ALASKA LEGISLATURE COMMITTEE FILES 1983-1984 8672

2270 HHESS HB 504

2270

RESEARCH SUMMARY

Institute of Social and Economic Research, University of Alaska January 1984, R.S. No. 13

Effective Schooling in Rural Alaska

INTRODUCTION

Rural teachers are not satisfied with their students' academic progress, according to a new University of Alaska report, and they tend to blame the problem on a lack of motivation. On the other hand, the teachers are satisfied with their relationships with both the students and the community.

The report was prepared by the College of Human and Rural Development and the Institute of Social and Economic Research for the Alaska Department of Education. It was based on a survey of 304 rural teachers, representing every school outside Alaska's urban areas (such as Anchorage, Fairbanks, and Juneau). The teachers identified several educational areas that needed attention. They also described the instructional practices that they found effective in a rural Alaska context. Ninety-six percent of the teachers returned their surveys, an unusually high proportion.

FINDINGS

Satisfaction with Educational and Other Conditions

Most rural teachers, whether they taught in majority Native or non-Native schools, are satisfied with the quality of their relationships with students (92 percent), with discipline in their schools (84 percent), and with school/community relations (73 percent).

Ironically, what frustrates rural teachers, particularly in Native majority communities, is not relationships with people of a different culture, but relationships with the district center. Fewer than half the teachers in Native majority communities are satisfied with the support they receive from the central office (43 percent), with the superintendent's management (46 percent), and with the district board's action (46 percent). According to teachers, many district staff do not appreciate the local situation. (We did not survey district staff; their perspective may very well be different.)

Most rural teachers (80 percent) are pleased with their salary and benefits. To our surprise, only about a third voiced dissatisfaction with their housing.

Almost half of the rural teachers want more opportunities for professional growth. One wrote:

> I am in a tiny school—one other teacher who is not my husband. I have no one to ask questions of. My class of primary grade children includes an incredible range of students (skill, intelligence, behavior, motivation). I have an unworkable curriculum guide. My district has offered me one training session, one week. I am alone!

Student Achievement: What Teachers Expect

Rural teachers' views of their students' performance are ambivalent. On the one hand, over half the teachers in Native majority schools (52 percent) say they are not satisfied with their students' academic progress. Even more (60 percent) say they cannot expect average or above-average achievement from their students.

Rural teachers expect virtually all their students to graduate from high school. But most teachers in Native majority schools (90 percent) expect less than half their students to attend college.

Despite their pessimistic view of students' academic performance and potential, most teachers in Native majority schools (63 percent) say they are satisfied with the quality of education at the school.

Rural teachers in non-Native majority schools are significantly more satisfied with their students' academic progress. They feel that achievement levels *above* national norms can be expected from their students. Finally, they are much more likely to expect students to attend college.

These differences between teachers' views in Native and non-Native majority schools are troubling. We are not sure what they mean. Several teachers wrote on the margins of their surveys that we should be careful *not* to interpret their attitudes as "low expectations." In their view, they are simply being realistic when they say that they do not expect many students to achieve at national norms and that they do not expect many students to attend college.

Indeed, 49 percent of the teachers in Native majority communities say that none of the parents expected students to complete college. "Parents are reluctant to see their children leave home and become indoctrinated in a foreign culture," one teacher explained on the survey.

But teachers also point out that the rural context unjustifiably lowers academic expectations. One said:

> My own personal level of expectation has gone down since I arrived here. When I started as an English teacher my expectations were too high. Very quickly my expectations became more realistic. The big problem is that we overcompensate and come to expect too little.

Effective Teaching Practices in Rural Alaska Schools

Rural teachers say their schools do not emphasize many of the practices that are related to high achievement test scores in schools outside Alaska. Most teachers, for example, say their schools do not pay much attention to standardized test scores as a basis for setting academic goals.

Less than half (48 percent) of rural teachers assign homework regularly. Many say they avoid homework because students do not have the needed lighting, space, or opportunity at home.

A large proportion of teachers (40 percent), however, do hold study sessions before or after school once a week or more. These study sessions are advantageous, they say, because the school setting helps students settle down to work and teachers are right there to help.

When asked to describe briefly the instructional practices they personally found effective, rural teachers emphasized some of the practices stressed in national studies of effective schooling and some practices related to the village cultural context. They include:

1. Use of diverse instructional materials and especially projects where students actively do things.
2. Self-paced instruction, especially where the teacher sets standards for the amount of work to be done.
3. Cooperative student learning situations, such as group projects and peer tutoring.
4. Opportunities for parents and community people to participate in schooling, such as sending home nightly study guides.

CONCLUSIONS

We have asked many different people—school superintendents, rural and urban teachers, representatives of professional education organizations—to comment on these findings. Most raise the same issue: How can so many rural teachers say they are satisfied with the quality of education at their schools and then turn around and say they don't expect students to reach national achievement norms or attend college or complete college if they do attend?

Possibly the answer is straightforward: most rural teachers may feel they are working in a difficult situation, with students whose cultural traditions do not necessarily support academic achievement or college attendance, and whose parents are not often oriented toward these goals. They may feel that under these circumstances, they and their schools are doing a fine job. But the disturbing issues remain: do teachers expect too little of village students? And what should count as "educational success" in rural Alaska? Such questions as these must be answered before we can reasonably expect to improve the effectiveness of rural schooling in Alaska.

This report, entitled *Effective Schooling in Rural Alaska* (27 pages), was prepared by Judith Kleinfeld and G. Williamson McDiarmid under the auspices of the College of Human and Rural Development and the Institute of Social and Economic Research, University of Alaska. The teacher survey on which the report was based was part of a study of school governance in rural Alaska, conducted by Dr. Gerald McBeath at the University of Alaska with the assistance of the authors and others. The report is available from the Institute of Social and Economic Research, 204 Chapman Building, University of Alaska, Fairbanks, AK 99701, or from ISER in Anchorage, 707 A St., Suite 206, Anchorage, AK 99501, telephone 278-4621. For more information on this report, call Judith Kleinfeld, ISER-Fairbanks, 474-7435.

RESEARCH SUMMARY
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STATE OF ALASKA

DEPARTMENT OF LAW

OFFICE OF THE ATTORNEY GENERAL

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465-3603

February 6, 1984

The Honorable Mae Tischer
Alaska State House
Pouch V
Juneau, AK 99811

Dear Representative Tischer:

You have asked us to review HB 504, "[a]n Act establishing the teacher scholarship loan program." This bill raises several constitutional and legal questions which we briefly address below.

Several provisions of this proposed legislation are subject to challenge under the equal protection clauses of the United States or Alaska Constitutions. These concern (1) the establishment of racial quotas in loan distribution; (2) the exclusion of graduates of private high schools, and (3) the limitation of total forgiveness to teachers who teach in the district from which they graduated. Another constitutional issue raised by this bill concerns the prohibition against dedicated funds.

The United States Supreme Court has adopted a "two-tiered" analysis for evaluating most legislative classifications challenged under the federal equal protection clause. A classification which is "suspect" or impinges upon a "fundamental right" is subject to "strict scrutiny." A law that makes a classification based on race or ethnicity is "suspect" and, consequently, will be closely examined by the court to determine whether (1) it is supported by a compelling state interest, and (2) whether the racial or ethnic classification is necessary to promote that state interest. The first equal protection issue identified above would be analyzed under this test. The second and third do not involve suspect classifications or fundamental rights and, therefore, under federal law would be subjected to the less demanding standard of whether (1) the classification promotes a legitimate state interest, and (2) whether the means chosen to achieve that interest is rational.

The Alaska Supreme Court has adopted a single standard of review for equal protection questions arising under the Alaska Constitution which is more rigorous than the federal "rational basis" test and, in areas involving suspect classifications and fundamental rights, is comparable to the federal standard. The Alaska Supreme Court would inquire as to the purposes of the statute and the circumstances surrounding it to determine whether those purposes are legitimate and fall within the police power of the state. Then the court would determine whether the means chosen "substantially furthers the goals of the enactment." Finally, the court would balance the state interest in the chosen means against the nature of the constitutional right involved. State v. Erickson, 574 P.2d 1, 12 (Alaska 1978); Isakson v. Rickey, 550 P.2d 359 (Alaska 1976).

Under section 650(b), the award of loans is to be "in direct proportion to the distribution of ethnic groups" among eligible students. This provision establishes a racial quota and would be subject to close examination under both federal and state law.

We have serious reservations regarding the ability of the bill to survive an equal protection challenge, under either the federal or state analyses described above, to the ethnic classification of § 650(b). Even if the court were to find the purposes of the bill, as expressed in sections 600 and 610 to be compelling ones, which cannot be assumed, the court would closely scrutinize the means chosen to achieve those ends. Since the means employ ethnic criteria, the bill would fall if the court were to find that the ends could be achieved by less discriminatory means. An example may be helpful. In a school district with 90 percent Alaska Natives, and 10 percent non-Natives, if there were 10 loans to be awarded, nine would be available for distribution to Alaska Native students and one for a non-Native student. If only eight Alaska Natives and two non-Natives applied for loans, the bill would require that only one non-Native get a loan, despite the shortage of Alaska Native applicants. The quota in § 650(b) is not expressed as simply a preference, but as an inflexible mandate, which may not be necessary to accomplish the stated objectives. 1/ Of course, if it could be shown that the means employed in this legislation are

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1/ This example is for illustrative purposes only and is not meant to suggest that substituting a preference for the existing quota would necessarily render it constitutionally permissible.

essential to remedy problems identified in § 600 and 610, or problems that could be identified, 2/ the provisions of § 650(b) could be upheld.

The second equal protection issue arises with respect to the restriction of this program to graduates of public high schools. Although § 610 states that the purpose of the bill is to provide an incentive "for graduates of Alaskan high schools ...", and § 600 identifies problems found in rural schools, § 640 and 650 restrict participation to graduates of public schools, and the forgiveness benefits are only available to those who teach in public high schools. If the preservation and pedagogical use of cultural heritage and traditions, through inducement of rural students to return and teach in rural areas, is the main objective of the bill, the restriction to graduates of and teachers in public high schools would not seem to further that goal. Consequently, this provision may also be subject to challenge under state, if not federal, law.

The forgiveness provision in § 640(2) also raises equal protection concerns. Under § 640(2), total forgiveness is available only to students who return to teach in the school districts from which they graduate. Assuming the main purpose of the bill is that stated above, it would seem that a return to the general area or culture in which the student was raised would suffice to achieve it. 3/ It appears unlikely that each school district is so culturally distinct as to justify such a restriction.

2/ In a recent case the United States Supreme Court upheld a law that employed racial and ethnic criteria. The case involved a federal law giving a 10 percent preference for minority businesses in the award of certain contracts, with the intent of remedying the present effects of past discrimination. Before a legislative body can predicate a race-conscious remedy on redressing past discrimination, however, findings of past discrimination sufficient to justify that remedy must be made. Valentine v. Smith, 654 F.2d 503 (8th Cir 1981). Our brief review has uncovered no cases which sanction the use of a racial or ethnic quota where there are not factual findings that the racial imbalance sought to be remedied is due to past discrimination.

3/ Additionally, it should be considered that many rural school districts will have a limited capacity to absorb new teachers,
(Footnote Continued)

A constitutional problem of a different nature arises with respect to administration of the loan program under § 620. That section establishes the program as a revolving loan fund in which all repayments of principal and interest are put back into the fund and used to make new loans. This may contravene the constitutional prohibition against dedicated funds. Alaska Const., art IX, sec. 7. However, this department has indicated that it will defend such legislation until this issue is definitively resolved. 13 Op. Atty. Gen. Nov. 30, 1982.

We suggest, finally, that the term "ethnic minority" be defined to obviate questions of statutory interpretation that might arise as this program is implemented. For example, it is unclear whether each group in a community composed of Tlingits, Haidas, and Tsimpshians would be considered members of a single "Alaska Native" ethnic group, or whether each would be considered a distinct ethnic group.

If you have any other questions about this bill, please do not hesitate to contact us.

Sincerely yours,

NORMAN C. GORSUCH
ATTORNEY GENERAL

By: Linda Scoccia
Linda Scoccia
Assistant Attorney General

LS:jal

cc: Arthur H. Peterson

(Footnote Continued)
and a teacher who is unable to get a job in his or her school district of origin may be in effect penalized as a result, by being ineligble for forgiveness under § 640(b).

1, 1964

Dear Rep. Hayes:

Here is an article on your Native teacher scholarship bill. Perhaps you will find it useful — perhaps you can even induce some newspaper to print it after nine months of controversy, the University of Alaska has never contradicted my facts — they have only attacked my character.

If you have any questions, please phone.

Yours truly,

Jim Gre

Feb. 1, 1984

Jim Greig, Ph.D.
Box 399
Bernalillo, N.M.
87004
(505) 867-2969

FUND STUDENTS, NOT PROFESSORS -- THE HAYES SCHOLARSHIP BILL

Rural Native American students may soon receive $10,000 per year scholarships towards teaching degrees if the bill recently introduced by Alaska State Representative Joe Hayes is successful. Many voters may see this as too much money lavished on a favored ethnic minority. They may see this bill as both an example of government waste and of government reverse discrimination. But, I have good evidence to show that this bill is neither wasteful nor discriminatory. The reality is quite the opposite.

My evidence comes from inside information, information that is common knowledge among rural college professors and administrators but is almost never released to the general public. I can divulge this information because I was willing to risk my career in Alaska rather than cover up the waste that I found in rural higher education. For any that care to investigate this evidence, I have quite extensive, specific information. In 1981 and 1982 I worked as a University of Alaska professor among Native American villages along the Yukon River. Then, in the spring of 1983, I worked as the director of a "non-profit" Native teacher education program among the villages of the Bering Sea. The following are just as few of my experiences as a rural educator.

When I arrived at my job on the Bering Sea, I was responsible for directing an on-going $346,000 Federal program that was coordinated with two University of Alaska programs that cost about $252,000. In all, we were spending about $600,000 per year. All the publicly released documents -- grant requests, appeals for more state funding, etc. -- advertised that we had over 40 students, all rapidly progressing towards their teaching degrees. But, after I had been on the job for a month, nothing seemed to be happening. Four or five students seemed to be doing some of their assignments, but that was about all. This program had been running for a year and a half before I arrived. Had the students done any work during that year and a half? It was hard to say. No credit hour totals had ever been compiled. What was the total cost of this program? Again, no total cost figures had ever been kept. I asked the university officials for their totals, but they said that they didn't have any.

In attempting to determine the success rate of my program, I began to piece together the facts. If the program really was not working, perhaps something could be done to improve it. But, first I had to determine what was actually happening. So, I began to assemble complex charts on my office walls -- charts showing student progress during the current semester and charts showing student progress during the previous semesters.

At first it was difficult to determine just what I should consider as a "student." After all, I had over 40 people signed up, and all were claiming to be "students." Yet, little work was being done. But, then I found a clear solution. If, for example, those in my program completed a total of 1000 courses (3 credit hours each) during the school year, and if each full time student was theoretically expected to complete 10 courses per year, then I could justifiablly speak of having 100 "students." This would be true no matter how many people were actually on my rolls. Further, if the total cost of my program was, for example, $1,000,000 per year, then I could say that the efficiency of this program was $10,000 per student per year.

Such cost effectiveness is so easy to calculate that it could be demanded by the State Legislature and even published in the newpapers. In this way alternative programs could openly compete with each other for public funds. At present, university administratcrs hide such statistics as though they were nuclear secrets.

For example, one day two officials from a rural community college came by and noticed the charts on my wall.

"Better not display information like that," said one.

"Best not to collect such information in the first place," said the other.

These well intentioned men simply wanted to give me good survival advice. Nevertheless, I kept on with my chart work. Soon my charts clearly showed that over the last year and a half this program had not 40 students but only 5 students. I was generously calculating that one "student" would complete about seven courses per year -- which is only a part-time load anywhere else. Further, we were spending not $10,000 but $120,000 for each student each year. At this rate, the price of just one teaching degree was going to be well over $700,000.

I went to a high administrator of the local community college that formed part of this program.

"Look at these charts," I said. "This program clearly isn't working."

"I know," said the administrator, "but we have tried almost everything."

I had been giving some thought to another, quite obvious approach. It seemed to me that most Native American college graduates that I met in rural Alaska earned their degrees at major campuses. Scholarships large enough to allow our average student, who often had dependent children, to venture onto a large campus, might be the way to go.

"What about setting up a large scholarship fund to send our best students to major campuses?" I asked. "It might be worth a try."

"No way!" He said.

At this point, I should give the reader some background information. Why was this administrator so upset over my suggestion? The answer is that if these scholarships were granted, his college would not only be losing student tuition money, but it would also be faced with decreasing enrollment statistics. His total student enrollment was a major factor in his own funding and was a major factor by which his bureaucratic superiors measured his effectiveness as an administrator. He didn't want to send away promising students -- even if it was to their advantage.

Why don't other rural professors protest over the waste within their own programs? After all, don't professors have the freedom and desire to "profess" the truth? The answer to this is, again, "No way!" Almost two hundred Ph.D's applied for the position that I was selected for at the University of Alaska. Most of these were unemployed. Even if they could find jobs in the Lower Forty-Eight, their average pay would only be about $18,000. The Alaskan bush is often their last chance to make up for all those years at the poverty level. My Alaskan job paid about $50,000 per year, plus a long vacation, junkets to southern

California, and other benefits. With these wages and with 200 Ph.D's waiting in line to replace you, are you going to rock the boat? Probably not.

If you are a boat rocker, you are very quickly replaced. Through a process of natural selection, all boat rockers are soon jettisoned, and only those with a stomach for this kind of excursion survive. I now run my own construction company in New Mexico.

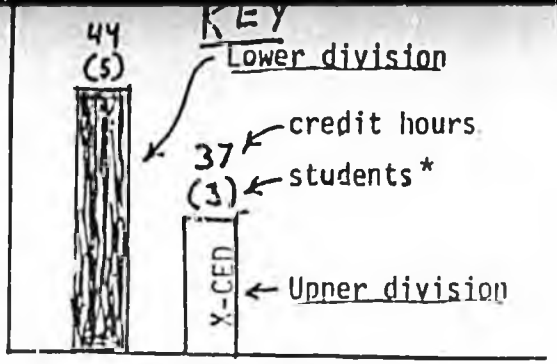
So, would this $10,000 scholarship be wasteful? Not at all. In fact, quite the opposite. If my program is typical, and I believe it is, the taxpayer is already spending up to $120,000 a year for each rural student. How much better would it be for this money to fund twelve students directly, instead of one student indirectly. As it is, most of this $120,000 per student never benefits the student, but instead benefits the bank account of some professional educator. The case is similar if the efficiency of the main rural teacher education program of the University of Alaska at Fairbanks, the X-CED Program, is put to the test. X-CED spends in excess of $1,130,000 per year to field eight professors, some with as little as two or three actual students. This money alone would fund 113 $10,000 scholarships -- perhaps far more scholarships than rural Alaska could presently absorb. Figured this way, the direct benefits become tremendous, and this scholarship program is already funded. It is just a matter of switching the money around.

Would this scholarship constitute reverse discrimination? I think not. The point of this scholarship is not to reward someone for having a particular kind of genes, but for having a particular kind of knowledge. Someone with, for example, Inupiaq ancestory who was raised in Ireland would not be a fitting candidate for these scholarships. On the other hand, an Irish child adopted by an Inupiaq family presumably could become a scholarship candidate. Further, these scholarships would not be designed to reward a student simply because he is a product of Alaskan Native culture. If, for example, the proposed scholarship were for a degree in electrical engineering, then the student's cultural knowledge would have no relevance. But, the point here is that such cultural knowledge is directly relevant to the student's future duties as a teacher of his own children. As has been amply demonstrated, teachers from the American mainstream rarely remain in a Native American village long enough to understand their new culture or to understand their students. Due to this lack of cultural and linguistic knowledge, effective education suffers.

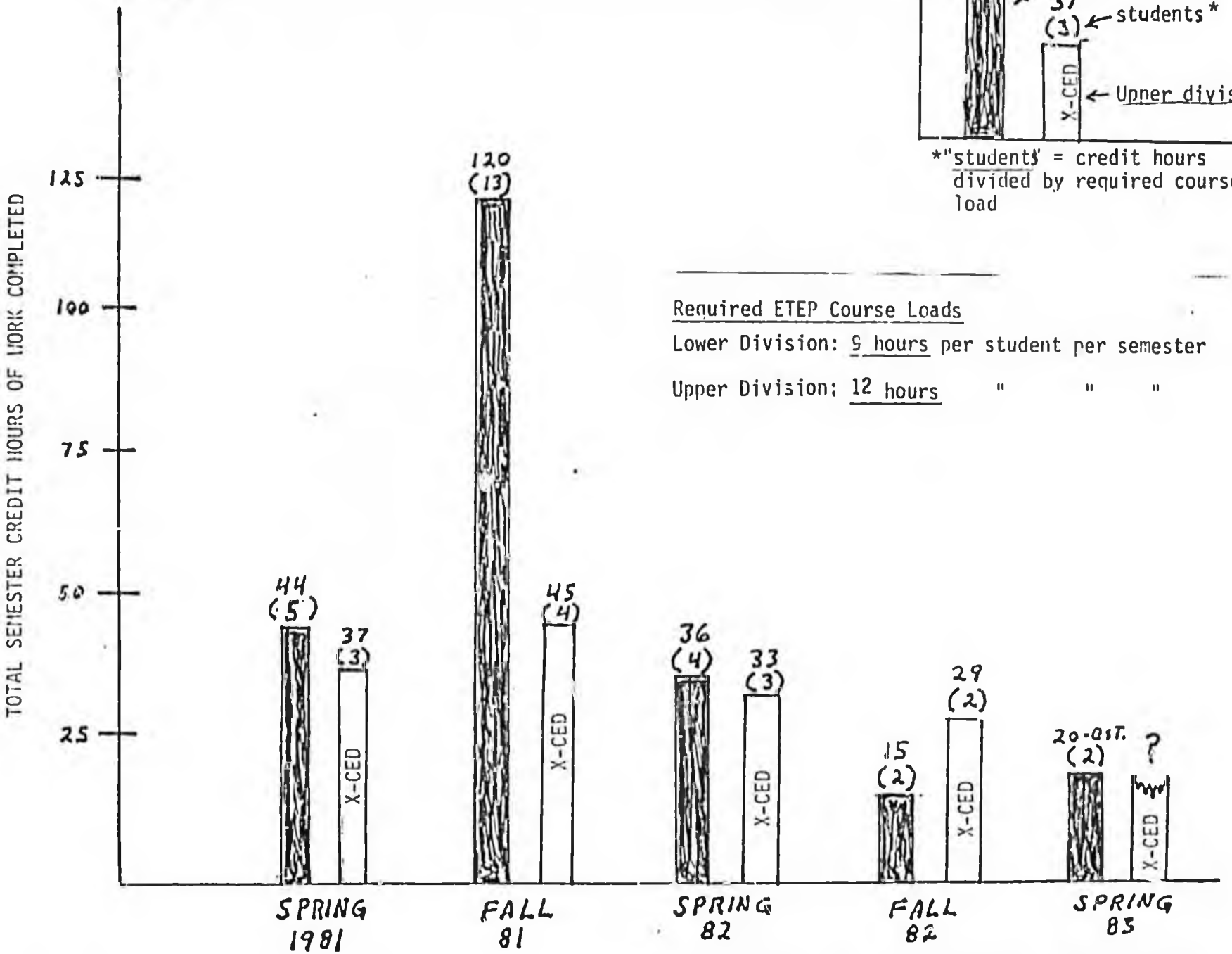
To conclude, from direct experience I know that much of rural higher education is extremely wasteful. For every $100,000 the state pours into rural programs, over $90,000 gets drained away by a vast bureaucracy of professional educators. How much better would it be to give the students money directly and to cut out all of these expensive middlemen. These educators will certainly scream over such a proposal. But, they can easily be silenced by auditing their programs and calculating the total cost per actual student. At present this ratio is never made public.

Secondly, It seems only fair that rural Alaskan communities be given the opportunity to educate their own children. These scholarships should not be seen as discriminating against those who are not Native Americans, but as rewarding those who have a specialized and valuable kind of knowledge.

BAR GRAPH of ETEP PROGRESS



*"students" = credit hours divided by required course load



Required ETEP Course Loads

Lower Division: 9 hours per student per semester

Upper Division: 12 hours " " "

Totals do not include work by 2 non-Native students who are not funded by ETEP.

Presented by Jim Greig, ETEP Director, to the Kawerak Board of Directors, April 20, 1983.

Prepared by Jim Greig, ETEP Director (2)

ANALYSIS OF ETEP PERFORMANCE -- APRIL 20, 1983
(With some revisions for more precise data & corrections on 4/24)

TOTAL PROGRAM COST (Both X-CED & Lower Division, Spring Sem. '81 -- Sp. Sem. '83)	
ETEP Budget for Entire Program (11/1/80 to 6/30/83)	$848,296
Cost of X-CED for 2½ years *	382,880
Cost of NWCC for 2½ years *	247,430
Total Program Cost (X-CED & Lower Division)	1,478,606
Total Credit Hours Produced (X-CED & Lower Division) *	517
Cost per Credit Hour	$2860
Cost for One 130 hour Teaching Degree (B.Ed.):	$371,800
Average number of students per semester (Calculated using "required course loads" -- see bar graph) *	8

COSTS FOR 1982 - 1983 SCHOOL YEAR (Both X-CED & Lower Division)	
Total Program Cost	$598,762
Total Credit Hours Produced (est.)	88
Cost per Credit Hour	$6804
Cost for 130 hr Teaching Degree (B.Ed.):	$884,520
Average numbers of students per semester (Calculated using "required course loads" -- see bar graph)	4

ANALYSIS OF BERING STRAITS REGION X-CED PERFORMANCE -- Prepared April 22, 83

TOTAL X-CED PROGRAM COST, SPRING SEMESTER '81 THROUGH SPRING SEMESTER '83	
Total X-CED Budget (est., extrapolating from '82-'83) *	$382,880
Total Semester Credit Hours Produced (est.) *	173
Cost per Credit Hour	$2,213
Cost for 130 hour teaching degree (B.Ed.)	$287,690
Average number of students per semester * (Total cdt. hrs., divided by 5 semesters, divided by 12 hr. normal course load)	2.9

*Separate sheets of paper contain information explaining these calculations

PREPARED BY JIM GREIG, ETEP DIRECTOR

REVISED COSTS 4/20/83

CORRECTED NWCC COSTS 4/24/83

ETEP, X-CED, & NWCC ANNUAL COSTS FOR ETEP PROGRAM (UPPER & LOWER DIVISIONS)

ETEP	1982-83 Budget	$346,630

X-CED

Total X-CED Budget 1982-83
$1,130,966
Total number of X-CED student statewide: 96
Number of X-CED students in Bering Straits Region: 13
Therefore costs: 13/96 x $1,130,966 = $153,152

NWCC

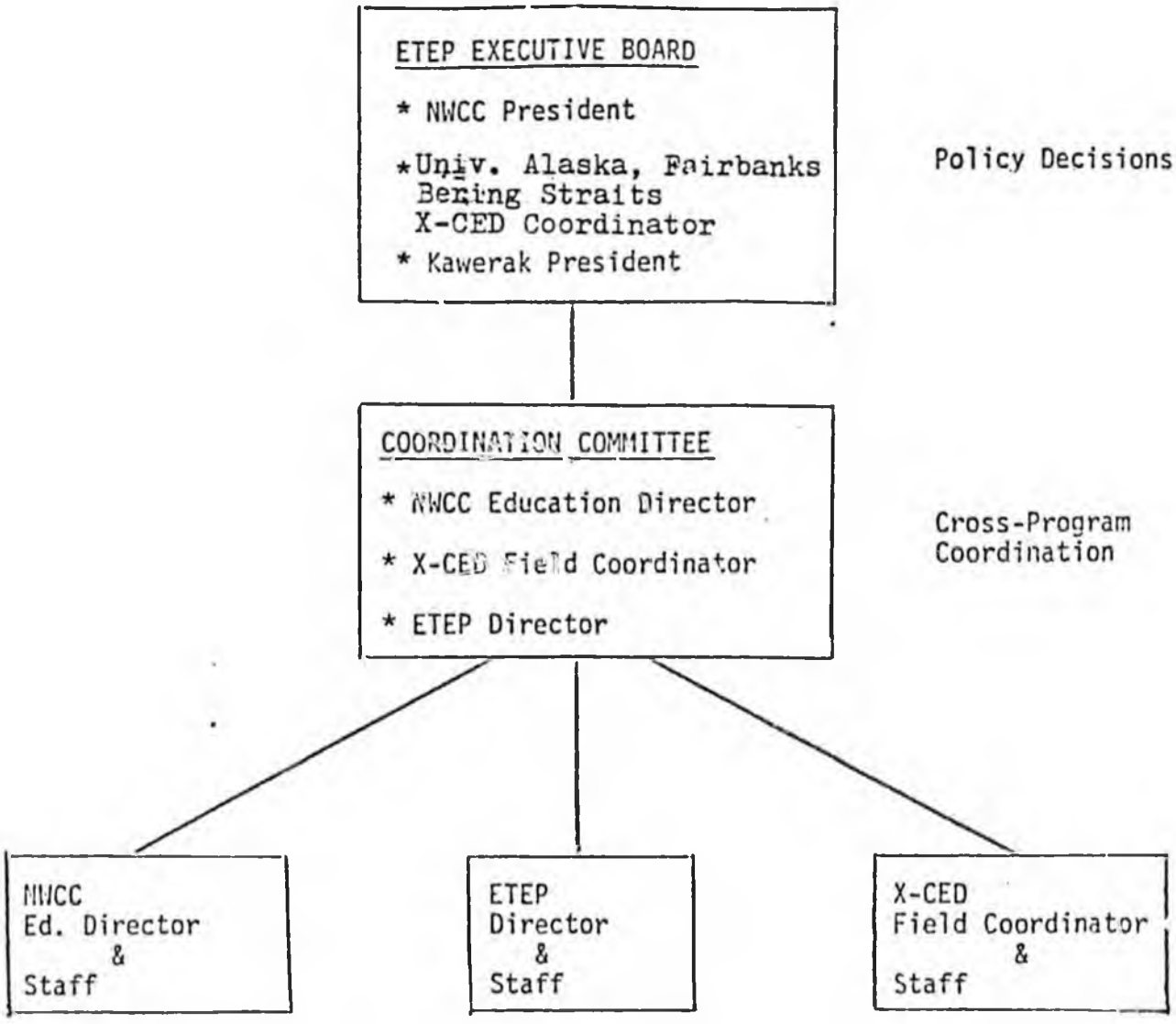
NWCC Affiliated Staff Salaries: $73,150
(From ETEP Title VII grant request p.7-14
Travel (not, as in ETEP, 25% of salaries but, approximately 10%) $7,315
Indirect charges (as in ETEP, 23%) $18,507

Total for NWCC $98,972

TOTAL FOR ALL OF THE ABOVE (i.e. for school year 1982-83) $598,762

NOTE: These two information sheets on ETEP organization, although prepared for a Title VII grant proposal, generally show the de facto ETEP organizational plan.

ETEP ORGANIZATION CHART (Administrative)



Daily Operations

Ousted director raps rural teacher program

By MARTHA ELIASSEN
Daily News reporter

The former director of a Nome-based Eskimo teacher training program claims he was fired because he has said publicly that the program costs too much and it is not working.

Dr. Jim Greig, a philosophy professor who has taught in universities around the world and was hired in January to oversee the Eskimo Teacher Education Program in northwest Alaska, claims hundreds of thousands of dollars are going into the program but only a handful of students are benefiting.

The program was developed two years ago by Kawerak Inc., a non-profit Native corporation, to provide teacher training in individual villages. It is coordinated by Kawerak, the Northwest Community College in Nome and a cross-cultural education program based at the University of Alaska Fairbanks.

University and Kawerak officials say Greig was not on the job long enough to make an accurate judgment. They say he misunderstood the nature of the training program.

In the past year and a half, Greig said, about $598,000 a year has been used to educate five students. Although 27 students are registered this semester, Greig said, the majority are students "in name only." They do not attend classes or complete assignments regularly and have collectively earned only 16 credit hours this semester, he said.

Greig estimates the cost of one teaching degree earned through the program at $800,000.

"Everybody realizes it isn't working and they don't know what to do," Greig said.

After he was hired in January, Greig said he spent the first month or so writing grants for the program because funds run out this summer. But after praising the program to the government and oil companies, Greig said he began investigating its success in producing Eskimo

Continued from Page A-1

teachers for village schools.

"A lot of money has been spent since the ETEP program began with very little produced," Greig said in an initial memo to Caleb Pungowiyi, Kawerak president.

Greig said he gave a presentation to the Kewarak board of directors April 21 outlining what he says are the shortcomings of the program. He received a memo from Pungowiyi April 25 telling him he had been fired for unsatisfactory performance.

"Obviously, I am being fired for telling the truth," Greig said. Facts about the success rate of the program have been deliberately hidden to make sure it continues, he said.

"There are a few people out there who understand how the system works and are milking it for all it's worth," Greig said.

"My firing is made even more repugnant by being described as 'in the interests of students,'" Greig said in a protest letter to Pungowiyi. "Eight-hundred-thousand dollar degrees are not in the interest of the students — their interests lie in the efficient use of the $598,000 poured into ETEP each year."

Pungowiyi said Greig does not understand what the program is meant to accomplish and made judgments about rural Alaska he did not have the background to make.

"What Jim does not understand is the need for Eskimo teachers and the cost of education in rural Alaska," Pungowiyi said.

The aim of the program is to prepare Eskimos for teacher certification in their own villages, at their own pace, he said.

Though Greig had proposed that it would be much cheaper to give Eskimo students university scholarships, Eskimos who enroll in urban colleges have a high dropout rate, Pungowiyi said.

"There is no doubt that the program is expensive," Pungowyi said. The pay-off will be in 10 or more years rather than within the next two years, he said.

Mike Metty, Northwest Community College president, said Greig made his judgments with only "a couple of months of observation." The goal of the teacher training program is to develop a pool of young people who could one day become certified teachers, he said.

Metty acknowledged enrollment in the program fluctuates. "Right now, we know we're going to lose students on St. Lawrence Island because whaling has started," he said. Education in rural Alaska is unlike education anywhere else because of the demanding way of life, he said.

Furthermore, college is a relatively new idea in the Eskimo culture, Metty said.

"There was no premise that the program was going to produce 40 teachers in four years," Metty said. "We hope to get 30 or 40 teachers over a decade."

But Dr. Gene Adam, former field coordinator for the university cross-cultural program, said some of the original grant applications had more optimistic projections.

Adam, who now teaches English at Fairbanks Community College, supports Greig's view and said the spending bears investigation by taxpayers.

"I think he (Greig) is saying, 'Here is the cost, here is the product,'" Adam said.

Rural education is expensive and it is difficult to coordinate, Adam said. "I have the greatest respect for those students. They have to catch fish, they have to work, they have to take care of their kids and they have to mail in their homework," he said.

"The idea of bringing education into every little valley is a noble one but it's not very practical," Adam said.

Rep. Terry Martin, R-Anchorage, said Greig's concerns about the Nome-based programs are similar to his own about the high cost of rural education in general.

"When you compare it to some of the other programs I've been bickering about, it's not out of line," Martin said.

"The concept has been around for a long time to get Native people to work with Native people," Martin said, but the cost of present methods is too high.

In addition to the letter to Pungowiyi protesting his firing, Greig flew to Fairbanks from Anchorage Tuesday to discuss the situation with university officials.

He said he plans on returning to New Mexico in a week or so to resume a lucrative adobe construction business.

END

This story also appeared in:
-The Anchorage Times
-The All-Alaska Weekly (headlines)
-The U.S.A. Today (national paper)
-Associated Press (sent nationally)
-Alaska Public Radio
-And many other news sources.

RESUME

JAMES GREIG

Box 399
Bernalillo, New Mexico 87004

(505) 867-2969

EDUCATION

UNIVERSITY OF COLORADO, Boulder. B.A. 1964, M.A. 1969. Philosophy major, English minor.
UNIVERSITY OF NEW MEXICO, Albuquerque. Ph.D. 1978. Philosophy major, English minor. Dissertation:"The Overman & the Unity Of Nietzsche's Phil."

AREAS OF SPECIALIZATION: Cross-cultural Ed., Interdisciplinary Ed., Humanities, Philosophy, English.

TEACHING EXPERIENCE

1969 LATIN AMERICAN INSTITUTE, NY, NY. Instructor of English as a Second Language.

1969-70 SOPHIA UNIV., Tokyo. Instructor of Philosophy & English.

1971-74 UNIV. OF NEW MEXICO, Albuquerque. Instructor of Philosophy.

1974-75 UNIV. OF GUAM, Agana. Instructor of Philosophy & English.

1976 TEXAS TECH UNIV., Lubbock. Assist. Prof. of Philosophy.

1981-82 UNIV. OF ALASKA, Fairbanks. Assist. Prof. X-CED Program (Cross-Cultural Education Development Program, Sch. of Ed.). Duties: Interdisciplinary humanities"specialist" in a Native teacher education program. Administered B.Ed. program over a 200,000 sq. mile area. Flew between and resided in remote Athabascan Native American villages in the interior of Alaska.

1982 UNIV. OF ALASKA, Fairbanks. Assist. Prof. of Philosophy.

1983 ESKIMO TEACHER EDUCATION PROGRAM (ETEP), Nome, Alaska. Director. Duties: Administer a $346,000/yr. Title IV program, write grant requests, coordinate program planning with the University of Alaska and the Northwest Community College, develop curriculum, supervise bi-lingual student teachers, teach B.Ed. related courses. Constant flights into Eskimo villages in Bering Straits.

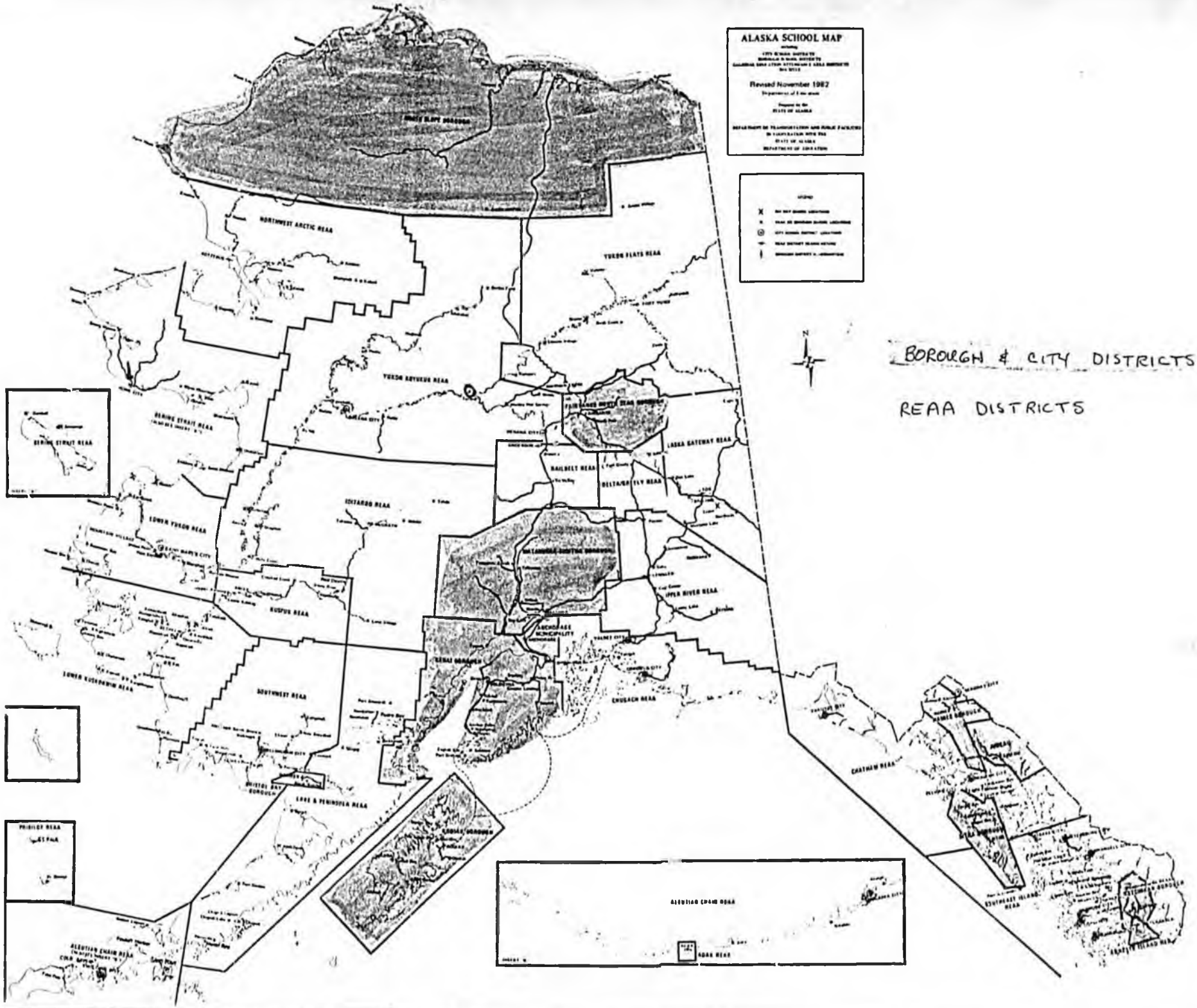
COURSES TAUGHT

Humanities
English Literature
Philosophy & Mythology
English Grammar & Composition
American Philosophy
English as a Second Language
Logic
Introduction to Philosophy
History of Philosophy & Science
Contemporary Philosophy

(Note: These are courses I developed & taught, I tutored a range of others

OTHER EXPERIENCE

1970 Editor, Encyclopedia Britannica, Tokyo, (part-time editing).


ALASKA SCHOOL MAP
Revised November 1982
BOROUGH & CITY DISTRICTS
REAA DISTRICTS

ASSOCIATION FOR SCHOOL, COLLEGE AND UNIVERSITY STAFFING
Box 4411
Madison, Wisconsin 53711
608 271-8782

TEACHER SUPPLY/DEMAND 1984

A Report Based Upon an Opinion Survey
of Teacher Placement Officers

Survey and Report by:

James N. Aki.
Career Planning and Placement Center
Kansas State University
Manhattan, Kansas 66506
913 532-6508

1984 ASCUS TEACHER SUPPLY/DEMAND REPORT
Survey of October, 1983

BACKGROUND

In 1976 the Executive Committee of the Association for School, College and University Staffing (ASCUS) directed then President, Jim Akin, to develop teacher supply/demand information for dissemination to the ASCUS membership and to the public. A survey of the entire institutional and associate membership was conducted at that time and became the prototype for the current annual teacher supply/demand survey and report. Comparisons in this report include new data, as well as those from previous reports dating back to 1976.

The three-page survey instrument has been modified only slightly from previous years for the 1983 survey (1984 report). Copies of the instrument were forwarded to basically the same placement officers who participated in recent surveys. The report deals with nine continental United States regions, plus Alaska and Hawaii. The chart of the regions is shown below. Of the 67 instruments mailed, 61 were received from Teacher Placement Officers in time for utilization in this report.

The survey requested supply/demand comparisons for different years for elementary and secondary teachers by field. In addition, it asked for average beginning salaries for graduates in special education, elementary and secondary education for recent placement years.

MAP OF REGIONS

AK=Alaska, HI=Hawaii, 1=North West, 2=West, 3=Rocky Mountain, 4=Great Plains/Midwest, 5=South Central, 6=South East, 7=Great Lakes, 8=Middle Atlantic, 9=North East

TEACHER SUPPLY/DEMAND REPORT

- After three years of decreasing optimism among reporting placement officers, it appears that the job market for teachers has bottomed and that the job market, generally, will be the same or better for new teachers for the 1984-85 school year.

- For the third consecutive year, education placement officers in the South Central region (#5) expressed higher levels of optimism about teacher employment than did their counterparts in other regions.

- For the third consecutive year, placement officers in the New England region (#9) expressed less optimism for teacher employment than did their counterparts in other regions.

- Compared to reports from their own regions one year earlier, increased optimism for the teacher job market was reflected by teacher placement officers from the following regions: Alaska, Northwest (#1), Middle Atlantic (#8), Southeast (#7), Northeast (#9), Great Lakes (#6), and West (#2).

- Compared to reports from their own regions one year earlier, decreased optimism for the teacher job market was reflected by teacher placement officers in the following regions: Hawaii, Great Plains/Midwest (#4), and Rocky Mountain (#3).

- Only in the fields of mathematics, physics, computer programming and chemistry is there a considerable teacher shortage, nationwide.

- Only in physical education is there a considerable surplus of teachers, nationwide.

- Sixteen subject areas were identified as having a slight or a considerable teacher shortage.

- Ten subject areas were reported as having either a slight or considerable surplus of teachers.

- Fifteen teaching fields were identified as having a balanced supply/demand.

- The identification of those fields having considerable shortage or considerable surplus was consistent throughout most regions of the United States.

For:
ASCUS Supply/Demand
January, 1984

By:
James N. Akin
Kansas State University

RELATIVE DEMAND BY TEACHING AREA AND YEAR
Continental United States

Based upon a Survey of Teacher Placement Officers

	1984	1983	1982	1981	1980	1979	1976
Teaching fields with considerable teacher shortage....(5.00-4.25):							
Mathematics	4.78	4.75	4.81	4.79	4.80	4.68	3.86
Science-Physics	4.45	4.46	4.41	4.56	4.23	4.36	4.04
Computer Programming	4.34	--	--	--	--	--	--
Science-Chemistry	4.25	4.30	4.13	4.42	4.18	4.09	3.72
Teaching fields with slight teacher shortage.....(4.24-3.45):							
Data Processing	4.18	4.36	3.86	--	--	--	--
Bilingual Education	4.04	3.83	4.13	4.10	4.21	4.32	--
Special Education-LD	3.98	4.09	4.20	4.47	4.48	4.50	4.00
Special Education-ED/PSA	3.84	4.08	3.98	4.22	4.36	4.22	3.42
Speech Pathology/Audio.	3.83	3.62	3.95	4.27	4.17	3.83	3.68
Special Education-Multi. Handi.	3.77	3.82	3.95	4.13	3.87	3.24	--
Special Education-Gifted	3.74	3.80	3.81	4.10	4.33	4.56	3.85
Science-Earth	3.70	3.80	3.89	4.08	3.64	3.82	3.44
Science-General	3.65	--	--	--	--	--	--
Special Education-MR	3.55	3.71	3.84	4.14	4.23	4.39	2.87
Industrial Arts	3.50	3.96	4.36	4.72	4.77	4.68	4.22
Special Education-Reading	3.48	3.39	3.73	4.21	4.23	4.27	3.96
Teaching fields with balanced supply and demand.....(3.44-2.65):							
Vocational Agriculture	3.44	4.02	4.36	4.46	4.73	4.67	4.06
Science-Biology	3.40	4.10	3.66	3.98	3.50	3.49	2.97
Nurse (school)	3.40	--	--	--	--	--	--
Library Science	3.30	3.09	3.12	3.31	3.58	4.26	--
Music-Instrumental	3.25	2.97	3.28	3.33	3.65	3.33	3.03
Language, Mod.-Spanish	3.18	2.77	2.68	2.95	3.34	2.88	2.47
English	3.13	2.90	3.21	3.37	3.51	2.78	2.05
Business	3.11	3.24	3.47	3.50	3.80	3.65	3.10
Language, Mod.-German	3.08	2.51	2.48	2.58	2.70	2.17	2.03
Language, Mod.-French	3.00	2.59	2.49	2.58	2.68	2.49	2.15
Music-Vocal	3.00	2.89	2.95	3.06	3.32	2.97	3.00
Psychologist (school)	2.98	3.19	3.56	3.70	3.87	3.43	3.09
Counselor-Elementary	2.80	3.03	2.72	3.05	3.38	2.96	3.15
Speech	2.70	2.51	2.76	2.65	2.50	2.47	2.46
Counselor-Secondary	2.67	2.83	2.79	3.13	3.76	3.03	2.69
Teaching fields with slight surplus of teachers.....(2.64-1.85):							
Driver Education	2.61	2.94	2.77	2.87	2.98	3.06	2.44
Journalism	2.60	2.63	2.61	2.77	2.98	2.50	2.86
Home Economics	2.43	2.44	2.43	2.54	2.85	2.67	2.62
Social Worker (school)	2.33	2.27	2.34	--	--	--	--
Elementary-Intermediate	2.20	2.11	2.26	2.56	2.84	2.33	1.90
Elementary-Primary	2.13	2.11	2.02	2.24	2.77	2.19	1.78
Social Science	1.91	1.75	2.11	2.05	1.98	1.83	1.51
Health Education	1.90	1.76	1.90	2.24	2.17	2.16	2.27
Art	1.89	1.92	1.84	2.00	2.45	2.06	2.14
Teaching field with considerable surplus of teachers..(1.84-1.00):							
Physical Education	1.61	1.54	1.72	1.80	1.82	1.67	1.74

5 = Greatest Demand, 1 = Least Demand

ASCUS Supply/Demand
January, 1984

James N. Akin
Kansas State University

TEACHER SUPPLY/DEMAND BY FIELD AND REGION

Region	Alaska	Hawaii	1	2	3	4	5	6
Field								
Agriculture	3.00	4.00	4.00	3.00	2.50	3.00	4.00	4.00
Art	2.00	2.00	1.50	1.67	1.50	2.17	2.33	2.00
Bilingual Ed.	4.00	4.00	4.60	4.70	3.67	4.67	4.40	4.00
Business	3.00	3.00	2.92	3.50	2.50	3.20	2.63	3.00
Computer Programming	4.00	--	4.75	4.50	4.33	4.70	4.80	4.60
Counselor-Elem.	2.00	3.00	3.33	2.50	3.00	3.00	2.75	2.67
Counselor-Sec.	3.00	3.00	3.00	2.43	3.00	3.00	2.50	2.50
Data Processing	--	--	4.50	4.50	5.00	2.33	4.00	4.67
Driver Ed.	1.00	3.00	2.92	2.33	3.50	2.50	2.50	3.00
Elem.-Primary	1.00	1.00	2.00	2.86	1.40	2.00	2.44	2.00
Elem.-Intermediate	1.00	1.00	2.00	2.71	1.75	2.17	2.44	2.17
English	3.00	3.00	2.17	3.36	3.17	3.83	3.63	3.00
Health Education	1.00	3.00	1.66	2.50	1.60	1.50	1.63	1.67
Home Economics	4.00	3.00	2.63	2.50	2.00	2.25	2.17	2.40
Industrial Arts	2.00	4.00	3.38	3.00	2.67	3.00	4.33	3.75
Journalism	--	3.00	1.75	2.60	2.75	3.40	2.43	2.40
Language, Mod.-French	--	3.00	2.33	2.14	3.20	3.33	3.25	3.33
Language, Mod.-German	--	3.00	2.50	2.14	2.83	3.30	3.50	3.67
Language, Mod.-Spanish	--	3.00	3.00	2.71	3.00	3.17	3.38	3.33
Library Science	5.00	3.00	3.00	3.25	3.50	2.80	3.50	3.40
Math	3.00	4.00	4.83	4.71	4.33	4.83	5.00	4.83
Music-Instrumental	4.00	2.00	3.83	3.43	3.67	3.33	3.56	2.50
Music-Vocal	4.00	2.00	3.83	2.67	3.20	3.33	2.89	2.67
Nurse (school)	3.00	--	2.66	4.00	--	3.33	3.00	3.75
Physical Education	--	1.00	1.83	1.86	1.00	1.17	1.75	1.50
Psychologist (school)	3.00	--	4.00	2.71	3.50	3.33	3.00	2.80
Science-Biology	3.00	4.00	3.00	3.36	3.33	3.33	3.57	3.17
Science-Chemistry	4.00	4.00	4.17	4.07	3.67	4.50	4.63	4.33
Science-Earth	3.00	3.00	4.67	3.43	3.20	4.00	4.13	3.50
Science-General	3.00	3.00	3.67	4.00	3.17	3.50	4.13	3.83
Science-Physics	4.00	4.00	4.17	4.14	3.83	4.75	4.63	4.67
Social Science	3.00	2.00	1.17	1.17	1.67	2.33	2.25	2.00
Social Worker (school)	--	--	2.25	1.33	2.00	4.00	1.50	2.50
Speech	--	2.00	2.00	2.40	2.60	2.92	2.50	3.20
Special-ED/PSA	3.00	3.00	3.83	3.75	4.25	4.00	4.14	3.83
Special-Gifted	5.00	3.00	3.83	3.75	4.00	3.20	4.20	4.33
Special-LD	3.00	3.00	3.83	3.50	4.50	4.00	4.38	4.33
Special-MR	3.00	3.00	3.83	3.60	4.50	3.17	4.00	3.33
Special-Multi. Handi.	3.00	4.00	3.80	4.50	4.25	3.50	4.29	3.67
Special-Reading	3.00	3.00	4.00	3.14	3.25	3.40	4.00	3.50
Speech Path./Audiology	4.00	--	3.13	3.50	2.67	4.50	4.17	4.40
COMPOSITE	3.03	2.91	3.15	3.07	3.02	3.25	3.36	3.24

Regions are coded as follows: Alaska, Hawaii, 1-Northwest, 2-West, 3-Rocky Mountain, 4-Great Plains/Midwest, 5-South Central, 6-Southeast, 7-Great Lakes, 8-Middle Atlantic, 9-Northeast. Alaska and Hawaii are not included in the Continental United States totals.

ASCUS Supply/Demand
January, 1984

JANUARY, 1984 REPORT

7	8	9	Continental United States							
			1984	1983	1982	1981	1980	1979	1976	
3.67	3.00	3.00	3.44	4.02	4.36	4.46	4.73	4.67	4.06	Ag.
2.00	1.90	2.00	1.89	1.92	1.84	2.00	2.45	2.06	2.14	Art
4.29	3.00	3.50	4.04	3.83	4.13	4.10	4.21	4.32	--	Bil. Ed.
3.57	4.00	3.00	3.11	3.24	3.47	3.50	3.80	3.65	3.10	Bus.
4.67	4.60	4.00	4.34	--	--	--	--	--	--	Comp. Prog.
2.86	2.75	2.40	2.80	3.03	2.72	3.05	3.38	2.96	3.15	Couns.-El.
2.71	2.75	2.40	2.67	2.83	2.79	3.13	3.76	3.03	2.69	Couns.-Sec.
4.33	4.25	4.00	4.18	4.36	3.86	4.35	--	--	--	Data Proc.
2.17	1.00	3.00	2.61	2.94	2.77	2.87	2.98	3.06	2.44	Dr. Ed.
2.33	2.00	1.60	2.13	2.11	2.02	2.24	2.77	2.19	1.78	El.-Prim.
2.33	2.40	1.40	2.20	2.11	2.26	2.56	2.84	2.33	1.90	El.-Inter.
3.21	3.00	2.25	3.13	2.90	3.21	3.37	3.51	2.78	2.05	English
2.00	2.40	2.50	1.90	1.76	1.90	2.24	2.17	2.16	2.27	Health Ed.
2.71	2.67	2.50	2.43	2.44	2.43	2.54	2.85	2.67	2.62	Home Ec.
3.33	4.25	4.00	3.50	3.96	4.36	4.72	4.77	4.68	4.22	Ind. Arts
3.00	2.33	2.00	2.60	2.63	2.61	2.77	2.98	2.50	2.86	Journ.
3.86	3.20	2.00	3.00	2.59	2.49	2.58	2.68	2.49	2.15	French
3.71	3.60	2.00	3.08	2.51	2.48	2.58	2.70	2.17	2.03	German
4.14	3.20	2.25	3.18	2.77	2.68	2.95	3.34	2.88	2.47	Spanish
3.67	2.50	4.00	3.30	3.09	3.12	3.31	3.58	4.26	--	Libr. Sci.
5.00	4.80	4.50	4.78	4.75	4.81	4.79	4.80	4.68	3.86	Math
3.43	2.20	2.75	3.25	2.97	3.28	3.33	3.65	3.33	3.03	Instr.
3.43	2.20	2.50	3.00	2.89	2.95	3.06	3.32	2.97	3.00	Vocal
3.67	3.50	4.00	3.40	--	--	--	3.50	3.62	3.93	Nurse
1.14	2.20	2.25	1.61	1.54	1.72	1.80	1.82	1.67	1.74	P. E.
2.92	3.00	2.25	2.98	3.19	3.56	3.70	3.87	3.43	3.09	Psych.
3.71	3.40	3.75	3.40	4.10	3.66	3.89	3.50	3.49	2.97	Biol.
4.00	4.80	4.00	4.25	4.30	4.13	4.42	4.18	4.09	3.72	Chem.
3.43	3.20	3.50	3.70	3.80	3.89	4.08	3.64	3.82	3.44	Earth
3.43	3.20	3.75	3.65	--	--	4.31	4.10	4.00	--	General
4.71	4.80	4.25	4.45	4.46	4.41	4.56	4.28	4.36	4.04	Physics
2.14	2.80	1.50	1.91	1.75	2.11	2.05	1.98	1.83	1.51	Soc. Sci.
3.00	2.50	2.00	2.33	2.27	2.34	--	--	--	--	Soc. Wrk.
2.79	3.50	3.00	2.70	2.51	2.76	2.65	2.50	2.47	2.46	Speech
3.43	3.80	3.50	3.84	4.08	3.98	4.22	4.36	4.22	3.42	ED/PSA
3.67	3.25	3.50	3.74	3.80	3.81	4.10	4.33	4.56	3.85	Gifted
4.29	3.25	3.40	3.98	4.09	4.20	4.47	4.48	4.50	4.00	LD
2.86	3.50	3.25	3.55	3.71	3.84	4.14	4.23	4.39	2.87	MR
3.29	3.50	3.50	3.77	3.82	3.93	4.13	3.87	3.24	--	MH
3.57	3.25	2.80	3.48	3.39	3.73	4.21	4.23	4.27	3.96	Reading
4.00	4.00	4.00	3.83	3.62	3.95	4.27	4.17	3.83	3.68	Sp./Aud.
3.32	3.20	2.88	3.19	3.14	3.20	3.39	—	--	--	COMP.

5 = Considerable Shortage, 4 = Slight Shortage, 3 = Balanced, 2 = Slight Surplus, 1 = Considerable Surplus

From October, 1983 survey of Teacher Placement Officers

James N. Akin
Kansas State University

AVERAGE SALARY REPORTS

The following average salary reports for beginning teachers are from data which were furnished by survey respondents. The averages in some cases are based upon limited salary input thus reliability is not assured.

It is hoped that this limited information can be helpful until more complete information is available.

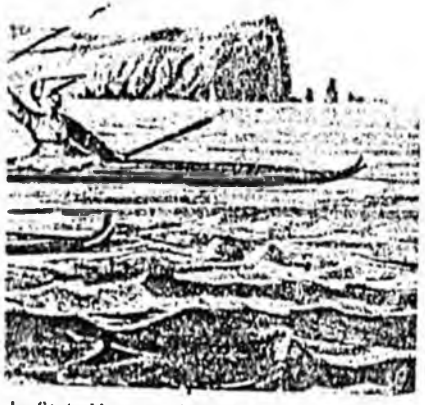
		Special Education		Elementary/Secondary	
		Bachelors	Masters	Bachelors	Masters
Region 1	1981-1982	$12,651	$13,750	$12,410	$13,417
	1982-1983	13,275	14,500	13,038	14,250
	1983-1984	13,607	15,400	13,806	15,000
Region 2	1981-1982	12,505	13,510	12,505	13,510
	1982-1983	13,000	14,922	13,707	14,772
	1983-1984	13,900	15,723	14,375	15,665
Region 3	1981-1982	14,157	15,389	13,742	15,475
	1982-1983	15,061	16,550	14,421	15,700
	1983-1984	14,681	16,917	14,345	16,313
Region 4	1981-1982	13,291	15,438	12,758	14,883
	1982-1983	12,789	---	12,051	---
	1983-1984	13,914	15,659	13,144	15,345
Region 5	1981-1982	11,792	12,503	11,175	11,725
	1982-1983	12,903	13,813	12,642	13,302
	1983-1984	13,090	14,335	12,815	14,114
Region 6	1981-1982	12,078	13,396	11,496	12,567
	1982-1983	11,750	12,750	12,000	12,750
	1983-1984	13,875	15,225	13,480	14,725
Region 7	1981-1982	12,503	13,958	12,090	14,040
	1982-1983	13,213	15,477	12,890	15,054
	1983-1984	14,140	15,475	13,328	14,825
Region 8	1981-1982	11,875	12,500	11,875	12,500
	1982-1983	12,875	13,875	12,875	13,875
	1983-1984	13,333	14,500	13,250	14,500
Region 9	1981-1982	10,000	11,100	10,332	11,100
	1982-1983	10,500	11,750	10,365	11,000
	1983-1984	11,667	13,233	11,369	13,233
Alaska	1981-1982	22,000	25,000	22,000	25,000
	1982-1983	22,000	25,000	22,000	25,000
	1983-1984	---	---	---	---
Hawaii	1981-1982	13,271	14,245	13,271	14,245
	1982-1983	14,598	15,669	14,598	15,669
	1983-1984	14,589	15,669	14,598	15,669

ASCUS Supply/Demand
January, 1984

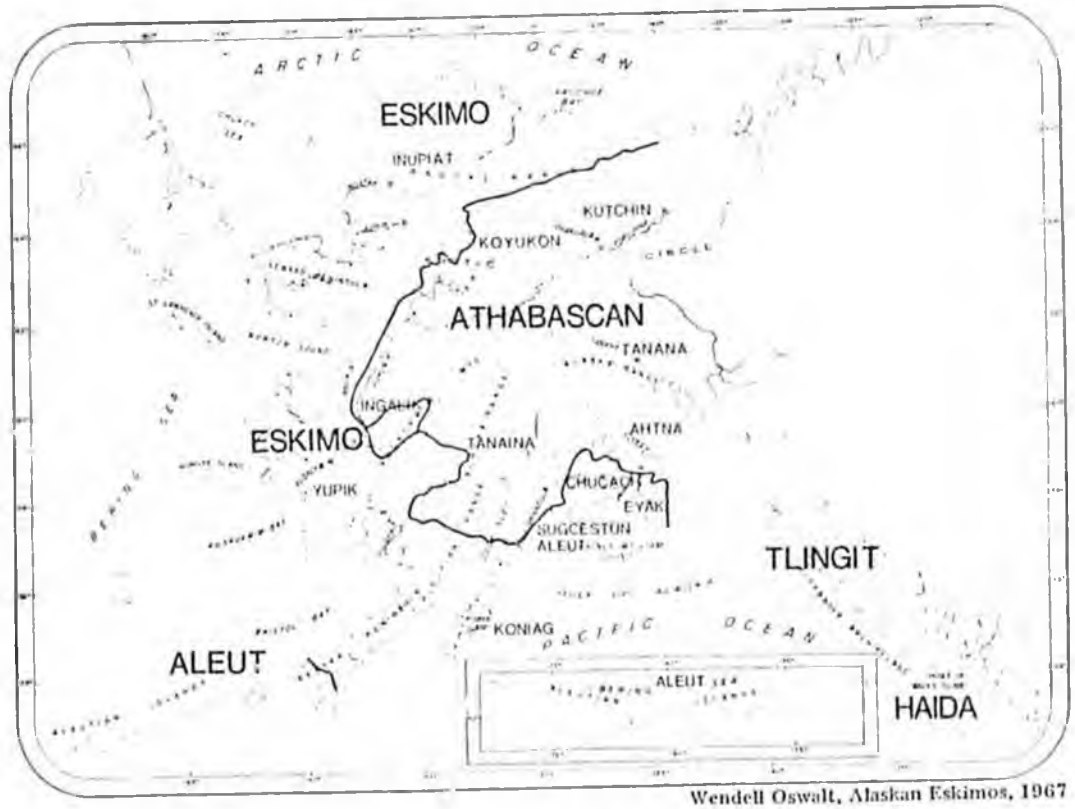
James N. Akin
Kansas State University

Chapter 2

l of the existence of northwestern
ıe voyage of Vitus Bering in 1741.
coastline was more fully defined,
ɔy explorers and navigators to its
atures. Much of the interior was to
rld for another hundred years.
the land were already known and
ɔple who would in time become
. Indians, and Aleuts. It was — and
years — their homeland.
dge of the e Americans — as they
ɔy their first foreign visitors — was
ir existence and their lifeways
ld only through the eyes of foreign
ers, missionaries, and others. It is
heir observations gathered over a
ıer with later research, to portray
the arrival of the first Russians in



ka State Museum, Juneau (Lutke's Voyages)



Wendell Oswalt, Alaskan Eskimos, 1967

MAP 2 GENERALIZED GEOGRAPHIC DISTRIBUTION OF ESKIMOS, INDIANS AND ALEUTS IN ALASKA

Aleuts

Most Aleuts lived in coastal villages on islands named after them stretching 1,000 miles across the North Pacific. Some few lived at the lower end of the Alaska Peninsula.

The population of about 15,000 Aleuts lived in numerous small villages, most of which were located on the Bering Sea side of the islands. One island, Umnak, once had 16 villages. A typical village was made up of six or seven houses; each household consisted of 20 to 30 people who were related to one another. Their houses were half underground and covered with a warm dome of sod.

Every village with its cluster of houses had its own sea hunting areas, which had to be respected by other villages. Use of these areas without permission meant war.

Adult men hunted seals, sea lions, and whales in the open sea from kayaks, perhaps the most seaworthy of watercraft. Roots, berries, birds, and eggs were available on the land. The food resources of the Aleuts were so abundant that anyone [illegible] could survive by gathering

STATE OF ALASKA 1984 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date:

REQUEST
Bill/Resolution No.: HB 504
Title: Teacher Scholarship Loans

Sponsor: Hayes, Hurlbert, et.al.
Requestor: House HESS
Date of Request: 1-13-84

FISCAL DETAIL
Agency Affected: Education
Program Category Affected: Postsecondary Commission
BRU, Program or Subprogram(s) Affected: Scholarship Loans

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89
OPERATING						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
TOTAL OPERATING	N.A.	0	0	0	0	0
CAPITAL	N.A.					
REVENUE	N.A.	0	0	0	0	0

FUNDING: (Thousands of Dollars)

GENERAL FUND	N.A.	62.5	132.5	210.7	297.8	315.7
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME	N.A.	0		0	0	0
PART-TIME						
TEMPORARY						

SOURCE OF FUNDS TO OFFSET FISCAL IMPACT OF BILL:

ANALYSIS: Attach a separate page for analysis

Prepared By: Kerry D. Romesburg
Division: Commission on Postsecondary Education
Phone: 465-2854
Date: 1-13-84

Approved by Commissioner:
Date:
Agency:

Distribution (by Agency preparing fiscal note):
- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

12/1/83

HB504: Teacher Scholarship Program

A. Comments

1. Borrower must be a graduate from an Alaskan public high school. There are a number of private high schools which would have no students eligible (Covenant High School - Unalakleet, Monroe High School - Fairbanks, St. Mary's Catholic High School - St. Mary's, for example).

2. Borrower is eligible to borrow up to the total cost of room and board, tuition and fees, and books and supplies, or $10,000, whichever is lower. Hence, only twenty or thirty students per year would borrow more than the normal $6,000 student loan maximum.

3. Borrower must maintain good standing to continue receiving loans. ("C" average, enroll and complete 12 hours per term.)

4. Loans may not be awarded for more than 5 years of study.

5. Interest is 5% - repayment is 10 years.

6. Section 14.43.630 requires the commission to actually transfer funds to the school districts. We feel that fund transfer to the district is an unnecessary step and should be eliminated. The funds should go to the student (actually to the school in which the student enrolls) and not to the district and then to the student.

7. Section 14.43.640 (b)(1) means that if a borrower does not teach

public school in Alaska, no loan forgiveness is possible - not even the normal 50% for which other loan borrowers are eligible.

B. Possible Amendments

1. Section 14.43.630 amended to read:

Sec. 14.43.630. ADMINISTRATION. The teacher scholarship loan program shall be administered by the student financial aid committee (AS 14.43.095) in accordance with regulations adopted by the committee. The committee shall allocate [DISTRIBUTE] the loan awards [FUNDS] available for teacher scholarship loans annually to local school boards giving a preference to school districts with a high percentage of students in ethnic minorities and a low percentage of teachers in ethnic minorities. The local school boards shall select the recipients of the teacher scholarship loans.

2. Section 14.43.640 amended to read:

Sec. 14.43.640. CONDITIONS OF LOANS. Each school district shall award teacher scholarship loans subject to the following conditions:

(1) the conditions provided in AS 14.43.120 apply except that no loans may be made to graduate students [AND THE STATE SHALL REPAY A PORTION OF A TEACHER SCHOLARSHIP LOAN UNDER AS 14.43.120 (j) ONLY IF, IN ADDITION TO THE OTHER CRITERIA, THE BORROWER IS ALSO EMPLOYED AS A PUBLIC SCHOOL TEACHER IN THE STATE DURING THE PERIOD FOR WHICH THE LOAN IS FORGIVEN];

(C) if a borrower meets the conditions provided in paragraph (1) of this section and is employed as a public school teacher in the district from which the borrower graduated, AS 14.43.120 (j) does not apply, but rather, the portion of the loan that shall be paid by the state is the following percentages of the total loan received plus interest up to a total of 100 percent of the total loan:

(A) one year employment, 15 percent;

(B) two years employment, an additional 15 percent;

(C) three years employment, an additional 15 percent;

(D) four years employment, an additional 25 percent;

(E) over four years employment, an additional 30 percent; and

(3) a loan may not exceed $10,000 in a school year.

3. Section 14.43.650 amended to read:

Sec. 14.43.650. SELECTION CRITERIA. (a) To be eligible for a teacher scholarship loan, a student must

(1) be a graduate of, or scheduled for graduation within six months from, an Alaskan [A STATE PUBLIC] high school, with sufficient credits to be admitted to an accredited college or university;

(2) be enrolled in or show evidence of intent to enroll in a degree program directed at a teaching career at the elementary or secondary school level; and

(3) meet the conditions set by the student's local school district with respect to the district's requirements for teachers in particular subject areas.

C. Fiscal Analysis

1. Estimated number of teacher scholarship loans available

FY85	80
FY86	160
FY87	240
FY88	320
FY89	320

2. Since a student may not borrow both a teacher loan and a standard student loan, much of the cost would be off-set. The only add-on would be for those eligible costs exceeding $5,000. This is estimated to be $2,500 for 25 students in FY85, and then carried forward with a 6% inflation in future years.

STATE OF ALASKA
THE LEGISLATURE

LEGISLATIVE AFFAIRS AGENCY

POUCH Y / STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

M E M O R A N D U M

February 24, 1984

SUBJECT: Affirmative action--teacher scholarship loan program (CSHB 504 (HESS))

TO: Representative Rick Uehling

FROM: Keith B. Levy KBL
Legislative Counsel

You have requested an opinion on the constitutional issues raised by CSHB 504 (HESS). As you are aware, any legislation which creates classifications based on race or ethnic background will be subject to close judicial scrutiny if challenged in the courts. In establishing the teacher scholarship loan program, the bill creates a racial classification and could therefore be subject to challenge. Although I believe that the bill could withstand a constitutional challenge, it does raise a number of significant constitutional issues.

In University of California Regents v. Bakke, 438 U.S. 265, 57 L.Ed.2d 750 (1978) the United States Supreme Court issued a divided opinion on the subject of "affirmative action". While no five justices could agree on a single opinion, the opinion of the Court lends some guidance to future treatment of affirmative action programs.

Bakke, a white male, was denied admission to a medical school run by the state and he challenged the state's admission procedures as violative of the Equal Protection clause of the Fourteenth Amendment to the United States Constitution. The school accepted a quota of a certain percentage of minority students. Bakke claimed that this constituted unfair racial discrimination in violation of the federal constitution. The Court ruled that racial and ethnic distinctions are subject to strict scrutiny, but a preferential classification using race as a factor would not be unconstitutional. However, a preferential classification establishing a racial quota would be unconstitutional unless it is

precisely tailored to serve a compelling governmental interest. Moreover, the burden is on the state to prove that the quota meets this criterion.

Under this test, the Court struck down the school's admission procedure saying that the state had failed to establish a compelling interest on which to justify the racial quota. In doing so, the Court rejected several of the state's justifications for the program. Specifically, the medical school's racial quota could not be justified: (1) solely to insure that the school contained a certain percentage of racial minorities; (2) to increase the number of physicians practicing in underserved areas, since the state couldn't prove that the program was likely to have that result; or (3) to counter the effects of "social discrimination" generally. The only justification for such an affirmative action program would be to counter the effects of specific identified discrimination, the Court said.

In a more recent case, Fullilove v. Klutznick, 448 U.S. 448, 65 L.ED.2d 902 (1980), the United States Supreme Court upheld a racial quota in the Federal Public Works Employment Act of 1977. The "minority business enterprise" provision of the Act required a minimum of 10 percent of federal funds granted for local public works projects to be used to contract with businesses owned by "minority group members." As in Bakke, no five members of the Court in Fullilove could agree on a single opinion. But the opinion of the Court stated that Congress could use a racial quota to avoid perpetuation of the effects of prior discrimination. The decision indicates that the court is leaning toward approval of affirmative action programs aimed at relieving the effects of past discrimination.

There are two provisions in the teacher scholarship loan program which raise the "affirmative action" problem. AS 14.43.630, added by section 1 of the bill, provides that the funds available for the loans shall be distributed to the local school boards by "giving a preference to school districts with a high percentage of Native students and a low percentage of Native teachers.

AS 14.43.650(b), also added by the bill, requires the local school boards to award teacher scholarship loans "giving a preference to Native students that meet the qualifications for a loan." Since both of these provisions merely give a preference to Native students, rather than establishing a

quota, they stand a good chance of surviving a constitutional attack under the Bakke decision.

However, even the Native preference provisions will be given strict scrutiny by the Court if challenged. To withstand the challenge, the legislature will have the burden of showing that the provisions are aimed at a compelling state interest, e.g., remedying past racial discrimination. The state would also have to prove that the provisions are precisely tailored to do this.

Under the apparent rationale of the Bakke decision, the legislature would have to show that the Native preference is aimed at relieving actual past discrimination in the hiring of Native teachers and that it would actually have the effect of relieving the results of that discrimination. Moreover, the court would probably not accept the legislature's mere claims of past discrimination; the state would have to show evidence of such discrimination. Assuming that the state can make this showing, however, the teacher scholarship loan program would probably survive judicial scrutiny.

If the legislature wishes to circumvent the potential constitutional problems altogether, I would recommend removing the Native preference and substituting a preference for rural areas, or something to that effect. Removing the racial classification would have the effect of changing the test the Court would use if the provisions were challenged. If the classification were rural rather than racial, the Court would only require that the classification have a "rational basis", rather than a "compelling state interest", required under the strict scrutiny test. The rational basis test requires only that the state show that the legislation is rationally related to some legitimate end. It is a very easy burden for the state to meet, as opposed to the compelling interest standard which is very difficult to satisfy.

In conclusion, CSHB 504 (HESS) presents some significant constitutional problems, which may or may not survive a legal challenge. To remove the constitutional issues altogether, the legislature could use some classification other than the present preference for Natives, such as a rural classification.

KBL:ojb
J4/002

Introduced: 1/10/84
Referred: Health, Education & Social Services, House Special Committee on State Loans and Finance

BY HAYES, HURLBERT, ADAMS, ABOOD, BARNES, BUSSELL, CATO, COWDERY, DAVIS, FULLER, FURNACE, GRUSSENDORF, HERRMANN KOPONEN, LINDAUER, LISKA, MALONE, MARTIN, M.W.MILLER, RINGSTAD, SHULTZ, SZYMANSKI, UEHLING, WARD, ZHAROFF, FRITZ, BETTISWORTH AND MCBRIDE

IN THE HOUSE

HOUSE BILL NO. 504

IN THE LEGISLATURE OF THE STATE OF ALASKA

THIRTEENTH LEGISLATURE - SECOND SESSION

A BILL

For an Act entitled: "An Act establishing the teacher scholarship loan program."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

* Section 1. AS 14.43 is amended by adding new sections to read:

ARTICLE 7. TEACHER SCHOLARSHIP LOAN PROGRAM.

Sec. 14.43.600. FINDINGS AND INTENT. (a) The legislature finds that there is a wide and unacceptable disparity between the [ethnic] NATIVE distribution of teachers and ~~the ethnic distribution of~~ NATIVE students in the state public schools. Particularly in rural areas, many schools have virtually no Native teachers and no non-Native students. The undesirable effects of this disparity include the following:

(1) there is a serious weakness in the ability of teaching staffs, particularly in rural schools, to foster a sense of ethnic traditions and cultures in the NATIVE students;

(2) many rural students are forced to exist in two entirely separate situations: the essentially traditional atmosphere of many Native homes, and the essentially modern atmosphere of the classroom;

(3) almost no students among the state's ethnic minorities return to rural schools to teach, continuing the ethnic imbalance and exacerbating its effects; and

(4) there is an annual turnover of 40 percent among teachers in rural educational attendance areas in the state.

(b) The legislature further finds that existing programs have failed to increase the proportion of members of ethnic minorities

teaching in rural schools. Therefore, it is the intent of the legislature to establish the teacher scholarship loan program to encourage members of ethnic minorities to return to rural schools as teachers and relieve the conditions described in this section.

Sec. 14.43.610. PROGRAM ESTABLISHED. There is established the teacher scholarship loan program to provide an incentive for graduates of Alaska high schools who are from ethnic minorities to pursue teaching careers in Alaska schools.

Sec. 14.43.620. TEACHER SCHOLARSHIP REVOLVING LOAN FUND. There is created a teacher scholarship revolving loan fund. The fund shall be used to make scholarship loans to students selected under AS 14.43.600 - 14.43.650. All repayments of principal and interest on teacher scholarship loans shall be paid into the teacher scholarship revolving fund and shall be used to make new teacher scholarship loans. If estimated funds available from teacher scholarship loan repayments are inadequate to fully fund estimated teacher scholarship loans for any fiscal year, additional funding from the general fund may be requested and appropriated for that year.

Sec. 14.43.630. ADMINISTRATION. The teacher scholarship loan program shall be administered by the student financial aid committee (AS 14.43.095) in accordance with regulations adopted by the committee. The committee shall distribute the funds available for teacher scholarship loans annually to local school boards giving a preference to school districts with a high percentage of students in ethnic minorities and a low percentage of teachers in ethnic minorities. The local school boards shall select the recipients of the teacher scholarship loans.

Sec. 14.43.640. CONDITIONS OF LOANS. Each school district shall award teacher scholarship loans subject to the following conditions:

(1) the conditions provided in AS 14.43.120 apply except that no loans may be made to graduate students and the state shall repay a portion of a teacher scholarship loan under AS 14.43.120(j) only if, in addition to the other criteria, the borrower is also employed as a public school teacher in the state during the period for which the loan is forgiven;

(2) if a borrower meets the conditions provided in paragraph (1) of this section and is employed as a public school teacher in the district from which the borrower graduated, the portion of the loan that shall be paid by the state is the following percentages of the total loan received plus interest up to a total of 100 percent of the total loan:

(A) one year employment, 15 percent;

(B) two years employment, an additional 15 percent;

(C) three years employment, an additional 15 percent;

(D) four years employment, an additional 25 percent;

(E) over four years employment, an additional 30 percent; and

(3) a loan may not exceed $10,000 in a school year.

Sec. 14.43.650. SELECTION CRITERIA. (a) To be eligible for a teacher scholarship loan, a student must

(1) be a graduate of, or scheduled for graduation within six months from, a state public high school, with sufficient credits to be admitted to an accredited college or university;

(2) be enrolled in or show evidence of intent to enroll in a degree program directed at a teaching career at the elementary or secondary school level; and

(3) meet the conditions set by the student's local school district with respect to the district's requirements for teachers in

particular subject areas.

(b) Each school district shall award teacher scholarship loans in direct proportion to the distribution of ethnic groups among the students eligible for graduation from the school district each year.

(c) A student may not be awarded a scholarship loan under AS 14.43.090 - 14.43.160 and a teacher scholarship loan under AS 14.43.600 - 14.43.650 for the same school year.

The local school board ~~Teacher Selection~~ Shall ~~include~~ compile applicants ~~Students~~ from both publics and private schools for the teacher Scholarship Loan.

(4) Complete an application

The ~~Committee~~ School Shall make its selections without prejudice

Levy
2/23/84

Original sponsors: Hayes, Hurlbert,
Adams, et al

IN THE HOUSE

BY THE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

CS FOR HOUSE BILL NO. 504 (HESS)

IN THE LEGISLATURE OF THE STATE OF ALASKA

THIRTEENTH LEGISLATURE - SECOND SESSION

A BILL

For an Act entitled: "An Act establishing the teacher scholarship loan program."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

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Sec. 14.43.600. FINDINGS AND INTENT. (a) The legislature finds that there is a wide and unacceptable disparity between the distribution of Native teachers and Native students in elementary and secondary schools in the state. Particularly in rural areas, many schools have virtually no Native teachers and no non-Native students. The undesirable effects of this disparity include the following:

(1) there is a serious weakness in the ability of teaching staffs, particularly in rural schools, to foster a sense of Native traditions and cultures in the Native students;

(2) many rural students are forced to exist in two entirely separate situations: the essentially traditional atmosphere of many Native homes, and the essentially modern atmosphere of the classroom;

(3) almost no Native students return to rural schools to teach, continuing the imbalance and exacerbating its effects; and

(4) there is an annual turnover of 40 percent among teachers in rural educational attendance areas in the state.

(b) The legislature further finds that existing programs have failed to increase the proportion of Natives teaching in rural schools. Therefore, it is the intent of the legislature to establish

the teacher scholarship loan program to encourage Natives to return to rural schools as teachers and relieve the conditions described in this section.

Sec. 14.43.610. PROGRAM ESTABLISHED. There is established the teacher scholarship loan program to provide an incentive for Native high school graduates to pursue teaching careers in elementary and secondary schools in the state.

Sec. 14.43.620. TEACHER SCHOLARSHIP REVOLVING LOAN FUND. There is created a teacher scholarship revolving loan fund. The fund shall be used to make scholarship loans to students selected under AS 14.-43.600 - 14.43.700. All repayments of principal and interest on teacher scholarship loans shall be paid into the teacher scholarship revolving loan fund and shall be used to make new teacher scholarship loans. If estimated funds available from teacher scholarship loan repayments are inadequate to fully fund estimated teacher scholarship loans for any fiscal year, additional funding from the general fund may be requested and appropriated for that year.

Sec. 14.43.630. ADMINISTRATION. The teacher scholarship loan program shall be administered by the student financial aid committee (AS 14.43.095) in accordance with regulations adopted by the committee. The committee shall allocate the loan awards available for teacher scholarship loans annually to local school boards giving a preference to school districts with a high percentage of Native students and a low percentage of Native teachers. The local school boards shall select the recipients of the teacher scholarship loans.

For the purposes of 14.43.640 The Committee shall annually designate those ~~districts~~ schools with a high percentage of native students.

Sec. 14.43.640. CONDITIONS OF LOANS. (a) The conditions provided in AS 14.43.120 apply to teacher scholarship loans except that no loans may be made to graduate students.

(b) If a borrower meets the conditions provided in (a) of this

section and is employed as a teacher in a ~~school~~ designated by the student financial aid committee as having a high percentage of Native students, notwithstanding AS 14.43.120(j), the portion of the loan that shall be paid by the state is the following percentages of the total loan received plus interest up to a total of 100 percent of the total loan:

(1) one year employment, 15 percent;

(2) two years employment, an additional 15 percent;

(3) three years employment, an additional 15 percent;

(4) four years employment, an additional 25 percent;

(5) over four years employment, an additional 30 percent.

(c) A loan may not exceed $10,000 in a school year.

Sec. 14.43.650. SELECTION CRITERIA. (a) To be eligible for a teacher scholarship loan, a student must

(1) be a graduate of, or scheduled for graduation within six months from, a high school in the state, with sufficient credits to be admitted to an accredited college or university;

(2) be enrolled in or show evidence of intent to enroll in a degree program directed at a teaching career at the elementary or secondary school level; and

(3) meet the conditions set by the student's local school district with respect to the district's requirements for teachers in particular subject areas.

(b) Each school district shall award teacher scholarship loans giving a preference to Native students that meet the qualifications for a loan.

(c) A student may not be awarded a scholarship loan under AS 14.43.090 - 14.43.160 and a teacher scholarship loan under AS 14.43.600 - 14.43.700 for the same school year.

Sec. 14.43.700. DEFINITION. In AS 14.43.600 - 14.43.700, "Native" means any person who is a descendant of a member of the aboriginal races inhabiting the state when annexed to the United States, or who is a descendant of an Indian or Eskimo who, since the year 1867 and prior to June 30, 1952, migrated into the state from Canada, and who is a descendant having at least one-quarter blood derived from these ancestors.

HOUSE HEALTH, EDUCATION & SOCIAL SERVICES COMMITTEE
27 February 1984
1:15 p.m.

CONTENTS OF MEMBER'S FILE

1) Committee Substitute for HB 504.

2) House Bill 504, "An Act establishing the teacher scholarship program."

3) Fiscal Note, prepared by Kerry Romesburg, Commission on Postsecondary Education.

4) Sectional analysis of the differences between the CS and the original HB 504, HESS Committee staff.

5) Attorney General's review of HB 504: Constitutional and legal questions.

6) Map describing borough and city districts, and REAA districts.

7) Letter to Hayes in support of the bill by University of Alaska professor Jim Greig, Ph.D.

8) Booklet, Alaska High School Seniors Survey Report, 1982-1983, by the Commission on Postsecondary Education.

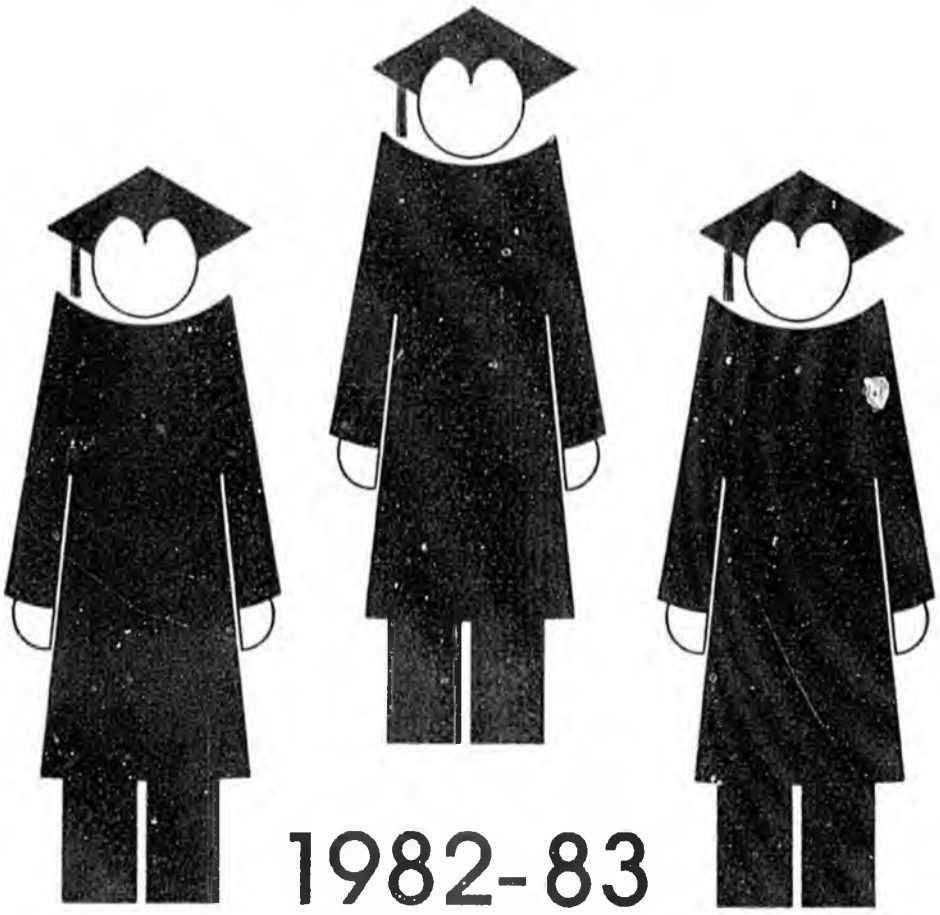
9) Booklet, Effective Schooling in Rural Alaska: Information for the Rural Effective Schools Project, by the Institute of Social and Economic Research, University of Alaska, Fairbanks.

10) Minutes, HESS Committee hearings: 3 February 1984, Kotzebue, Alaska.

11) Minutes, HESS Committee hearings: 4 February 1984, Nome, Alaska.

13) Minutes, HESS Committee hearings: 6 February 1984, Juneau, Alaska.

Alaska High School Seniors Survey Report



1982-83

Alaska Commission on Postsecondary Education

ALASKA HIGH SCHOOL SENIORS SURVEY REPORT

JUNE, 1983

Alaska Commission on Postsecondary Education
Pouch FP, 400 Willoughby Avenue
Juneau, Alaska 99811

Document Number 83-8

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

Mr. John Malone, Chairman
Mr. Fred J. Baxter
Ms. Ruth Burnett
Mr. Lee Demmert
Mr. Gordon Evans
Ms. Susan Greene
Mr. Joe Josephson
Mr. Sam Kito
Mrs. Mary Elizabeth Lomen
Mr. Terry Martin
Mrs. Blanche Walters
Mr. Walter Ward

COMMISSION OFFICE

Dr. Kerry D. Romesburg
Executive Director
Alaska Commission on Postsecondary Education
Pouch FP, 400 Willoughby Avenue
Juneau, Alaska 99811

(907) 465-2854

ACKNOWLEDGEMENTS

The Alaska Commission on Postsecondary Education wishes to acknowledge the cooperation of the Alaska Department of Education, the principals, counselors and teachers who administer the senior survey, and the high school seniors whose responses make this report possible.

TABLE OF CONTENTS

LIST OF TABLES

INTRODUCTION

Historically, large numbers of Alaska's high school seniors have looked "outside" for pursuit of postsecondary education. In an effort to document this pattern and to try to understand the underlying motivations, this annual survey of Alaska's seniors has developed. The first survey report was published for the 1977-78 academic year; this report represents the sixth in the series.

During the fall of the 1982-83 school year, Alaska high school seniors were asked their opinions of their overall high school experience, their need for additional assistance in selected academic and career planning areas, and general demographic information, as well as what they planned to do after high school graduation. Survey results can be used for administrative and academic planning within the state and for improving student counseling and advisement.

METHODOLOGY

A written questionnaire, consisting of eighteen questions, was sent to all 215 Alaska public and private schools identified as having a twelfth grade.

For 1982-83, it was estimated that there were 5,830 students enrolled in the twelfth grade in Alaska. Of these 5,830 seniors, 3,505, or 60 percent, responded to this survey. Slightly more than a third (1,306, or 37 percent) were seniors enrolled in Anchorage area schools. Students from Fairbanks accounted for 6 percent, Juneau for 3 percent, and the remainder of the students in the state accounted for 54 percent.

Four general groupings of questions were included in the questionnaire. These were:

1. those describing demographic characteristics of the student (sex, race, primary home language, income, etc.);
2. those describing the high school experiences of the student (evaluation of school experiences, and identification of possible areas of weakness);
3. those describing the postsecondary plans of the respondent (occupational choices, choice of college, post-high school plans, etc.); and
4. those describing the more detailed plans of that group of respondents planning to pursue some type of postsecondary education.

RESULTS AND ANALYSIS

A. Demographic Data

The demographic data indicate that the students who responded are a highly representative sample of the general senior population. This conclusion is based upon previous senior surveys and current year estimates and projections. Approximately half the respondents were male (52 percent) and half were female (48 percent); 67 percent were Caucasian, 22 percent were Alaska Native, 3 percent were Black, and small percentages were Oriental, Hispanic, or other; 72 percent indicated annual family incomes of $15,000 or more; 56 percent indicated annual family incomes of $25,000 or more; and 93 percent were from homes where English is the primary language spoken. (Details of these results are presented in Appendix B, Tables 22 to 30).

B. High School Experience

Ranking of High School Experiences. Respondents were requested to evaluate various aspects of their high school experiences using the following descriptors: outstanding, average, poor, or not provided. Those characteristics receiving the highest number of "outstanding" responses were: Counseling and Guidance Services, Athletic and Recreational Facilities, Library and Learning Center Facilities, and Vocational Training, as indicated in Table 1. This response is very similar to the responses of recent years. Also consistent with responses from past years were those characteristics receiving the least number of "outstanding" responses.

They were Grades, Marks, or Promotion Policy, School Rules and Discipline, and Variety of Courses. It is interesting to note that Laboratory Facilities was separated out for the first time this year and it received the lowest number of "outstanding" responses.

TABLE 1
DISTRIBUTION OF "OUTSTANDING" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"OUTSTANDING" RESPONSES	
	Number	Percent
Counseling and Guidance Services	1,212	34.6
Athletic & Recreation Facilities	1,206	34.4
Library, Learning Center Facilities	1,001	28.6
Vocational Training	981	28.0
Quality of Instruction	830	23.7
Special Help for Students	794	22.7
Variety of Courses	744	21.2
School Rules, Regulations, & Discipline	685	19.5
Grades, Marks, Promotion Policy	529	15.1
Laboratory Facilities	436	12.4
Overall High School Experience	1,066	30.4

Table 2 presents the "poor" responses to the high school characteristics. As was true for the past two years, Quality of Instruction, Vocational Training, and Grades, Marks, or Promotion Policy received the fewest "poor" ratings. School Rules, Regulations, and Discipline, Laboratory Facilities, Counseling and Guidance Services, and Athletic and Recreation Facilities received the highest number of "poor" ratings.

TABLE 2
DISTRIBUTION OF "POOR" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"POOR" RESPONSES	
	Number	Percent
School Rules, Regulations, & Discipline	849	24.2
Laboratory Facilities	809	23.1
Counseling and Guidance Services	501	14.3
Athletic & Recreation Facilities	475	13.6
Library, Learning Center Facilities	473	13.5
Variety of Courses	466	13.3
Special Help for Students	446	12.7
Grades, Marks, Promotion Policy	286	8.2
Vocational Training	285	8.1
Quality of Instruction	228	6.5
Overall High School Experience	344	9.8

Although 83.4 percent of the seniors rated their overall high school experiences as "average" or "outstanding", this represents a decrease from last year when nearly 90 percent of the seniors did so. While it is encouraging that a substantial number of seniors indicated general satisfaction with their high school experiences, the Commission will pay special attention to this response in subsequent surveys to see if the downward trend continues. A more complete listing of responses to high school experiences and characteristics may be found in Table 27 of Appendix B.

A comparison of Tables 1 and 2 shows that Counseling and Guidance Services again evoked strong responses from the seniors. It ranked highest in "outstanding" ratings and third highest in "poor" ratings. Even so, 80 percent of the seniors rated Counseling and Guidance Services as "average" or "outstanding". It is also apparent that Laboratory Facilities evoked strong negative responses; it ranked lowest in "outstanding" ratings and second highest in "poor" ratings.

Further analysis of seniors' evaluation of their high school experiences was conducted by comparing the assessment of respondents from small and large schools. Small schools were identified as schools with 200 students or fewer; large schools had more than 200 students. Table 3 shows the percentages of "outstanding" responses for small and large schools. In almost every case, seniors from large schools had greater percentages than those from small schools. In particular, there were considerable differences in the categories of Library, Learning Center Facilities and Variety of Courses.

TABLE 3
PERCENTAGES OF "OUTSTANDING" RESPONSES FOR
HIGH SCHOOL CHARACTERISTICS FOR LARGE AND SMALL SCHOOLS

CHARACTERISTICS	PERCENTAGE OF "OUTSTANDING" RESPONSES	
	Large School	Small School
Counseling and Guidance Services	37.7	23.9
Athletic & Recreation Facilities	36.9	28.5
Vocational Training	28.6	24.5
Library, Learning Center Facilities	33.4	12.8
Special Help for Students	23.8	18.7
Quality of Instruction	23.9	20.6
Variety of Courses	24.7	9.1
School Rules, Regulations, & Discipline	18.6	22.6
Grades, Marks, Promotion Policy	14.8	14.8
Laboratory Facilities	13.6	9.1
Overall High School Experience	32.2	25.8

Areas of Improvement. Seniors were asked if they felt a need for additional assistance in the four areas of writing, reading, mathematics, and career planning. Table 4 shows that over half of the seniors felt a need for more assistance in mathematics and career planning and approximately 40 percent indicated a need for assistance in the areas of writing and reading. It should be noted that, in relation to last year's responses, a higher percentage of seniors expressed a need for additional assistance in all four areas. In writing, the percentages increased over 5 points from 34.6 percent to 39.8 percent, and in math the percentage change was from 46.8 to 50.9.

TABLE 4
SENIOR EXPRESSED NEED FOR FURTHER
ASSISTANCE IN SELECTED AREAS

TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	1,362	39.8	058	60.2	3,420
Improving reading skills	1,443	42.1	981	57.9	3,424
Improving math skills	1,755	50.9	691	49.1	3,446
Deciding on Career/Education	1,738	50.6	700	49.4	3,438

Those seniors planning to attend a postsecondary educational institution (technical, business, two- or four-year college) after high school indicated less of a need for assistance in all areas than did those planning to work full-time or those who were undecided about post-graduation plans. These data are presented in Table 5 and also reflect the opinion that the greatest need for those seniors planning to work was for additional assistance in career planning. Moreover, there was a substantial percentage increase of those seniors planning to work and needing assistance when compared to last year's survey. In particular, the percentage of seniors planning to work and needing assistance in writing increased from 37.4 to 46.7. For those seniors planning schooling beyond high school, the greatest need areas were for improved math skills and additional assistance in career and/or educational planning.

TABLE 5
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE IN SELECTED AREAS BY INDICATED POST-HIGH SCHOOL PLANS

POST-HIGH SCHOOL PLAN: FURTHER SCHOOLING					
	NEEDED		NOT NEEDED		
TYPE OF ASSISTANCE	No.	%	No.	%	TOTAL
Expressing ideas in writing	757	35.8	1,357	64.2	2,114
Improving reading skills	817	38.6	1,300	61.4	2,117
Improving math skills	1,049	49.3	1,080	50.7	2,129
Deciding on Career/Education	1,006	47.4	1,117	52.6	2,123
POST-HIGH SCHOOL PLAN: FULL-TIME JOB OR DON'T KNOW					
	NEEDED		NOT NEEDED		
TYPE OF ASSISTANCE	No.	%	No.	%	TOTAL
Expressing ideas in writing	515	46.7	587	53.3	1,102
Improving reading skills	534	48.4	569	51.6	1,103
Improving math skills	595	53.6	516	46.4	1,111
Deciding on Career/Education	628	56.7	480	43.3	1,108

As a student's yearly household income increased, the need for assistance in all areas decreased. More than half of those seniors whose annual yearly household income was less than $25,000 indicated that they needed assistance in improving math skills and deciding on career or continuing education. There is little difference between the students whose yearly household income was between $25,000 and $40,000 and those students who came from a household whose income was over $40,000. These data are presented in Table 6. It should be noted, however, that the need for help in improving math skills and deciding on future career or educational plans is evident for a significant percentage of students, irrespective of family income.

TABLE 6
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE
IN SELECTED AREAS BY HOUSEHOLD INCOME

EXPRESSED NEED FOR ASSISTANCE IN:	ANNUAL HOUSEHOLD INCOME					
	UNDER $25,000		$25,000 TO $40,000		OVER $40,000	
	No.	%	No.	%	No.	%
Expressing ideas in writing	535	45.3	294	36.5	388	33.2
Improving reading skills	566	48.0	317	39.4	416	35.6
Improving math skills	677	57.4	380	47.2	516	44.1
Deciding on Career/Education	658	55.8	383	47.6	537	45.9

More detail on need for assistance by varied levels of annual household income is presented in Appendix B, Table 28.

C. Postsecondary Plans

A number of questions regarding postsecondary plans were posed for the seniors, and based upon the responses, the seniors were divided into two groups, those planning educational pursuits and those not. Those planning some form of education were then asked to respond to additional questions which will be discussed later in this report.

The responses to the question concerning the post-high school plans of seniors are contained in Table 7. The percentage of those planning to continue with some form of postsecondary education has increased steadily the past several years, from 56.5 in 1980 to 61.6 this year.

The number of seniors not planning any postsecondary education was 1,348, or 38.4 percent of the total respondents. However, it should be noted that this number includes 377 students who did not know what they were going to do, so the number of students actually involved in postsecondary education could increase.

TABLE 7
DISTRIBUTION OF SENIORS BY
MOST LIKELY ACTIVITY AFTER HIGH SCHOOL

ACTIVITY	NUMBER	PERCENT
Attend a 4-Year College	1,400	40.0
Attend a 2-Year College	408	11.6
Attend a Vocational-Technical School	349	10.0
Enter Into Apprentice Training	103	2.9
Become a Full-Time Homemaker	33	0.9
Join the Military	140	4.0
Get a Full-Time Job	480	13.7
Don't Know Yet	377	10.8
Other	215	6.1
Total	3,505	100.0

D. Similarities and Differences Between Those Seniors Planning Postsecondary Education and Those Who Are Not

Sex. In examining the plans of the seniors and differentiating by sex, as presented in Table 8, one can see that certain activities are more likely for one sex than the other. For instance, 65.2 percent of female seniors intend to enroll in some form of postsecondary education, while 58.3 percent of male seniors have the same intention. A larger difference can be seen when focusing upon two- or four-year postsecondary institutions. 57.8 percent of female seniors intend to enroll in either a two-year or four-year college, while only 46.0 percent of the male seniors express the same desire.

TABLE 8
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY SEX OF RESPONDENT

ACTIVITY	MALE		FEMALE	
	No.	%	No.	%
Attend a 4-Year College	656	35.7	732	44.6
Attend a 2-Year College	190	10.3	216	13.2
Attend a Vocational-Technical School	225	12.3	122	7.4
Subtotal	1,071	58.3	1,070	65.2
Enter Into Apprentice Training	72	3.9	30	1.8
Become a Full-Time Homemaker	8	0.4	25	1.5
Join the Military	116	6.3	24	1.5
Get a Full-Time Job	252	13.8	224	13.6
Don't Know Yet	210	11.5	164	10.0
Other	107	5.8	105	6.4
Subtotal	765	41.7	572	34.8
Total	1,836	100.0	1,642	100.0

Race. The race of the senior respondents was a significant factor in determining postsecondary plans. As illustrated in Table 9, almost 49 percent of Alaska Natives intend to pursue some type of postsecondary education, while 60 percent and 66 percent of Black and Caucasian seniors, respectively, indicated the same desire. A slightly different picture emerges when this year's seniors are compared to last year's. The percentage of Alaska Natives intending to pursue some type of post-secondary education increased from 42 to 49 percent. On the other hand, the percentage of Black seniors with that intent decreased significantly, from 73 to 60 percent. Native seniors, however, continue to have a much higher percentage of undecided responses than any other group, and they also had a higher percentage of those planning to enter into apprentice training.

TABLE 9
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY RACE OF RESPONDENT

ACTIVITY	ALASKA NATIVE		BLACK		CAUCASIAN		ALL OTHERS	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	188	24.0	40	38.1	1,070	45.6	102	38.1
Attend a 2-Year College	90	11.4	16	15.2	269	11.5	33	12.3
Attend a Vocational-Technical School	105	13.3	7	6.7	209	8.9	28	10.4
Subtotal	383	48.7	63	60.0	1,548	66.0	163	60.8
Enter Into Apprentice Training	35	4.4	2	1.9	56	2.4	10	3.7
Become a Full-Time Homemaker	5	0.6	1	1.0	25	1.1	2	0.7
Join the Military	42	5.3	10	9.5	74	3.2	14	5.2
Get a Full-Time Job	102	13.0	18	17.1	330	14.0	30	11.3
Don't Know Yet	170	21.6	5	4.8	175	7.5	27	10.1
Other	50	6.4	6	5.7	137	5.8	22	8.2
Subtotal	404	51.3	42	40.0	797	34.0	105	39.2
Total	787	100.0	105	100.0	2,345	100.0	268	100.0

School Size. There is a striking difference between those seniors planning to attend a four-year college and those seniors undecided about their future when differentiating by size of school they attend. Table 10 shows that only 26.2 percent of seniors from small schools plan to attend a four-year college compared to 43.6 percent of seniors from large schools. Moreover, 21.4 percent of seniors from small schools do not know what they plan to do after graduation compared to only 8.1 percent from large schools.

TABLE 10
DISTRIBUTION OF SENIORS BY MOST LIKELY ACTIVITY AFTER HIGH SCHOOL AND BY SIZE OF SCHOOL IN WHICH THE SENIOR IS ENROLLED

ACTIVITY	LARGE SCHOOLS		SMALL SCHOOLS	
	No.	%	No.	%
Attend a 4-Year College	1,174	43.6	190	26.2
Attend a 2-Year College	320	11.9	77	10.6
Attend a Vocational-Technical School	257	9.6	86	11.8
Subtotal	1,751	65.1	353	48.6
Enter Into Apprentice Training	65	2.4	35	4.8
Become a Full-Time Homemaker	25	0.9	5	0.7
Join the Military	94	3.5	41	5.6
Get a Full-Time Job	376	14.0	89	12.2
Don't Know Yet	218	8.1	155	21.4
Other	162	6.0	49	6.7
Subtotal	940	34.9	374	51.4
Total	2,691	100.0	727	100.0

Household Income. Annual household income has continued to relate strongly to specific postsecondary plans of the seniors over the past four years. A comparison was made of the responses of those seniors from

households with annual incomes of less than $25,000, $25,000 to $40,000, and more than $40,000. The results of this comparison are presented in Table 11. As household income increases, so does the tendency of seniors to pursue postsecondary activities at a four-year college. This, however, does not hold true for attendance at two-year colleges or vocational/technical schools. In fact, the higher the household income, the less likely it is for seniors to attend vocational/technical schools. Also, as household income increases, uncertainty about postsecondary plans decreases. Almost 17 percent of those seniors whose household incomes were less than $25,000 indicated that they did not know what they intended to do after graduation, while considerably less than 10 percent of those students from households in higher income brackets expressed the same uncertainty.

TABLE 11
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY ANNUAL HOUSEHOLD INCOME

ACTIVITY	INCOME UNDER $25,000		$25,000-$40,000		OVER $40,000	
	No.	%	No.	%	No.	%
Attend a 4-Year College	319	27.1	355	44.1	628	53.8
Attend a 2-Year College	139	11.8	101	12.5	124	10.6
Attend a Vocational/ Technical School	141	11.9	82	10.2	81	6.9
Subtotal	599	50.8	538	66.8	833	71.3
Enter Into Apprentice Training	49	4.2	18	2.2	25	2.1
Become a Full-Time Homemaker	16	1.4	9	1.1	4	0.3
Join the Military	62	5.3	33	4.1	34	2.9
Get a Full-Time Job	185	15.6	95	11.9	132	11.3
Don't Know Yet	198	16.7	63	7.8	78	6.7
Other	71	6.0	49	6.1	63	5.4
Subtotal	581	49.2	267	33.2	336	28.7
Total	1,180	100.0	805	100.0	1,169	100.0

Grades Earned. The seniors were asked to indicate what their grades had been in high school, whether they had earned mostly A's, mostly B's, mostly C's, or mostly below C's.

As one might suspect, and consistent with surveys from the past two years, those seniors who earned mostly A's and B's indicated their intention to pursue postsecondary education far more frequently than those earning lower grades. As Table 12 indicates, nearly 84 percent of those seniors earning mostly A's planned to go on for more schooling, while considerably smaller percentages are evident for seniors with lower grades. There is, however, a slight but steady upward trend of seniors with lower grades planning to attend postsecondary institutions. For seniors earning mostly B's, the percentage planning to go on for more schooling increased from 64.3 to 66.6 from 1981 to 1983. For seniors earning mostly C's, the percentage change was from 42.3 to 48.2, and for seniors earning grades below C, the percentage change was from 21.2 to 23.9.

TABLE 12
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY GRADES EARNED IN HIGH SCHOOL

ACTIVITY	A's		B's		C's		Below C's	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	388	71.0	751	46.0	254	21.2	5	4.6
Attend a 2-Year College	50	9.2	202	12.3	145	12.1	10	9.2
Attend a Vocational Technical School	19	3.5	135	8.3	179	14.9	11	10.1
Subtotal	457	83.7	1,088	66.6	578	48.2	26	23.9
Enter Into Apprentice Training	7	1.3	41	2.5	50	4.2	5	4.6
Become a Full-Time Homemaker	2	0.4	16	1.0	11	0.9	4	3.7
Join the Military	5	0.9	57	3.5	71	5.9	6	5.5
Get a Full-Time Job	21	3.8	186	11.4	241	20.2	30	27.5
Don't Know Yet	37	6.8	158	9.7	160	13.3	18	16.5
Other	17	3.1	87	5.3	88	7.3	20	18.3
Subtotal	89	16.3	545	33.4	621	51.8	83	76.1
Total	546	100.0	1,633	100.0	1,199	100.0	109	100.0

Occupational Choice. Seniors were asked to choose a first and second occupational preference from a list of 58 technical and professional occupations. Business Management and Computer Programming are solidly the most popular choices by the seniors. Aviation Careers was also very popular. The top four choices in descending order of popularity, were:

First Preference	Second Preference
Business Management	Computer Programming
Computer Programming	Business Management
Education	Aviation Careers
Aviation Careers	Social Sciences

The occupational preferences varied quite markedly between the sexes, with the exception of Business Management. The male seniors preferred the more technical and trade occupations while Elementary/Secondary education is clearly the choice of female seniors. The top four choices, in descending order of popularity, for male and female seniors were:

Male Seniors	Female Seniors
Computer Programming	Elementary/Secondary Education
Business Management	Business Management
Automotive Repair	Office Occupations
Heavy Equipment Operations	Accounting

A further analysis was conducted to relate occupational preference to race of respondent. As in the past, there seemed to be no particular patterns of occupational preference based upon race. Indeed, for Black, Hispanic, and Oriental students, no clear preference for occupational choices were evident. The top choices for Alaska Native and Caucasian seniors were:

Alaska Native	Caucasian
Business Management	Business Management
Commercial Fishing	Computer Programming
Accounting	Elementary/Secondary Education
Elementary/Secondary Education	Business & Commerce, General

E. Seniors Planning Postsecondary Education.

A separate portion of the survey was devoted to obtaining more information about those seniors planning to pursue postsecondary education. Although the number of seniors indicating plans to attend school immediately after graduation was fairly consistent at about 2,150 in response to a number of cross-check items (such as income levels, sex, and race), the total number of seniors responding to specific questions on schooling increased to 2,786. This increased figure is assumed to include not only those seniors with firm post-high school plans, but also a number who were undecided and were responding in a suppositional manner. That is, suppose I were to attend, then how would I answer?

State of Attendance. Seniors were asked to indicate the state in which they planned to pursue their postsecondary education. The evidence is clear that Alaska has increasingly become a more popular choice the past four years. In 1979-80, 31 percent of the high school seniors indicated that they planned to pursue their postsecondary education in Alaska. That percentage increased to 36.5 percent in 1980-81, 40.6 percent in 1981-82, and this year the percentage is 42.7 percent. Table 13 provides detailed information regarding where the students intend to pursue their postsecondary education activities. As in previous years, Washington, California, Oregon, and Colorado are the most popular states for those seniors who intend to enroll in institutions out-of-state.

TABLE 13
DISTRIBUTION OF SENIORS BY
INTENDED STATE OF POSTSECONDARY ATTENDANCE

STATE	NUMBER	PERCENT
Alaska	1,190	42.7
Washington	300	10.8
California	296	10.6
Oregon	152	5.5
Hawaii	112	4.0
Colorado	110	3.9
Arizona	78	2.8
Texas	54	1.9
Montana	42	1.5
Idaho	41	1.5
Utah	35	1.3
Other*	376	13.5
Total	2,786	100.0

*Including foreign.

When the intended state of attendance was cross-referenced with the seniors' grades in high school, no single state seemed to draw heavily from any particular grade group.

The distribution for a few selected states is presented on a percentage basis in Table 14. It appears that those seniors electing attendance in Alaska are heavily represented by those earning mostly B's and C's while in high school, but this distribution is largely due to the normal distribution of all seniors (also presented in Table 14). It should be noted, however, that the percentage of seniors planning to attend school in Alaska, and who earned mostly A's, is steadily increasing. In 1980-81 the percentage was 8.8, in 1981-82, 12.6 percent, and this year it is 14.3 percent.

TABLE 14
PERCENTAGE DISTRIBUTION OF SENIORS BY SELECTED STATES OF PLANNED ATTENDANCE AND BY GRADES EARNED IN HIGH SCHOOL

SENIORS' GRADES	ALASKA	WASHINGTON	OREGON	CALIFORNIA	COLORADO	ALL SENIORS
Mostly A's	14.3	23.5	18.4	24.0	19.1	15.7
Mostly B's	50.3	50.2	59.9	46.0	39.1	46.8
Mostly C's	33.8	23.9	20.4	27.7	39.1	34.4
Below C's	1.6	2.4	1.3	2.3	2.7	3.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Another way of examining these same data is to compare Alaska's drawing power, within the grade distribution of seniors, to the drawing power of "outside". This is presented in Table 15 and differs from Table 14 in that the question addressed in Table 15 is: of those seniors earning mostly A's (or B's, C's, etc.), how many plan schooling in Alaska; while the question in Table 14 is: of those seniors planning schooling in Alaska, how many earned mostly A's (or B's, C's, etc.)? In the analysis which led to Table 15, it was discovered that 66.5 percent of the seniors earning mostly A's in high school who planned postsecondary attendance, planned it for "outside" of Alaska. It is very significant that this

percentage has declined sharply over the past three years; in 1980-81, 83.7 percent of the seniors earning mostly A's planned postsecondary education "outside" of Alaska.

TABLE 15
PERCENTAGE DISTRIBUTION OF SENIORS BY
GRADES EARNED IN HIGH SCHOOL AND BY
PLANNED POSTSECONDARY ATTENDANCE IN OR OUT OF ALASKA

SENIORS' GRADES	ALASKA	OUT-OF-STATE	TOTAL
Mostly A's	33.5	66.5	100.0
Mostly B's	43.1	56.9	100.0
Mostly C's	48.3	51.7	100.0
Below C's	34.6	65.4	100.0

It is important to try to understand why those seniors earning mostly A's plan to attend postsecondary institutions outside of the state. Although a more detailed presentation is found later in this report, the survey contained a question which asked the seniors to indicate which factors were important in their decisions about institutions. Of those seniors who earned mostly A's and intend to enroll in an institution of Alaska, the most important reason was the "availability of program" followed closely by "reputation or prestige of the school". This finding parallels very closely the research regarding "brain drain" in other states. As noted in last year's report, Maryland provides a good example of that research. The Maryland State Board for Higher Education conducts an annual survey of high school seniors who were semi-finalists in the National Merit and National Achievement competition. They find that the most important factor in college choice cited by students going out of state is "institutional reputation". Having a quality program in the student's major is the second most important reason.

For those Alaskan students who intend to enroll in institutions within the state, the most important reason was "low tuition and expenses" and the second most important reason was "program availability".

When addressing the question of "brain drain" then, we find that a higher percentage of Alaska's higher-grade-earning seniors are indeed looking "outside" for their postsecondary schooling. This is, however, not unlike the experiences of other states.

Alaska Attendance. When asked which institution in Alaska they planned to attend, 36 percent of the responding seniors indicated the University of Alaska-Fairbanks, followed by the University of Alaska-Anchorage, with 17 percent. The responses to this question are presented in Table 16.

It is interesting to note that the fourth and sixth most popular institutional choices of the seniors were the Alaska Vocational Technical Center at Seward and the Alaska Business College in Anchorage, respectively. This pattern is consistent over several years and the survey continues to show that these two institutions, which are dedicated to preparing persons for employment in selected occupational and career fields, have strong drawing power.

TABLE 16
DISTRIBUTION OF SENIORS BY
CHOICE OF ALASKAN POSTSECONDARY INSTITUTION

INSTITUTION	NUMBER	PERCENT
Anchorage Community College	148	12.4
Chukchi Community College	5	0.4
Kenai Peninsula Community College	30	2.5
Ketchikan Community College	5	0.4
Kodiak Community College	4	0.3
Kuskokwim Community College	15	1.3
Matanuska-Susitna Community College	14	1.2
Northwest Community College	3	0.3
Prince William Sound Community College	4	0.3
Sitka Community College	7	0.6
Tanana Valley Community College	7	0.6
Extension Center Near Home	3	0.3
COMMUNITY COLLEGE SUBTOTAL	245	20.6
University of Alaska-Anchorage	201	16.9
University of Alaska-Fairbanks	432	36.3
University of Alaska-Juneau	17	1.4
UNIVERSITY CENTER SUBTOTAL	650	54.6
Alaska Bible College	9	0.8
Alaska Pacific University	68	5.7
Sheldon Jackson College	38	3.2
PRIVATE COLLEGE SUBTOTAL	115	9.7
Alaska Business College	54	4.4
Alaska Vocational Technical Center at Seward	78	6.6
Trade, Technical School	21	1.8
Hutchison Career Center	12	1.0
Kotzebue Technical Center	15	1.3
OCCUPATIONAL SCHOOL SUBTOTAL	180	15.1
Total	1,190	100.0

Reasons for Institutional Choice. Why a senior chooses to attend a particular institution is a question of great interest to those persons involved in postsecondary education. The seniors were asked to indicate, from a list of 16 possible reasons, which factors were important in their decisions about institutions. The seniors were to pick the two most important reasons and also the least important reason affecting the choice of the postsecondary institution they planned to attend.

The most important reasons for institutional choice were "availability of program", "closeness to home", and "reputation or prestige of school". This was followed closely by "low tuition and living expenses" and "geographic location". "Availability of program" stands out because of the large number of seniors indicating it as the most important reason for attending school. (See Table 17.) Also, it has continued to be the top choice since 1978. The least important determinants of college selection for the seniors were "friends will be there," "religious atmosphere," "close to home," and sorority/fraternity/student organizations on campus".

TABLE 17
REASONS FOR SELECTING A
POSTSECONDARY EDUCATIONAL INSTITUTION

REASON	MOST IMPORTANT		SECOND MOST IMPORTANT		LEAST IMPORTANT	
	Number	Percent	Number	Percent	Number	Percent
Availability of Program	611	24.0	246	9.4	58	2.3
Close to Home	308	12.0	323	12.4	292	11.5
Reputation or Prestige of School	284	11.1	206	7.9	134	5.3
Low Tuition and Living Expenses	272	10.6	255	9.8	143	5.6
Geographic Location	260	10.2	382	14.7	211	8.3
Encouragement from Parents/Relatives	243	9.5	258	9.9	109	4.3
Availability of Jobs While in School	99	3.9	137	5.2	125	4.9
Availability of Financial Aid	94	3.7	165	6.3	79	3.1
Friends Will Be There	77	3.0	183	7.0	417	16.3
Intercollegiate Athletics	72	2.8	104	4.0	140	5.5
Intramural Athletics	70	2.7	84	3.2	139	5.5
Encouragement from Teachers	62	2.4	75	2.9	64	2.5
Religious Atmosphere	55	2.1	55	2.1	318	12.5
Encouragement from College Representatives	21	0.8	35	1.3	38	1.5
Availability of College Housing	19	0.7	58	2.2	76	3.0
Sororities/Fraternities	14	0.5	45	1.7	200	7.9
Total	2,56.	100.0	2,611	100.0	2,543	100.0

As was shown earlier in this report, more seniors intend to enroll in in-state institutions than in past years. A major reason for the increase of in-state attendance is the availability of low tuition and living expenses. To explain further the reasons why students attend in-state or out-of-state institutions, institutional choice was cross-referenced with the state of planned attendance, the results of which are presented in Table 18. Also, those factors affecting choice were further analyzed on an in-state basis. A cross-tabulation was run between reasons for institutional choice and Alaskan institution indicated. The results of those data for selected institutions are shown in Table 19.

A very consistent pattern exists among those seniors who intend to enroll out-of-state. In all cases except Hawaii the principal reason for institutional choice was "availability of program".

For those students attending institutions within the state, the principal factors affecting institutional selection were "low tuition", "closeness to home", and "availability of program".

TABLE 18
REASONS FOR SELECTING A POSTSECONDARY
EDUCATIONAL INSTITUTION DISTRIBUTED BY STATE

STATE	PRIMARY REASON	SECONDARY REASON
Alaska	Close to Home	Close to Home
Washington	Availability of Program	Geographic Location
California	Availability of Program	Geographic Location
Oregon	Availability of Program	Geographic Location
Colorado	Availability of Program	Geographic Location
Hawaii	Geographic Location	Geographic Location

TABLE 19
REASONS FOR SELECTING A PARTICULAR
ALASKA POSTSECONDARY EDUCATIONAL INSTITUTION

INSTITUTION	PRIMARY REASON	SECONDARY REASON
Univ. of Alaska-Fairbanks	Low Tuition and Expenses	Close to Home
Univ. of Alaska-Anchorage	Close to Home	Close to Home
Univ. of Alaska-Juneau	Availability of Program	Close to Home
All Community Colleges	Close to Home	Close to Home
Alaska Pacific University	Availability of Program	Close to Home
Sheldon Jackson	Encouragement from Parents/Relatives	Friends Will Be There
Alaska Business College	Availability of Program	Availability of Jobs
Alaska Vocational-Technical Center	Availability of Program	Close to Home

Familiarity with Financial Aid. The seniors were asked about their familiarity with, and intent to use, various types of financial aid available for postsecondary education. As one can see in Table 20, the program with which the seniors were most familiar (when combining familiarity with intent to use) is the Alaska State Student Loan Program. Four out of five of the students responding to this survey are aware of the program.

TABLE 20
SENIORS' FAMILIARITY WITH AND INTENDED
USE OF SELECTED FINANCIAL ASSISTANCE PROGRAMS

PROGRAMS	FAMILIAR WITH		INTEND TO USE		Total Percentage
	Number	Percent	Number	Percent	
Pell Grant	389	11.1	152	4.3	15.4
GSL (Guaranteed Student Loan)	1,187	33.8	375	10.7	44.5
Alaska State Student Loan	1,309	37.3	1,502	42.8	80.1
Native Corp. Assistance	956	27.3	180	5.1	32.4
CETA	1,171	33.4	119	3.4	37.8
BIA	950	27.1	159	4.5	31.6
ROTC	1,708	48.7	104	3.0	51.7
SEIG (State Educational Incentive Grant)	539	15.4	121	3.5	18.9

Plans to Return to Alaska. Those seniors planning postsecondary education of Alaska were asked if they planned to return to the state after completing their schooling. In 1980-81, 72.2 percent indicated that they did plan to return to Alaska. That percentage decreased slightly to 69.1 percent in 1981-82 but increased almost 10 points to 77.6 percent this year. There remains, however, a strong relationship between the distance one intends to go away from the state and the intention to return after schooling. A regional distribution is presented in Table 21 which indicates that, in general, the propensity to return decreases as the student attends school farther away from Alaska.

TABLE 21
DISTRIBUTION OF SENIORS PLANNING ATTENDANCE
"OUTSIDE" BY REGION OF ATTENDANCE* AND BY
INTENTION TO RETURN TO ALASKA AFTER SCHOOLING

REGION OF PLANNED ATTENDANCE	PERCENT PLANNING TO RETURN TO ALASKA
Northwest	75.3
West	68.8
Southwest	63.5
Midwest	63.0
South	54.3
Southeast	40.6
East	71.4
Northeast	54.1

* REGIONS: Northwest: WA, OR, ID, MT; West: CA, HI, NV, UT, CO, WY; Southwest: AZ, NM, TX, OK; Midwest: ND, SD, NE, KS, MN, WI, MI, IA, MO, IL, IN, OH; South: FL, GA, AL, MS, LA, AR; Southeast: VA, NC, SC, TN, KY; East: PA, NJ, MD, DE, WV, DC; Northeast: ME, VT, NH, NY, MA, CT, RI.

SUMMARY

Alaska's high school seniors have now responded to six consecutive annual surveys. Responses have been generally consistent over the six-year period, and support the following conclusions.

1. Most seniors are generally quite satisfied with their high school experiences. Those particular areas which have received the highest number of "outstanding" marks are counseling and guidance services and athletic and recreational facilities. Compared to last year, there was a decline in the percentage of seniors expressing satisfaction with their overall high school experience, from 90 to 83 percent. It remains to be seen if this represents a trend.

2. Seniors from small schools are not as satisfied with their high school experience as seniors from large schools. This is particularly evident when considering variety of courses and library and learning center facilities.

3. Regardless of whether they plan to pursue further schooling, many seniors feel that they need assistance in improving mathematics skills and in developing career or educational plans.

4. Those seniors who have higher household incomes and who earn higher grades are more likely to plan schooling beyond high school than are other seniors.

5. Proportionately, considerably fewer seniors from small schools plan to attend four-year colleges than seniors from large schools. Also, a much larger percentage of seniors from small schools are undecided about what they plan to do after graduation than seniors from large schools.

6. The percentage of students who choose to remain in Alaska for postsecondary education has increased in the past three years. Another way to look at this statistic is to say that, although a majority of seniors still go "outside" for their schooling, the percentage of students leaving the state is continuing to diminish.

7. There does not seem to be a direct correlation between grades earned in high school and geographic choice. Although many students in all grade categories are drawn "outside", the tendency to plan out-of-state attendance is highest among those seniors who earned mostly A's in high school. Institutional reputation and availability of programs are the reasons that "A" students cite for choosing their schools. Other states have reported similar propensities among their higher-grade-earning seniors.

8. Regardless of the grades they earned in high school, seniors choose particular out-of-state educational institutions primarily because of the availability of certain programs. Students choose particular Alaskan institutions because of availability of programs and proximity.

9. The University of Alaska's Fairbanks and Anchorage campuses continue to be the top choices for those students who remain in Alaska for further schooling; again this year over 50 percent of in-state students indicated that they plan to attend one of these institutions.

10. Approximately 16 percent of students remaining in Alaska plan to attend vocational-technical and private proprietary schools. Those institutions with the greatest drawing power are Alaska Business College and Alaska Vocational Technical Center at Seward.

11. A high proportion of the seniors planning to attend school out-of-state also plan to return to Alaska after completing their schooling. This proportion has increased dramatically over last year. Future surveys will ascertain if this upward trend will continue.

The information from this survey is compiled on an individual high school basis and returned to each participating school. This feedback enables the secondary officials to better plan or respond to and for the high school students' needs. The information and results are also used on a statewide basis for planning and analysis of postsecondary resources for Alaskans.

APPENDIX A

1982-83 ALASKA HIGH SCHOOL SENIOR SURVEY

Alaska High School Senior Survey 1982-83

This survey is an attempt to find out what you intend to do with your life the first year after graduation. The results of this survey will be used to plan for the growth and development of postsecondary education* in Alaska, to coordinate and plan for better financial aid services for Alaskan postsecondary students and to provide for the educational needs of Alaskan high school graduates.

Please answer questions 1 through 14 regardless of what you plan to do after graduation. Students continuing a postsecondary education should also complete questions 15 through 18.

Individual responses will be kept confidential. Please do not identify yourself on the survey. PLACE THE NUMBER OF YOUR RESPONSE IN THE SPACE PROVIDED AT THE RIGHT. Your cooperation is appreciated.

RESPONSE

1. What is your sex? 1. Male 2. Female ..... _____

2. How do you describe yourself? (Choose only one) ..... _____

   1. Alaskan Native
   2. Black
   3. Caucasian
   4. Hispanic
   5. Oriental
   6. Other

3. What category best describes your total family income? ..... _____

   1. Under $8,000
   2. Between $8,000 and $15,000
   3. Between $15,000 and $25,000
   4. Between $25,000 and $40,000
   5. Over $40,000

4. What category best describes your parents' level of education?

RESPONSE (Enter 1, 2, 3, or 4)

   1. did not finish high school .....
   2. graduated from high school or attained the GED .....
   3. attended college .....
   4. graduated from college with at least a bachelor's degree .....

   Father ..... _____
   Mother ..... _____

5. There are a number of financial aid programs offered to Alaskans. Please indicate your familiarity with each program by using the following code.

RESPONSE (Enter 1, 2, or 3)

   1. I am not aware of this financial assistance program.
   2. I am aware of this financial assistance program.
   3. I am aware of this program and plan to use it.

   A. Pell Grant Program (BEOG) ..... _____
   B. GSL (Guaranteed Student Loan Program) ..... _____
   C. Alaska State Student Loan Program ..... _____
   D. Native Corporation Student Financial Aid ..... _____
   E. CETA (Comprehensive Employment Training Act) ..... _____
   F. BIA (Bureau of Indian Affairs) Financial Assistance ..... _____
   G. ROTC (Reserve Officer Training Corps) Financial Assistance ..... _____
   H. SEIG (State Educational Incentive Grant Program) ..... _____
   I. Other Financial Aid Program (Specify) ..... _____

*NOTE: Postsecondary education is defined as any organized education, learning or training experience beyond high school.

PLACE 1 IN THE RESPONSE SPACE FOR "YES" AND 2 FOR "NO" for questions 6 through 10.

RESPONSE (Enter 1 or 2)

6. English is the language most frequently spoken in my home..... _____

7. I have had the following employment experiences:

   A. held a regular part-time job while in school..... _____
   B. held a full-time job during the summer..... _____
   C. participated in work-study or distributive education while in school..... _____
   D. supervised the work of others..... _____
   E. never worked..... _____

8. I need assistance in the following educational areas:

   A. expressing my ideas in writing..... _____
   B. improving reading speed or comprehension..... _____
   C. improving math skills..... _____
   D. deciding on a career, occupation or educational plans..... _____

9. I plan to take or have already taken the ACT (American College Testing Program)..... _____

10. I plan to take or have taken the SAT (Scholastic Aptitude Test)..... _____

RESPONSE (Enter 1, 2, 3 or 4)

11. Please indicate what grades you received in high school:
    (Place the appropriate number in the space provided.)..... _____

    1. Mostly A's
    2. Mostly B's
    3. Mostly C's
    4. Mostly below C's

12. Listed below are a number of characteristics of your high school. You are asked to rank each one on how beneficial it has been to you. That is, how well did it contribute to your experience as a student? Please use the following ranking scale and use your own experience for the ranking, not what you have heard from others.

    1. Outstanding
    2. Average
    3. Poor
    4. Not provided/Not applicable

RESPONSE (Enter 1, 2, 3 or 4)

   A. Variety of courses..... _____
   B. Quality of instruction..... _____
   C. Counseling or guidance service..... _____
   D. Special help or programs for students needing it..... _____
   E. School rules, regulations and discipline..... _____
   F. Assignment of grades or marks..... _____
   G. Athletic or recreational facilities..... _____
   H. Library and learning centers..... _____
   I. Laboratory facilities..... _____
   J. Vocational training (industrial, business, home economics, etc.)..... _____
   K. Satisfaction with your high school experience overall..... _____

RESPONSE (Enter 1-9)

13. What are you most likely to be doing this time next year? ..... _____
Use the following list to indicate your response. (Choose only one answer.)

1. Don't know yet.
2. Join the military.
3. Get a full-time job.
4. Become a full-time homemaker.
5. Enter into apprentice training.
6. Attend a vocational-technical school.
7. Attend a four-year college.
8. Attend a two-year college.
9. Other:_____ _____(Please specify).

14. Please indicate by number your first and second occupational choice, choosing from the list in Table A, located on page 4 of this survey.

RESPONSE (Enter 10-99)

A. My first occupational choice is ..... _____
B. My second occupational choice is ..... _____

IF YOU **DO NOT** PLAN TO GO ON FOR MORE SCHOOLING, SKIP THE REST OF THE SURVEY.

RESPONSE (Enter 1-52)

15. Using the code found in Table B on page 4 of the survey, indicate by number the state in which you plan to attend a postsecondary institution ..... _____

RESPONSE (enter 1-22)

16. If your answer was Alaska in question 15, indicate which Alaskan institution you plan to attend by using the list in Table C on page 4 of the survey. (If you are not going to school in Alaska, skip this question).. _____

RESPONSE (enter 1-17)

17. Regardless of where you are going to school, why have you made that choice? Use the number codes below to select the two most important reasons and the one **least** important reason for your choice.

A. Most important reason for my selection ..... _____
B. Second most important reason for my selection ..... _____
C. **Least** important reason for my selection ..... _____

1. Intramural athletics/recreational activities
2. Sororities/fraternities/student organizations on campus
3. Geographic location/weather/climate
4. Encouragement from parents/relatives
5. Encouragement from teachers/principal/counselor
6. Encouragement from college representative
7. Availability of jobs while in school
8. Low tuition and living expenses
9. Reputation or prestige of school
10. Availability of program
11. Availability of financial aid
12. Close to home
13. Religious atmosphere
14. My friends will be there
15. Availability of campus housing
16. Intercollegiate athletic program
17. Other (please specify)

_____

RESPONSE (enter 1 or 2)

18. Do you plan to live in Alaska upon completion of your chosen program? ..... _____

1. Yes 2. No