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PROGRAM EVALUATION
ROSE URBAN RURAL
EXCHANGE

PREPARED FOR
ALASKA HUMANITIES FORUM

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EXECUTIVE SUMMARY

Purpose and Methods

The Alaska Humanities Forum contracted with the Institute of Social and Economic to evaluate how well the forum's Rose Urban Rural Exchange achieved its purpose in 2002, the second year of the program. ISER also evaluated the first year.¹ The Rose Urban Rural Exchange is made possible by a partnership between the Alaska Humanities Forum and the Alaska Native Heritage Center. It's intended to build understanding and a state-wide sense of community by bringing urban students to rural Alaska, and rural students to urban Alaska, to learn about each other's cultures. It will continue through 2004.

About 20 urban and 20 rural students participated in the second year of the program—twice as in the first year. Urban students traveled from Anchorage to 11 villages in southwest and central Alaska—Shungnak, Kiana, Old Harbor, Ruby, King Cove, Alakunuk, Nanwalek, Kaltag, Pilot Station, Quinhagak, and Scammon Bay (see map). Rural students from these same villages traveled to Anchorage. In most cases, parents of students who traveled from Anchorage hosted the visiting rural students, and vice-versa. Parents also typically attended orientation sessions.

To do the evaluation, we collected a wide variety of data from: (1) observations of orientation sessions and participants' post-visit presentations; (2) interviews with participants, parents, and host families (primarily parents of participants); (3) surveys of participants and parents; (4) surveys of how participants' knowledge about urban and rural Alaska changed; and (5) focus groups with urban parents and urban host families.

We wanted to learn how the program changed participants' attitudes, opinions, and perceptions about the areas they visited and about their own home areas; how much they learned about the areas they visited; and how students and their parents rated the content, format, and effectiveness of the orientation sessions.

Changes in the Operation and Format of the Rose Urban Rural Exchange in Year 2

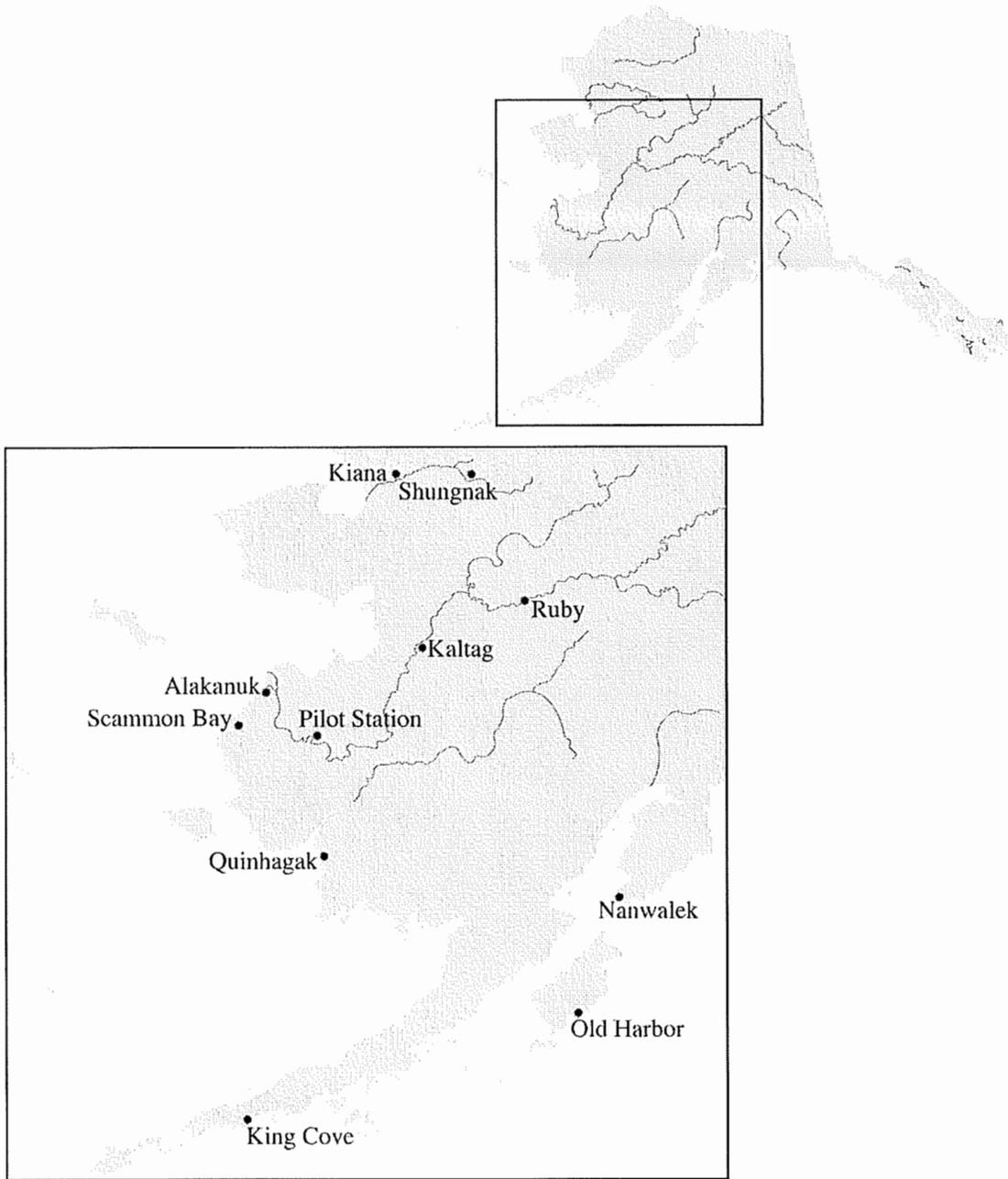
Changes in Program Operation

A staff person who had been responsible for recruitment of rural students and rural host families in the first year of the exchange program left the Alaska Humanities Forum and was replaced with a temporary staff person. That change resulted in a slight delay in the start of the program. Also, the Alaska Native Heritage Center hired a new person to coordinate the student orientation program—which meant the loss of knowledge gained in the first year of the program.

The center also contracted with the Babiche Cultural Exchange, a non-profit organization specializing in bringing Native communities together through cultural exchange. Babiche Cultural Exchange supports Native youth and their communities. Babiche coordinated and provided the orientation for rural students as well as helping the urban students develop presentations describing what they learned from the exchange.

¹ In its first year the program was called the Urban/Rural Youth Program.

Rose Urban Rural Youth Exchange Rural Communities 2002



Changes in Program Format

Rural students came to the Anchorage area first this year, visiting for 18 days in the spring. The urban students went to the rural areas for 21 days during the summer. Their visits were longer, because they got the opportunity to participate in various cultural or spirit camps sponsored by rural communities and Alaska Native organizations.

Rural student orientation was a two-day retreat in Anchorage just before they started their home visits with urban families. Last year's rural student orientation consisted of two days of meetings at the Alaska Native Heritage Center during the students' first week-end in Anchorage.

Changes in Attitudes, Opinions, and Knowledge

We measured changes on a 5-point scale, with 1 representing the least knowledge, lowest opinion, or lowest frequency and 5 representing the highest on all measures.

Rural Students and Their Parents

We collected data from 20 students and 27 parents before the visits. After the visits, we collected data from 17 students and 27 parents.

- Rural students said chances to improve their education were most important in their decision to participate in the exchange. The three most important reasons they cited were hoping to get better grades; improving their chances of getting into better colleges; and learning about subjects not offered in their home schools.
- After their visits, one of the ways rural students said they would learn more about urban Alaska would be taking classes—showing that they continued to think about how the program could improve their education. Other top methods they cited after their visits were talking to friends or relatives, talking to people who live in urban Alaska, and reading magazine or newspapers about urban Alaska.
- When in urban Alaska, rural students found their free-time activities changed, with the biggest changes being less participation in sports; in hobbies or craft work; and in activities such as fishing, hunting, gathering firewood, and preserving food for storage.
- Rural students and their parents said their perceived knowledge of urban Alaska increased after the exchange—as was also true last year. Rural students perceived knowledge of urban Alaska rose from 2.19 before the visit to 2.86 after, an increase of .67. Their parents' knowledge went from 2.45 to 2.82—an increase of .37. (1=none; 5=extensive knowledge)
- Perceived knowledge of rural Alaska also increased among rural students and their parents, but less among the parents. Rural students' perceived knowledge of rural Alaska went from 3.34 to 3.78, an average increase of .43, compared to the change among parents, from 3.46 to 3.54—an increase of .08.

- Opinions about urban Alaska among rural students and parents also improved somewhat after the exchange visits, increasing from 3.24 to 3.48 among students (a .24 increase) and 3.3 to 3.57 among parents (a .22 increase). (1=highly negative; 5=highly positive)
- Rural students also had higher opinions of rural Alaska after their urban visits, increasing from 3.52 to 3.94, an average increase of .41. Their parents' opinions of rural areas were basically unchanged (3.69 to 3.73).
- By far the greatest change in attitudes about current issues was the increase in rural parents' commitment to recognition of tribal authority. Before their children's visits to urban Alaska, rural parents agreement with recognition of tribal authority stood at 3.8 and increased to 4.4 after the visits—an increase of .6. (1=strongly disagree; 5=strongly disagree) Rural parents offered many suggestions about how Alaska could accommodate different cultures and people with different values. Detailed responses are included in the body of this report.
- When asked who most influenced their overall experience in urban Alaska, rural students most often cited other rural people like elders and family members. We were surprised by these responses, but it's possible that the students interpreted the question to mean who had influenced their decisions to visit urban Alaska.

Rural students said that differences in teaching and learning methods in urban and rural schools presented the most problems or difficulties during the exchange. However, few provided an explanation as to why these differences posed such problems. One student did comment:

In urban schools, you have a better chance at getting a good education. In the village, we are far behind in some subjects compared to urban students. For example, I am in pre-algebra at home and here everyone in my grade was at a higher level of math.

Looking back over the entire Rose Urban Rural Exchange experience, rural students and their parents felt they had been most affected by having a chance to get to know urban people and learn more about their way of life.

Urban Students and Their Parents

We collected data from 20 students and 23 parents before the visits. We collected data from 18 students and 17 parents after the visits.

- Urban students ranked getting another perspective on urban Alaska as the most important reason for participating in the exchange, followed closely by increasing their understanding of rural communities. The third most important reason they cited was the opportunity to live or make friends in rural Alaska.
- After their visits to rural Alaska, urban students were more likely to say they would learn about rural Alaska by reading newspapers or magazine articles *from* rural Alaska, by talking to their friends or relatives about rural Alaska, by talking to fellow students or teachers about rural Alaska, and by talking with people who live in rural Alaska.
- Urban students said the biggest changes in their free-time activities while they were in rural Alaska were less time performing in music and arts, going to museums, theater, concerts, and movies; and more time participating in activities such as fishing, hunting, gathering firewood, and preserving food for storage.
- Urban students' knowledge about urban Alaska increased from 3.7 to 3.95 (up .26), while knowledge among parents was almost unchanged—from 4.06 to 4.08. (1=none; 5=extensive knowledge)
- Knowledge about rural Alaska among urban students increased from 2.07 before the exchange to 3.46—a jump of 1.4. Among urban parents, knowledge increased from 2.4 to 2.94, about .55.
- Urban students' opinions of urban Alaska increased from 3.74 to 3.97 (up .23), while urban parents opinions slightly worsened, from 3.82 to 3.76 (down .060). (1=highly negative; 5=highly positive)
- The opposite was true in opinions about rural Alaska, with urban students' opinion of rural Alaska dropping from 3.52 to 3.4 and their parent's opinion increasing from 3.0 to 3.38.
- The greatest change in pre- and post-visit opinions about current events was on the question of whether Alaskans should be allowed to vote on amending the constitution to allow a subsistence preference for rural residents. Agreement among urban parents about whether Alaskans should vote on this issued dropped from 2.5 to 2.2 (1=strongly disagree; 5=strongly agree)) Urban parents offered several comments on how Alaska could accommodate people with different cultures and values. These can be found in the body of the report.

- Urban students said that people from rural Alaska—such as elders, host families, host parents, friends they made, and other adults—were important to their exchange experience.
- Overall, the problem urban students cited most often was that they did not have enough time for travel during their exchange visits. (Other problems cited less often are noted in the body of the report.)
- When thinking back over the entire Rose Urban Rural Exchange experience, urban parents and students said what affected them most was getting the chance to get to know rural people and learn about their way of life.

Survey of Knowledge

We asked students and their parents a series of questions on their knowledge about a number of things before and after the exchange visits. We did a similar survey of knowledge last year but revised it for this second year. We used one single test for all four respondent groups (urban and rural students and parents), while last year we used different tests for rural and for urban.

The orientation curriculum was revised during the second year, to include broader urban/rural issues and to be less specific to any particular Alaska Native group—so we also changed the survey of knowledge. We broadened the questions to reflect more general Alaska Native perspectives and to target urban/rural issues about subsistence, education, health and safety, and economics.

All the respondent groups did better on the post-visit test than on the pre-visit test, administered before the orientation session. The test is more a measure of concepts reviewed in the orientation session than of what participants learned from the entire exchange. Our later interviews indicated that participants learned a lot that wasn't captured in the survey of knowledge.

Program Evaluation

Urban Students' Comments

- Comments about orientation were at the extremes: most students either said none of it was helpful or that it was very helpful. Some students missed sessions, others remember little of what was offered, and still others felt it focused on differences between urban people and Yupik and the people in the community the student visited were not Yupik. On the other hand, some students said they gained useful information on cultural differences, elders, food, and nature. Those students said orientation allowed time for them to learn about rural Alaska and to get to know the other students.

- Almost all the students felt their host families in the villages made them feel like part of the family. The host parents and siblings were very friendly and included them in many activities. One host family mostly spoke Yupik, so the exchange student sometimes felt left out but also noted that the family was very nice and really welcoming. Also, one student did not really have a host family and ended up in a lodge for most of his visit. That student didn't make any special bonds, but was able to draw on the resources of the entire lodge staff during the visit.
- Urban students visited during the summer, so they had the opportunity to participate in many activities: fishing (catching, cleaning, and cutting fish; some commercial fishing, soaking fish and braiding herring); four wheeling; berry picking; swimming; boating; cooking (defeathering a ptarmigan, making aquataq, or Eskimo ice cream); playing cards, playing basketball; collecting plants, working in the local store; and attending tribal council meetings. A number of students also mentioned watching television.
- All the urban students made friends during their village stays. Some have talked to their friends over the telephone since their visits. Having friends made them feel more comfortable. Some commented that these friendships helped them to see how similar people in urban and rural Alaska are. The urban students also established friendships among themselves, which also helped make the visits fun.
- The Alaska Humanities Forum staff was very helpful during the village stays, according to the urban students. They didn't mention any specific organizations in the communities that provided support. Host families provided support.
- The urban students wrote in great detail about what they learned about their host community and rural Alaska, including family life, rural economics, culture, and hospitality toward visitors. Several mentioned the importance of subsistence. Detailed comments of the students are included in the report.
- Several urban students said they were surprised by the "urbanity" of life in the villages. It appears that the program orientation had prepared them to find all rural families relying on traditional food sources and living "traditional" hunting and gathering lives. The reality is, of course, much more mixed: the social and lifestyle variations within rural villages are probably as great as the variations between rural and urban communities.

Urban Parents' Comments

- Parents had few comments about the orientation. Some did not attend. Those who did comment generally said the orientation sessions they attended were effective or prepared them fairly well to be host families. They described the sessions as mostly responsive to their concerns.
- Parents said they learned a variety of things about the communities their children visited, including the complexity of the subsistence issue; the size of rural communities; use of honey buckets; westernized dress; rural jobs; rural governance systems; and how people relate to one another.
- More than half the responding parents said they had not formed any new opinions of rural Alaska as a result of their child's participation in the exchange program. Those that had formed opinions mentioned increased awareness about rural issues; that rural communities are more progressive than they had thought; that rural young people need more support; that rural people are nice and hospitable; and that one should not generalize about rural Alaska.
- When urban parents were asked to share their thoughts on what they had learned from their children's village visits, most talked about what their children had learned. They said the visits had broadened the children's knowledge and experience. They had learned what it was like to cope in a different culture; that rural Alaskans are much more connected to the land; that the lifestyle is more laid back. But they also observed that there is not enough for the young people to do in rural communities and that suicide, alcohol, and drugs continue to be a problem. When specifically asked what they had learned themselves, many urban parents answered that they did not feel changed.
- Most urban parents felt the program did meet their expectations. Detailed responses about what they will remember and value most from their children's exchange experience are included in the body of this report.

Rural Students' Comments

- Orientation sessions provided an opportunity for rural students to get ready to be in the city and with urban families. They also learned how to put a presentation together. At orientation they met and made friends with other rural students. Most felt that all the sessions were helpful, but one student thought the hospital visit could have been longer and another thought that the session on safety in the city was the least effective.
- Rural students reported that urban host families were cordial and treated the students as family members; they felt they had developed relationships with host family members. In some instances, rural students mentioned that host mothers or siblings were especially nice to them and spent time with them.

- Many the rural students said they had been homesick early in their visit, and it appears some called home to talk about it. Some discussed how they had stuck it out, and in most cases it got better.
- The most common activities for students visiting Anchorage were attending school, going shopping, and eating dinner with their host families. Other activities included skating, watching movies and videos, going to concerts, taking trips to Seward, going horseback riding, working out at athletic clubs, and visiting the zoo.
- The Alaska Humanities Forum staff were very helpful and informative, rural students said, being very responsive to questions or situations.
- Both parents and students reported learning about the wide variety of choices of classes available in the urban schools and finding that the curriculum is more challenging than in rural schools.
- Both rural students and parents observed that urban people were always very busy, with a lot of things on their schedules. They noted how early urban families had to get up to go to school and work in Anchorage.
- Only two of the rural students said they had not developed any new opinions about Anchorage, but both had previously visited or lived in Anchorage or other urban areas.

Rural Parents' Comments

- Orientation for rural parents was via teleconference and included information on what visiting students could expect and about hosting urban students. Most rural parents felt the orientation sessions were informative, helpful, and responsive to their concerns. Many mentioned that the written materials were especially useful in helping them learn about the program, and comments including words like helpful, great, and good were common.
- Rural parents overall were very pleased and happy with their children's host families in Anchorage. They reported that the urban families took care of and treated the rural children well during the home stays.
- Both parents and students reported learning about the wide variety of choices of classes available in the urban schools and finding that the curriculum is more challenging than in rural schools.
- As with rural students, rural parents observed that urban people always had very full schedules, and that they had to get up early to go to school and work. Parents also learned about the many additional activities available to students in Anchorage.

- Only a few rural parents said they had not developed any new opinions or views about urban Alaska as a result of the exchange program.
- Rural parents said their children had learned a variety of things from their urban visits. The children had more ability to handle new situations and deal with homesickness (good experience to have before going away to a city to live or attend college), as well as more experience with urban life large high schools. Some saw a new maturity in their children and willingness to accept more responsibilities.
- A little over half of the rural parent had comments about new opinions they had formed as a result of their children's participation the program. Some said that education was better in the city. They also observed that there are people in the urban area who care about rural Alaska. Overall they felt the students had a good experience in urban Alaska, making friends and gaining new knowledge.

Focus Groups

ISER conducts pre- and post-visit focus groups with urban parents, to identify gaps or missing information and concerns of urban parents. Concerns raised in the pre-visit focus group are addressed in the orientation session just before urban students go to the villages. The post-visit focus group helps the program administrators find out if parents' got the information they asked for and to inform the program staff of other things that came up during the student exchange. Summaries of discussions in these groups are in the body of the report.

This year, urban host families made several call to the Alaska Humanities Forum staff for help while the rural students were visiting. As a result, the forum asked that in addition to the pre- and post-visit focus groups for parents, ISER hold a focus group for urban host families, to get feedback about their experiences. In that focus group, urban host families talked about their experiences with visiting rural students, and by consensus suggested that the Alaska Humanities Forum provide additional information to urban host families:

- Develop guidelines for rural students who want to visit with relatives and friends while in the Anchorage area
- Clarify the purpose of the Rose Urban Rural Exchange with the rural student participants
- Provide more information on rural students' past experiences in urban Alaska
- Develop guidelines for host families to use when talking with rural students about spending travel money, acquiring more travel funds, and going shopping
- Describe the urban host family's role in helping rural students with homework
- Provide guidance and hints on how to make the school experience more enjoyable and appropriate for the rural students
- Develop guidelines for appropriate dress for students on exchange visits

- Clarify with the urban host families and the rural students the basic program rules—such as no overnight visits away from host families
- Clarifying how the rural students' visit might affect the urban students' homework schedule
- Make sure the urban host parents know what social events planned for the urban and rural students during the urban exchange
- Provide a separate urban host family orientation.
- Provide a list of telephone numbers and addresses of all the urban host families, so when rural students are visiting they can plan some activities together

Other issues raised at the host family focus group included student hygiene, transportation, the amount of flexibility and time parents need in their schedule during the rural student exchange, and additional information urban host families would like about the rural students prior to their visits.

Host Families

After the exchange visits, ISER interviewed rural and the urban host families by phone, to learn about their experiences, hear how the families felt the program worked, and record ideas about how it could be improved.

Rural Host Family Comments

- Most host families felt the reading materials provided and the teleconference were informative. The materials explained the program, addressed safety issues, and talked about planning activities for visiting urban students. Families that had short notice about becoming host families (that is, they were recruited at the last moment) said they did not receive much orientation. Some families said that the essays written by urban students, describing what they wanted to do, were helpful. Most felt that the orientation prepared them for their participation in the exchange, but one family would have liked a face-to-face to meeting with program staff and another would have liked to talk with other host families.
- Some families commented that it took a few days for the urban students to fit into the family, but most families developed relationships with the visiting students. overall, the urban students tried to fit in and adapted easily.

- Most host families felt the program was a worthwhile experience. Many said other community members offered to involve urban students in activities like boating, fishing, and beading. They felt it was good for the urban students to come out and see the rural lifestyle. Rural host families felt that the more exposure urban residents have to rural Alaska, the better they will be able to understand the rural way of life. The rural host families felt that this type of program demonstrates that you really get to know something only by experiencing it. Overall, they thought the exchange program was a learning experience for both the student and the host family. Rural host families said they would like to see the program continue.

Urban Host Family Comments

We conducted interviews with urban host families in two phases this year. While the rural students were visiting, some urban host families needed more in-depth support than others; the Alaska Humanities Forum staff had several telephone conversations with these host parents and the rural students and did some counseling sessions with rural students and host families in their homes.

Those host families were the first ones ISER asked to complete the urban host family interview. They provided very detailed daily accounts of their experiences, including insights into what situations occurred, what the host families' reactions were, and how they worked through any problems. They had many observations on what the program did well and how it needs to improve. Several host families commented on the recruitment and screening process for the rural exchange students. They also encouraged having an orientation for the rural students on the mission and expectations of the program, before the students come to Anchorage.

Organization of Report

The main body of this report provides information in both table and narrative form. Most of the qualitative information consists of verbatim quotes from students and parents.

Rural Parents and Students Summary of Survey of Attitudes, Perceptions, and Opinions

There were 20 pre-visit/17 post-visit students and 27 pre-visit/27 post-visit parents.

Background

Thinking about your reasons for participating in the Urban Rural Youth Program, how important is it . . .

5-point scale - 1=Not At All, 2=Some, 3=Neutral, 4=Important, 5=Very Important

These questions were only asked of the students pre-visit. Three most important reasons for participating in the Urban Rural Youth Program based on average are:

1. That after being in the Urban Rural Youth Program, you hope to get better grades (4.3)
2. That being in the Urban Rural Youth Program will improve your chances of getting into college or a better college (4.2)
2. To learn about subjects not offered at your home school (4.2)
3. To live or make friends in an urban community (4.1)
3. That you increase your understanding of urban communities (4.1)

	Students Pre-Visit	
	Average	Most frequent response (# selecting response)
To live or make friends in an urban community	4.1	Very Important (9)
That you increase your understanding of urban communities	4.1	Important (8)
That being in the Urban Rural Youth Program will improve your chances of getting into college or a better college	4.2	Very Important (9)
That you want to travel	3.4	Neutral (14)
To get another perspective on urban Alaska	3.9	Important (8)
To have a break from your usual surroundings	4.0	Important (7)
To learn about subjects not offered at your home school	4.2	Very Important (9)
That after being in the Urban Rural Youth Program, you hope to get better grades	4.3	Very Important (11)
That through the Urban Rural Youth Program you could learn more about your family or ethnic heritage	4.0	Important (8)
That your friends are going	3.2	Not At All (6) Very Important (6)
That you could visit friends or relatives in urban Alaska	3.6	Very Important (6)

Experience in Urban Alaska (Pre-Visit)

There are different ways to learn about urban Alaska before going to visit. Of the ways listed below, how much have you . . .

Maintaining Contact with Urban Alaska (Post-Visit)

Now that you have been in urban Alaska, how will you go about seeking information about urban Alaska. . .

5-point scale - 1=Not At All, 2=A Little, 3=Some, 4=A Lot, 5=Extensively

Of the questions asked of student's pre- and post- visit, the greatest change scores were:

1. Talked with your friends or relatives about urban Alaska (.9)
2. Took a class at my school (.8)
2. Talked with people who live in urban Alaska (.8)
3. Read newspapers or magazine articles about urban Alaska (.7)

	Students Pre-Visit		Students Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
Attend conference, seminar, lecture dealing with urban Alaska	Not Applicable	Not Applicable	2.8	Some (8)
Being a member of org involved in urban Alaska	Not Applicable	Not Applicable	2.8	Some (7) Unlikely (7)
Receive visitors from urban Alaska	Not Applicable	Not Applicable	3.6	Likely (6)
Travel to rural Alaska	Not Applicable	Not Applicable	3.9	Likely (6)
Gone to museums or art galleries.	2.8	Some (6)	3.5	Some (7)
Talked with your friends or relatives about urban Alaska	3.6	Some (8)	4.5	Very Likely (8)

	Students Pre-Visit		Students Post-Visit	
Talked with fellow students or teachers about urban Alaska	3.8	Extensive (6)	4.1	Very Likely (7)
Took a class at my school	2.9	Not at All (5)	3.5	Some (5) Very Likely (5)
Talked with people who live in urban Alaska	3.6	Some (10)	4.4	Very Likely (10)
Talk with person who are knowledgeable about urban Alaska, such as	Not Applicable	Not Applicable	3.4	Some (7)
Read newspapers or magazines articles from urban Alaska	3.1	Not at All (5)	3.6	Some (5) Very Likely (5)
Read newspapers or magazine articles about urban Alaska	2.9	A Little (5) Some (5)	3.6	Some (6)
Read fictional books about urban Alaska	2.3	Not at All (8)	2.7	Some (5) Unlikely (5)
Read non-fictional books about urban Alaska	2.4	Not at All (8)	2.6	Some (8)
Listened to radio programs about urban Alaska	2.9	A Lot (6)	3.3	Some (6)
Watched television programs or videos about urban Alaska	3.1	Some (5)	3.3	Likely (7)

Free Time

When you have free time, how often do you . . .(Pre-Visit)

When you had free time during your urban visit, how often did you . . .(Post-Visit)

5-point scale - 1=Never 2=A Little, 3=Some, 4=A Lot, 5=Frequently

Of the questions asked of student’s pre- and post- visit, the greatest change scores were:

1. Participate in sports, including basketball, snow machines, skiing, etc. (-1.5)
2. Participate in activities such as fishing, hunting, gathering firewood, preserving food for storage, etc. (-1.4)
3. Work on hobbies, craft work (sewing, beading, basketry), photography, etc (-1.1)

	Students Pre-Visit		Students Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
Travel	3.0	Some (11)	2.8	Some (7)
Participate in sports, including basketball, snow machines, skiing, etc.	4.3	Frequently (8) A Lot (8)	2.8	Never (4) A Little (4) Some (4) Frequently (4)
Read books other than school work	3.2	Some (7)	2.2	A Little (7)
Go to participate in or see dancing or storytelling	2.6	A Little (8)	Not Applicable	Not Applicable
Perform in music, arts, etc.	1.8	Never (9)	1.6	Never (11)
Attend sports events	3.4	Some (7)	3.0	Some (6)
Watch television or videos	3.6	A Lot (6)	3.0	A Little (9)
Spend time with friends, going to parties, playing games (i.e. board games like chess, video games)	3.9	A Lot (7)	3.3	A Lot (6)
Go to museums, theater, concerts, and movies	Not Applicable	Not Applicable	3.0	Some (8)
Work on hobbies, craft work (sewing, beading, basketry), photography, etc.	3.1	Some (13)	2.0	Never (7)
Participate in activities such as fishing, hunting, gathering firewood, preserving food for storage, etc.	3.5	Some (6)	2.1	Never (10)
Spend time with elders	3.1	Some (6)	2.1	Never (10)

Knowledge of Urban Alaska

How much do you know about the following aspects of urban and rural Alaska culture? How much do you currently know about the following . . .? Thinking about URBAN Alaska . . .

5-point scale - 1=None 2=A Little, 3=Some, 4=A Lot, 5=Extensive

The greatest change between student pre- and post- scores were:

1. Attitudes of residents toward rural residents (1.3)
2. How residents get the food they need (1.2)
3. How new residents are treated (.9)

The greatest change between parent pre- and post- scores were:

1. How residents earn money (.9)
2. What most important political issues are (.7)
2. How residents get the food they need (.7)

	Students Pre-Visit		Students Post-Visit		Parents Pre-Visit		Parents Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
What schools are like	2.3	Some (8)	3.3	A Lot (9)	2.4	Some (10)	2.8	Some (11)
Informal, out of school education	1.9	A Little (9)	2.7	Some (5)	2.4	None (9)	2.5	Some (10)
How communities are governed	1.6	None (9)	2.4	None (4) A Little (4)	3.0	Some (10)	2.9	Some (14)
Attitudes of residents toward rural residents	1.8	None (9)	3.1	Some (8)	2.3	A Little (8)	2.5	A Little (14)
What most important political issues are	1.7	None (8)	2.2	Some (8)	2.0	None (11)	2.7	A Little (11)

	Students Pre-Visit		Students Post-Visit		Parents Pre-Visit		Parents Post-Visit	
How new residents are treated	2.1	A Little (5) None (5)	3.0	A Little (5) A Lot (5)	2.2	A Little (11)	2.8	A Little (8)
How residents earn money	2.9	Some (6)	3.3	Some (7)	2.4	Some (12)	3.3	Some (10)
How residents get the food they need	2.9	A Little (5) Some (5)	4.1	A Lot (11)	2.7	Some (12)	3.4	A Lot (11)
How family members relate to one another	2.4	None (7)	3.1	Some (7)	2.4	Some (12)	2.8	A Little (11)
Customs and traditions (including western religion and traditional spiritual beliefs)	1.8	None (7) A Little (7)	2.6	A Little (6)	2.1	None (9)	2.6	A Little (13)
Cultural life (art, dance, music, drama, movies, literature)	2.7	None (5) Some (5)	2.6	Some (6)	2.4	A Little (9)	2.6	Some (10)
Sports, leisure/recreational activities	2.6	A Little (6)	3.2	Some (6)	3.0	Some (11)	3.0	Some (9)
Social problems (i.e. substance abuse, domestic violence, etc.)	1.8	None (8)	1.7	None (8)	2.5	Some (10)	2.8	A Little (11)
Total Average	2.19		2.86		2.45		2.82	

Knowledge of Rural Alaska

How much do you know about the following aspects of urban and rural Alaska culture? How much do you currently know about the following . . .? Thinking about RURAL Alaska . . .

5-point scale - 1=None, 2=A Little, 3=Some, 4=A Lot, 5=Extensive

The greatest change between student pre- and post- scores were:

1. How residents get the food they need (.9)
2. Cultural life (art, dance, music, drama, movies, literature) (.8)
3. Sports, leisure/recreational activities (.7)

The greatest change between parent pre- and post- scores were:

1. Informal, out of school education (.3)
1. Attitudes of residents toward urban residents (.3)
1. What most important political issues are (.3)
1. How new residents are treated (.3)

	Students Pre-Visit		Students Post-Visit		Parents Pre-Visit		Parents Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
What schools are like	3.9	Extensive (7)	4.0	Extensive (8)	3.5	Some (8)	3.6	A Lot (13)
Informal, out of school education	2.8	Some (7)	3.3	Extensive (4)	3.0	A Lot (10)	3.3	A Lot (11)
How communities are governed	2.7	A Little (6)	3.1	A Little (5) Some (5)	3.7	Extensive (8)	3.5	A Lot (12)
Attitudes of residents toward urban residents	3.1	None (4) A Lot (4) Extensive (4)	3.4	A Lot (5)	2.7	Some (7)	3.0	A Lot (10)
What most important political issues are	2.6	A Little (6)	2.7	Some (6)	3.1	A Lot (9)	3.4	A Lot (11)
How new residents are treated	3.6	A Lot (6)	4.1	A Lot (8)	3.2	Some (8) A Lot (8)	3.5	A Lot (14)

	Students Pre-Visit		Students Post-Visit		Parents Pre-Visit		Parents Post-Visit	
How residents earn money	3.6	A Lot (5) Extensive (5)	4.2	A Lot (8)	3.4	Some (14)	3.5	A Lot (11)
How residents get the food they need	3.7	Extensive (7)	4.6	Extensive (8)	4.1	A Lot (13)	4	A Lot (10) Extensive (10)
How family members relate to one another	3.9	Extensive (9)	4.1	Extensive (7)	3.9	Some (7) A Lot (7)	3.7	A Lot (12)
Customs and traditions (including western religion and traditional spiritual beliefs)?	3.4	Some (6)	3.9	A Lot (6)	3.7	Some (11)	3.7	A Lot (12)
Cultural life (art, dance, music, drama, movies, literature)?	3.4	A Little (5)	4.2	Extensive (7)	3.6	Some (10)	3.7	A Lot (14)
Sports, leisure/recreational activities?	3.8	A Lot (6)	4.5	Extensive (9)	3.7	Some (10)	3.7	A Lot (13)
Social problems (i.e. substance abuse, domestic violence, etc.)?	2.9	Some (7)	3.0	A Little (4) Some (4)	3.4	A Lot (9)	3.5	A Lot (10)
Total Average	3.34		3.78		3.46		3.54	

Opinion of Urban Alaska

We would like to know about your current opinion on different aspects of urban and rural Alaska culture. What is your opinion of each?

Now, thinking about URBAN Alaska . . .

5-point scale - 1=Highly Negative, 2=A Negative, 3=Neutral, 4=Positive, 5=Highly Positive

The greatest change between student pre- and post- scores were:

1. Effectiveness of middle and high school education (.7)
2. Availability, accessibility, and diversity of cultural life (art, dance, music, drama, literature) (.6)
3. How family members relate to one another (.3)
3. Customs and traditions (including religion and spiritual beliefs) (.3)

The greatest change between parent pre- and post- scores were:

1. Effectiveness of local community government (.4)
1. How family members relate to one another (.4)
1. Customs and traditions (including religion and spiritual beliefs) (.4)

	Students Pre-Visit		Students Post-Visit		Parents Pre-Visit		Parents Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
Effectiveness of middle and high school education	3.0	Neutral (8)	3.7	Neutral (6)	3.5	Positive (18)	3.8	Positive (13)
Effectiveness of informal, out-of-school education	2.9	Neutral (10)	3.1	Neutral (8)	3.0	Neutral (10) Positive (10)	3.1	Neutral (10) Positive (10)
Effectiveness of local community government	2.9	Neutral (9)	3.1	Neutral (10)	3.2	Neutral (13)	3.6	Neutral (11)

	Students Pre-Visit		Students Post-Visit		Parents Pre-Visit		Parents Post-Visit	
Television, radio, magazines, newspapers, etc. that are available	3.9	Highly Positive (9)	3.9	Positive (7)	3.5	Neutral (11)	3.7	Positive (10)
How new residents to the community are treated	3.4	Positive (6)	3.6	Neutral (5) Positive (5)	3.1	Neutral (17)	3.3	Neutral (10)
How residents get the food they need (purchase, hunt, fish, gather, trade, share, etc.)	3.6	Neutral (8)	3.4	Positive (4) Neutral (4)	3.3	Neutral (17)	3.6	Positive (11)
How family members relate to one another	3.0	Neutral (8)	3.3	Positive (6) Neutral (6)	3.2	Neutral (16)	3.6	Neutral (10)
Customs and traditions (including religion and spiritual beliefs)	3.1	Neutral (7)	3.4	Neutral (7) Positive (7)	3.2	Neutral (13)	3.6	Neutral (10)
Availability, accessibility, and diversity of cultural life (art, dance, music, drama, literature)	3.1	Neutral (9)	3.7	Positive (7)	3.3	Neutral (12)	3.5	Positive (14)
Availability, accessibility, and diversity of sports, leisure/recreational activities	3.5	Neutral (7)	3.6	Positive (5) Neutral (5)	3.7	Neutral (11)	3.9	Highly Positive (9)
Total Average	3.24		3.48		3.3		3.57	

Opinion of Rural Alaska

We would like to know about your current opinion on different aspects of urban and rural Alaska culture. What is your opinion of each? Now, thinking about RURAL Alaska . . .

5-point scale - 1=Highly Negative, 2=A Negative, 3=Neutral, 4=Positive, 5=Highly Positive

The greatest change between student pre- and post- scores were:

1. Customs and traditions (including religion and spiritual beliefs)
2. Effectiveness of local community government (.5)
2. Television, radio, magazines, newspapers, etc. that are available (.5)
2. Availability, accessibility, and diversity of cultural life (art, dance, music, drama, literature) (.5)

The greatest change between parent pre- and post- scores were:

1. Effectiveness of middle and high school education (-.4)
1. Effectiveness of informal, out-of-school education (.4)
2. How new residents to the community are treated (.2)
2. Availability, accessibility, and diversity of sports, leisure/recreational activities (-.2)
2. Customs and traditions (including religion and spiritual beliefs) (.2)

	Students Pre-Visit		Students Post-Visit		Parents Pre-Visit		Parents Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
Effectiveness of middle and high school education	3.4	Positive (6)	3.8	Neutral (7)	3.8	Positive (18)	3.4	Positive (13)
Effectiveness of informal, out-of-school education	2.8	Neutral (7)	3.2	Neutral (8)	3.2	Neutral (13)	3.8	Positive (14)
Effectiveness of local community government	3.1	Neutral (7)	3.6	Positive (7)	3.6	Positive (12)	3.6	Positive (10)
Television, radio, magazines, newspapers, etc. that are available	3.1	Neutral (6)	3.7	Positive (8)	3.5	Neutral (12)	3.5	Positive (10)

	Students Pre-Visit		Students Post-Visit		Parents Pre-Visit		Parents Post-Visit	
How new residents to the community are treated	3.7	Positive (5) Neutral (5)	4.1	Highly Positive (6)	3.5	Positive (13)	3.7	Neutral (11) Positive (11)
How residents get the food they need (purchase, hunt, fish, gather, trade, share, etc.)	4.3	Positive (7)	4.6	Highly Positive (10)	4.2	Highly Positive (11)	4.3	Positive (14)
How family members relate to one another	3.9	Highly Positive (5) Neutral (5)	4.1	Positive (7)	3.9	Positive (13)	3.9	Positive (12)
Customs and traditions (including religion and spiritual beliefs)	3.8	Highly Positive (6) Neutral (6)	4.4	Positive (7)	3.9	Neutral (10)	4.1	Positive (13)
Availability, accessibility, and diversity of cultural life (art, dance, music, drama, literature)	3.5	Neutral (5)	4.0	Positive (8)	3.7	Neutral (12)	3.7	Positive (12)
Availability, accessibility, and diversity of sports, leisure/recreational activities	3.6	Neutral (7)	3.9	Positive (6)	3.6	Neutral (11)	3.4	Positive (11)
Total Average	3.52		3.94		3.69		3.73	

Current Issues

To what extent do you agree or disagree with the following . . .

5-point scale - 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

These questions were only asked of the parent’s pre- and post-visit. The greatest change in pre- and post scores were:

1. To what extent do you agree or disagree with state recognition of tribal authority of Alaska Natives? (.6)
2. Alaskans should vote to amend the constitution to allow for a rural preference for subsistence (-.2)
2. The formula used to fund schools should be revised (.2)

	Parents Pre-Visit		Parents Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
Alaskans should be allowed to vote on whether or not they want to amend the constitution regarding the subsistence issue.	4.0	Agree (8)	4.1	Agree (13)
Alaskans should vote to amend the constitution to allow for a rural preference for subsistence	4.2	Strongly Agree (12)	4	Strongly Agree (10)
Alaskans should not vote to amend the constitution for a rural preference for subsistence even though this has led to the federal government's assuming control of natural resources in large parts of rural Alaska.	2.1	Strongly Disagree (12)	2.2	Disagree (15)
To what extent do you agree or disagree with state recognition of tribal authority of Alaska Natives?	3.8	Agree (8) Neutral (8)	4.4	Agree (9)
The formula used to fund schools should be revised.	3.9	Agree (11)	4.1	Agree (10) Strongly Agree (10)
The funding for rural schools should be increased.	4.3	Strongly Agree (14)	4.3	Agree (9)

How can contemporary Alaska accommodate people of different cultures?

Pre-Visit

- *Can't make people like/dislike each other; we're all unique in our own ways.*
- *If cultures of all types could be appeased (to be satisfied with their own ways), this country would not have the civil unrest it struggles over to this day. Everyone must consider the other viewpoints and work to allow for each other's ways of life without degrading their own.*
- *By getting to know and accept different cultures.*
- *Each culture deserves to be respected and accommodated according to their needs.*
- *Treat them equally as they would want to be treated. No difference to themselves.*
- *Treat everyone the same.*
- *Tourism*
- *Showing respect for others no matter how small a group can be. Getting down to their level and learn about them.*
- *Do an annual cultural meetings at Anchorage with different people.*
- *The most way I know is meeting of people of different villages, etc.*
- *Invite them in.*
- *More programs like this one. More free passes to special events at Alaska Native Heritage Center.*
- *The villagers share a lot of the wild life (subsistence caught) they caught with one another.*

Post-Visit

- *Everyone deserves equal treatment*
- *They got to know God and what love is. They got to know the 10 Commandments. Live for today; hope for tomorrow.*
- *I don't know; I'm confused on that.*
- *By trying to work with them and their cultural ways.*
- *They can tell each other how their cultures are related or how they go.*
- *Learn and help them*
- *Accept people wherever they choose to make their home*
- *That's a hard one. I don't know how they could; I don't know how to put that into words.*
- *Treat them equally; show respect*
- *Through dialogue, communication, and education about other peoples' cultures, and also for cultures to be open to others.*
- *Accept people for who they are and treat them the way we ourselves would like to be treated. Provide more housing in urban and rural Alaska.*
- *Education and just making information available to everyone and to give everyone a "say" and an opportunity to take part.*
- *To my opinion . . . as they do in student exchange*
- *More tourism; our economy needs to be better.*
- *Programs such as this one kind of get people together and give them tools to help each other.*
- *Have the students or the school board get into other culture.*

- *To gather together and meet.*
- *One of the things is language. You have to know at least one language to know like from a teacher's standpoint. First is understanding; then you need to know who you are and where you come from.*

What more can be done to accommodate people with different values?

Pre-Visit

- *Appreciate each and everyone for who they are.*
- *If you don't know why they value something, how can you accommodate them. It is a form of respect.*
- *They need to teach them. Younger generation doesn't know a lot of stuff.*
- *Recognize that each cultural value is essential to their own culture as a whole; without values, a culture is not complete.*
- *Learn more about their cultures and see how much difference there is between theirs and our culture.*
- *Respect them and allow them to exercise their values.*
- *Prison*
- *Understand their needs and look for ways to help them.*
- *Do an annual cultural meeting at Anchorage with different people.*
- *Meeting with different people and listen to what they have to say first, then decide or work on the issue, etc.*
- *Share knowledge.*
- *Statewide video conference "town meetings" on cultural diversity.*
- *The cultures in Alaska share and give each other subsistence catch.*

Post-Visit

- *Listen and learn from one another*
- *Everyone is equal; that's what I think. We got to help each other.*
- *Let us do what we want out here and in the state of Alaska. Too many laws all the time for nothing.*
- *Help them with their different values. The legislators can start looking at these values.*
- *I'm not too sure.*
- *Live by what they got*
- *Respect and accept people's values*
- *They should have more education on the different cultures.*
- *Again, I believe in education.*
- *Like the first question—accept people for who they are.*
- *Just making sure that everyone can understand the "other" side. Hoping that the other side can understand and respect those values.*
- *Better to know their values, etc.*
- *More knowledge*

- *Opening doors of communication, cultural events, programs like this, getting people together to talk.*
- *Travel, communicate, and get together.*
- *Try a little bit at a time.*
- *I guess a lot of the people are lacking education, and one of the problems is with language. Because many Natives have language problems, they do not get jobs that sometimes they are well-qualified for, just because they don't speak well.*

Overall Experience

When you think about your overall experience in urban Alaska, how important were. . .

5-point scale - 1=Not at All, 2=Some, 3=Neutral, 4=Important, 5=Very Important

These questions were only asked of the student's post-visit.

1. Other people from rural Alaska (4.3)
2. Students from rural Alaska (4.1)
2. Teaching staff in urban Alaska (4.1)

	Students Post-Visit	
	Average	Most frequent response (# selecting response)
Students from rural Alaska	4.1	Very Important (7)
Students from urban Alaska	3.9	Neutral (6)
Other people from rural Alaska	4.3	Very Important (8)
Other people from urban Alaska	4.0	Neutral (7), Very Important (7)
Teaching staff in rural Alaska	3.9	Very Important (6)
Teaching staff in urban Alaska	4.1	Important (6), Very Important (6)

Overall Assessment of Your Experience in Urban Alaska

Thinking about your experience in urban Alaska, did you have any problems or difficulty with . . .

5-point scale - 1=No Problem at All, 2=A Few Problems, 3=Some Problems, 4=A Lot of Problems, 5=Very Serious Problems

These questions were asked only of student's post-visit.

1. Differences in teaching/learning methods (between urban and rural schools) (2.4)
2. Not enough time for travel (1.9)
3. How well you were prepared for this experience (1.8)

	Student Post-Visit	
	Average	Most frequent response (# selecting response)
Too much contact with people from urban Alaska	1.7	No Problem at All (9)
Differences in teaching/learning methods (between urban and rural schools)	2.4	A Few Problems (6)
The way the urban exp was organized	1.7	No Problem at All (8)
Readiness of the teaching staff to meet &/or help rural student	1.6	No Problem at All (8)
Readiness urban residents to meet &/or help rural student	1.7	No Problem at All (9)
Not enough time for travel	1.9	No Problem at All (6)
Housing or where you were staying in the city	1.4	No Problem at All (11)
How well you were prepared for this experience	1.8	No Problem at All (7)
Cost of urban experience to you and your family	1.5	No Problem at All (9)
Interaction with urban students	1.5	No Problem at All (9)
Chance to really get to know students your age	1.4	No Problem at All (10)
Food	1.3	No Problem at All (11)
Guidance on personal matters during the exp	1.4	No Problem at All (11)
The way urban residents live	1.3	No Problem at All (12)
Not enough time with people from rural Alaska	1.7	No Problem at All (7) A Few Problems (7)

If you have marked some problems, a lot of problems, or very serious problems, will you please share your experience? Please be specific.

Problems encountered in urban Alaska

- No response
- No response
- No response
- No response
- *In urban schools, you have a better chance at getting a good education. In the village, we are far behind in some subjects compared to urban students. For example, I am in pre-algebra at home and here everyone in my grade was at a higher level of math.*
- No response

Retrospective Assessment of Urban Rural Youth Program

Thinking back over the entire Urban Rural Youth Program experience (Application, Orientation, and Village Visit), how much do you think the project affected you?

5-point scale - 1=Not at All, 2=A little, 3=Some, 4=A Lot, 5=Very Strong

These questions were asked only of students and parents post-visit. The three items that were affected the strongest were:

Students

- 1 It gave you a chance to get to now people and their way of life in urban Alaska (3.8)
2. It gave you an opportunity to get a new perspective on yourself (3.5)
- 3 It gave you a perspective on your own community (3.4)

Parents

1. It gave you a chance to get to now people and their way of life in urban Alaska (3.3)
2. It gave you a perspective on your own community (3.2)
3. It acquainted you with specific topics related to your interests but not offered at your rural school (3.2)

	Students Post-Visit		Parents Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
It increased your ability to work independently (on your own)	3	A Little (6) A Lot (6)	Not Applicable	Not Applicable
It gave you an opportunity to learn and use another language in non-school situations	Not Applicable	Not Applicable	Not Applicable	Not Applicable
It gave you a chance to get to now people and their way of life in urban Alaska	3.8	A Lot (10)	3.3	Some (11)
It gave you a perspective on your own community	3.4	Some (8)	3.2	Some (11)
It gave you an opportunity to get a new perspective on yourself	3.5	A Lot (7)	3.0	Some (13)

	Students Post-Visit		Parents Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
It influenced you to change some of your personal values	2.6	Some (9)	2.9	Some (12)
It acquainted you with specific topics related to your interests but not offered at your rural school	3.1	A Lot (5)	2.7	Some (11)
It helped you choose a subject/career or set a goal for your future.	3.0	Some (5)	Not Applicable	Not Applicable
It helped acquaint you with another culture's social, government, and business techniques	2.8	A Little (8)	3.2	Some (11)
It gave you insight into working and social relations in urban community	3.1	Some (7)	3.1	Some (13)
It influenced your goals/preferences for your academic/employment future after graduation	3.2	A Lot (5)	Not Applicable	Not Applicable

Urban Students and Parents Summary of Survey of Attitudes, Perceived Knowledge, and Opinions

There were 20 pre-visit/15 post- students and 23 pre-visit/17 post-visit parents.

Background (Pre-Visit)

Thinking about your reasons for participating in the Urban Rural Youth Program, how important is it . . .

5-point scale - 1=Not At All, 2=Some, 3=Neutral, 4=Important, 5=Very Important

These questions were only asked of the students pre-visit. The three most important reasons for participating based on averages were:

1. To get another perspective on urban Alaska (4.7)
2. That you increase your understanding of rural communities (4.6)
3. To live or make friends in a rural community (4.4)

	Students Pre-Visit	
	Average	Most frequent response (# selecting response)
To learn, use, or improve Alaska Native language	3.1	Important (7)
To live or make friends in a rural community	4.4	Very Important (10)
That you increase your understanding of rural communities	4.6	Very Important (14)
That being in the Urban Rural Youth Program will improve your chances of getting into college or a better college	3.0	Important (7)
That you want to travel	3.5	Important (8)
To get another perspective on urban Alaska	4.7	Very Important (13)
To have a break from your usual surroundings	3.5	Very Important (6)
To learn about subjects not offered at your home school	3.7	Important (10)
That after being in the Urban Rural Youth Program you hope to get better grades	1.8	Not at All (13)
That through the Urban Rural Youth Program you could learn more about your family or ethnic heritage	3.0	Neutral (8)
That your friends are going	1.3	Not at All (16)
That you could visit friends or relatives in rural Alaska	1.3	Not at All (18)

Experience in Rural Alaska (Pre-Visit)

There are different ways to learn about rural Alaska before going to visit. Of the ways listed below, how much have you . . .

Maintaining Contact with Rural Alaska (Post-Visit)

Now that you have been in village Alaska, how will you go about seeking information about rural Alaska . . .

5-point scale - 1=Not At All, 2=A Little, 3=Some, 4=A Lot, 5=Extensively

Of the questions asked of student's pre- and post-visit, the greatest change were in:

1. Read newspapers or magazines articles **from** rural Alaska (.9)
2. Talked with your friends or relatives about rural Alaska (.8)
3. Talked with your friends or relatives about rural Alaska (.6)
3. Talked with people who live in rural Alaska (.6)

	Students Pre-Visit		Students Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
Attend conference, seminar, lecture dealing with rural Alaska	Not Applicable	Not Applicable	3.1	Some (7)
Being a member of org involved in rural Alaska	Not Applicable	Not Applicable	3.1	Some (7)
Receive visitors from rural Alaska	Not Applicable	Not Applicable	3.3	A Lot (5)
Travel to rural Alaska	Not Applicable	Not Applicable	3.6	Extensive (5)
Gone to museums or cultural heritage centers	3.4	Some (8)	3.4	A Lot (5) Some (5)
Gone to Alaska Native performances such as dancing or storytelling	3.3	Some (7)	3	Some (6)
Talked with your friends or relatives about rural Alaska	3.3	Unlikely (6) Some (6)	4.1	Extensively (6)
Talked with fellow students or teachers about rural Alaska	3.3	Some (8)	3.9	A Lot (5) Extensively (5)
Took/Take a class at my school	2.5	Unlikely (7)	2.4	A Little (7)
Talked with people who live in rural Alaska	2.8	Some (10)	3.4	A Lot (6)

	Students Pre-Visit		Students Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
Talk with person who are knowledgeable about rural Alaska, such as	Not Applicable	Not Applicable	3.9	Extensively (5)
Read newspapers or magazines articles from rural Alaska	2.4	Some (8)	3.3	Some (8)
Read newspapers or magazine articles about rural Alaska	3.4	Likely (10)	3.7	A Lot (6)
Read fictional books about rural Alaska	2.7	Some (8)	2.5	A Little (7)
Read non-fictional books about rural Alaska	2.9	Some (11)	2.6	A Little (7)
Listened to radio programs about rural Alaska	2.9	Some (7)	3.1	Some (6)
Watched television programs or videos about rural Alaska	3.1	Some (12)	3.1	Some (8)

Free Time

When you have free time, how often do you . . .(Pre-Visit)

When you had free time during your village visit, how often did you . . .(Post-Visit)

5-point scale - 1=Never 2=A Little, 3=Some, 4=A Lot, 5=Frequently

Of the questions asked of student’s pre- and post-visit, the greatest change were in:

1. Perform in music, arts, etc (-2.2)
2. Go to museums, theater, concerts, and movies (-2.0)
3. Participate in activities (fishing, hunting, gathering firewood, preserving food for storage, etc.) (1.0)

	Students Pre-Visit		Students Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
Travel	3.4	Some (8)	3.3	A Lot (6)
Participate in sports, including riding snow machines, skiing, etc.	4.1	Frequently (9)	3.4	A Little (4) Some (4) A Lot (4)
Read books other than school work	3.4	Some (8)	2.4	Never (4) A Little (4)
Go to museums, theater, concerts, and movies	3.7	A Lot (8)	1.7	Never (10)
Perform in music, arts, etc.	3.8	A Lot (7) Frequently (7)	1.6	Never (10)
Attend sports events	2.9	A Lot (6)	1.6	Never (9)
Watch television or videos	3.4	Some (8)	3.3	Some (5)
Spend time with friends, going to parties, playing games (i.e. board games like chess, video games)	3.9	Some (8)	3.3	Some (6)
Work on hobbies, crafts (photography, etc.)	3.3	Some (8)	2.6	Never (4) Some (4)
Participate in activities (fishing, hunting, gathering firewood, preserving food for storage, etc.)	2.2	A Little (10)	3.2	Some (8)
Spend time with elders	2.3	A Little (11)	2.7	A Little (6)

Knowledge of Urban Alaska

**How much do you know about the following aspects of urban and rural Alaska culture? How much do you currently know about the following . . . ?
Thinking about URBAN Alaska . . .**

5-point scale - 1=None 2=A Little, 3=Some, 4=A Lot, 5=Extensive

The greatest change between student pre- and post- scores were:

- 1. What schools are like (.4)
- 1. How urban communities are governed (.4)
- 1. How family members relate to one another (.4)

The greatest change between parent pre- and post- scores were:

- 1. Informal, out-of-school education (.3)
- 2. What schools are like (.2)
- 2. How family members relate to one another (-.2)
- 2. Customs and traditions (including western religion and traditional spiritual beliefs) (.2)
- 2. Sports, leisure/recreational activities (-.2)

	Students Pre-Visit		Students Post-Visit		Parents Pre-Visit		Parents Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
What schools are like	4.4	Extensive (12)	4.8	Extensive (10)	4.2	Extensive (11)	4.4	Extensive (8)
Informal, out-of-school education	3.0	A Little (8)	4.0	A Lot (5)	3.7	Some (6) A Lot (6) Extensive (6)	4.0	Some (6) Extensive (6)
How urban communities are governed	3.6	Some (7) A Lot (7)	4.0	Some (5) Extensive (5)	4.1	A Lot (14)	4.0	A Lot (10)
Attitudes of residents toward rural residents	3.1	Some (9)	3.3	Some (6)	3.5	A Lot (10)	3.4	Some (10)
What the most important political issues are	3.7	A Lot (8)	3.7	Some (6)	3.9	A Lot (14)	4.0	A Lot (11)

	Students Pre-Visit		Students Post-Visit		Parents Pre-Visit		Parents Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
How new residents to areas are treated	3.1	Some (11)	3.3	Some (8)	3.7	Some (9) A Lot (9)	3.7	A Lot (8)
How residents earn money	3.9	Extensive (7)	4.1	A Lot (7)	4.2	A Lot (13)	4.3	A Lot (8)
How residents get the food they need	4.2	A Lot (9)	4.5	Extensive (7)	4.5	Extensive (11)	4.5	Extensive (10)
How family members relate to one another	3.7	Some (6) A Lot (6) Extensive (6)	4.1	A Lot (7)	4.1	A Lot (9)	3.9	A Lot (7)
Customs and traditions (including western religion and traditional spiritual beliefs)	3.6	Extensive (7)	3.7	Some (6)	4.1	A Lot (13)	4.3	A Lot (10)
Cultural life (art, dance, music, drama, movies, literature)	3.9	Extensive (7)	3.8	Some (5)	4.3	A Lot (10)	4.4	Extensive (9)
Sports, leisure/recreational activities	4.2	Extensive (9)	4.3	A Lot (5) Extensive (5)	4.4	A Lot (12)	4.2	Lot (10)
Social problems (i.e. substance abuse, domestic violence, etc.)	3.7	A Lot (9)	3.8	Some (6)	4.1	A Lot (10)	4.0	A Lot (9)
Total Average	3.7		3.95		4.06		4.08	

Knowledge of Rural Alaska

**How much do you know about the following aspects of urban and rural Alaska culture? How much do you currently know about the following . . . ?
Thinking about RURAL Alaska . . .**

5-point scale - 1=None, 2=A Little, 3=Some, 4=A Lot, 5=Extensive

The greatest change between student pre- and post- scores were:

1. Sports, leisure/recreational activities (2.2)
2. How new residents to areas are treated (2.1)
3. How residents earn money (1.8)

The greatest change between parent pre- and post- scores were:

1. How residents earn money (.8)
1. How residents get the food they need (.8)
1. Customs and traditions (including western religion and traditional spiritual beliefs) (.8)

	Students Pre-Visit		Students Post-Visit		Parents Pre-Visit		Parents Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
What schools are like	2.1	A little (9)	2.9	Some (8)	2.6	Some (13)	2.9	Some (11)
Informal, out-of-school education	1.9	None (7) A Little (7)	2.6	Some (6)	2.1	A little (10)	2.7	Some (10)
How communities are governed	1.8	None (8)	3.3	A Lot (6) Some (6)	2.4	A Little (8)	2.8	Some (7)
Attitudes of residents toward urban residents	1.8	None (8)	3.5	A Lot (6) Some (6)	2.3	A Little (7) Some (7)	2.5	A Little (6) Some (6)
What the most important political issues are	2.3	None (6) A Little (6)	3.6	A Lot (7)	2.5	A Little (9)	3.1	Some (8)
How new residents to areas are treated	1.6	None (11)	3.7	A Lot (7)	2.2	Some (9)	2.4	Some (6)
How residents earn money	2.3	A Little (10)	4.1	A Lot (10)	2.6	Some (10)	3.4	Some (8) A Lot (8)

	Students Pre-Visit		Students Post-Visit		Parents Pre-Visit		Parents Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
How residents get the food they need	2.7	A Little (10)	4.2	A Lot (9)	2.6	Some (12)	3.4	Some (7) A Lot (7)
How family members relate to one another	2.1	A Little (8)	3.7	A Lot (8)	2.2	Some (8)	3.2	Some (7)
Customs and traditions (including western religion and traditional spiritual beliefs)	1.8	A Little (9)	3.1	Some (10)	2.3	A Little (11)	3.1	Some (13)
Cultural life (art, dance, music, drama, movies, literature)	2.4	A Little (12)	2.8	Some (11)	2.5	A Little (12)	2.9	Some (10)
Sports, leisure/recreational activities	1.9	A Little (8)	4.1	A Lot (6)	2.3	Some (9) A Little (9))	2.8	Some (9)
Social problems (i.e. substance abuse, domestic violence, etc.)	2.3	A Little (8)	3.4	A Lot (7)	2.6	Some (10)	3.1	A Lot (6)
Total Average	2.07		3.46		2.4		2.94	

Opinion of Urban Alaska

We would like to know about your current opinion on different aspects of urban and rural Alaska culture. What is your opinion of each? Now, thinking about URBAN Alaska . . .

5-point scale - 1=Highly Negative, 2=A Negative, 3=Neutral, 4=Positive, 5=Highly Positive

The greatest change between student pre- and post- scores were:

1. Effectiveness of middle and high school education (.7)
2. Television, radio, magazines, newspapers, etc. that are available (.5)
3. Effectiveness of local community government (.3)
3. How new residents to the community are treated? (.3)
3. How residents get the food they need (purchase, hunt, fish, gather, trade, share, etc.) (-.3)
3. Availability, accessibility, and diversity of cultural life (art, dance, music, drama,, literature) (.3)

The greatest change between parent pre- and post- scores were:

1. Television, radio, magazines, newspapers, etc. that are available (-.3)
2. Effectiveness of informal, out-of-school education (-.2)
2. How residents get the food they need (purchase, hunt, fish, gather, trade, share, etc.) (.2)
2. How family members relate to one another (.2)
2. Availability, accessibility, and diversity of cultural life (art, dance, music, drama,, literature) (-.2)
2. Availability, accessibility, and diversity of sports, leisure/recreational activities (-.2)

	Student				Parent			
	Pre-Visit		Post-Visit		Pre-Visit		Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
Effectiveness of middle and high school education	4.0	Positive (11)	4.7	Positive (13)	4.0	Positive (15)	3.9	Positive (13)
Effectiveness of informal, out-of-school education	3.7	Neutral (8)	3.9	Positive (7)	3.8	Positive (14)	3.6	Positive (10)

	Student				Parent			
	Pre-Visit		Post-Visit		Pre-Visit		Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
Effectiveness of local community government	3.7	Neutral (8) Positive (8)	4.0	Positive (9)	3.6	Positive (14)	3.6	Positive (11)
Television, radio, magazines, newspapers, etc. that are available	3.6	Positive (9)	4.1	Positive (7)	4.1	Positive (15)	3.8	Positive (11)
How new residents to the community are treated?	3.3	Neutral (10)	3.6	Neutral (7)	3.6	Positive (14)	3.5	Positive (9)
How residents get the food they need (purchase, hunt, fish, gather, trade, share, etc.)	3.9	Positive (10)	3.6	Positive (7)	3.7	Positive (13)	3.9	Positive (7)
How family members relate to one another	3.4	Positive (7)	3.5	Neutral (7)	3.5	Neutral (12)	3.7	Positive (8)
Customs and traditions (including religion and spiritual beliefs)	3.5	Neutral (7) Positive (7)	3.6	Neutral (8)	3.7	Positive (11)	3.8	Positive (10)
Availability, accessibility, and diversity of cultural life (art, dance, music, drama,, literature)	4.1	Positive (7) Highly Positive (7)	4.4	Positive (7)	4.1	Positive (11)	3.9	Positive (11)
Availability, accessibility, and diversity of sports, leisure/recreational activities	4.2	Positive (7) Highly Positive (7)	4.3	Positive (8)	4.1	Positive (10)	3.9	Positive (13)
Total Average	3.74		3.97		3.82		3.76	

Opinion of Rural Alaska

**We would like to know about your current opinion on different aspects of urban and rural Alaska culture. What is your opinion of each?
Now, thinking about RURAL Alaska . . .**

5-point scale - 1=Highly Negative, 2=A Negative, 3=Neutral, 4=Positive, 5=Highly Positive

The greatest change between student pre- and post- scores were:

1. Availability, accessibility, and diversity of cultural life (art, dance, music, drama,, literature) (-.6)
2. Effectiveness of informal, out-of-school education (-.2)
2. How residents get the food they need? (purchase, hunt, fish, gather, trade, share, etc.) (.2)
2. How family members relate to one another (-.2)
2. Customs and traditions (including religion and spiritual beliefs) (-.2)

The greatest change between parent pre- and post- scores were:

1. How family members relate to one another (.9)
2. Availability, accessibility, and diversity of sports, leisure/recreational activities (.5)
3. Effectiveness of local community government (.4)
3. Customs and traditions (including religion and spiritual beliefs) (.4)
3. Availability, accessibility, and diversity of cultural life (art, dance, music, drama,, literature) (.4)

	Student				Parent			
	Pre-Visit		Post-Visit		Pre-Visit		Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
Effectiveness of middle and high school education	3.3	Neutral (8)	3.2	Neutral (8)	2.6	Neutral (14)	2.7	Neutral (7)
Effectiveness of informal, out-of-school education	3.6	Neutral (7)	3.4	Positive (5)	3.1	Neutral (15)	3.2	Neutral (8)
Effectiveness of local community government	3.4	Neutral (8)	3.4	Positive (7)	3.0	Neutral (16)	3.4	Neutral (8)

	Student				Parent			
	Pre-Visit		Post-Visit		Pre-Visit		Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
Television, radio, magazines, newspapers, etc. that are available	3.1	Neutral (9)	3.1	Positive (6)	2.8	Neutral (12)	3.1	Neutral (13)
How new residents to the community are treated	3.1	Neutral (12)	3.0	Neutral (8)	3.0	Neutral (15)	3.3	Neutral (10)
How residents get the food they need? (purchase, hunt, fish, gather, trade, share, etc.)	3.8	Positive (7)	4.0	Positive (8)	3.4	Positive (11) Neutral (11)	3.8	Positive (11))
How family members relate to one another	3.8	Positive (8)	3.6	Positive (7) Neutral (7)	3.2	Neutral (16)	4.1	Positive (9)
Customs and traditions (including religion and spiritual beliefs)	4.0	Positive (8)	3.8	Positive (8)	3.5	Neutral (11)	3.9	Neutral (6)
Availability, accessibility, and diversity of cultural life (art, dance, music, drama,, literature)	3.8	Neutral (8)	3.2	Neutral (7)	2.8	Neutral (15)	3.2	Neutral (8)
Availability, accessibility, and diversity of sports, leisure/recreational activities	3.3	Neutral (9)	3.3	Positive (7)	2.6	Neutral (16)	3.1	Neutral (9)
Total Average	3.52		3.4		3.0		3.38	

Current Issues

To what extent do you agree or disagree with the following . . .

5-point scale - 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

These questions were only asked of the parent’s pre- and post-visit. The greatest change in pre- and post scores were:

1. Alaskans should be allowed to vote on whether or not they want to amend the constitution regarding the subsistence issue (-.3)
2. To what extent do you agree or disagree with state recognition of tribal authority of Alaska Natives (.2)
2. The formula used to fund schools should be revised (-.2)

	Parent Pre-Visit		Parent Post-Visit	
	Average	Most frequent response (# selecting response)	Average	Most frequent response (# selecting response)
To what extent do you agree or disagree with state recognition of tribal authority of Alaska Natives	3.7	Agree (8)	3.9	Agree (9)
Alaskans should not vote to amend the constitution for a rural preference for subsistence even though this has led to the federal government's assuming control of natural resources in large parts of rural Alaska.	4.0	Agree (11)	4.1	Strongly Agree (7)
The funding for rural schools should be increased	3.6	Neutral (11)	3.7	Neutral (9)
Alaskans should vote to amend the constitution to allow for a rural preference for subsistence	3.7	Agree (9)	3.8	Agree (8)
Alaskans should be allowed to vote on whether or not they want to amend the constitution regarding the subsistence issue.	2.5	Neutral (8)	2.2	Disagree (9)
The formula used to fund schools should be revised.	3.6	Neutral (13)	3.4	Neutral (8)

How can Alaska accommodate people of different cultures?

Issues Comments (different cultures)

Pre-Visit

- *By giving all opportunities/education so they can have a future in Alaska.*
- *First, we must be willing to learn about people of different cultures; then we must be open to associating with people of different culture.*
- *Accept people as human beings created by God. Have a respect of person.*
- *Greater understanding of the basis for the values and cultures of community members so that each member will receive the respect of the community for those values and cultures.*
- *Through programs like this one that allow us to "walk a mile in another's shoes."*
- *By programs like this one.*
- *Increase awareness; more opportunities for contact.*
- *Listen to what each other is saying--we're moving in the right direction with programs like this one.*
- *Have an open policy regarding cultural requests.*
- *Ensure maximum exposure of ALL cultures to as many people as possible.*
- *By accepting and accommodating our differences.*
- *By integration and appreciation of the differences.*
- *Understand that culture.*

Post-Visit

- *With open arms*
- *We need a set of commonly held values that encompasses and respects all peoples. Beyond that, leave people alone.*
- *Create dialogue; promote tolerance*
- *By better understanding*
- *Primarily educating teachers; teachers need cultural training, esp. outside ones*
- *By increasing contact with and understanding between long-time and committed residents. Too many people still come to take from Alaska and leave without investing in community and state.*
- *Heighten awareness through open dialog/communication. People don't fear or are not negative toward that which they understand.*
- *By welcoming differences. By learning and appreciating and celebrating our differences. Practice of welcoming others.*
- *By getting to know and experience more about them.*
- *Educator or Internet information*

Issues Comments (different values)

Pre-Visit

- *The bottom line is that we all must honor and respect each other and acknowledge that there are many paths to truth. We must practice "kindness" toward one another.*
- *It begins on a person-to-person basis.*
- *Again, we need to respect the individual and discontinue the going by what is heard.*
- *Greater understanding of the basis for the values and cultures of community members so that each member will receive the respect of the community for those values and cultures.*
- *They should offer more programs that would unite different cultures and expose them to new ideas.*
- *Vote for subsistence priority, value contributions of rural Alaskans, encourage exchanges and participate in things like AFN.*
- *Promote understanding and celebrate diversity.*
- *Educate public on why specific values are important to "said group."*
- *Broaden your knowledge personally; keep listening and learning.*
- *Honor those values as long as they don't infringe on anyone else.*
- *Educational awareness to ensure that people are aware of potential consequences of their actions and ways of avoiding difficulties.*
- *Education through exposure of those different values.*
- *The problem is trying to make rural Alaska a mirror of urban Alaska. Rural Alaska cannot copy the full benefits of an urban lifestyle (material conveniences such as shopping, low prices, and full public services) while continuing to cling to a subsistence lifestyle that cannot pay for modern conveniences and amenities. Urban Alaska cannot and should not subsidize rural Alaska.*
- *Have friends of different backgrounds, different values.*

Post-Visit

- *Accept and celebrate*
- *Understanding what those values are*
- *Education*
- *Involve more common people and not just politicians in dialogue between people.*
- *Increase inter-cultural and cross-cultural forums—communication is the only answer; never stop.*
- *Not sure. We must all respect each other even if we hold different values. We must not judge each other.*
- *Promote more experiences like Urban-Rural Exchange*
- *Signs and education or Internet information.*

Overall Experience

When you think about your overall experience in rural Alaska, how important were. . .

5-point scale - 1=Not at All, 2=Some, 3=Neutral, 4=Important, 5=Very Important

These questions were only asked of the student's post-visit. Thinking about their overall experience the three most important items were:

1. Other people from rural Alaska (4.2)
2. Students from urban Alaska (4.1)
3. Other people from urban Alaska (3.9)
3. Teaching staff in rural Alaska (3.9)

	Students	
	Post-Visit	
	Average	Most frequent response (# selecting response)
Students from rural Alaska	4.1	Important (6)
Students from urban Alaska	3.7	Important (5)
Other people from rural Alaska	4.2	Very Important (6)
Other people from urban Alaska	3.9	Very Important (6)
Teaching staff in rural Alaska	3.9	Important (7)
Teaching staff in urban Alaska	3.6	Very Important (6)

Overall Assessment of Your Experience in Rural Alaska

Thinking about your experience in rural Alaska, did you have any problems or difficulty with . . .

5-point scale - 1=No Problem at All, 2=A Few Problems, 3=Some Problems, 4=A Lot of Problems, 5=Very Serious Problems

These questions were asked only of student’s post-visit. Thinking about their overall assessment of the program the most problems were experienced with:

- 1. Not enough time for travel (2.0)
- 2. Differences in teaching/learning methods (between urban and rural schools) (1.8)
- 2. The way the rural experience was organized (1.8)
- 2. Chance to really get to know students your age (1.8)
- 2. Not enough time with people from urban Alaska (1.8)

	Student	
	Post-Visit	
	Average	Most frequent response (# selecting response)
Too much contact with people from rural Alaska	1.2	No Problem (12)
Differences in teaching/learning methods (between urban and rural schools)	1.8	No Problem (10)
The way the rural exp was organized	1.8	No problem (10)
Readiness of the teaching staff to meet &/or help urban student	1.4	No Problem (10)
Readiness village residents to meet &/or help urban student	1.6	No Problem (9)
Not enough time for travel	2.0	No Problem (10)
Housing or where you were staying in the village	1.2	No problem (12)
How well you were prepared for this experience	1.6	No Problem (8)
Cost of rural experience to you and your family	1.4	No problem (12)
Interaction with rural students	1.5	No Problem (11)
Chance to really get to know students your age	1.8	No Problem (8)
Food	1.2	No Problem (12)
Guidance on personal matters during the exp	1.3	No Problem (11)
The way village residents live	1.4	No Problem (11)
Not enough time with people from urban Alaska	1.8	No Problem (9)

If you marked some problems, a lot of problems, or very serious problems, will you please share your experience? Please be as specific as possible.

Problems encountered in urban Alaska

- *On the second day of my village experience, my host mother left abruptly for 5 days. The village didn't seem friendly at all, and they watched t.v. all the time. It was shaking to feel their emptiness.*
- *I didn't know where the fish camp was and whether or not I was staying there or in town. Also, I had incorrect information about my host family.*
- *I marked #3 as I wish I could spend more time in the village as it was fun!*
- *(d) When we arrived in Pilot Station before heading to culture camp, no one was there to meet us at the landing strip. It was not a problem though; we were able to get a ride to another meeting location, but even then, only one of the camp instructors who arrived later was expecting us. (c) When I was with my host family, there wasn't much to do. The fishing was mostly a net, and berries weren't yet ripe. June would have been better than late July.*
- *I didn't want to leave Kiana; it was so much fun. If I wanted to talk to somebody, I had to make a long-distance phone call.*
- *No response*
- *There was not enough time to travel. I wanted to stay longer and spend more time with them.*
- *I found it hard to get to know people my age in rural Alaska because of the language barrier (Yupik was mostly spoken), and a lot of racism toward me. However, I understand where this racism could be coming from and did my best to help the youth understand where I was coming from. Also, the youth in the area I visited were involved in lots of things I didn't want to participate in, such as drug and tobacco use.*
- *No response*