



# ALASKA PERFORMANCE SCHOLARSHIP

OUTCOMES REPORT 2020

2011 – FALL 2019

RESPECTFULLY PROVIDED BY:

Alaska Commission on Postsecondary Education  
Alaska Department of Education and Early Development  
Alaska Department of Labor and Workforce Development  
University of Alaska

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# TABLE OF CONTENTS

<b>Executive Summary</b>	<b>1</b>	Disbursement Institution, 2016-2019FY & Preliminary 2020FY	10
<b>APS Eligibility Definitions &amp; Requirements</b>	<b>2</b>	EXHIBIT 16 Race/Ethnicity of Fall 2019 APS Recipients and Class of 2019 High School Graduates	11
EXHIBIT 1 APS Eligibility Requirements	2		
<b>APS Awards</b>	<b>3</b>	<b>APS Recipients at the University of Alaska</b>	<b>11</b>
EXHIBIT 2 APS Total Dollars Awarded & Recipients Each Fiscal Year 2012-2020	3	EXHIBIT 17 Percent of Enrolled First-Time Freshmen Taking Developmental Coursework, Fall 2019 Preliminary Data	12
<b>APS-Eligible Graduates &amp; Recipients</b>	<b>4</b>	EXHIBIT 18 Average Credit Hours Attempted & Completed 2018FY	12
EXHIBIT 3 Percent of Public High School Graduates Eligible for APS, by Graduating Class	4	EXHIBIT 19 Percent of First-Time Freshmen Who Persisted into a Second Year	12
EXHIBIT 4 Public High School Classes of 2017-2019 APS Eligibility, by Level	4	EXHIBIT 20 First-Time, Full-Time Freshmen Graduating from an Alaska High School (Six Year Graduation Rates)	13
EXHIBIT 5 Percent of Public APS-Eligible Graduates Using APS the Fall Following Graduation, by Graduating Class	5	EXHIBIT 21 UA System First-Time, Full-Time Freshmen Three Year Graduation Rates for Two Year or Less Programs	14
EXHIBIT 6 Public Class of 2017-2019 APS Eligibility Rates by Region	5	EXHIBIT 22 Recent High School Graduates Entering University of Alaska by Degree Level Sought, Class of 2019	14
EXHIBIT 7 Public Class of 2019 Proportion of APS-Eligible Students Receiving APS Fall 2019 by Region	5		
<b>Fall 2019 Survey of APS-Eligible Students From Class of 2019</b>	<b>6</b>	<b>APS &amp; Alaska Residency Outcomes</b>	<b>15</b>
EXHIBIT 8 Class of 2019 APS Survey: "Did the availability of APS make you more likely to do any of the following in high school?"	6	EXHIBIT 23 Residency Rates (PFD) After High School, Classes of 2011-2014	15
EXHIBIT 9 Class of 2019 APS Survey: "How much of an influence was the APS in the following decisions?"	7	<b>APS Recipients in the Alaska Workforce</b>	<b>16</b>
EXHIBIT 10 Class of 2019 APS Survey: "Would you recommend the APS to current high school students?"	7	EXHIBIT 24 Average Annual Wages & Employment Rates Six Years After High School Graduation, Class of 2011 & 2012	16
EXHIBIT 11 Class of 2019 APS Survey: Reasons for Recommending the APS	8	EXHIBIT 25 Top 15 Occupations for APS Recipients & Ineligible Students in Alaska During 2018FY, Class of 2011-2013	17
EXHIBIT 12 Class of 2019 APS Survey: APS Funding Uncertainty Affected Students' Decisions to Enroll in Alaska Postsecondary Institutions this Year	9	<b>Appendix A</b>	<b>18</b>
EXHIBIT 13 Class of 2019 APS Survey: APS Funding Availability & Students' Financial Aid Planning	9	Data Notes & Fall 2019 APS Survey Response Rates	18
EXHIBIT 14 Class of 2019 APS Survey: Comments About Budget Uncertainty	10	<b>Appendix B</b>	<b>19</b>
<b>APS &amp; Postsecondary Outcomes</b>	<b>10</b>	Public School Class of 2019 APS Headcounts, by School District	19
EXHIBIT 15 APS Recipients Attending Postsecondary in Alaska by Financial Aid		Public School Class of 2019 APS Headcounts, by School District – Continued	20

The Alaska Performance Scholarship (APS) is beginning its tenth year rewarding students who strive to excel in high school and continue their education in degree and certificate programs in Alaska.

### High School Outcomes

In the Class of 2019 survey of APS-eligible students, 76% said that the availability of APS made them more likely to achieve better grades in high school. 73% said they were more likely to take placement exams (which include SAT, ACT, or WorkKeys).

Since the program began in 2011, the Class of 2019 had the lowest eligibility rates for the APS, at 23%. Southcentral Alaska had the highest regional eligibility rate at 26%. The highest eligibility rate for the APS was for the Class of 2014 at 34%.

### Postsecondary Outcomes

This fall at the University of Alaska (UA), 98% of first-time freshmen APS recipients were ready to take college level courses compared to 71% of non-recipients.

82% of first-time freshmen APS recipients entering UA fall 2017 persisted into their second year, compared with 56% of non-recipients.

58% of first-time, full-time freshmen APS recipients completed an undergraduate degree, certificate, or occupational endorsement within six years after beginning their enrollment at UA in fall 2013, compared to 29% of non-recipients.

### Alaska Residency and Workforce Outcomes

80% of APS-eligible students from the Class of 2019 said that APS influenced their decision to choose an in-state school out of those who said they were currently enrolled in postsecondary education in this year's survey.

Six years after their high school graduation, former APS recipients from the Classes of 2011 and 2012 have similar annual wages to ineligible students, but have higher employment rates in the Alaska workforce.



***APS recipients complete postsecondary programs at double the rate of non-recipients.***

# APS ELIGIBILITY DEFINITIONS & REQUIREMENTS

**Eligible:** The student has met the APS requirements in high school, and may be eligible for the Career and Technical Education (CTE) level only or for either the CTE level or collegiate level. This category includes all eligible students, regardless of whether they go on to receive the APS award.

**Ineligible:** The Alaska high school graduate does not meet the high school GPA, curriculum, and test score requirements.

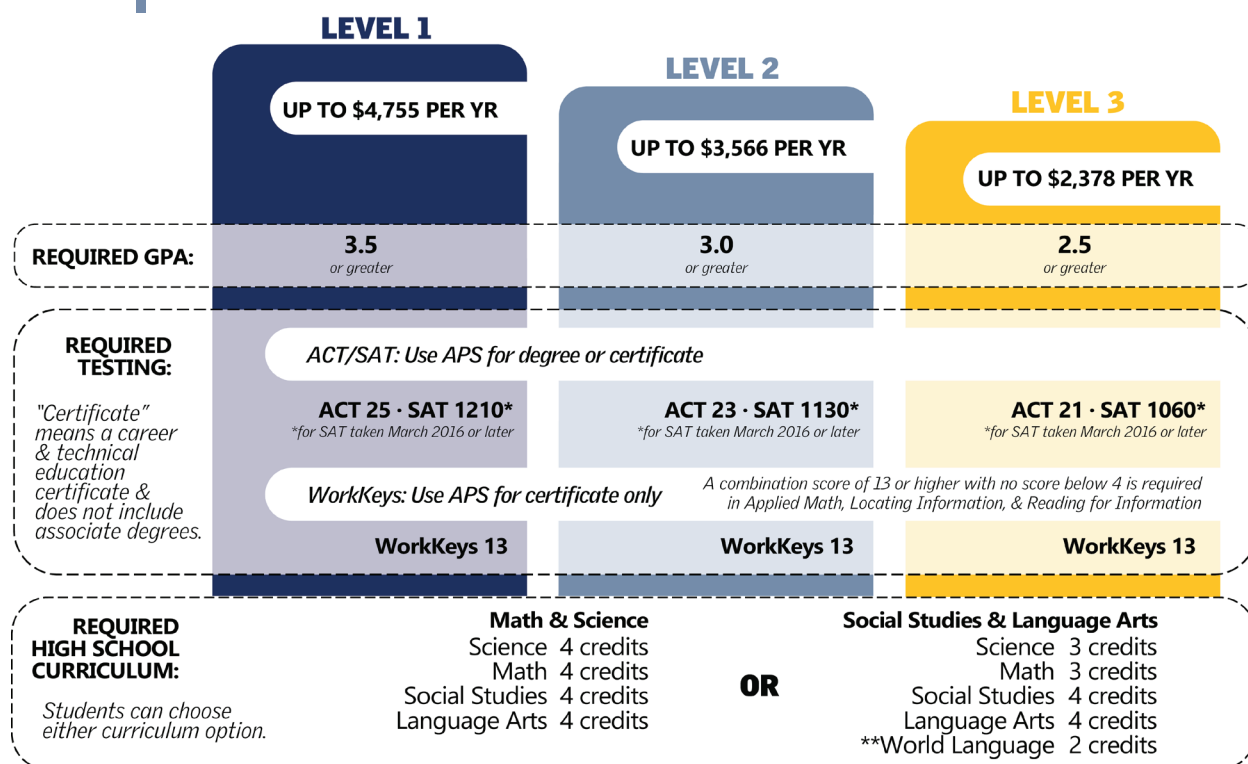
**Non-Recipient:** Unless otherwise noted, the student has not received an APS award for the reported term. The student may be APS-eligible but not meet requirements for qualifying enrollment after high school, be ineligible for the scholarship, or may have received the scholarship in the past but not be eligible to receive it in the reporting term.

**Recipient:** The student has received the award in the amount associated with their assigned eligibility level for at least one term. This assigned eligibility level may be either a CTE award or a collegiate award.

## EXHIBIT 1

### APS Eligibility Requirements

Visit [APS.Alaska.gov](http://APS.Alaska.gov) for more information or to download eligibility checklists.



\*These requirements have been updated as of fall 2016. Students who took the SAT prior to March 2016 can qualify for APS on the previous 2400 scale (Level 1: 1680, Level 2: 1560, Level 3: 1450).

\*\*World Language courses include Alaska Native Language and American Sign Language

## APS AWARDS

**21,522** Alaska high school graduates have earned eligibility for the scholarship since 2011. APS-eligible students represent approximately 29% of public high school graduates.

**9,540** students have received the award, which is 44% of eligible students.

**220** students have received the award from their CTE eligibility alone. CTE-eligible students may receive an APS award for CTE certificate programs only, not for associate or bachelor's degree programs. CTE students qualify by meeting high school GPA requirements, completing rigorous coursework, and scoring well on the WorkKeys exam.

### EXHIBIT 2

APS Total Dollars  
Awarded & Recipients  
Each Fiscal Year  
2012-2020

Year	Total Dollars Awarded	Recipients Each Award Year
2012	\$2,982,449	929
2013	\$5,653,223	1,717
2014	\$7,823,335	2,330
2015	\$10,046,899	2,976
2016	\$11,055,641	3,358
2017	\$11,285,711	3,423
2018	\$11,079,588	3,358
2019	\$10,156,663	3,098
<b>2020<sup>1</sup></b>	<b>\$9,503,150</b>	<b>2,580</b>
<b>TOTAL</b>	<b>\$79,586,659</b>	



*"The APS has made the cost of my education manageable in-state... The main reason I stayed in state was because of how important this scholarship was in paying my tuition."*

— APS Recipient

<sup>1</sup> Funding totals for FY20 are estimated based on twice the partial fall disbursed amount and the number of APS recipients is the partial-year total as of 11/7/2019.

## APS-ELIGIBLE GRADUATES & RECIPIENTS

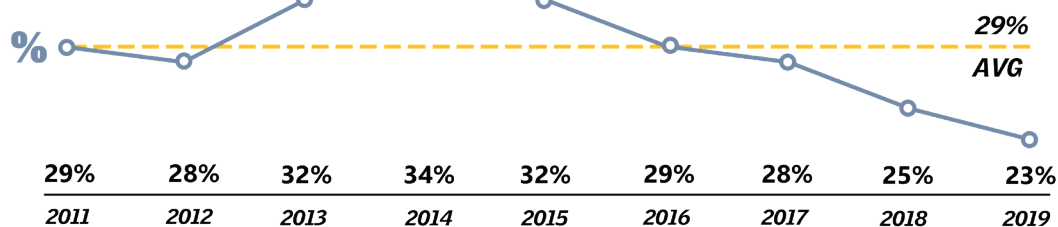
The Class of 2019 had the lowest eligibility rates for the Alaska Performance Scholarship since the program began in 2011. Exhibit 3 shows recent declines in APS eligibility rates, while Exhibit 4 shows that decline is also apparent in the total number of eligible students within the Class of 2019. This decline has been relatively steady since 2014. The reasons for this are unclear—this decline does not clearly correlate with statewide changes in students’ performance in high school or in participation rates on the ACT, SAT, or WorkKeys placement exams. ACPE does not currently have access to school district data to report detailed changes in students’ performance on APS eligibility requirements before high school graduation including GPA, test scores, or coursework.

School districts in the Far North saw a decline in APS eligibility rates of 8 percentage points from the previous cohort; 17% were APS-eligible from the Class of 2018 compared with 9% from the Class of 2019 (Exhibit 6). Southeast Alaska has experienced the largest decline (12 percentage points) between the Class of 2018 and 2019 eligibility rates, from 36% to 24%.

Exhibit 5 shows that 33% of eligible students in the Class of 2019 have since enrolled at a qualifying Alaska postsecondary institution and earned the scholarship. Although high schools in the Far North region of Alaska had the lowest eligibility rate (9%, Exhibit 6), this region had the highest proportion of eligible students receiving the scholarship fall 2019 (48%, Exhibit 7). For more information about APS eligibility and disbursement by school district see Appendix B.

### EXHIBIT 3

Percent of Public High School Graduates Eligible for APS, by Graduating Class



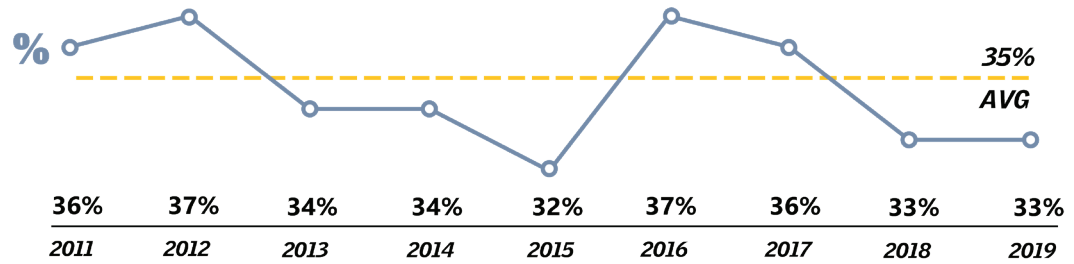
### EXHIBIT 4

Public High School Classes of 2017-2019 APS Eligibility, by Level

	2017	2018	2019
Level 1	907	936	830
Level 2	645	569	575
Level 3	608	510	482
CTE Only	163	121	67
<b>Total</b>	<b>2,323</b>	<b>2,136</b>	<b>1,954</b>

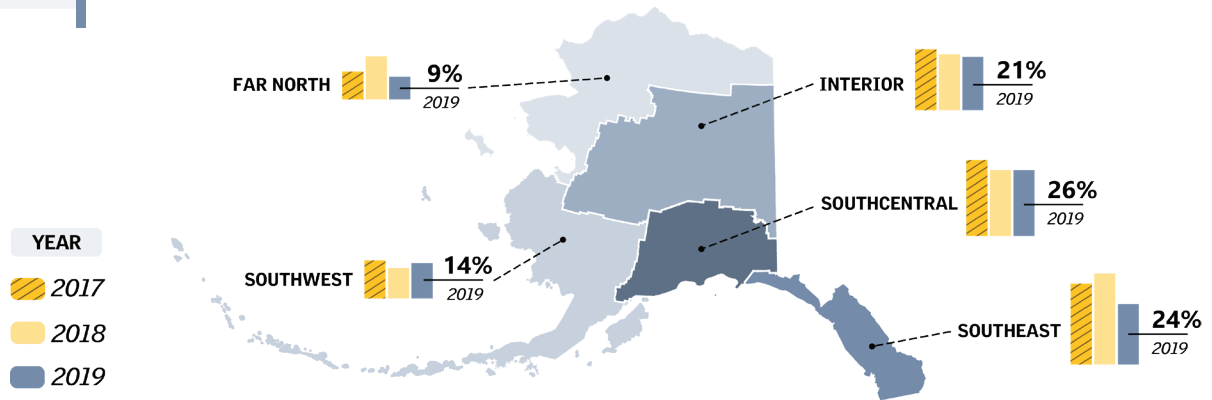
## EXHIBIT 5

Percent of Public APS-Eligible Graduates Using APS the Fall Following Graduation, by Graduating Class <sup>2</sup>



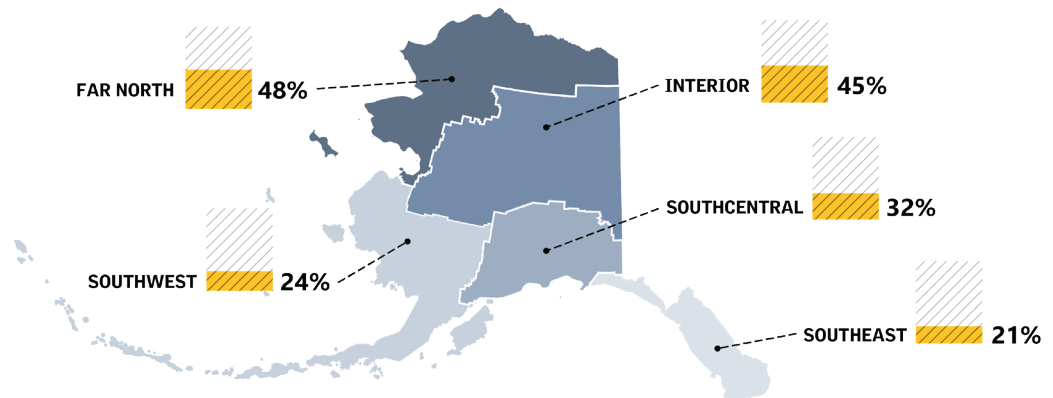
## EXHIBIT 6

Public Class of 2017-2019 APS Eligibility Rates by Region



## EXHIBIT 7

Public Class of 2019 Proportion of APS-Eligible Students Receiving APS Fall 2019 by Region <sup>2</sup>



<sup>2</sup> APS recipients fall following high school graduation is based on partial fall 2019 data, with disbursement data closed for analysis 11/7/2019.



## FALL 2019 SURVEY OF APS-ELIGIBLE STUDENTS FROM CLASS OF 2019

Surveys of APS-eligible students after high school graduation provide opportunities to understand students' perception of whether the program impacted their decisions about their education.

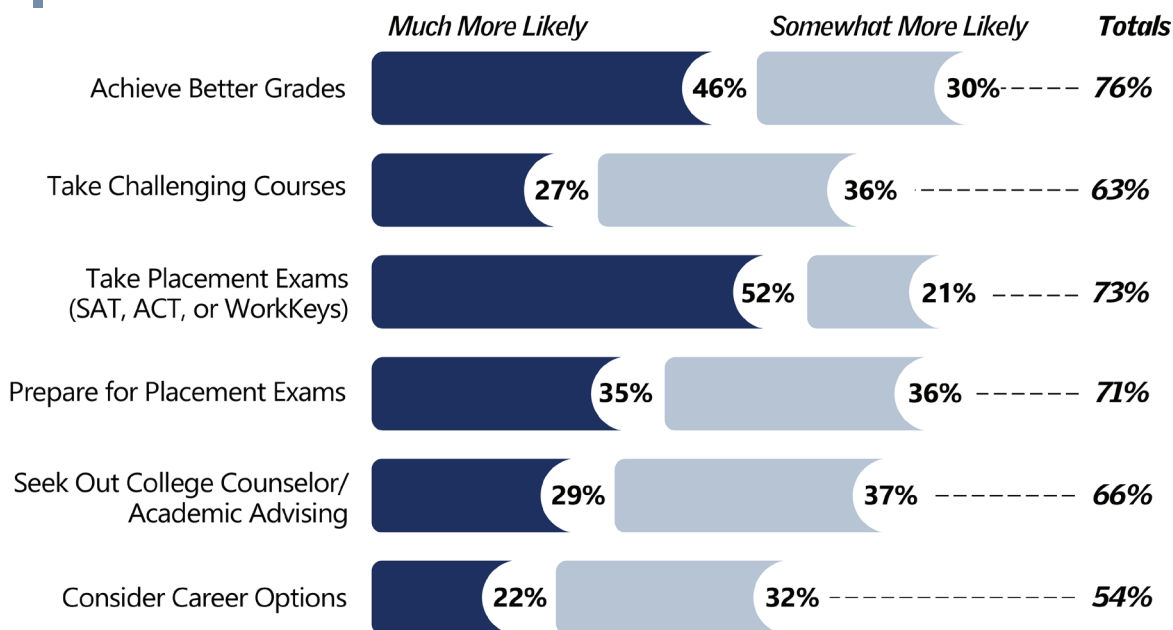
### APS-eligible Students Report Positive High School Behaviors

In a fall 2019 survey of APS-eligible graduates from the Class of 2019, 76% of APS-eligible respondents reported that the availability of APS made them more likely to achieve better grades in high school, and 73% said it made them more likely to take placement exams before graduation (Exhibit 8). A majority of respondents also said the APS program made them more likely to seek out college counselors or academic advisors, prepare for placement exams, and take challenging courses (Exhibit 8).

The fall 2019 survey also asked about how the APS influenced students' postsecondary enrollment decisions. Out of students who reported that they are currently enrolled in postsecondary education, 81% said that the APS influenced their decision to attend an in-state school (Exhibit 9). Over half (53%) said it influenced their decision to enroll full-time versus part-time and that the program affected the number of hours they need to work while in school (52%, Exhibit 9).

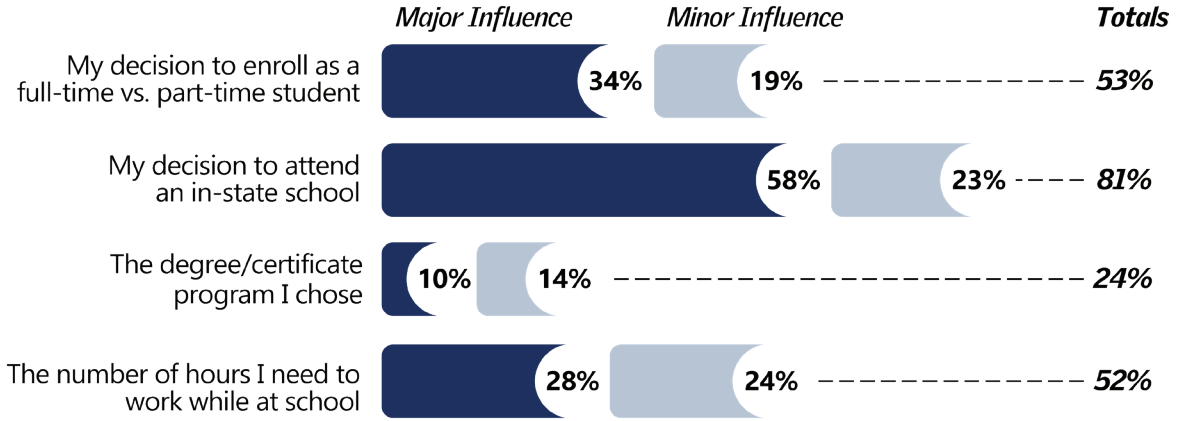
## EXHIBIT 8

**Class of 2019 APS Survey:**  
"Did the availability of APS make you more likely to do any of the following in high school?"



## EXHIBIT 9

Class of 2019 APS Survey:  
 "How much of an influence was  
 the APS in the following decisions?"



### Eligible Students Highly Recommend the APS

93% of APS-eligible survey respondents from the Class of 2019 would recommend the APS to current high school students (Exhibit 10). When asked about the reason for their recommendation, respondents included those highlighted in Exhibit 11.

## EXHIBIT 10

Class of 2019 APS Survey:  
 "Would you recommend the APS  
 to current high school students?"



## EXHIBIT 11

### Class of 2019 APS Survey: Reasons for Recommending the APS

#### SUPPORTING STUDENTS IN HIGH SCHOOL

*It is something to work hard for in high school and I think it is also a great scholarship due to the multiple levels...I personally qualified for the highest level, and I worked very hard to keep my GPA high to obtain this tier of the scholarship.*

*The APS is a great motivator for students in high school, and continues to motivate me to maintain good grades during college as well.*

*Before graduating high school, the APS motivated me to score highly on the ACT and SAT. I took both tests multiple times in order to better my eligibility, which benefitted my test-taking skills (a frequently used skill in college) and overall student success.*

*The APS motivated me to get good grades and try challenging courses. It also pushed me to believe... that I was ready for college.*

#### ACCESS TO POSTSECONDARY EDUCATION

*It made going to college realistic.*

*I would recommend the APS to current high school students because it is a great way to be rewarded for your academic achievements and it benefits you greatly if you decide to attend an in-state school. APS will pay for nearly half of my freshmen-year tuition since I am not residing in dorms and it has supported me in reaching my academic goals while balancing a budget.*

*The scholarship helps students and parents alike by helping to reduce student debt.*

*It is an incredible scholarship that is relatively easy for Alaskans to obtain provided they work hard in their academic careers. The money is extraordinarily useful for those who come from low-income families (such as myself), and could mean the difference between a student attending college and not attending college.*

*The APS allows me to give the necessary focus to studies and not worry about debt or where my next meal will come from.*

*Going to college is stressful enough as it is—worrying about whether or not you can even afford to go doesn't make it any easier. I would absolutely recommend the APS...it kept me on track in school. Without it, I wasn't sure if I could attend college debt-free.*

*The scholarship has allowed me to attend college with less of a financial burden. I'm already working almost full-time and I have a full class schedule, so it is an immense relief to have some of the financial burden lifted.*

*I can't afford college without it.*

#### ATTENDING ALASKA INSTITUTIONS

*The Alaska Performance Scholarship has made the cost of my education manageable in-state... The main reason I stayed in state was because of how important this scholarship was in paying my tuition.*

*It is the best option if you can't afford to go out-of-state.*

*It can really play an important role in decision-making when it comes down to choosing a college in Alaska or out-of-state.*

*I would highly recommend the APS to current high school students because it opened up so many opportunities to attend college in Alaska, and opportunities after high school in general.*

## The Effects of 2020's APS Funding Uncertainty

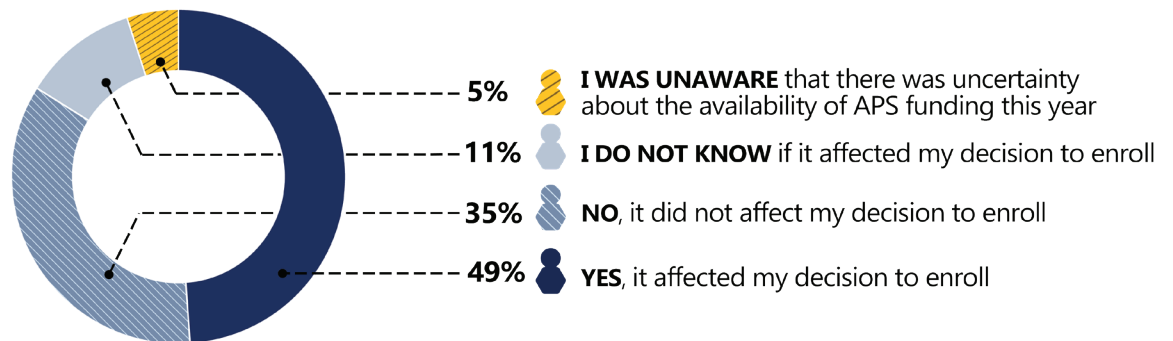
As of July 2019, it was unclear whether funding would be available for the upcoming 2020 academic year. Although funding did become available, almost half of APS-eligible students from the Class of 2019 said in the survey that uncertain funding for APS affected their postsecondary enrollment decisions (Exhibit 12). Over two-thirds of respondents (69%) said that knowing whether funding will be available is very important to support their planning to cover the cost of college or training (Exhibit 13).

In response to the question, "Would you recommend the Alaska Performance Scholarship to current high school students?" APS-eligible students described their experience with this uncertainty, with quotes listed in Exhibit 14.

### EXHIBIT 12

#### Class of 2019 APS Survey: APS Funding Uncertainty Affected Students' Decisions to Enroll in Alaska Postsecondary Institutions this Year

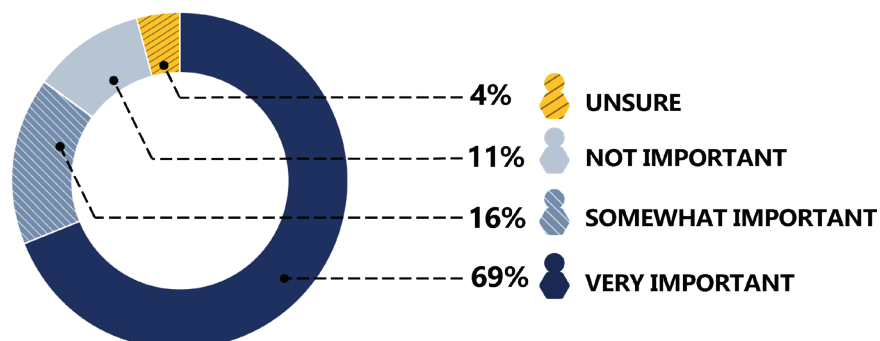
**Survey Question:** "The funding source for APS, the Alaska Higher Education Investment Fund, was temporarily unavailable due to unexpected outcomes of the budget process for the 2019-2020 fiscal year. This funding source is now available and the scholarship will be paid to eligible students enrolling at qualifying Alaska postsecondary institutions. Did this uncertainty affect your decision whether to enroll in an Alaska postsecondary institution this year?"



### EXHIBIT 13

#### Class of 2019 APS Survey: APS Funding Availability & Students' Financial Aid Planning

**Survey Question:** "To support your planning to cover the cost of college or training, how important is knowing whether APS funding will be available for the upcoming academic year?"



# EXHIBIT 14

## Class of 2019 APS Survey: Comments About Budget Uncertainty

*I'm ambivalent about recommending the Alaska Performance Scholarship to other people simply because at this point it doesn't seem that reliable.*

*The reason I left the state to go to college was the uncertainty of the scholarship's availability to me. At the time of college applications and acceptances I was told it was unavailable. I felt like I had worked hard for nothing.*

*It is worth it to make sure [students] meet the eligibility requirements. However, it would seem that anyone receiving [APS] needs to be aware that it could be taken away anytime. In my case, the scholarship was a major factor in staying in Alaska for college. I wish I was aware of this uncertainty before making my decision to stay in Alaska.*

*With Alaska's current budget dilemmas affecting the APS, I will be considering other state options next fall to further my education.*

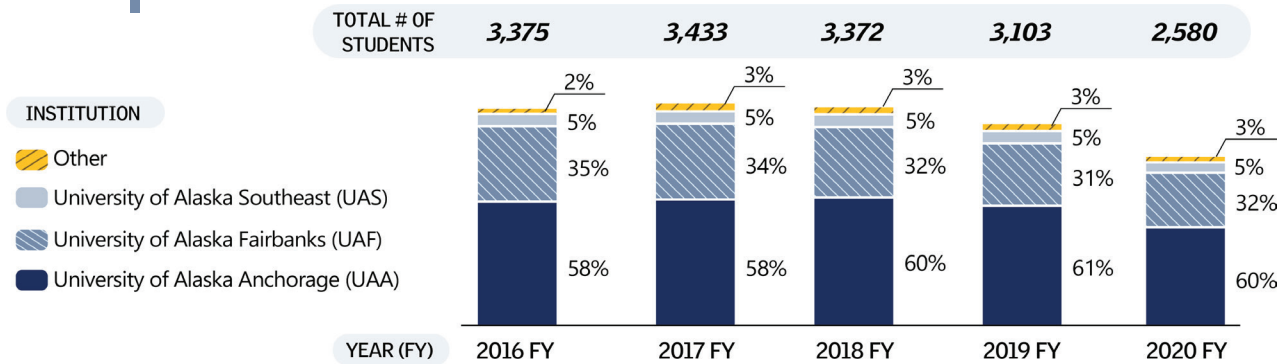
## APS & POSTSECONDARY OUTCOMES

According to ACPE's recent APS disbursement records by fiscal year, an estimated 97% of preliminary 2020FY APS recipients attend one of the University of Alaska institutions (Exhibit 15).<sup>3</sup> Around 500 additional APS recipients are expected beyond the preliminary count of 2,580 by the time 2020 figures are finalized, based on historical patterns of preliminary and final numbers.<sup>4</sup> Out of this year's fall 2019 APS recipients attending postsecondary education:

- » **20%** are first-generation students
- » **23%** are low-income students
- » **45%** are male, **55%** are female
- » **2%** are Alaska Native/American Indian and **14%** are multi-racial (Exhibit 16).

# EXHIBIT 15

## APS Recipients Attending Postsecondary in Alaska by Financial Aid Disbursement Institution, 2016-2019FY & Preliminary 2020FY<sup>5</sup>



<sup>3</sup> Source: ACPE. Number of APS recipients for 2020FY is based on partial year totals as of 11/7/2019.

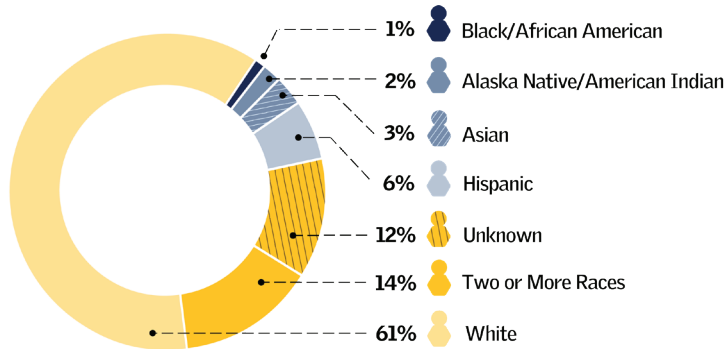
<sup>4</sup> Based on historical APS Outcomes Report information.

<sup>5</sup> Information from DEED, which reported race and ethnicity information to ACPE for 83% (2,136 of 2,580) of total APS students as of preliminary fall 2019 semester (2020FY); students for whom data were missing are not considered in Exhibit 16.

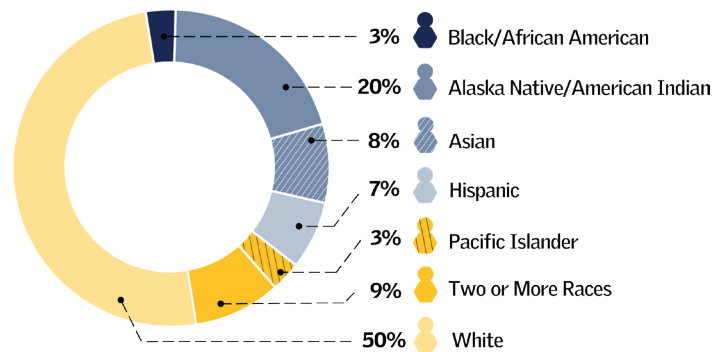
# EXHIBIT 16

## Race/Ethnicity of Fall 2019 APS Recipients and Class of 2019 High School Graduates <sup>5</sup>

*Fall 2019 APS Recipients*



*Class of 2019 High School Graduates*



### APS RECIPIENTS AT THE UNIVERSITY OF ALASKA

This section of the report highlights initial postsecondary outcomes indicators for APS recipients attending the University of Alaska (UA). All fall 2019 (2020FY) figures are preliminary and fall 2018 (2019FY) figures from last year’s report have been updated to final throughout.

Research shows that for UA’s full-time, first-time freshmen, overall financial aid support—primarily driven by scholarship support—is significantly positively associated with increased likelihood of postsecondary success. <sup>6</sup> In particular, students who had larger, multi-year scholarship awards had improved likelihood of graduation and reduced number of years to graduation. Of the approximately 1,900 recent Alaska high school graduates entering UA as first-time freshmen in fall 2018 (2019FY) about 38% received APS support; the other 62% did not. About 40% of entering APS recipients also received significant support from the UA Scholars award and UA Foundation scholarships while attending UA, and about 20% received a federal Pell grant in their first year.

In accordance with program design, APS recipients are less likely to require developmental coursework than those who did not qualify for the scholarship, demonstrating the significant value of the rigorous high school coursework requirements for scholarship eligibility. This year, preliminary figures indicate 98% of APS recipients entering UA in fall 2019 were prepared to take college-level math and English coursework, compared with 71% of other recent Alaska high school graduates (Exhibit 17). Having to take developmental coursework can often extend the amount of time it takes for a student to meet all degree requirements and graduate from postsecondary programs.

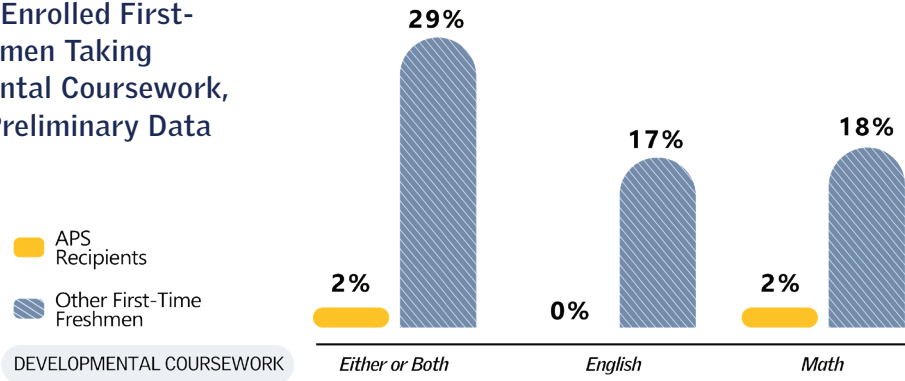
<sup>6</sup>Source: [https://alaska.edu/files/ir/analysis/Using\\_Financial\\_Aid\\_Support\\_to\\_Model\\_Student\\_Success\\_2011.pdf](https://alaska.edu/files/ir/analysis/Using_Financial_Aid_Support_to_Model_Student_Success_2011.pdf).

Entering APS recipients attempt and complete more credits on average per year than other students (Exhibit 18). APS recipients entering in fall 2018 completed 85% of attempted credits on average, versus 64% for other students. Students who are able to attempt and pass at least 30 credits per year remain on track to graduate timely.

APS recipients return for a second year of postsecondary education at higher rates than other entering first-time freshmen. For those entering in fall 2017, 82% of APS recipients came back to enroll for a second year (2019FY) compared with 56% of non-recipients (Exhibit 19).

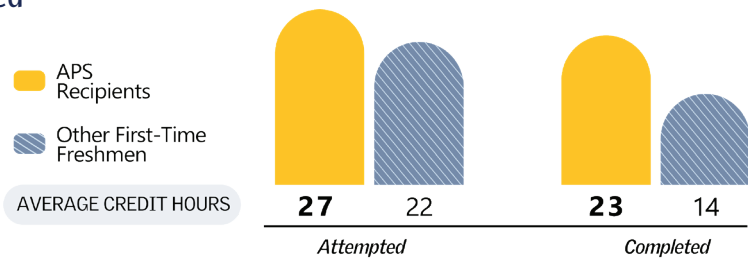
**EXHIBIT 17**

**Percent of Enrolled First-Time Freshmen Taking Developmental Coursework, Fall 2019 Preliminary Data**



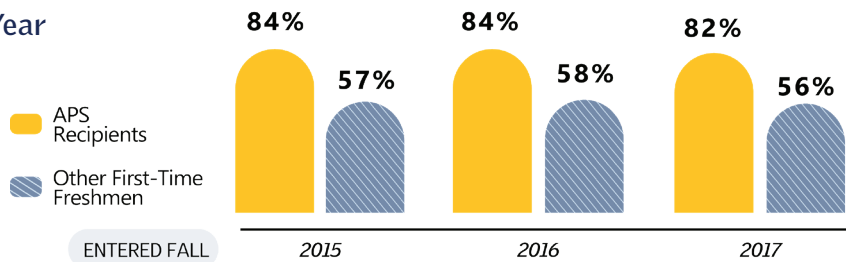
**EXHIBIT 18**

**Average Credit Hours Attempted & Completed 2018FY**



**EXHIBIT 19**

**Percent of First-Time Freshmen Who Persisted into a Second Year**

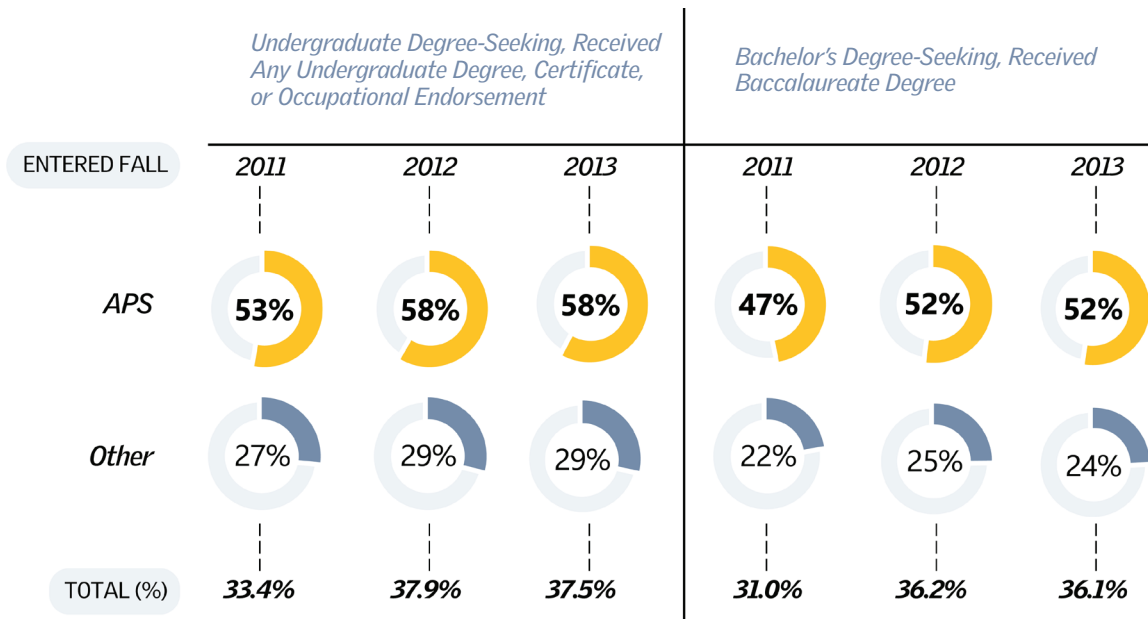


APS recipients have higher traditional graduation rates than other students, in part because they are better prepared for postsecondary coursework and because they are more likely to be able to attend full-time. Of first-time, full-time freshmen entering UA fall 2013, 58% of APS recipients graduated with any undergraduate degree, certificate, or occupational endorsement within six years (Exhibit 20), compared to 29% for other students. The comparative nationwide six-year graduation rate of bachelor degree seeking students at public, four-year, open admission institutions was 31.3%.<sup>7</sup>

For recent Alaska high school graduates attending full-time and entering two-year or less programs in fall 2016, 36% of APS recipients graduated within three years compared with 20% of other students (Exhibit 21). For context, the nationwide three-year graduation rate for first-time, full-time freshmen at public, two-year public institutions was 25.1%.<sup>8</sup> For preliminary information about students entering UA in fall 2019 for the first time, see Exhibit 22.

## EXHIBIT 20

### First-Time, Full-Time Freshmen Graduating from an Alaska High School (Six Year Graduation Rates)



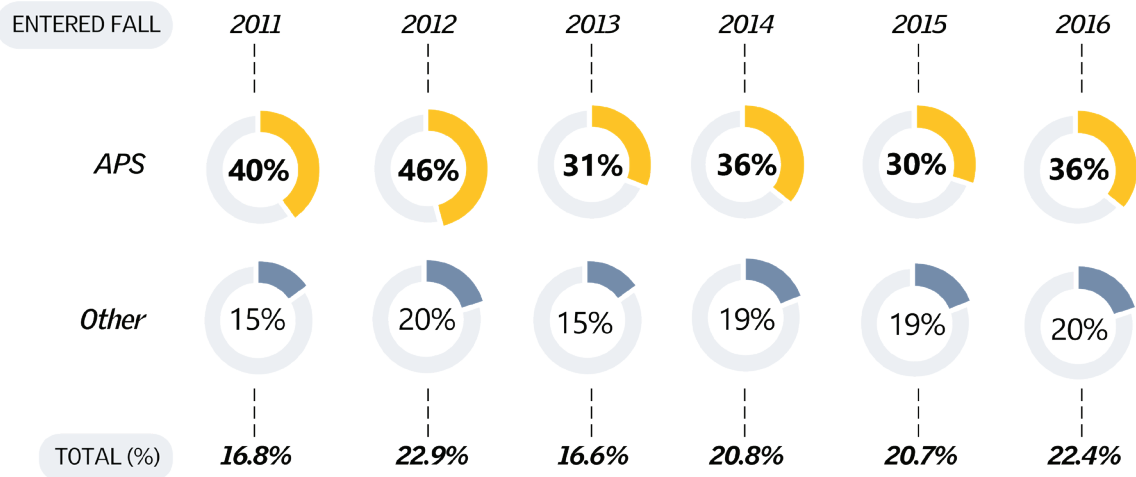
<sup>7</sup> Source: NCES 18, [https://nces.ed.gov/programs/digest/d18/tables/dt18\\_326.10.asp](https://nces.ed.gov/programs/digest/d18/tables/dt18_326.10.asp)

<sup>8</sup> Source: NCES 18, [https://nces.ed.gov/programs/digest/d18/tables/dt18\\_326.20.asp?current=yes](https://nces.ed.gov/programs/digest/d18/tables/dt18_326.20.asp?current=yes).



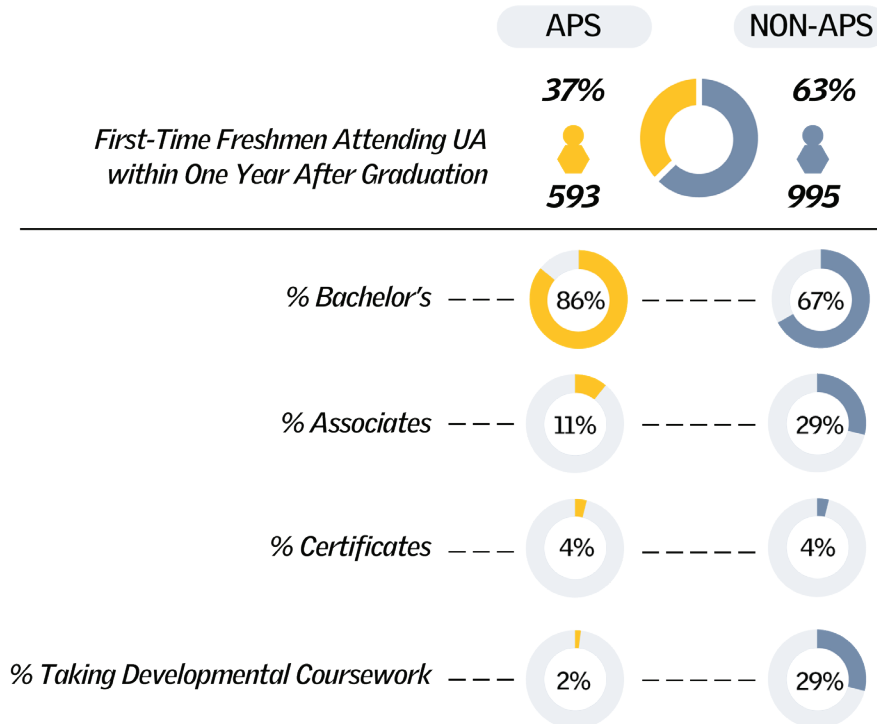
## EXHIBIT 21

### UA System First-Time, Full-Time Freshmen Three Year Graduation Rates for Two-Year or Less Programs



## EXHIBIT 22

### Recent Alaska High School Graduates Entering University of Alaska by Degree Level Sought, Class of 2019



APS recipients have higher Alaska residency rates up to four years after high school than non-recipients (Exhibit 23).

EXHIBIT 23

Residency Rates (PFD) After High School, Classes of 2011-2014 <sup>9</sup>



**The Alaska Performance Scholarship helps skilled Alaskans stay in Alaska.**

<sup>9</sup>Residency rates in Exhibit 23 are calculated for a given year by assessing whether or not the student applied for the Permanent Fund Dividend for that qualifying year. For example, a student from the Class of 2011 was a resident one year after high school if they graduated in May 2011 and applied for the PFD for the 2012 qualifying year, indicating they were a resident during 2012.

# APS RECIPIENTS IN THE ALASKA WORKFORCE

Alaska Department of Labor and Workforce Development statewide employment and wage data allowed for the evaluation of workforce outcomes for APS-ineligible and eligible high school graduates and APS recipients.

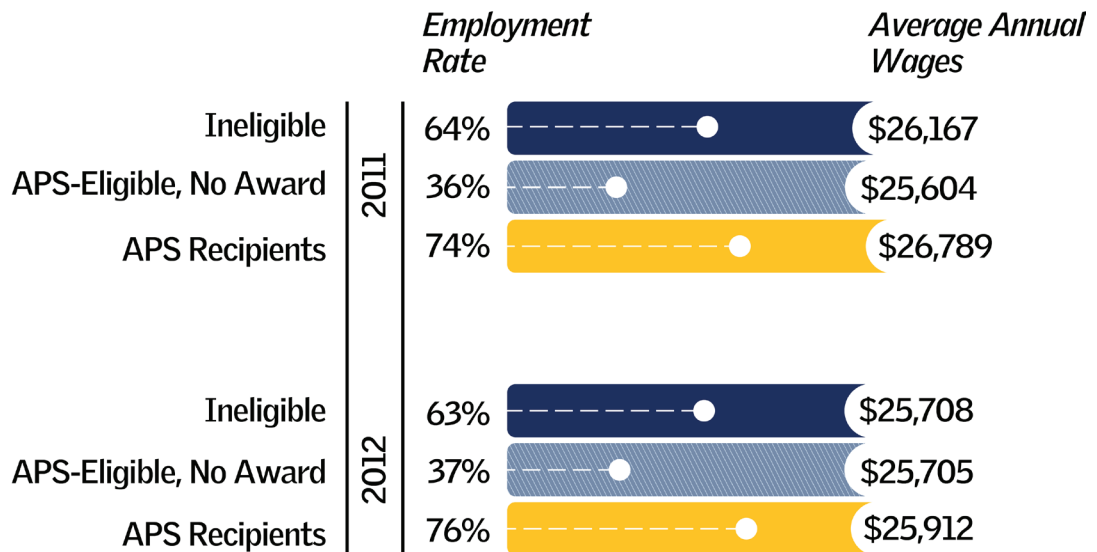
Six years after their high school graduation, former APS recipients from the Classes of 2011 and 2012 have similar annual wages to ineligible students. Ineligible students have historically enrolled in college at lower rates, and those ineligible students who do enroll may need to work more hours while in college. As a group, therefore, we may expect ineligible students to have more employment experience — and annual wages commensurate with that experience — compared to APS recipients. In addition, former APS students may be more likely to attend graduate programs and defer full-time employment until after their studies.

APS recipients have higher employment rates in the Alaska workforce six years after their high school graduation (Exhibit 24). It is important to recognize that APS recipients chose to attend Alaska institutions, and therefore may have higher Alaska employment rates than ineligible students as a matter of preference regardless of the program's impact on their academic achievement or employment prospects. The groups of ineligible students in Exhibit 24 include students who chose to leave Alaska for college and students who stayed.

Exhibit 25 lists the top occupations of former Alaska high school graduates working in Alaska from the Classes of 2011-2013.

## EXHIBIT 24

**Average Annual Wages & Employment Rates Six Years After High School Graduation, Class of 2011 & 2012**



# EXHIBIT 25

## Top 15 Occupations for APS Recipients & Ineligible Students in Alaska During 2018FY, Class of 2011-2013

<i>Occupation</i>	APS RECIPIENTS		INELIGIBLE STUDENTS	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
<i>Retail Sales Workers</i>	<b>220</b>	<b>9%</b>	<b>1,111</b>	<b>11%</b>
<i>Other Office and Administrative Support Workers</i>	178	7%	488	5%
<i>Food and Beverage Serving Workers</i>	<b>156</b>	<b>6%</b>	<b>571</b>	<b>6%</b>
<i>Information and Record Clerks</i>	136	5%	573	6%
<i>Financial Clerks</i>	<b>115</b>	<b>5%</b>	<b>330</b>	<b>3%</b>
<i>Other Healthcare Support Occupations</i>	80	3%	362	3%
<i>Life, Physical, and Social Science Technicians</i>	<b>73</b>	<b>3%</b>	-	-
<i>Secretaries and Administrative Assistants</i>	69	3%	-	-
<i>Health Technologists and Technicians</i>	<b>66</b>	<b>3%</b>	-	-
<i>Engineers</i>	63	3%		
<i>Construction Trades Workers</i>	<b>62</b>	<b>3%</b>	<b>664</b>	<b>6%</b>
<i>Other Personal Care and Service Workers</i>	60	2%	303	3%
<i>Other Teachers and Instructors</i>	<b>59</b>	<b>2%</b>	-	-
<i>Healthcare Diagnosing or Treating Practitioners</i>	53	2%	-	-
<i>Home Health, Personal Care Aides, Nursing Aides</i>	<b>51</b>	<b>2%</b>	<b>306</b>	<b>3%</b>
<i>Material Moving Workers</i>	-	-	425	4%
<i>Cooks and Food Preparation Workers</i>	-	-	<b>346</b>	<b>3%</b>
<i>Building Cleaning and Pest Control Workers</i>	-	-	276	3%
<i>Vehicle and Mobile Equipment Mechanics, Installers</i>	-	-	<b>234</b>	<b>2%</b>
<i>Motor Vehicle Operators</i>	-	-	233	2%
<i>Other Installation, Maintenance, and Repair Occupations</i>	-	-	<b>231</b>	<b>2%</b>
<i>Other Occupations</i>	1,049	42%	3,971	38%

Note: Occupations that did not fall in the top 15 for both APS recipients and ineligible students are indicated by "-"

## Data Notes & Fall 2019 APS Survey Response Rate

ACPE's Alaska Performance Scholarship (APS) disbursement data includes disbursements on or before 11/7/2019, and was generated through ACPE's grants and scholarships database, which connects student high school graduation records with FAFSA (also used as the application for APS) data and is used to process disbursements to postsecondary education and training institutions for certified students. Data in this report may differ slightly from previous years' APS reports due to financial adjustments or differences in the timing of analyses conducted. Student disbursement and eligibility data were suppressed for districts with four or fewer students to protect student privacy. Alaska high school graduates include public, private, and home schooled students in APS-eligible and disbursement totals; however, other student outcomes reflect public school students only.

High school graduation data, including high school names and student graduation dates, and APS collegiate and CTE eligibility levels were provided to ACPE by the Alaska Department of Education and Early Development (DEED). ACPE also matched student information with data from the Alaska Permanent Fund Division to report residency outcomes of the APS program.

The Alaska Department of Labor and Workforce Development (DOLWD) Research and Analysis section provided Alaska employment information for former APS students. Average wages were calculated during the sixth fiscal year after high school graduation for the Classes of 2011 and 2012. Wages do not include federal workers or the self-employed.

The University of Alaska (UA) Data Strategy and Institutional Research department provided summary information about UA students, scholarship financial aid and graduate residency and employment outcomes. For reporting, students who are not currently receiving the APS include a small number of past recipients who no longer met continuing eligibility requirements. Data for recent Alaska high school graduates entering UA in fall 2019 are from preliminary semester opening data, with final figures for 2020FY available at the end of the year. Credit hour information reflects an entire academic year, i.e. consecutive summer, fall and spring semesters, and does not include audits. Developmental coursework is for math and English only. Due to data extract timing differences, UA and ACPE counts for students attending UA may differ where noted.

Email invitations for the fall 2019 APS survey were sent out via SurveyMonkey to Class of 2019 APS-eligible students with a valid e-mail address on file from the FAFSA and the Alaska Student Aid Portal. Open-ended responses to survey questions included in this report were edited for clarity and brevity. To incentivize survey completion among students less familiar with the Alaska Performance Scholarship and reduce nonresponse bias, students contacted for the survey were notified about a drawing for a gift card to Amazon.com. Survey responses were weighted for this analysis based on the proportion of students eligible for each level of the scholarship, with collegiate eligibility taking priority.

### Response Rates for the Fall 2019 APS Survey

<i>LEVEL 1</i>	21%	
<i>LEVEL 2</i>	21%	
<i>LEVEL 3</i>	19%	
<b>TOTAL</b>	<b>20%</b>	<b>(347 Responses)</b>

## Public School Class of 2019 APS Headcounts, by School District

<i>School District</i>	<i>Class of 2019 High School Graduates</i>	<i>APS-Eligible Graduates</i>	<i>Fall of 2019 APS Recipients</i>	<i>APS Award Amount</i>
Alaska Gateway	19	-	-	-
Aleutian Region	-	-	-	-
Aleutians East Borough	14	-	-	-
Anchorage	3,120	796	260	\$ 465,449
Annette Island	17	-	-	-
Bering Strait	113	-	-	-
Bristol Bay Borough	11	-	-	-
Chatham	11	-	-	-
Chugach	25	16	-	-
Copper River	27	7	-	-
Cordova City	33	9	-	-
Craig City	23	5	-	-
Delta/Greely	52	8	-	-
Denali Borough	59	22	-	-
Dillingham City	34	8	-	-
Fairbanks North Star Borough	751	221	111	\$ 205,984
Galena City	391	61	25	\$ 46,171
Haines Borough	11	-	-	-
Hoonah City	5	-	-	-
Hydaburg City	10	-	-	-
Iditarod Area	19	13	-	-
Juneau Borough	346	100	23	\$ 43,988
Kake City	7	-	-	-
Kashunamiut	20	-	-	-
Kenai Peninsula Borough	578	127	44	\$ 81,440
Ketchikan Gateway Borough	160	38	-	-
Klawock City	7	-	-	-

Note: Data have been suppressed to protect student confidentiality, indicated by "-"

## Public School Class of 2019 APS Headcounts, by School District - CONTINUED

<i>School District</i>	<i>Class of 2019 High School Graduate</i>	<i>APS-Eligible Graduates</i>	<i>Fall of 2019 APS Recipients</i>	<i>APS Award Amount</i>
Kodiak Island Borough	155	39	13	\$ 23,183
Kuspuk	13	-	-	-
Lake and Peninsula Borough	12	-	-	-
Lower Kuskokwim	202	11	-	-
Lower Yukon	101	-	-	-
Matanuska-Susitna Borough	1,162	314	92	\$ 159,319
Mount Edgecumbe	82	10	5	\$ 8,917
Nenana City	127	6	-	-
Nome Public Schools	42	13	-	-
North Slope Borough	95	7	-	-
Northwest Arctic Borough	101	7	-	-
Pelican City	-	-	-	-
Petersburg Borough	30	12	-	-
Pribilof	-	-	-	-
Saint Mary's	13	5	-	-
Sitka	76	21	-	-
Skagway	5	-	-	-
Southeast Island	8	-	-	-
Southwest Region	28	-	-	-
Tanana City	-	-	-	-
Unalaska City	34	19	-	-
Valdez City	51	13	-	-
Wrangell Public Schools	16	7	-	-
Yakutat	8	-	-	-
Yukon Flats	14	-	-	-
Yukon-Koyukuk	138	15	-	-
Yupit	26	-	-	-

Note: Data have been suppressed to protect student confidentiality, indicated by "-"