these travel programs cost a lot of money. Should students use some of their own money to help pay for these travel programs?

1. YES

2. NO

19. Some people think that going on certain expensive travel programs should be used to reward top students for good school work and good school behavior. Other people think that every travel program should be open to everyone, even if they do not do good work in school. Which do you think is better?

1. USE SOME TRAVEL PROGRAMS
TO REWARD TOP STUDENTS
FOR GOOD SCHOOL WORK

2. ALL TRAVEL PROGRAMS
SHOULD BE OPEN TO
EVERYONE

20. The school district wants to know what program it should have for students when they become 11th and 12th graders. Would you rather have all four years of high school in your home village or would you rather board at a larger school in another town for the 11th and 12th grades? (Please check)

1. ALL FOUR YEARS OF
HIGH SCHOOL AT HOME

2. BOARD AT A LARGER SCHOOL
FOR 11TH AND 12TH GRADES

21. For your senior year, you could stay in a regular high school program or you might be able to do other things. For example, you might be able to start on a college program while you are still a high school senior. You might be able to get work experience at a paying job part of the time and go to school part of the time. You might be able to travel in the Lower 48 or to another country like Japan for your senior year. If you could do any of these things, which one would you choose? (Check only one)

1. STAY IN A
REGULAR
HIGH SCHOOL

2. START A
COLLEGE PROGRAM

3. WORK PART-TIME
AND GO TO SCHOOL
PART-TIME

4. TRAVEL
PROGRAM

We would like to end up by asking you some questions about what you want to do in the future.

22. What do you want to do right after you graduate from high school? (Check only one)

- Get a good job right away
- Go to a 4 year college (like the University of Alaska at Fairbanks)
- Go to a vocational school away from home
- Stay at home and hunt, trap, fish and take care of family

23. After you graduate from high school, would you like to take college classes or job training at home in your village?

1. YES

5. NO

24. What kind of job, if any, would you like to have after you have finished all your schooling?

25. Please write down the names of any other jobs you are thinking about.

26. After you have finished your schooling, where would you like to live -- your home village or somewhere else? (Check only one box)

1. HOME
VILLAGE

2. SOMEWHERE
ELSE

3. WHERE? _____

27. How well do you feel your present high school program prepares you?

	<u>VERY WELL</u>	<u>FAIRLY WELL</u>	<u>NOT SO WELL</u>	<u>NOT WELL AT ALL</u>
a. To do well in college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. To get a good job right after high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To live in your hometown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. To live somewhere else, like Anchorage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. To make decisions for yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. If you have any other comments about your high school program or this survey, just write them in.

THANK YOU FOR YOUR VIEWS!