
2013 Alaska Performance Scholarship Outcomes Report



Respectfully Presented to the Alaska Legislature, Governor and Public by

Alaska Commission on Postsecondary Education

Alaska Department of Education & Early Development

Alaska Department of Labor and Workforce Development

University of Alaska

By Brian Rae
Assistant Director of Research & Analysis
Alaska Commission on Postsecondary Education

January 2013

TABLE OF CONTENTS

EXECUTIVE SUMMARY	3
ALASKA PERFORMANCE SCHOLARSHIP STATISTICS AT A GLANCE	4
ALASKA PERFORMANCE SCHOLARSHIP SECOND ANNUAL OUTCOMES REPORT	7
AN ANALYSIS OF HIGH SCHOOL GRADUATES, APS-ELIGIBLE GRADUATES, AND RECIPIENTS	7
Where Do APS-Eligible and Recipient Graduates Reside?	7
EXHIBIT 1. AY12 APS Eligibility and Acceptance by District / Region.....	8
EXHIBIT 2. Percentage of AY12 High School Graduates, APS Eligibility and Use by Region	10
Who is Eligible for the APS, and Who is Using It?	11
EXHIBIT 3. AY12 Public School Graduates, Eligibility and Recipients by Ethnicity and Gender	11
EXHIBIT 4. APS-Eligible Public School Graduates by Award Level, AY12 & AY11	13
EXHIBIT 5 A. AY12 Public School Graduates’ In-state and Out-of-state Attendance Patterns by Award Level, AY12	14
EXHIBIT 5 B. Public School Graduates’ In-state and Out-of-state Attendance Patterns by Award Level, AY11 & AY12	14
EXHIBIT 6. AY12 Public School Graduates and APS-Eligible Students by Financial Status.....	15
EXHIBIT 7. APS Recipients in Fall Following Graduation, by Award Level and Expected Family Contribution	16
Where are APS Recipients Pursuing Their Postsecondary Studies?	16
EXHIBIT 8. APS Recipients and Postsecondary Attendance by Institution	17
How Much in APS Funds Was Awarded, and for What Types Of Enrollment?	17
EXHIBIT 9. APS Expenditures and Recipients by Fall Degree / Certificate	18
EXHIBIT 10. APS Expenditures by Students’ Fall Enrollment Status.....	19
EXHIBIT 11. APS Expenditures by Award Levels.....	19
Are APS-Eligible Students Prepared to Be Successful at Their Postsecondary Institution?	20
EXHIBIT 12. UA First-Time Freshmen in AY13 Taking Preparatory Courses and Average Credit Hours Attempted	21
EXHIBIT 13. Public High School Graduates Pursuing Postsecondary Degree/ Certificate at UA Within One Year of Graduation	22
SECOND YEAR OUTCOMES FOR AY11 GRADUATES	23
EXHIBIT 14. Postsecondary Attendance Patterns for AY11 APS-Eligible Graduates	24
EXHIBIT 15. Postsecondary Attendance Patterns for AY11 Non-APS Eligible Graduates.....	25
EXHIBIT 16. Postsecondary Enrollment Patterns for AY11 APS-Eligible Recipients	27

EXHIBIT 17. AY11 Public School Graduates Receiving Fall '11 APS,
How Many Received in Subsequent Semesters.....29

CONTINUING ELIGIBILITY AND AY11 RECIPIENTS30

EXHIBIT 18. AY11 Public School Graduates Meeting Continuing Eligibility (CE) Requirements31

AY11 APS-Recipient Persistence Rates32

EXHIBIT 19. Persistence of AY11 APS-Recipient High School Graduates Attending UA
in the Fall Immediately Following Graduation.....32

APS SURVEY FINDINGS.....33

EXHIBIT 20. Survey Respondents' Knowledge About the APS and Their Eligibility Status.....34

EXHIBIT 21. Survey Respondents' Knowledge About the APS and Their Eligibility Status.....34

HOW DOES THE APS AFFECT STUDENTS' EMPLOYMENT PATTERNS?35

EXHIBIT 22. Percentage of AY11 APS-Eligible Graduates Receiving Award in Fall 2012 and
Working at Any Time During Fiscal Year, by Award Level.....36

EXHIBIT 23. Percentage of AY11 APS-Eligible Graduates Receiving Award in Fall 2012 and
Working at Any Time During Fiscal Year, by Award Amounts.....36

EXHIBIT 24. Percentage of AY11 APS-Eligible Graduates Receiving Award in Fall 2012 and
Working in Four Quarters During Fiscal Year, by Award Amounts.....37

EXHIBIT 25. Average Earnings of AY11 APS-Eligible Graduates Receiving Award in Fall 2012 and
Working in Four Quarters During Fiscal Year, by Award Amounts.....38

CONCLUSION.....39

APPENDIX A. Data Sources for the 2013 APS Outcomes Report40

APPENDIX B. Determining APS Eligibility41

APPENDIX C. Approved ACPE Institutions and Programs of Study43

APPENDIX D. AY12 Alaska Public High School Graduates Attending Postsecondary Education
by State Where Enrolled45

APPENDIX E. Sample APS Recipients' Comments to Survey46

ACKNOWLEDGEMENTS.....48



EXECUTIVE SUMMARY

In accordance with Alaska statute the departments of Education & Early Development (EED) and Labor and Workforce Development (DOLWD), the University of Alaska (UA), and the Alaska Commission on Postsecondary Education (ACPE) present this second annual report on the Alaska Performance Scholarship (APS). With two cohorts of Alaska high school graduates now in the APS pipeline, \$8.67 million has been awarded to nearly 1,900 Alaskans to assist in paying for their postsecondary education. More than 2,700 other 2011 (AY11¹) and 2012 (AY12) APS-eligible graduates remain eligible to take advantage of the scholarship in coming years if they pursue qualifying postsecondary training in Alaska. Provided in this year's report are: analysis of the class of 2012's APS eligibility and use, cohort comparisons, and status updates on 2011's APS-eligible and recipient students.

While APS academic eligibility requirements were more rigorous for the AY12 class, there was only a slight drop in the percentage of eligible students. Eligible AY12 graduates were more likely to use the scholarship, possibly resulting from wider and more timely scholarship awareness. In the scholarship's first year, APS-eligible students reported they had already made plans for attending out-of-state institutions and so did not use the APS during their first year of study. However, some of these students are now pursuing their postsecondary studies in Alaska. Also, some students simply delay pursuing their postsecondary studies but later take advantage of the scholarship. For AY11 APS-eligible graduates, 103 received their first scholarship payment in fall 2012, bringing the total of AY11 graduates receiving the scholarship to 1,032.

As with 2011 graduates, AY12 graduates eligible for the top award level were least likely to use the scholarship; however, 88% of them did pursue postsecondary education in the fall following their high school graduation. When we consider all AY12 APS-eligible graduates, 37.3% used the scholarship in fall 2012, and just over 80% were enrolled in a postsecondary institution. Fewer than one-in-five did not continue their education the fall following their high school graduation.

In last year's report we noted that AY11 APS-eligible graduates attending UA took fewer preparatory classes and enrolled in more total credit hours on average than did first-time freshmen who were non-APS eligible. Because preparatory credits, also known as remedial or developmental courses, do not count toward degree requirements APS-eligible students would, if they successfully completed their studies, end their first semester with 4.2 more credit hours applicable to a degree than their non-APS eligible peers.

For AY12 graduates attending UA, the differences were even greater. While the course load and preparatory course hours taken by non-APS eligible students remained nearly unchanged compared to last year, all levels of APS-eligible students increased the number of hours attempted, and decreased the average number of preparatory hours taken. In fall 2012, APS-eligible graduates successfully completing their planned studies would end the semester with five more credit hours to apply toward their degree than their non-APS eligible peers.

The availability of UA enrollment data for fall 2012 allows for a comparison of AY11 APS-eligible graduates' persistence into their second year of postsecondary studies to non-APS eligible students'. On average approximately 70% of all UA students attending in the fall following their high school graduation returned to pursue their studies for a second year. For AY11 APS-eligible graduates attending UA in fall 2011, 82.9% returned to UA for the fall 2012 semester, a second year persistence rate which is notably higher than the overall rate for UA students.

1 Academic years begin on July 1, and AY11 includes July 1, 2010 through June 30, 2011.



ALASKA PERFORMANCE SCHOLARSHIP STATISTICS AT A GLANCE

	AY11	AY12	Total
Total dollars awarded	\$2,983,043	\$5,704,121	\$8,687,164
Individuals Receiving*	953	1,705	1,888

Total and APS-Eligible Public School Graduates (AY11 as of Nov. 14, 2011. AY12 as of Oct. 29, 2012.)

Total Public School Graduates	8,062	7,985	16,049
APS Eligible	2,322	2,175	4,497
% APS Eligible	28.8%	27.2%	28.0%

APS-Eligible Students by Award Level, Public & Private / Home Schooled (As of Oct 29, 2012.)

Total APS Eligible	2,381	2,231	4,612
Level 1	945	918	1,863
Level 2	710	782	1,492
Level 3	726	531	1,257

APS Recipients, Public & Private / Home Schooled

Fall following graduation	869	856	1,725
Ever received	1,032	856	

APS-Eligible and Recipient Public School Graduates, by Region (AY11 as of Nov. 14, 2011. AY12 as of Oct. 29, 2012.)

	AY11			AY12		
	Graduates	Eligible	Recipients	Graduates	Eligible	Recipients
Far North	307	35	17	259	29	15
Interior	1,400	381	209	1,322	402	190
Southcentral	4,848	1,538	563	4,900	1,419	508
Southeast	903	269	77	878	238	70
Southwest	604	99	30	626	87	29

* Unique count of individuals receiving in a single year, and a total count of individuals ever having received the APS.



The wages earned by high school graduates in Alaska are very similar to the national average, less than \$30,000 per year on average. In comparison, someone holding any degree (certificate to PhD) from the University of Alaska makes an average annual wage of just over \$50,000 per year. The added value of holding any UA degree is an additional \$900,000 over an expected 40-year work-life.*

* *The Economic Impact of the University of Alaska 2012*, McDowell Group, August 2012, using information prepared jointly by State of AK DOLWD and UA Institutional Research & Analysis.

A recent report from the State Higher Education Executive Officers Association (SHEEO) estimated that more than \$42 million in additional economic value was created in Alaska in 2009-10 alone by the awarding of undergraduate college degrees.** SHEEO measured the differences in wages received by degree holders versus high school graduates employed in various industries. Those differences, their wage premiums, averaged 40% higher for holders of associate's degrees than the median incomes for workers with only a high school diploma, and over 60% higher for bachelor's degree holders. An additional \$14.5 million in economic value was created with the awarding of graduate degrees in 2009-10, and these workers will continue to earn higher wages for years to come.

** *The Economic Benefit of Postsecondary Degrees*, State Higher Education Executive Officers Association, December 2012.





ALASKA PERFORMANCE SCHOLARSHIP SECOND ANNUAL OUTCOMES REPORT

As set forth in Alaska Statute 14.43.840, the departments of Education & Early Development (EED) and Labor and Workforce Development (DOLWD), the University of Alaska (UA), and the Alaska Commission on Postsecondary Education (ACPE) present this, the second annual report on the Alaska Performance Scholarship to the public, the Governor, and the Legislature. While only in its second year, \$8.69 million in scholarships have been awarded to nearly 1,900 Alaskans from the high school graduating classes of 2011 and 2012² to provide assistance in paying for their postsecondary education. An additional 2,724 graduates from both classes met the academic requirements to qualify for, and remain eligible to receive, the APS, and may take advantage of its benefit in coming years.

To qualify for the APS, high school students must complete a rigorous academic curriculum, graduate with a minimum 2.5 or higher GPA, and meet scoring thresholds in any of the SAT, ACT or WorkKeys standardized tests. (Information on the requirements is included in Appendix B.) There are three scholarship levels, with annual awards for full-time attendance ranging from \$2,378 to \$4,755. School districts verify students' scholarship eligibility and provide the information to EED. Other than indicating the APS award level for which a student is eligible, school districts are not required to report their underlying academic performance details.

AN ANALYSIS OF HIGH SCHOOL GRADUATES, APS-ELIGIBLE GRADUATES, AND RECIPIENTS

Where Do APS-Eligible and Recipient Graduates Reside?

Like last year, the majority of AY12 APS-eligible graduates and recipients come from the Anchorage School District and the Southcentral region, the state's most densely populated area. As the state's largest school district, Anchorage accounted for more than 37% of public school graduates in AY12, and the Southcentral region for over 60%. At the other extreme, in AY12 there were eleven of Alaska's 54 school districts which graduated fewer than 10 students³. (See Exhibit 1.)

Since its inception, graduates from 48 of the 54 Alaska school districts have earned APS eligibility, and graduates from 42 districts have gone on to make use of it. In AY11 there were 10 school districts with graduating seniors which had no APS-eligible graduates. These districts were for the most part the smallest ones in the state, with a median graduating class of only 13 students. In AY12, 11 districts had no APS-eligible graduates and once again the majority of these districts were small, with a median graduating class size of only 5 students.

² Public high school graduate information comes primarily from EED's summer data collection, and represents information collected and confirmed as of October 26, 2012. APS recipient information comes from ACPE's Alaska Student Aid Portal (ASAP), and is current as of October 29, 2012. Information in both databases has been subject to slight changes since the substantive data used in this report was collected. Some information contained in this report may reflect more recent data, and slight differences in reported data may exist. The most recent data is available from these agencies and on the APS webpage at aps.alaska.gov. For more information on the sources of data used in this report, see Appendix A.

³ There are 53 public school districts in Alaska plus the Mt. Edgecumbe boarding school in Sitka, which is managed by EED.



EXHIBIT 1. AY12 APS Eligibility and Acceptance by District / Region

District / Region	Class of 2012 High School Graduates	APS-Eligible Graduates	Percent Eligible	APS Recipients	APS \$ Awarded
Alaska Gateway / Interior	13	*	*	*	*
Aleutian Region / Southwest	2	*	*	*	*
Aleutians East / Southwest	13	*	*	*	*
Anchorage / Southcentral	2,988	995	33%	359	\$1,165,764
Annette Island / Southeast	22	*	*	*	*
Bering Strait / Far North	72	6	8%	3	*
Bristol Bay / Southwest	11	*	*	*	*
Chatham / Southeast	5	*	*	*	*
Chugach / Southcentral	13	*	*	*	*
Copper River / Southcentral	28	11	39%	4	*
Cordova / Southcentral	24	8	33%	2	*
Craig / Southeast	20	8	40%	5	\$20,212
Delta-Greely / Interior	49	10	20%	5	\$15,456
Denali / Interior	20	8	40%	2	*
Dillingham / Southwest	32	5	16%	3	*
Fairbanks / Interior	788	297	38%	134	\$466,977
Galena / Interior	247	63	26%	34	\$131,970
Haines / Southeast	26	17	65%	6	\$22,588
Hoonah / Southeast	5	*	*	*	*
Hydaburg / Southeast	3	*	*	*	*
Iditarod Area / Southwest	17	*	*	*	*
Juneau / Southeast	345	92	27%	21	\$76,086
Kake / Southeast	2	*	*	*	*
Kashunamiut / Southwest	20	*	*	*	*
Kenai Peninsula / Southcentral	663	151	23%	42	\$140,792
Ketchikan Gateway / Southeast	178	50	28%	18	\$57,664
Klawock / Southeast	14	*	*	*	*
Kodiak Island / Southwest	187	52	28%	11	\$32,990
Kuspuk / Southwest	21	*	*	*	*
Lake and Peninsula / Southwest	19	*	*	*	*
Lower Kuskokwim / Southwest	139	11	8%	9	\$32,098
Lower Yukon / Southwest	66	*	*	*	*
Matanuska-Susitna / Southcentral	1,125	233	21%	90	\$317,680
Mt Edgecumbe / Southeast	87	16	18%	6	\$19,617
Nenana / Interior	106	7	7%	3	*
Nome / Far North	24	8	33%	4	*
North Slope / Far North	82	15	18%	8	\$26,156
Northwest Arctic / Far North	79	*	*	*	*



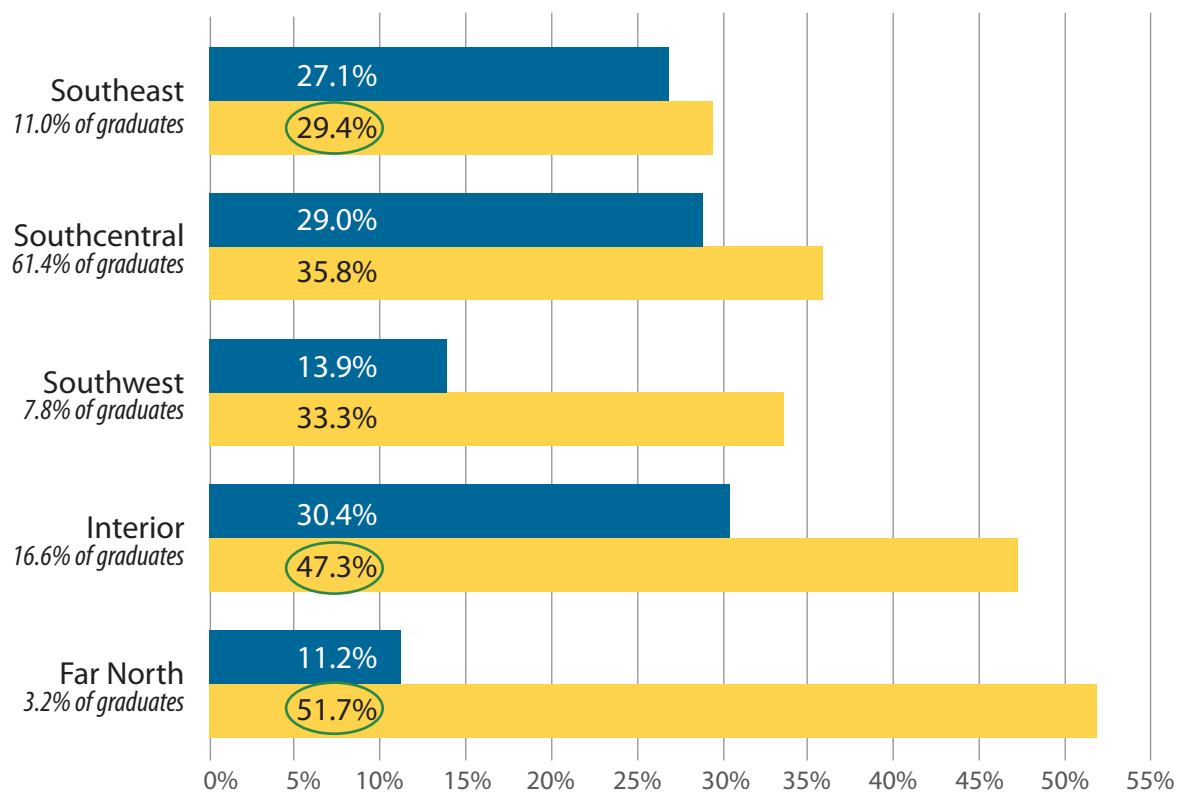
District / Region	Class of 2012 High School Graduates	APS-Eligible Graduates	Percent Eligible	APS Recipients	APS \$ Awarded
Pelican / Southeast	3	*	*	*	*
Petersburg / Southeast	24	11	46%	2	*
Pribilof / Southwest	5	*	*	*	*
Saint Mary's / Southwest	5	*	*	*	*
Sitka / Southeast	91	19	21%	2	*
Skagway / Southeast	5	*	*	*	*
Southeast Island / Southeast	10	*	*	*	*
Southwest Region / Southwest	34	*	*	*	*
Tanana / Interior	3	*	*	*	*
Unalaska / Southwest	41	12	29%	4	*
Valdez / Southcentral	59	18	31%	10	\$32,096
Wrangell / Southeast	26	10	38%	3	*
Yakutat / Southeast	12	*	*	*	*
Yukon Flats / Far North	2	*	*	*	*
Yukon-Koyukuk / Interior	96	13	14%	8	\$30,970
Yupiit / Southwest	14	*	*	*	*
Statewide Public Schools Total	7,985	2,175	27%	812	\$2,750,511
Non-Public Schools Total	N/A	56	N/A	44	\$161,092

* Information cannot be disclosed without potentially releasing personally identifiable information.



There are some sharp contrasts in eligibility rates and APS use across regions of the state. While the Southcentral region had the greatest number of graduates, it did not have the largest percentage of APS-eligible graduates in 2012. This year, the Interior was the single region with more than 30% of graduates eligible to receive the APS. As shown in Exhibit 2, the Far North region had the lowest percentage of APS-eligible graduates. However, when we consider the percentage of APS-eligible students who actually used their awards the year after graduation, the Far North and Interior regions led the state for the second year in a row with approximately one-half of their eligible graduates receiving the scholarship, at 51.7% and 47.3% respectively. This compares to the Southeast region, where only 29.4% of AY12 eligible graduates took advantage of the APS in the fall following graduation⁴.

EXHIBIT 2. Percentage of AY12 High School Graduates, APS Eligibility and Use by Region



KEY



% of Region's Graduates Eligible



% of Region's Eligible Graduates Accepting

⁴ For ease of reading, numbers and percentages contained in both exhibits and text will be highlighted throughout this report.



Who is Eligible for the APS, and Who is Using It?

In determining who is taking advantage of the APS, we compare three different student populations: all AY12 public high school *graduates*⁵; the subset of students who were *academically eligible* to receive the APS; and those students who actually *received* the scholarship. In certain cases, these three populations show only slight differences, and in other cases contrasts are significant.

Exhibit 3 provides two examples of the similarities and the differences among these three groups. When we consider all AY12 public high school graduates, 27.2% were academically eligible to receive the APS. Of those eligible slightly more than one-third, 37.3%, took advantage of the APS during their first semester after graduating from high school. Compared to last year's graduating class these numbers reflect a 1.6 percentage point decrease in student eligibility, but a 1.3 percentage point increase in graduates who receive the scholarship.

EXHIBIT 3. AY12 Public School Graduates, Eligibility and Recipients by Ethnicity and Gender

	Public School Graduates	Eligible		Recipients	
		Count	% of Graduates	Count	% of Eligible
Totals	7,985	2,175	27.2%	812	37.3%
Caucasian	4,595	1,607	35.0%	574	35.7%
AK Native/American Indian	1,505	158	10.5%	66	41.8%
Asian	589	133	22.6%	59	44.4%
Hispanic	448	105	23.4%	50	47.6%
Two or more races	431	121	28.1%	50	41.3%
African American/Black	267	34	12.7%	11	32.4%
Native Hawaiian/Pacific Islander	150	17	11.3%	2	11.8%
Female	4,001	1,188	29.7%	448	37.7%
Male	3,984	987	24.8%	364	36.9%

Two issues may factor into these changes in eligibility and scholarship usage compared to AY11. Relative to the decline in eligibility, the APS eligibility requirements were more rigorous for AY12 graduates than for AY11 graduates. The phasing in of mandatory curriculum requirements over four years allows school districts time to incorporate changes to meet the APS eligibility requirements. However, as the academic bar for APS eligibility rises, a decline in the percentage of graduates eligible to receive the scholarship is not unexpected. (For APS eligibility requirements see Appendix B.)

5 Because private and home schools are not required to report to EED, there is no record of the total numbers of private and home school students graduating each year, nor is there socio-economic or demographic information available for this population. Because of this, several of the tables and charts in this report contain information only for public school graduates.



As for the increase in scholarship use by AY12 graduates, many AY11 graduates responded in a survey last year that their selection of a postsecondary institution had been finalized before they knew they could receive the scholarship. This year, a larger share of survey respondents said they were aware of the scholarship much earlier in their high school career. To the degree that the scholarship affects students' decisions on where to attend, earlier notification of eligibility likely increased its use. Looking at gender, female graduates were once again slightly more likely to be APS-eligible than their male counterparts. And similar to last year's pattern, although more females are eligible, there was no gender difference in usage of the scholarship.

The contrasts are sharper when analyzing APS eligibility by race/ethnicity⁶. Caucasian students are nearly three and one-half times more likely to be academically eligible for the APS than are Alaska Native/American Indian students, at 35% versus 10.5%. However, non-Caucasian students are much more likely to use the scholarship, with nearly 42% receiving the scholarship compared to 35.7% for Caucasian students.

Like last year, there are other noteworthy differences in the percentages of eligible students using the APS their first year after graduation. One of the most striking last year was the use of the scholarship based on the award level. (See Exhibit 4.) Even though a Level 1 award is one-third larger than a Level 2 award in terms of its dollar value, AY11 graduates were 50% more likely to use the Level 2 award than they were a Level 1, at 43.1% compared to 28.4%.

6 In the 2012 Alaska Performance Scholarship Outcomes Report, the data for Native Hawaiian/Pacific Islander and Two or more races (Not Hispanic) were switched. A corrected version of the report is available on ACPE's website at acpe.alaska.gov/DATA-REPORTS/Reports/APS_Outcomes_Report/APS_Quick_Statistics.aspx.



EXHIBIT 4. APS-Eligible Public School Graduates by Award Level, AY12 & AY11

AY12 Public School Graduates			
	Total Eligible	Recipients	
		Count	Percent
Total	2,175	812	37.3%
Level 1	894	263	29.4%
Level 2	764	295	38.6%
Level 3	517	254	49.1%

AY11 Public School Graduates			
	Total Eligible	Recipients	
		Count	Percent
Total	2,322	835	36.0%
Level 1	922	262	28.4%
Level 2	687	296	43.1%
Level 3	713	277	38.8%

For the class of AY12, Level 1 eligible graduates are still less likely to use the scholarship than either Level 2 or 3. Level 1 eligible graduates are the ones most likely to continue their education, but they are also the ones most likely to be recruited by and attend institutions outside Alaska. Of the three groups of APS-eligible graduates, only Level 1 students were more likely to attend an out-of-state institution than an in-state one. (See Exhibits 5 A and B.)

Unlike the graduating class of AY11, Level 3 eligible AY12 graduates were the ones most likely to use the APS in the fall semester following graduation, with nearly one-half doing so. Two different factors may partially explain the increase in APS use by Level 3 graduates. First, the eligibility requirements for the APS were increased slightly in AY12 compared to AY11. Increased rigor in the APS-required curriculum may have better prepared these Level 3 eligible graduates for postsecondary education. Conversely, by removing less prepared students from the APS Level 3 eligibility roster, one might expect postsecondary attendance rates, and therefore APS usage, to increase for this group.

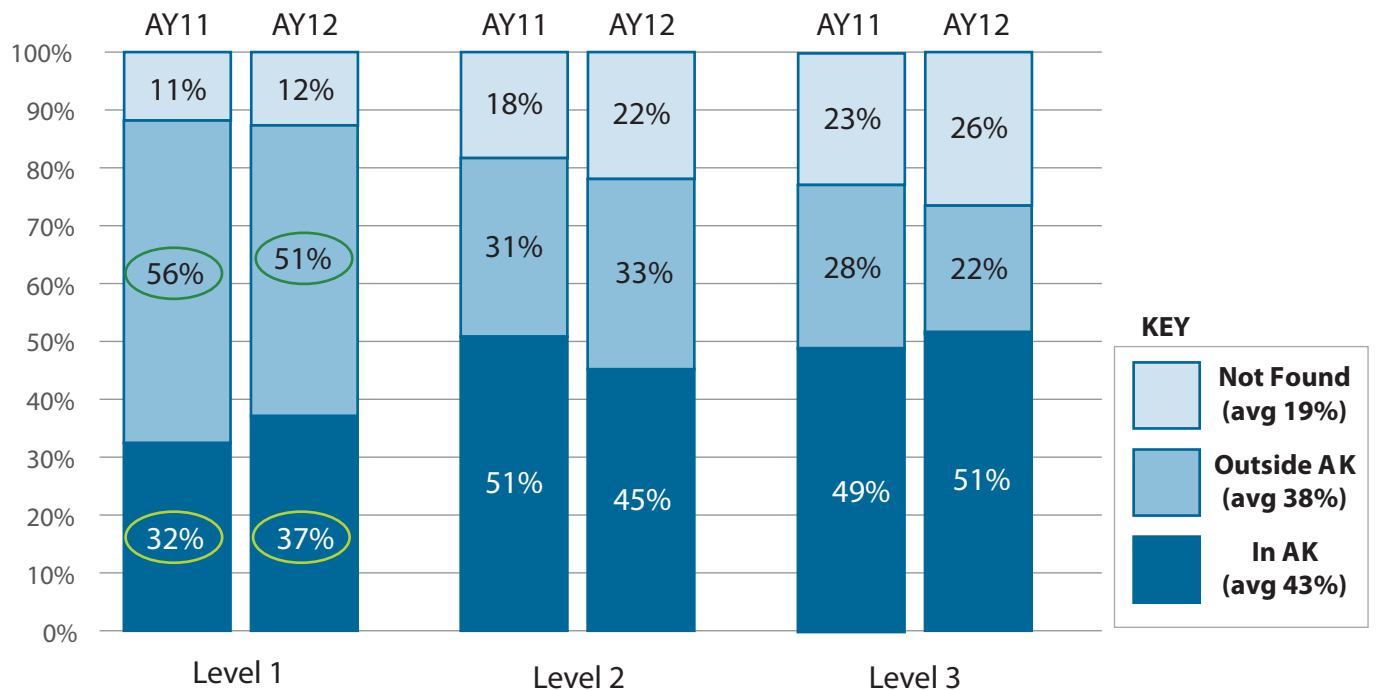
Second, AY12 graduates were aware of the APS earlier in their postsecondary planning process than were AY11 graduates. Earlier awareness allows for better-informed planning for life after high school graduation. While Level 3 eligible graduates' APS usage is the highest of any group of the AY12 graduates, they also have the lowest percentage pursuing postsecondary education outside Alaska – if level 3 graduates attend, they are most likely to attend in state. If the receipt of APS funds can positively influence a decision to pursue postsecondary education, then this group of graduates would see the largest in-state attendance increases, and therefore increases in their APS usage.



EXHIBIT 5 A. AY12 Public School Graduates' In-state and Out-of-state Attendance Patterns by Award Level, AY12⁷

HEADCOUNTS AY12 GRADUATES ATTENDING FALL 2012				
	AY12 Graduates	Attended in AK	Attended Outside	Not Found / Not Attending
Total	7,985	2,288	1,302	4,395
Not APS Eligible	5,810	1,347	480	3,983
Total APS Eligible / Percent of Total	2,175	941 / 43%	822 / 38%	412 / 19%
Level 1	894	331 / 37%	455 / 51%	108 / 12%
Level 2	764	344 / 45%	252 / 33%	168 / 22%
Level 3	517	266 / 51%	115 / 22%	136 / 26%

EXHIBIT 5 B. Public School Graduates' In-state and Out-of-state Attendance Patterns by Award Level, AY11 & AY12



* Note: Percentages may not add up to 100 due to rounding.

⁷ Counts in this table include all APS-eligible students attending a postsecondary institution the fall following their high school graduation, and not just those receiving the scholarship. Eligible students may not receive the scholarship for several reasons, including that they did not file a Free Application for Federal Student Aid (FAFSA), their unmet costs of attendance were below \$500, they enrolled less than one-half time, or they were only eligible for a vocational scholarship but instead enrolled in a degree program. Source: StudentTracker Service from the National Student Clearinghouse.



Of APS-eligible AY12 graduates, 43% decided to pursue their postsecondary education in Alaska, and 38% attended outside Alaska, for an overall postsecondary attendance rate of 81%. Compared to AY11 graduates, this represents a two percentage point decline in students attending outside Alaska.

Continuing the comparison to AY11 graduates, the greatest shift in attendance pattern occurred with Level 1 eligible students. In-state attendance increased by five percentage points, from 32% up to 37%, while out-of-state attendance declined by five percentage points, from 56% down to 51%. While there are likely many factors at play in this change, its direction and magnitude is consistent with AY11 graduates' statements last year that had they known about the scholarship sooner, they may have chosen to remain in Alaska and use their scholarship.

Level 3 eligible students behaved similarly to Level 1s, with higher percentages attending in-state and fewer out-of-state when compared to their AY11 APS eligible cohorts. However, the Level 2 eligible students bucked this trend. For AY11, Level 2 eligible students had by far the highest in-state attendance rates of the three award levels, 8 percentage points above the 43% average for all APS-eligible students, and were 9 percentage points below the average for out-of-state attendance. For AY12, the attendance pattern for Level 2 students is closest to that of the average for all eligible students.

When comparing APS eligibility and use by families' ability to pay for postsecondary education, we rely on two sources: information collected by EED that identifies economically disadvantaged public high school seniors; and students' and parents' expected ability to pay for postsecondary education as determined through their FAFSA filing. Turning first to the EED-collected data, there is still a notable difference in the APS eligibility rates of economically disadvantaged students versus non-disadvantaged students. (See Exhibit 6.) Fortunately, and a positive shift compared to the AY11 graduating class, economically disadvantaged AY12 graduates were more likely to use the APS than were non-disadvantaged students. Unfortunately, the percentage of AY12 graduates identified as economically disadvantaged has increased, now 33% of all graduates versus only 30% for AY11 graduates.

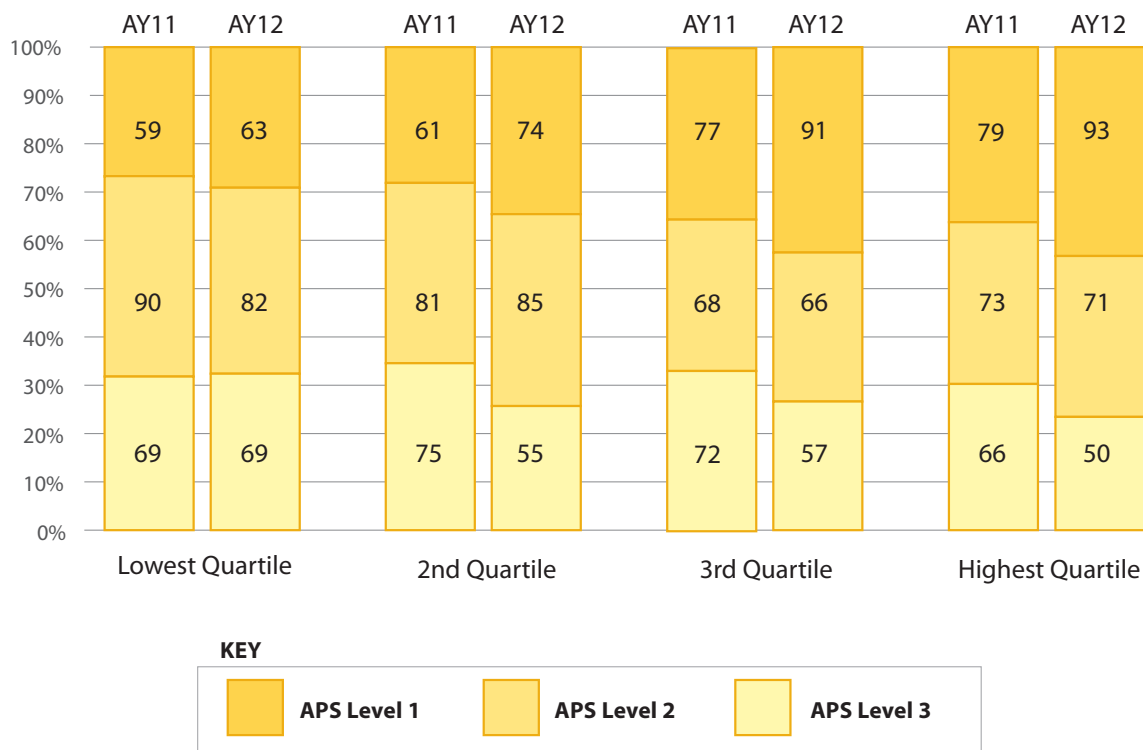
EXHIBIT 6. AY12 Public School Graduates and APS-Eligible Students by Financial Status

	Total AY12 Grads	% of Total Grads	APS Eligible	Eligible / Total	APS Recipients	Recipients / Eligible
Total Students	7,985	n/a	2,175	27.2%	812	37.3%
Economically Disadvantaged	2,634	33.0%	318	12.1%	130	40.9%
Not Disadvantaged	5,351	67.0%	1,857	34.7%	682	36.7%

The second source of financial data comes from students' FAFSA filings. To determine a student's eligibility for federal financial aid, the FAFSA collects information on the student's income and assets and, for dependent students, their parents' as well. This is used by the United States Department of Education to determine how much, according to a federal formula, the family is expected to pay annually toward a student's education (the Expected Family Contribution or EFC.) Because the FAFSA is the primary application for the APS we have this information for both public- and private-school graduates. It should be noted that the EFC is not a factor in determining APS eligibility; however, it is used for purposes of this analysis as a proxy for student income status.



EXHIBIT 7. APS Recipients in Fall Following Graduation, by Award Level and Expected Family Contribution



As shown in Exhibit 7, APS recipients from both graduating classes including public, private and home schooled graduates were sorted by their EFC and then divided into four quartiles. The highest income quartile contained families expected to contribute at least \$33,216 for AY11 graduates and \$32,749 for AY12 graduates in that year toward their postsecondary education. The lowest income quartile families were expected to contribute less than \$5,832 in AY11 and less than \$6,428 for AY12 graduates.

While it is still too early to draw conclusions about how the APS might affect students' attendance patterns, many AY11 graduates responded in the 2011 survey that they were not aware of the APS while planning for college and had already made their plans to attend out of state. The survey was anonymous, so we do not know the financial status of these students, but one could reasonably speculate that those attending out of state have more financial resources available to them (given the high costs associated with attending either a private institution or as a non-resident student at a public institution), and they are likely better academically qualified than their peers (since admission standards for non-residents at state-supported institutions are often more stringent than for residents and many private institutions are highly selective). If these assumptions hold true, then increased APS use by students with higher award levels and increased ability to pay for postsecondary education between the years might be explained.

Where are APS Recipients Pursuing Their Postsecondary Studies?

APS-eligible graduates have a broad selection of schools they may attend and receive the benefits of the scholarship⁸. However, APS recipients attended only eight institutions this year. (See Exhibit 8.)

8 For a list of institutions and programs, see Appendix C.



EXHIBIT 8. APS Recipients and Postsecondary Attendance by Institution⁹

Institution	Total AY12 Graduates Receiving	Total AY11 Graduates Receiving	Total Recipients
UAA - MAIN CAMPUS	511	393	904
UAF - MAIN CAMPUS	295	288	583
UAS - MAIN CAMPUS	50	36	86
Other Institutions	9	6	16

APS funds are available for up to six years after high school graduation, so students still have the opportunity to use their scholarship regardless of whether they attended in the fall following graduation. Of those students receiving APS funds in fall 2012, 103 were AY11 graduates receiving APS funds for the first time. (For a more complete analysis of AY11 graduates and their history of APS usage, see “Second Year Outcomes for AY11 Graduates” on page 23.)

As noted earlier, nearly as many eligible students pursued their postsecondary studies outside of Alaska as did in the state. (See Exhibit 5A, page 14.) The largest number of AY12 public school graduates, both in total graduates and in the number of APS-eligible students, attended a postsecondary institution in Washington, followed closely by Oregon. These two states attracted one-quarter of all of the AY12 high school graduates known to be attending school outside of Alaska. Colorado, California, Arizona, Idaho, Montana and Utah each attracted at least 50 graduates from the class of AY12. Appendix D contains a list of the states of attendance and the related number of AY12 graduates.

How Much in APS Funds Was Awarded, and for What Types Of Enrollment?

As of October 29, 2012, \$5,570,077 in APS funds had been awarded to 1,651 students attending an Alaska institution for the 2013 academic year, for an average annual award amount of \$3,374 per student¹⁰. For the fall semester, 1,573 students had received APS payments of \$2,763,812, for an average payment of \$1,757 for the semester.

The majority of students are using the APS to pursue degrees, particularly bachelor’s degrees, with only a few recipients pursuing certificates. (See Exhibit 9¹¹.) Many students who eventually pursue career and technical training do so after having entered the labor force and working for some time¹². While we expect that the numbers of students using the APS for certificates and vocational licensure will increase in the future, this year only 10 AY11 and 20 AY12 graduates used their APS funds in certificate programs.

9 As of October 29, 2012, when the data was collected, nine students were reported as having been paid APS funds, but were being refunded by the school based on their attendance not meeting APS eligibility. For that reason, the reported recipients in this table are slightly higher than those in other tables in this report.

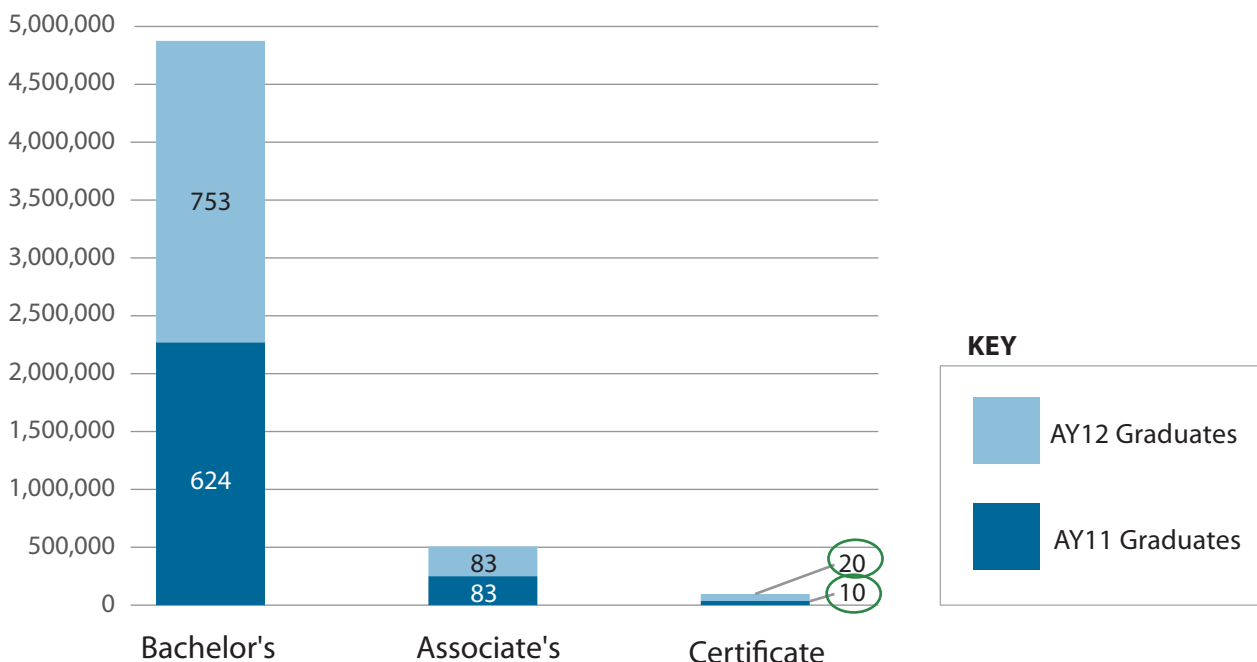
10 As of December 19, 2012, the total amount awarded had risen to \$5,704,121, with 1,705 students awarded. For the fall semester, 1,627 students had received \$2,836,335, for an average APS payment of \$1,743 for the semester.

11 Numbers of recipients in the following exhibits will not match those in Exhibits 3 and 4, which included only public school eligible and recipient students.

12 U.S. Department of Education, National Center for Education Statistics, 2007-08 National Postsecondary Student Aid Study: Tables P45 and P49.



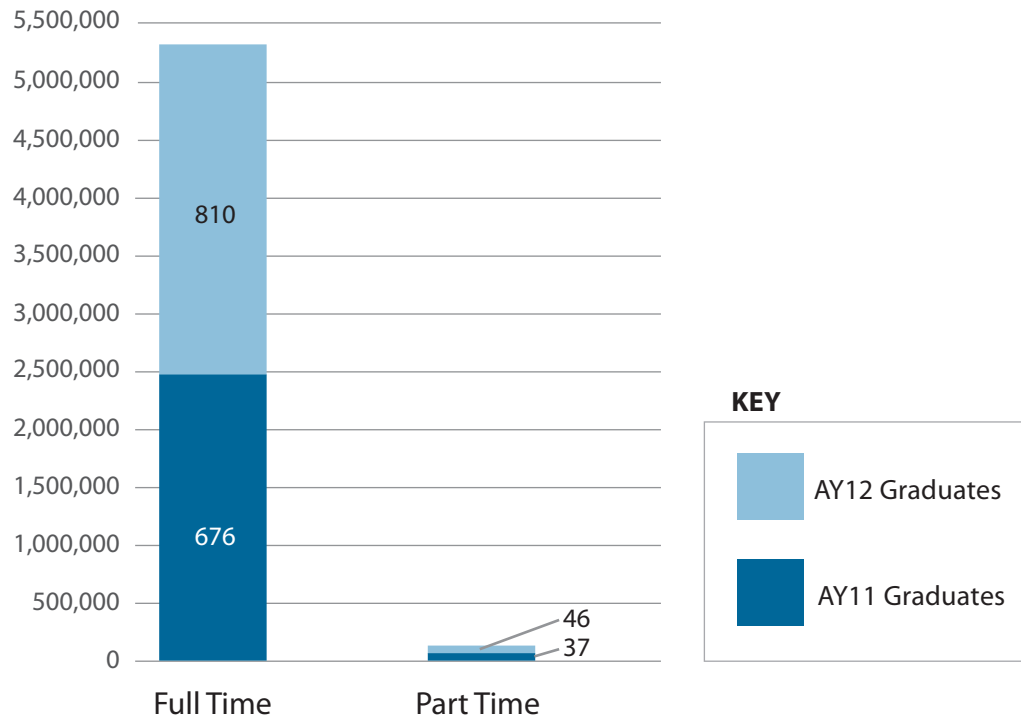
EXHIBIT 9. APS Expenditures and Recipients by Fall Degree / Certificate



APS recipients continue to pursue postsecondary studies on a full-time basis. Because the APS can only be used for up to four years (eight semesters or twelve quarters) of study, and because the maximum annual award for less than full-time enrollment is 50% of the full-time award, students may be attempting to maximize the APS' value. However, there are additional benefits to students for attending full time – they are able to complete their degree sooner and therefore enter the workforce sooner, lowering their overall related costs and maximizing the return on their educational investment. Moreover, students who attend full time are significantly more likely to complete their degree or certificate than those who attend less than full time¹³.

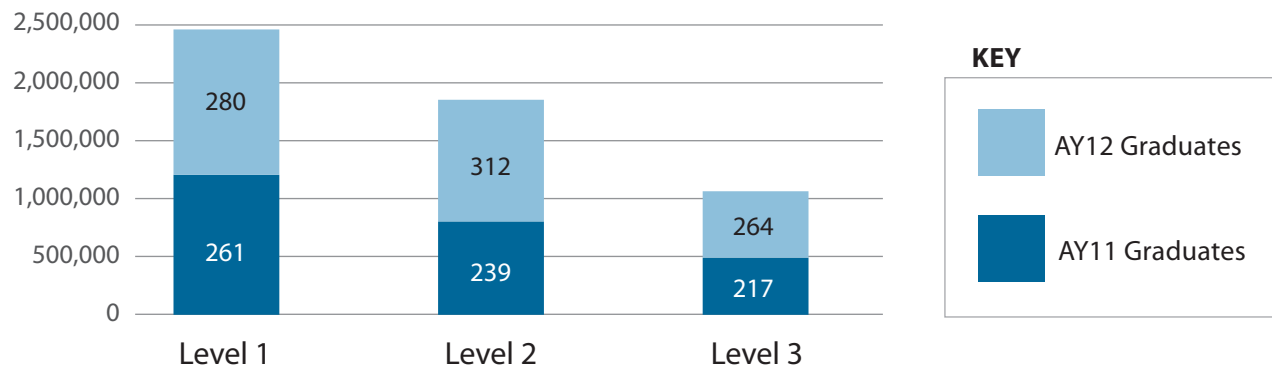
13 Chen, X. (2007). Part-Time Undergraduates in Postsecondary Education: 2003-04 (NCES 2007-165). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

EXHIBIT 10. APS Expenditures by Students' Fall Enrollment Status



As shown in Exhibit 11, given award level differences, most APS funds were expended for the top award level, even though this level had the fewest recipients.

EXHIBIT 11. APS Expenditures by Award Levels





Are APS-Eligible Students Prepared to Be Successful at Their Postsecondary Institution?

The APS goals include improving students' high school performance and better preparing them for postsecondary education and career success. Last year, one indicator used to measure students' college readiness was participation in preparatory English and math course work, also known as remedial or developmental courses. For those students attending a University of Alaska system school, such information was available.

In fall 2011, AY11 APS-eligible graduates attending UA took far fewer preparatory classes and enrolled in more total credit hours on average than did their non-APS eligible peers. As a group, the APS-eligible students took, on average, one credit hour of preparatory classes, versus 2.9 hours for non-eligible students. They also took an average of 13.6 credit hours, versus 11.3 for non-eligible students. These trends of fewer preparatory hours and increased course loads grew notably more distinct across APS award levels – students eligible for higher APS award levels took more credit hours, with fewer preparatory course hours compared to students with lower or no eligibility.

For AY12 graduates, there were even greater differences across the two groups. While the course load and preparatory course hours taken by non-APS eligible students remained nearly unchanged compared to last year, all levels of APS-eligible students increased the number of hours attempted, and decreased the average number of preparatory hours taken.

Because preparatory credits do not count toward degree requirements, the average APS student who successfully completes a first semester course load ends up with 13.2 credit hours to apply toward a degree (14.0 total hours minus 0.8 preparatory hours), compared to 8.5 hours for a non-recipient student who successfully completes his or her first semester classes (11.3 total hours minus 2.8 preparatory hours).



EXHIBIT 12. UA First-Time Freshmen in AY13 Taking Preparatory Courses and Average Credit Hours Attempted¹⁴

Total First-Time Freshman, AY13 = 3,284	Non-APS Recipients First-Time Freshmen	APS Recipient First-Time Freshmen			
		Total Recipients	Level 1	Level 2	Level 3
Total Student Headcount	2,380	892	327	320	245
Students Taking Any Preparatory Courses	1,551	202	22	83	97
Percent of Total Headcount	65.2%	22.6%	6.7%	25.9%	39.6%
Students Taking Preparatory Math	1,270	178	18	75	85
Percent of Total Headcount	53.4%	20.0%	5.5%	23.4%	34.7%
Students Taking Preparatory English	899	37	6	12	19
Percent of Total Headcount	37.8%	0.7%	1.8%	3.8%	7.8%
Average Total Hours Attempted	11.3	14.0	14.7	13.8	13.4
Avg. Preparatory Hours Attempted	2.8	0.8	0.3	0.8	1.3
Avg. Preparatory Hours - Math	1.6	0.6	0.2	0.7	1.1
Avg. Preparatory Hours - English	1.2	0.1	0.1	0.1	0.3

¹⁴ Data reflects student enrollments and attempted credit hours at the opening of the fall semester, and are subject to revision once closing data for the fall semester becomes available. APS award levels could not be determined for all recipients.



UA data was also able to capture how quickly recent high school graduates began work on their degree. Exhibit 13 incorporates data relative to the most recent four years' graduating classes, noting the number and percentages of students who began their postsecondary studies within one year of graduating from high school, and the numbers pursuing bachelor's or associate's degrees or a certificate.

EXHIBIT 13. Public High School Graduates Pursuing Postsecondary Degree/Certificate at UA Within One Year of Graduation.¹⁵

	AY09	AY10	AY11		AY12	
			All	APS Recipients	All	APS Recipients
Total Graduates & APS Eligible	7,997	8,249	8,062	2,339	7,985	2,175
Total Degree/Certificate Seekers	2,093	2,374	2,514	876	2,102	740
Bachelor's Degree Seekers	1,387	1,532	1,615	737	1,411	655
Associate's Degree Seekers	653	793	824	125	635	71
Certificate Seekers	53	49	75	14	56	14
Degree/Certificate Seekers As A Percentage of Total & APS Eligible Graduates	26.2%	28.8%	31.2%	37.5%	26.3%	34.0%
Percentage of Students Seeking Specific Degrees						
Bachelor's Degree Seekers	66.3%	64.5%	64.2%	84.1%	67.1%	88.5%
Associate's Degree Seekers	31.2%	33.4%	32.8%	14.3%	30.2%	9.6%
Certificate Seekers	2.5%	2.1%	3.0%	1.6%	2.7%	1.9%

In both years APS-eligible students exhibit a higher tendency to pursue postsecondary education within their first year of graduating from high school than do non-eligible students. For AY11 graduates, 37.5% of APS-eligible students attended UA and received APS funds within that first year, compared to 31.2% for the entire graduating class of AY11. If we had considered only non-APS eligible AY11 graduates, only 28.6% of them pursued a degree or certificate at UA within a year. For AY12, we can only consider the number of students attending in fall 2012, so it is not unexpected that first-year attendance rates will be lower. Still, APS-eligible students continue their propensity to pursue postsecondary education much sooner than non-APS eligible ones. More than one-third of APS-eligible AY12 graduates attended UA the fall following their graduation, while only one-quarter of all students did so.

¹⁵ AY12 data is based on information gathered at the beginning of the semester, while previous years' data reflects information gathered at the close of the semester.



And while APS-eligible graduates are more likely to pursue postsecondary education sooner than their non-APS eligible cohorts, they are also more likely to pursue more advanced degrees. An examination of UA data shows that over 84% of AY11 APS recipients were pursuing bachelor's degrees compared to 64.2% of all students pursuing a postsecondary degree or certificate within one year of graduation. For AY12 graduates, the percentages are even higher, with 88.5% of APS recipients pursuing a bachelor's degree, compared to 67.1% for all students. Furthermore, if APS recipients were excluded, the percentage of remaining students pursuing a bachelor's degree would have been only 55.5%. Overall, APS recipients have chosen to pursue higher degrees and to commit to stay longer in school to attain them.

Some of this may be based on the fact that APS recipients have shown a history in secondary school of achieving good grades and high test scores, so these students very likely have greater intention to pursue postsecondary education than students lacking those characteristics. Their higher first year attending rates could also be driven by the APS incenting attendance in Alaska¹⁶. No matter the underlying causes, APS-eligible graduates are more likely to pursue postsecondary education within their first year after graduation, and at a rate substantially above the rate for all graduates.

Pursuing postsecondary education soon after graduating from high school can have several benefits. Retention of information learned in high school diminishes over time, so attending a postsecondary institution early can reduce the student's need for remediation. Students also complete their degrees sooner, giving them more years to reap the rewards of higher education¹⁷.

SECOND YEAR OUTCOMES FOR AY11 GRADUATES

With each passing year, more information will be available to provide insights into APS' impacts and effects on students. With only the second year under way, there is still very little longitudinal data at hand to analyze potential impacts on Alaska students, but what data exist provide some intriguing early insights.

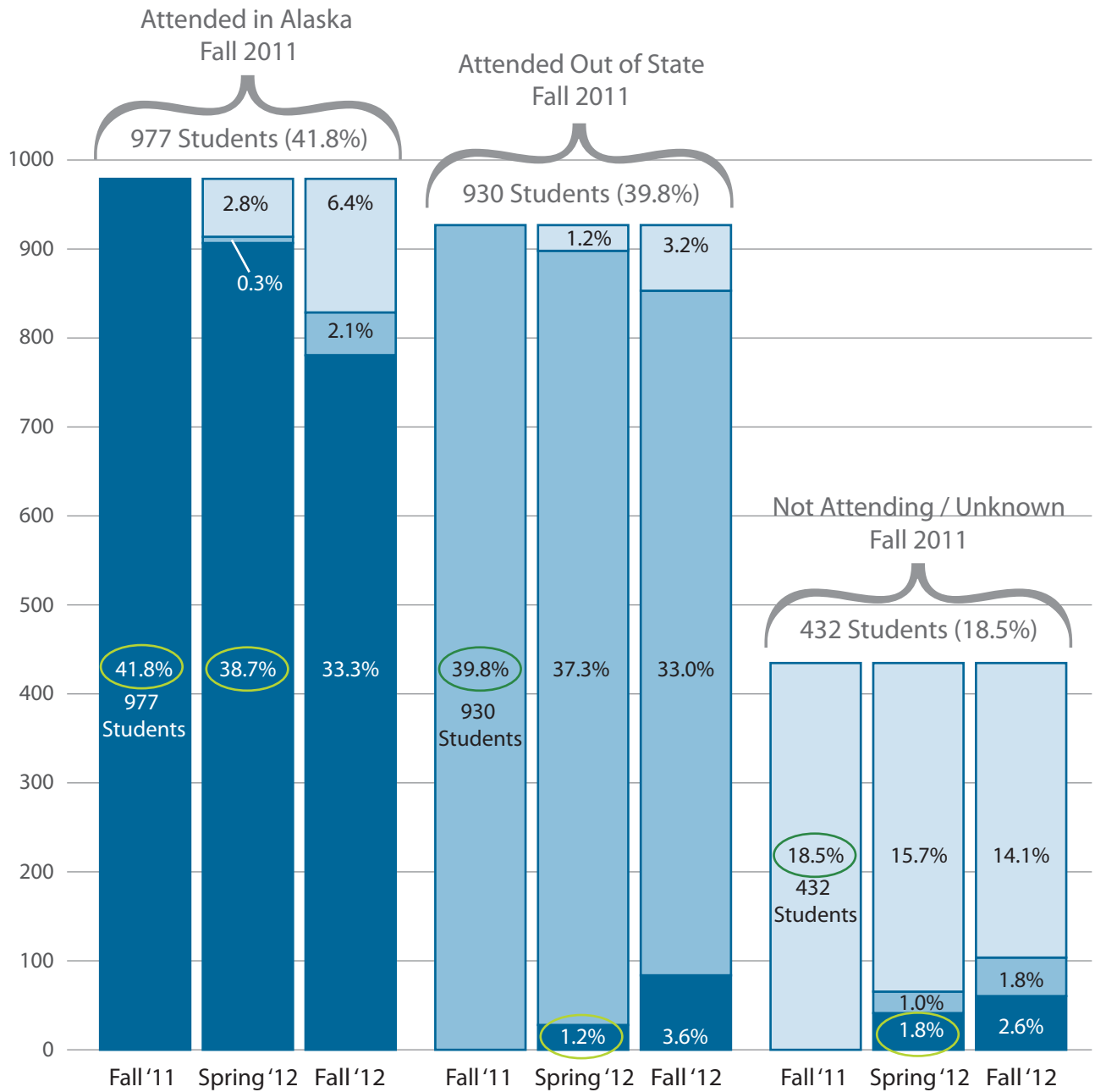
For AY11 graduates, there were large differences in the attendance patterns of APS-eligible graduates versus non-eligible graduates. Exhibit 14 displays the tendencies of AY11 APS-eligible graduates to attend either in Alaska, outside of the state, or not at all, the fall following graduation, and Exhibit 15 does the same for non-eligible graduates.

¹⁶ Going forward, NSC data can help measure whether the APS has affected students' decisions on where to attend school, and if the APS makes students more likely to pursue their postsecondary studies in Alaska. Surveys of APS-eligible students reveal many report that their APS eligibility influenced their decision on which postsecondary institution to attend.

¹⁷ Horn, L., Cataldi, E.F., and Sikora, A. (2005). *Waiting to Attend College: Undergraduates Who Delay Their Postsecondary Enrollment* (NCES 2005-152). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.



EXHIBIT 14. Postsecondary Attendance Patterns for AY11 APS-Eligible Graduates



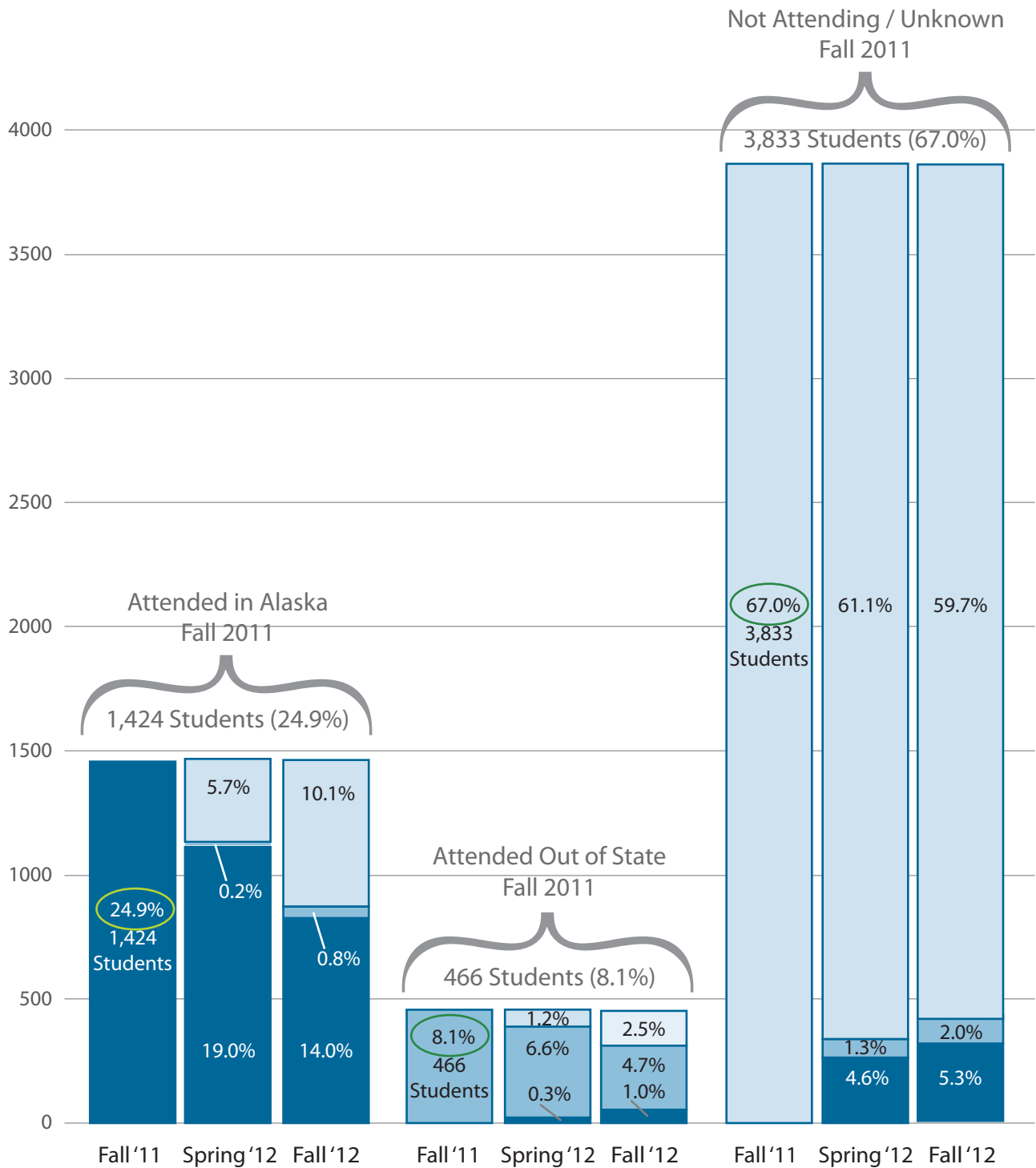
Eligible Graduates = 2,339 Graduates

KEY





EXHIBIT 15. Postsecondary Attendance Patterns for AY11 Non-APS Eligible Graduates



Non-Eligible Graduates = 5,723 Graduates

KEY



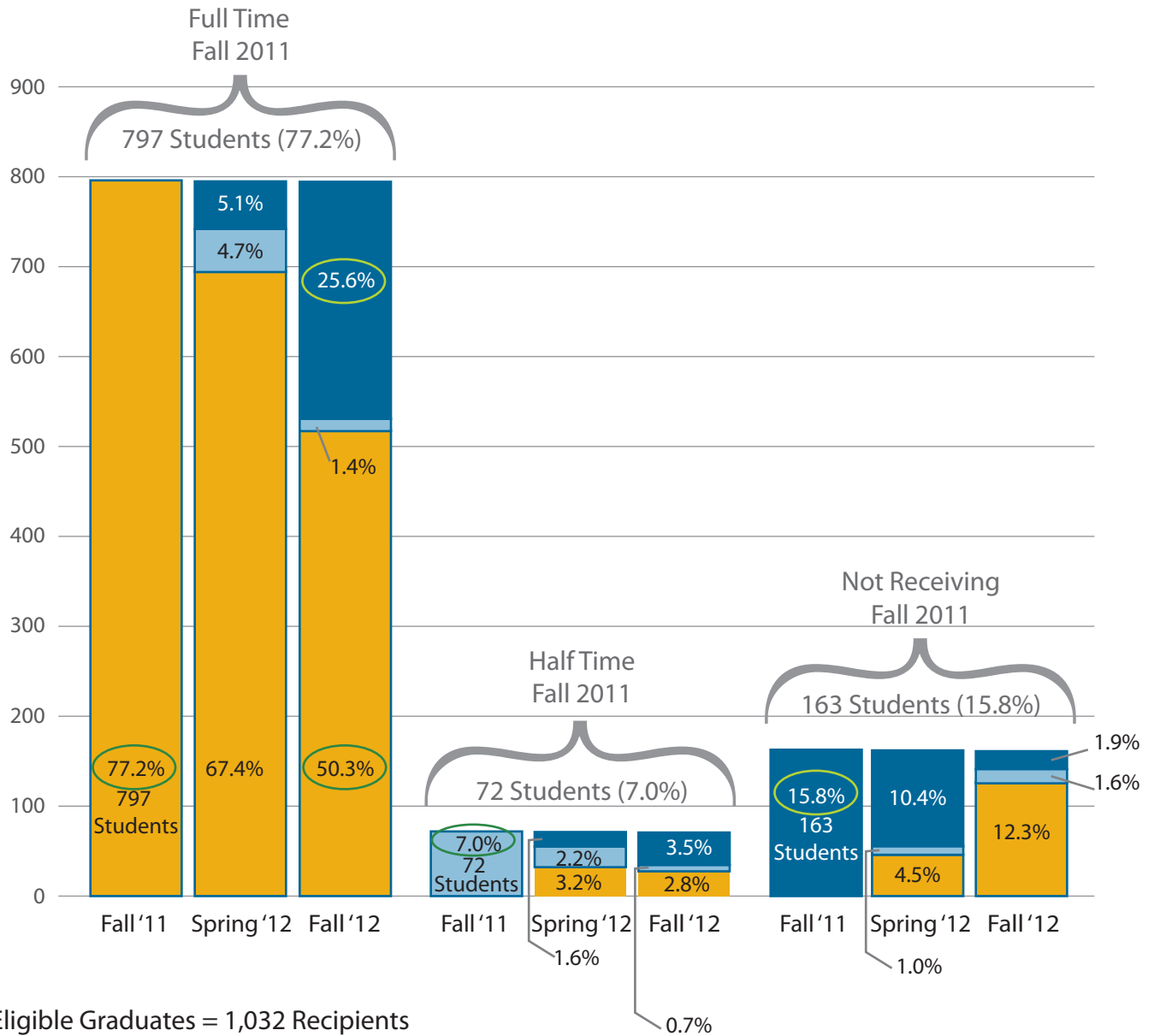


As shown in Exhibit 14, for APS-eligible graduates 41.8% went on to attend a postsecondary institution in Alaska in fall 2011, 39.8% attended an out-of-state school, and 18.5% either did not attend or attended an institution that does not report enrollments to the National Student Clearinghouse. By spring 2012, those 41.8% of students attending in state had reduced slightly to 38.7%, but out-of-state and non-attending groups added 1.2 and 1.8 percentage points respectively, for a total of 41.7%. By fall 2012 a total of 39.5% of APS-eligible AY11 graduates were attending an in-state institution, 36.9% were attending outside the state, and 23.7% were not attending or were unaccounted for.

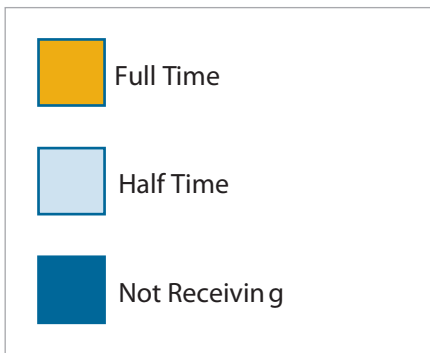
The picture is quite different for those AY11 graduates who did not meet the APS eligibility requirements. In fall 2011, only one-in-four was attending an in-state institution, and 8.1% were attending out-of-state. Over two-thirds were not attending or were not found in the NSC data. In addition, compared to the APS-eligible students, a larger share of non-eligible students who did attend in fall 2011 were not attending the following fall.

When we analyzed the enrollment status of APS recipients, we found that the vast majority enrolled on a full-time basis. (Information displayed in Exhibit 10.) Exhibit 16 takes a slightly different perspective on this, and looks at APS recipients' enrollment tendencies over the first three semesters that students could have received an APS award.

EXHIBIT 16. Postsecondary Enrollment Patterns for AY11 APS-Eligible Recipients



KEY





The total of 1,032 AY11 graduates, shown in Exhibit 16, have received an APS award in at least one term. While most students have received an award in all three semesters, some students received only one, and some of these received their first APS award just this spring. Of those AY11 graduates receiving any award, 77.2% received their first while attending full time the first semester after graduation. Seven percent of all recipients enrolled half time, and 15.8% of eventual recipients sat out their first semester or did not receive an award for a number of reasons.¹⁸ For those enrolling full time in their first semester after graduation, approximately two-thirds of them, accounting for just over 50% of all APS recipients from the class of AY11, were still enrolled full time the following fall. Only a very small number of them reduced their admission status to half time, with the remainder – 25.6% or about one-third of the original full-time fall 2011 population – not receiving an APS award in fall 2012.

Similar to full-time fall 2011 recipients, the majority of those students who first received the award after fall 2011 were enrolled full time at an APS-eligible institution in fall 2012. NSC data show 63 of them, or roughly 40%, were previously attending an out-of-state institution and subsequently returned to Alaska¹⁹. Recipients enrolled half time in fall 2011 are the only group most likely to not be enrolled or enrolled but not receiving the APS award in fall 2012. Considering all APS recipients in the class of AY11, 65.4% or nearly two-thirds were enrolled full time and receiving the award in fall 2012.

As shown in Exhibit 17, returning to the population of fall 2011 APS recipients graduating from public schools, a total of 837 students, we can measure how students with different places of residence, ethnicities and gender continued to use the APS awards in subsequent semesters. Over 90% of fall 2011 recipients used the APS the following spring, and two-thirds used it in fall 2012.

Exhibit 17 begins with an analysis of continued APS use by region. Last year we noted that the Far North had the lowest academic eligibility rate of any region of the state, but had the second-highest usage rate among the regions at nearly 50%. However, only 75% of those receiving the APS in fall 2011 continued to use the scholarship in spring 2012, and by fall 2012 only one-half of the prior fall's recipients were still receiving it. Only the Southwest region saw larger declines in its over-the-year usage rate.

¹⁸ Students might not receive an award if they did not file their FAFSA before the December 15 deadline in that year, enrolled less than half time, received enough other funding to have insufficient unmet costs of attendance, or were eligible to receive an APS for a vocational program but were pursuing a degree.

¹⁹ NSC data can change over time and should mainly be used as an indicator of trends in enrollment patterns and not absolute counts.



EXHIBIT 17 AY11 Public School Graduates Receiving Fall '11 APS, How Many Received in Subsequent Semesters

REGION	Received in Fall '11	Received in Spring '12	Percent of Fall '11	Received in Fall '12 (of Fall '11 Recipients)	Percent of Fall '11
Interior	196	177	90.3%	148	75.5%
Southcentral	526	488	92.8%	341	64.8%
Southeast	73	68	93.2%	47	64.4%
Far North	16	12	75.0%	8	50.0%
Southwest	26	24	92.3%	9	34.6%

ETHNICITY	Received in Fall '11	Received in Spring '12	Percent of Fall '11	Received in Fall '12 (of Fall '11 Recipients)	Percent of Fall '11
African American/Black	18	16	88.9%	14	77.8%
Hispanic	32	29	90.6%	22	68.8%
Caucasian	656	606	92.4%	448	68.3%
Two or more races	40	36	90.0%	25	62.5%
American Indian	5	5	100.0%	3	60.0%
Asian	47	43	91.5%	26	55.3%
Alaska Native	35	32	91.4%	15	42.9%
Native Hawaiian/Pacific Islander	4	2	50.0%	0	0.0%

GENDER	Received in Fall '11	Received in Spring '12	Percent of Fall '11	Received in Fall '12 (of Fall '11 Recipients)	Percent of Fall '11
Female	455	427	93.8%	308	67.7%
Male	382	342	89.5%	245	64.1%

FINANCIAL STATUS	Received in Fall '11	Received in Spring '12	Percent of Fall '11	Received in Fall '12 (of Fall '11 Recipients)	Percent of Fall '11
Economically Disadvantaged	93	82	88.2%	63	67.7%
Not Economically Disadvantaged	744	687	92.3%	490	65.9%

APS ELIGIBILITY LEVEL	Received in Fall '11	Received in Spring '12	Percent of Fall '11	Received in Fall '12 (of Fall '11 Recipients)	Percent of Fall '11
Level 1	272	262	96.3%	219	80.5%
Level 2	295	270	91.5%	175	59.3%
Level 3	270	237	87.8%	159	58.9%
TOTAL PUBLIC	837	769	91.9%	553	66.1%

There were also differences in continued APS use across ethnic groups. Though the number of recipients is small, African American/Black recipients were most likely to continue to use the APS in their second year. As shown in Exhibit 3 on page 11, females are slightly more likely to be academically eligible to receive the APS, but the sexes were closer when it came to use the scholarship, with less than a percentage point difference. However, females again proved to be more likely to *continue* to use the APS, both one and two semesters subsequent to the initial fall 2011 awards.



Economically disadvantaged students were slightly less likely to continue to use the scholarship into the spring semester, but they were slightly more likely to use the scholarship as they began their second year of postsecondary studies. Finally, those students with higher award levels were more likely to continue APS use across semesters, with slightly over 80% of Level 1 eligible students continuing to use the scholarship in their second year of studies compared to less than 60% of both Level 2 and Level 3 recipients.

CONTINUING ELIGIBILITY AND AY11 RECIPIENTS

Most students who stop using the APS do so because they stop attending school, attend an out-of-state institution, or fail to meet one of the program requirements, such as filing their FAFSA by the application date or failing to meet the academic performance requirements to continue to be eligible.

After receiving the APS, a student's continuing academic eligibility status is determined upon completion of each year of study, so AY11 graduates are the only recipients currently subject to this evaluation. To continue to be eligible APS recipients must complete at least 24 semester or 36 quarter hours and maintain a GPA of 2.0 or higher during their first year, and then complete 30 semester or 45 quarter hours and maintain a cumulative GPA of 2.5 in subsequent years.²⁰

A total of 769 APS recipients had received funds for a full academic year by the end of AY12. Of these, 124 or just over 16% had failed to maintain their eligibility to receive the APS²¹, and this loss of continuing eligibility contributed to the attrition in recipient numbers shown in Exhibit 17 on the previous page.

Exhibit 18 considers the loss of continuing eligibility by the same factors used in Exhibit 17. In Exhibit 17, the highest rate for students continuing to use the APS into a second year occurred in the Interior region, where 75.5% of AY11 graduates who received the APS in fall 2011 continued to use the APS in fall 2012. The Interior region also had the highest percentage of recipients satisfying continuing eligibility requirements at 90.4%. (See Exhibit 18.) At the other end of the spectrum was the Southwest region, which had the lowest percentage of students continuing to use the APS, as well as the lowest percentage of recipients satisfying their continuing eligibility requirements at 70.8%.

Similar patterns occurred across the other variables in Exhibit 18, but the strongest example of the links between high second year APS usage and high success rates relative to meeting continuing eligibility requirements occurred with APS eligibility levels. On average 83.9% of APS recipients maintained their continuing eligibility, but Level 1 recipients saw a continuing eligibility rate of 93.5%, while Levels 2 and 3 were both at 78.9%, which explains much of the more than 20 percentage point differences in second year APS usage among the various levels.

20 Half-time students must achieve the same GPAs but are required to take only 12 hours their first year and 15 in each subsequent year to maintain their eligibility.

21 Students can regain their eligibility to receive future APS awards by fulfilling the continuing eligibility requirements.



EXHIBIT 18. AY11 Public School Graduates Meeting Continuing Eligibility (CE) Requirements

	Fall '11 Recipients	Met CE	% Meeting CE
REGION			
Interior	177	160	90.4%
Far North	12	10	83.3%
Southcentral	488	405	83.0%
Southeast	68	53	77.9%
Southwest	24	17	70.8%
ETHNICITY			
African American/Black	16	14	87.5%
Two or more races	36	31	86.1%
Caucasian	606	517	85.3%
Asian	43	35	81.4%
American Indian/Alaska Native	37	27	73.0%
Hispanic	29	21	72.4%
Native Hawaiian/Pacific Islander	2	0	0.0%
GENDER			
Female	427	367	85.9%
Male	342	278	81.3%
FINANCIAL STATUS			
Not Economically Disadvantaged	687	579	84.3%
Economically Disadvantaged	82	66	80.5%
APS ELIGIBILITY LEVEL			
Level 1	262	245	93.5%
Level 2	270	213	78.9%
Level 3	237	187	78.9%
TOTAL	769	645	83.9%



AY11 APS-Recipient Persistence Rates

The 2012 report included an exhibit on UA retention rates for students in the high school graduating classes of AY05 through AY07. For those students attending UA within one year of their high school graduation, on average UA retained 70% who returned to pursue their studies for a second year, and between 57% and 60% continued after two years. Just because students did not return does not mean that they were not continuing to pursue a postsecondary credential, but many of these students either dropped out or delayed pursuing their degree for several years.

For AY11 APS recipients who attended UA in the fall immediately following their high school graduation, 82.9% returned to UA for the fall 2012 semester, a second year persistence rate which is notably higher than the overall rate for UA students. (See Exhibit 19.)

EXHIBIT 19. Persistence of AY11 APS-Recipient High School Graduates Attending UA in the Fall Immediately Following Graduation²²

Entering Degree	Fall 2011 Cohort	Persistence Fall 2012	% Persisting
Total Students	854	708	82.9%
Associate's	125	101	80.8%
Bachelor's	719	601	83.6%
Certificate	10	6 ²²	60.0% ²²

Similar to APS-eligible graduates having higher postsecondary attendance rates compared to non-eligible graduates, second year persistence rates may have been higher based on factors other than the APS, such as a family's college-going tradition or financial resources. Still, it is reasonable to believe the APS, as a financial incentive, will persuade more students to remain in school and complete degrees. As recipients progress further through their postsecondary studies, data from their postsecondary institutions and the NSC will help provide additional measures of the scholarship's influence.

Future reports will include graduation rates for APS-eligible and recipient students – how they compare to the overall student population, and how quickly they earn their degree or certificate. However, a sufficient number of years must elapse before the data on this measure of the APS' success is available.

²² Fall 2012 is based on opening data. Counts include those who may not have received APS funding (failed to meet continuing eligibility, are attending less than half time, had insufficient unmet costs of attendance, etc.). Persistence Fall 2012 for certificate seekers includes students who completed their program of study and obtained their certificate.



APS SURVEY FINDINGS

For this year's APS Outcomes Report, ACPE conducted two surveys of recent graduates. The first surveyed AY11 high school graduates eligible to receive the APS, whether or not they actually did receive it. The second surveyed AY12 APS-eligible graduates, asking them the same questions that were asked of the AY11 APS-eligible graduates a year earlier.

Of the 147 AY11 graduates responding to the survey, 93% attended school last year in pursuit of a degree, and 3% in pursuit of a certificate. Seventy-two percent of these students received the scholarship, while nearly all of the non-recipients attended an out-of-state school.

When asked if the APS affected their decision on whether or where to go to school, two-thirds of the students responded that it had. Nearly 20% indicated that the APS helped them decide to pursue postsecondary education, while 44% said the APS helped them decide to attend an in-state school, and 17% said it made them consider remaining in-state, even though they eventually attended an out-of-state school. Another 8% indicated the APS persuaded them to attend school earlier than they had planned to do so.

When asked how the APS affected their postsecondary education experience last year, 44% said it allowed them to afford school when they otherwise could not have done so, and 35% said it had persuaded them to remain in Alaska to pursue their postsecondary education. (To sample students' responses to these and other open-ended questions about the APS program see Appendix E.)

Looking into the future, these respondents said they were extremely likely to use all four years of their APS eligibility within six years (58%), and many said they were extremely likely to use the entire award within four years (38%). However, one in four students responded that it was extremely unlikely that they would use their entire APS award amount within six years.

When asked to give suggestions and provide feedback on the APS, many of the responses touched upon the same types of issues. On the positive side, recipients stressed how important these additional funds are to their educational pursuit – in some cases receipt of the APS was the determining factor as to whether they would even attend a postsecondary institution. Other students mentioned how the APS allowed them to spend more time studying and less time working. For some, this meant being able to take a full course load and graduating sooner than they could have without the scholarship.

Still, students did also note complaints. Most often cited was the requirement that the scholarship be used in state. Respondents noted that some of the programs of study they wished to pursue were not offered by Alaska schools, or that the perceived quality of the programs that are offered was lower than those at competing out-of-state institutions. Others complained about the amount of time it took to receive the award, and students' uncertainty about whether they would receive it and for how much.

Some thought that the award amounts should be prorated based on the number of credit hours being pursued at any time within six years of graduation, and not a simple full-time versus half-time allocation available for a maximum of eight semesters within six years.

For the most recent graduating class of AY12, responses followed the same pattern as last year's survey respondents, although there was slightly broader knowledge among eligible students about the scholarship. (See Exhibit 20.) For example, only 68% of AY11 APS-eligible graduates knew the APS award level for which they were eligible, but 85% of AY12 graduates knew their award level.



EXHIBIT 20. Survey Respondents' Knowledge About the APS and Their Eligibility Status

	AY11 Graduates	AY12 Graduates
Knew the award level for which they were eligible	68%	85%
Knew the amount of their award	40%	57%
Knew the APS was available only if they attended a qualifying Alaska school	78%	85%
Knew they must attend at least half-time to receive the scholarship	38%	36%
Knew that they would be eligible to receive up to four years of funding	57%	59%
Knew that they had six years in which to use the APS	25%	35%

Students' knowledge of the APS, requirements and benefits is tied closely to when those students become aware of the program. Last year, only 55% of students responded that they were aware of their APS eligibility shortly before or near the beginning of their last semester in high school. Many did not know whether they were eligible until later in the year, with some not finding out until they began their postsecondary studies. This compares to seventy percent of AY12 graduates knowing their eligibility status either before or near the beginning of their final high school semester.

Earlier awareness also allowed students to be proactive in their pursuit of the scholarship. Compared to last year, when 69% of eligible students said they had made no changes in their approach to the high school classes they took or the effort they expended in order to become APS eligible, only 52% of APS-eligible AY12 graduates said the same. (See Exhibit 21.) Nearly one-third responded that they chose different classes in order to make sure they met the curriculum requirements, and approximately one in five said they retook standardized tests and put in the extra effort required to maintain or raise their high school GPAs.

EXHIBIT 21. Survey Respondents' Knowledge About the APS and Their Eligibility Status

	AY11 Graduates	AY12 Graduates
I did not make any changes to my plans.	69%	52%
Chose different classes to meet the curriculum requirements.	10%	32%
I took the SAT and/or ACT even though didn't originally plan to so.	8%	10%
Re-took the SAT and/or ACT and/or WorkKeys test to achieve a higher score.	12%	19%
Put in extra effort to maintain or raise my GPA.	16%	22%

Again, while it is too early to draw conclusions about the APS' effects on students' behaviors in many areas, these survey results do show that students are changing their approach to education based on the APS, both at the secondary and postsecondary levels.



HOW DOES THE APS AFFECT STUDENTS' EMPLOYMENT PATTERNS?

As a part of the analysis of APS impacts on students, DOLWD will eventually be able to contribute data on indicators of workforce success and how receipt of the APS changes students' behavior and affects their earnings subsequent to their leaving school. With the APS being so new, however, there is little employment and earnings history on which to base any conclusions.

However, some early trends may be emerging. When considering whether students worked during high school and the first year after graduation, the overall pattern is not surprising: the older the students, the more likely they are to be employed at some time during the year. Roughly one-half of all students worked during their junior year in high school, two-thirds during their senior year, and three-quarters the first year after graduation.

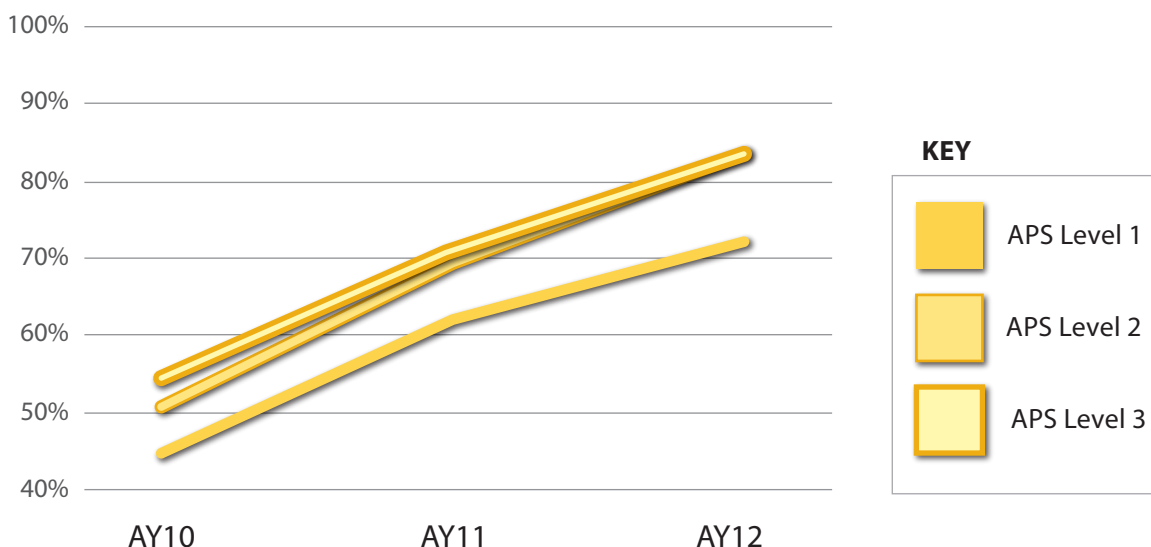
One potential benefit of a scholarship is that it enables students to spend more time focused on their studies and less time working to earn the money required to attend school. DOLWD analyzed the employment and earnings histories of students who graduated in AY11²³ beginning in their junior year of high school, and compared these to the students' award levels and to the amount of APS funds the students eventually received in AY12.

Since no students were aware of the APS in 2010 and only some were aware of it in 2011, the scholarship could not have affected their decisions on whether to work or not. Interestingly, of those students who would eventually meet the academic requirements to receive the scholarship, those earning the highest award levels were the ones least likely to be employed in high school. (See Exhibit 22.) Students earning lower level awards were more likely to have worked during high school, and that pattern continued into their postsecondary pursuits. When DOLWD considered students working in all four quarters of each academic year, the pattern was the same: 25% of Level 1 eligible students were working in all four quarters in AY12, versus 35% of Level 2 and 3 eligible students.

²³ DOLWD matched students to PFD records in order to determine their SSNs, and then searched wage record files to determine employment and earnings. Not all AY11 graduates were able to be matched to PFD records, and so are not included in this analysis.

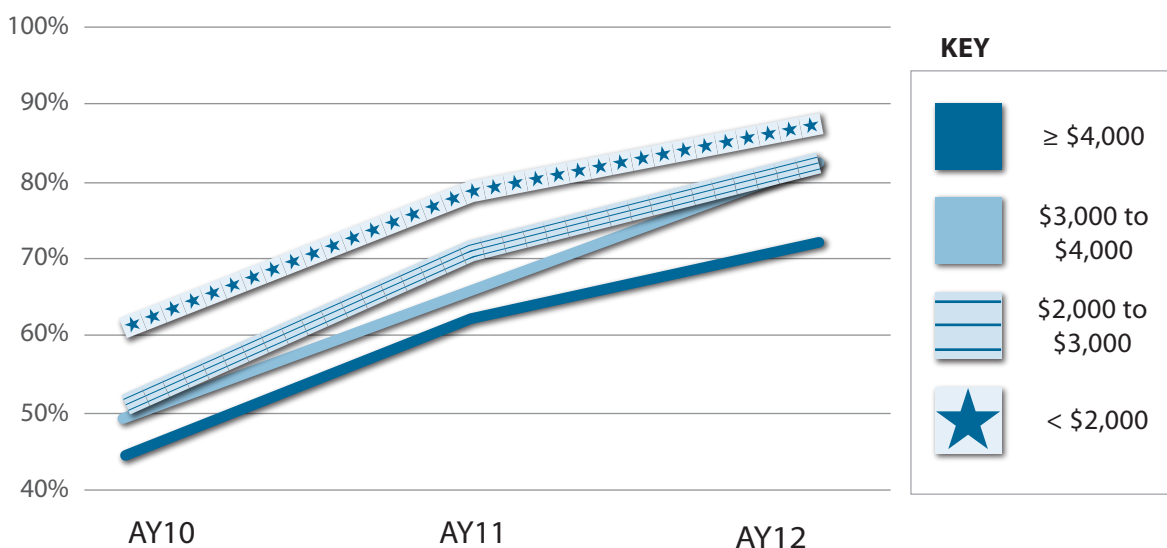


EXHIBIT 22 Percentage of AY11 APS-Eligible Graduates Receiving Award in Fall 2012 and Working at Any Time During Fiscal Year, by Award Level



Continuing its analysis, DOLWD focused on APS recipients, placing them into roughly equally sized groups based on the amount of APS funds they received – those receiving less than \$2,000, from \$2,000 up to \$3,000, from \$3,000 up to \$4,000, and those receiving \$4,000 or more. Exhibit 23 shows how these tendencies to work differed among the groups of students who would eventually receive an APS. The same pattern emerged as students receiving larger awards were the ones least likely to have worked in their first year of postsecondary pursuits, and were also the ones least likely to have worked during their junior and senior years in high school.

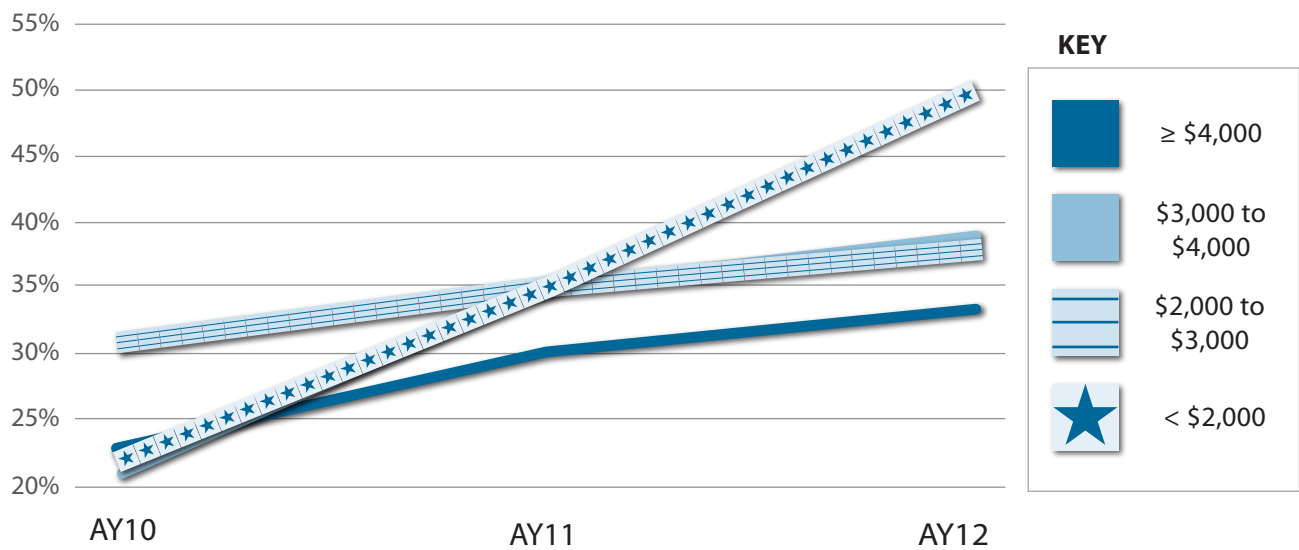
EXHIBIT 23 Percentage of AY11 APS-Eligible Graduates Receiving Award in Fall 2012 and Working at Any Time During Fiscal Year, by Award Amounts



Attachment to the labor force is another area where differences are noted in relation to the APS award amounts used. Exhibit 24 shows that students' attachment to the workforce, in this case defined as having earned wages in all four quarters of the year, was fairly stable in their junior and senior years. Yet again, those students who eventually used the most in APS funds were least likely to have worked in all four quarters, but no consistent pattern emerges during their high school years. However, after graduation, those students who were found to be much more likely to have worked four quarters were those who used the least amount of APS funds.

The fact that these students were more likely to have stopped out of school (only 36% of the APS students using less than \$2,000 attended both fall and spring in AY12), or were in the small portion of students who attended half time and therefore used smaller APS amounts, explains much of this.

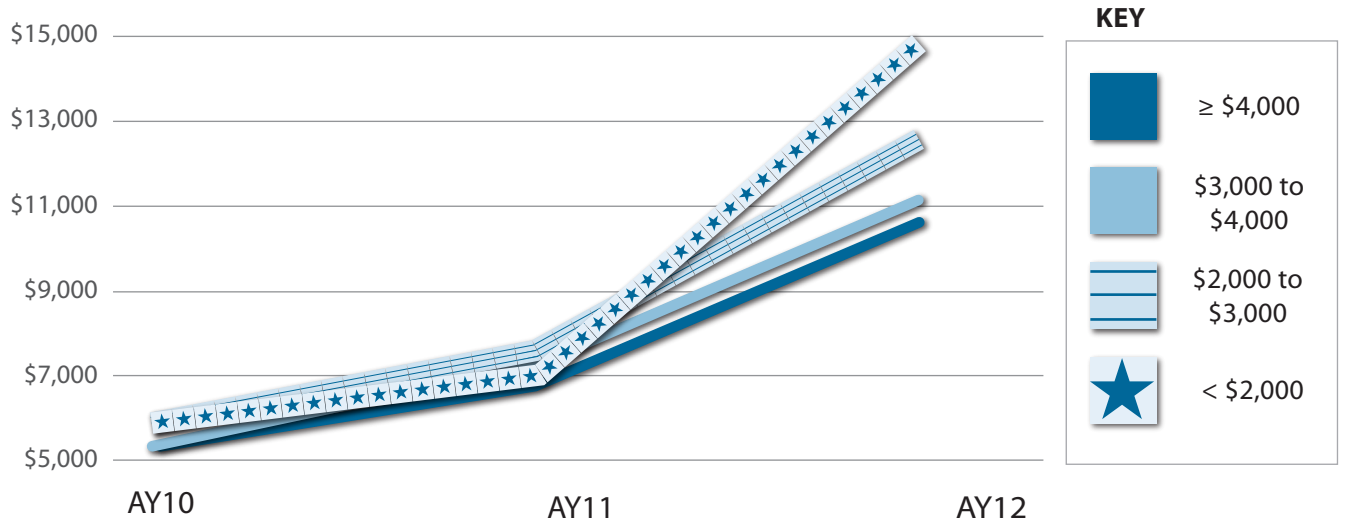
EXHIBIT 24 Percentage of AY11 APS-Eligible Graduates Receiving Award in Fall 2012 and Working in Four Quarters During Fiscal Year, by Award Amounts



Another measure of labor force attachment is average earnings. (See Exhibit 25.) While average earnings are affected by the hourly wage, for these new entrants to the labor force the number of hours worked may account for much of the differences in average earnings. Those students employed in all four quarters continued the patterns seen above – the more in APS funds a student used, the lower the student's average earnings, and most likely the lower the number of hours they worked.



EXHIBIT 25 Average Earnings of AY11 APS-Eligible Graduates Receiving Award In Fall 2012 and Working in Four Quarters During Fiscal Year, By Award Amounts



While this is still a very preliminary analysis of how the APS may impact its recipients, their experience in the workforce and eventual career success, this first year of labor force and wage record analysis hints that receipt of the APS, and the amount received, may play a role in college students' attachment to the labor force while in school (and therefore their availability to focus more time on academics). And, high school students' labor force participation and attachment might provide an indicator of their future academic achievements. However, more research will need to occur before we can make definitive conclusions.



CONCLUSION

While the desire to do so is great, it is still too early to draw evidence-based conclusions on the effects of the APS. Comparing the graduating classes of AY11 and AY12 is an interesting endeavor, and in the future should prove insightful. Still with only three semesters' data on AY11 graduates' use of the APS and only one semester for AY12s, it is impossible to conclude that any differences noted were a direct effect of the scholarship. This is particularly true given the changes in the eligibility requirements between the years and the overall decline in AY13 in the number of students attending postsecondary institutions immediately following their graduation.

From the data available, we can say that APS recipients from the class of AY11 attending UA were more likely to return to school for a second year than were non-APS eligible students, and over 100 AY11 APS-eligible graduates received the scholarship for the first time in fall 2012. Both years' classes also show APS recipients taking more credit hours and fewer preparatory hours at UA than non-APS recipients, a critical factor in order to complete a degree within four years.

Preliminary wage data from DOLWD shows those APS recipients receiving the highest amounts are less likely to work in all four quarters than those who receive smaller amounts, and for those that do their average wages are also lower, implying they work fewer hours than recipients of smaller amounts. While no conclusions can be reached, it appears that increased award amounts allow students to spend less time working and presumably place more emphasis on their studies. This may be a factor in APS recipients enrolling in and completing more credits per term than non-eligible students.

Another interesting finding in the wage data was that even prior to their high school graduation, students who ultimately achieved APS Level 1 eligibility were less likely to work than were students who achieved APS Levels 2 and 3 eligibility.

There is, however, one source of information that continues to reflect APS' positive effects on students' pursuit of postsecondary education – the recipients themselves. In its first year, many APS-eligible graduates complained that they were unaware of the scholarship until after they had finalized their plans for life after high school, though other students said that without the APS they would have never considered attending college. This year, far fewer students complained of not knowing about the APS, and a larger percentage of students with the highest award level pursued postsecondary studies at an APS-approved school.

In both years those students with the highest award eligibility were the ones least likely to make use of the APS. This group is the one most likely to pursue postsecondary studies, but respondents to the survey indicated the lack of availability of their programs of interest at Alaska institution as one reason they did not take advantage of the scholarship.



APPENDIX A. Data Sources for the 2013 APS Outcomes Report

Information on high school graduates is available from several sources. EED maintains information on public school students in its K-12 data system, which is the primary source for information on socioeconomic and demographic information on APS-eligible public school students, and allows for comparing those eligible students to the student body as a whole. The EED public school graduates' data can be considered to be in its final form, with only minor updates or changes expected.

Private and home schooled high school graduates must apply for the APS through EED, and must provide evidence of having met the academic requirements to receive the scholarship. However, since not all private and home schooled students are required to provide information to EED, and their APS applications contain very little demographic and no socioeconomic information, we cannot compare the APS-eligible private and home schooled graduates to all non-public school students in the state. For that reason, several tables and charts presented in this report represent only public school graduates.

For students pursuing postsecondary education at one of the University of Alaska campuses, UA's student information system is the primary source of information about their progress toward attaining their degree or certificate. Incorporating the information on Alaska high school graduates provided by EED, the Institutional Research & Analysis (IRA) unit at UA provided some characteristics of APS recipients, including findings on enrollments for students attending any UA school. Data included in this report was collected early in the fall semester, and will change once complete semester data becomes available.

DOLWD is able to link its labor force and wage data to high school and postsecondary graduates, a capability that provides valuable information on the effects of the APS. While it is well documented that total lifetime earnings are closely tied to education, APS recipients are still only marginally attached to the workforce. At this time, the benefits of receiving APS funds are more likely associated with the students' abilities to focus their time and attention on their studies, versus having to earn an income in order to afford postsecondary education. Though it is still too soon to be certain how receipt of the APS affects students' labor force participation, some preliminary data is available for AY11 high school graduates and is presented in this report.

ACPE collects information on those students who complete the Free Application for Federal Student Aid (FAFSA), and collects additional information on students receiving the APS, as well as students receiving other grants and loans it administers. ACPE also contracts with the National Student Clearinghouse (NSC) to receive information on Alaska students and their pursuit of postsecondary education, either in or outside the state¹.

ACPE also conducted two surveys of APS-eligible students. ACPE conducted one survey for APS-eligible students graduating in academic year 2011 (AY11) – the inaugural class of APS eligible – to determine how their eligibility to receive the scholarship, and in some cases their receipt of it, affected their lives after graduation. A second survey conducted of APS-eligible AY12 graduates gauged how the possibility of receiving an APS affected their efforts in high school, their knowledge of the scholarship, and their plans for its future use. This survey followed the same format as last year's survey of recent graduates so comparisons can be made across the two academic years.

By combining the data available from these different sources, this second annual report provides additional information to create a profile of the state's most recent graduates, of APS-eligible students, and of APS recipients.

¹ NSC reports that it receives enrollment data on 96% of all U.S. higher education students from 3,300 postsecondary institutions. NSC is more likely to miss students in smaller schools and those pursuing certificates and vocational licenses. For Alaska, the NSC database contains information only from the UA system and Alaska Pacific University. Slight errors may occur with the algorithm to match students, which may result in reports not being consistently equal.



APPENDIX B. Determining APS Eligibility

For the high school graduating class of 2012, a student could become eligible for the APS by:

- maintaining a minimum high school GPA of 2.5 or higher;
- achieving a minimum score on a college entrance exam to be eligible for an APS which could be used for either a degree or a certificate program, or achieving a minimum score on a standardized examination designed to measure a student’s workforce preparedness to earn an APS for a vocational certificate program; and
- completing one of the following rigorous core curriculum:
 - For APS Level 1 eligibility, completing four units each of language arts, social studies, mathematics and science, or completing four units of language arts and social studies, three units each of mathematics and science, and two units of world language; or
 - For APS Levels 2 and 3, completing four units in either mathematics or science, and at least three units in the other discipline, and four units of both language arts and social sciences, or completing four units each of language arts and social studies, three units each of mathematics and science, and one unit of world language.

The APS rigorous curriculum is being phased in over four years to give school districts time, if needed, to incorporate changes to meet the new requirements. Therefore curriculum requirements for the class of 2012 were less rigorous than ultimately established by the APS legislation. In 2013, to become eligible, all students must complete the APS requirements defined for Level 1 above.

If a student met the rigorous curriculum requirements, their GPA and college entrance and standardized test scores were used to determine their APS award level and maximum scholarship amount. (See Exhibit 1.) A student is eligible only for the lowest award level based on their GPA and test scores. For example, consider a student with an SAT score of 1710 and a GPA of 2.6. Although the SAT score alone aligns with an APS Level 1 award, eligibility is determined based on the combination of score *and* GPA. In this example, the lower GPA drops the student’s eligibility to a Level 3.

EXHIBIT 1. APS Award Levels and Minimum Requirements

APS Award Level	Minimum GPA	Minimum Standardized Test Scores (only one test required)			Award Amounts
		Collegiate & Career/ Technical		Career/ Technical Only	
		SAT	ACT	WorkKeys	
Level 1	3.5	1680	25	5 in three subject areas	\$ 4,755
Level 2	3.0	1560	23		\$ 3,566
Level 3	2.5	1450	21		\$ 2,378



The type of standardized test the student takes affects the award type for which they are eligible. Scores from the two college entrance exams, the SAT and the ACT, can be used to determine a student's eligibility for both a collegiate award and a career/vocational award. In the example above, the student would be eligible to pursue either a degree or a certificate or vocational license and receive a Level 3 award. However, the WorkKeys test scores alone can only result in eligibility for a scholarship to pursue a certificate or vocational program. WorkKeys scores will not qualify a student for a collegiate award. To become eligible for a collegiate award, the student would need to take a college entrance exam.

RECEIVING THE SCHOLARSHIP

To actually receive the APS, a student must:

- submit a FAFSA or an approved alternative application no later than June 30 for the following academic year¹;
- enroll in a qualified postsecondary program at one of the 27 participating institutions, or pursue an approved certificate or vocational licensure program at one of 7 career and technical education institutions in the state;
- enroll in:
 - at least 12 credit hours for each semester (total of 24 per academic year) to receive the full amount of their APS award during their freshman year, and 15 credit hours each semester (total of 30 per academic year) in subsequent years; or
 - at least 6 credit hours to receive a half-time award²; or
 - a qualifying clock-hour certificate or vocational program.
- have an unmet cost of attendance³ of \$500 or more.

1 For AY12 graduates, the FAFSA and alternative application deadlines were extended to December 15, 2012, because of the availability of funding to provide additional scholarships after the June 30 filing deadline.

2 Students pursuing graduate degrees have lower credit hour limit requirements.

3 The cost of attendance includes tuition, fees, books, required tools and supplies, room, board and transportation. To determine qualifying unmet cost of attendance, this amount is reduced by all other non-loan aid (scholarships, grants, etc.). If the unmet cost of attendance is less than \$500, a student does not receive any APS funds. If the unmet cost of attendance is greater than \$500 but less than the available APS award amount, the student receives up to the amount of their unmet cost of attendance.



APPENDIX C. Approved ACPE Institutions and Programs of Study

The following Alaska postsecondary institutions are approved to participate in the Alaska Performance Scholarship (APS) Program for the 2012-2013 academic year. Generally, at regionally and nationally accredited institutions, a program resulting in a certificate, associate's degree, bachelor's degree or higher is approved for the APS, with rare exceptions. This includes career and technical education programs offered at those institutions. Programs at career and technical institutions are individually evaluated and approved for the APS. The list of approved programs at such institutions is included below.

Regionally Accredited Institutions:	Website	Telephone Number
Alaska Bible College	www.akbible.edu	907-822-3201
Alaska Career College	www.alaskacareercollege.edu	907-563-7575
Alaska Christian College	www.akcc.org	907-260-7422
Alaska Pacific University	www.alaskapacific.edu	907-564-8342
Bristol Bay Campus-UAF	www.uaf.edu/bbc	800-478-5109
Charter College	www.chartercollege.edu	907-277-1000 Anchorage Campus 907-352-1000 Wasilla Campus
Chukchi Campus-UAF	www.uaf.edu/chukchi/	800-478-3402
Ilisagvik College	www.ilisagvik.edu	907-852-3333
Interior-Aleutians Campus-UAF	www.iac.uaf.edu	888-474-5207
Kenai Peninsula College-UAA	www.kpc.alaska.edu	907-262-0300
Ketchikan Campus-UAS	www.ketch.alaska.edu	907-225-6177
Kodiak College-UAA	www.koc.alaska.edu	907-486-4161
Kuskokwim Campus-UAF	www.bethel.uaf.edu/	800-478-5822
Matanuska-Susitna College-UAA	www.matsu.alaska.edu	907-745-9774
Northwest Campus-UAF	www.nwc.uaf.edu	907-478-2202
Prince William Sound Community College	www.pwscc.edu	907-834-1600
Sitka Campus-UAS	www.uas.alaska.edu	907-747-6653
UAF Community & Technical College	www.ctc.uaf.edu	877-882-8827
University of Alaska Anchorage	www.uaa.alaska.edu	907-786-1800
University of Alaska Fairbanks	www.uaf.edu	907-474-7211
University of Alaska Southeast-Juneau Campus	www.uas.alaska.edu	907-796-6457
Wayland Baptist University- Anchorage Campus	www.wbu.edu/colleges-in-anchorage	907-333-2277
Wayland Baptist University-Anchorage Ft. Richardson Army Post Site	www.wbu.edu/colleges-in-anchorage	907-428-1496
Wayland Baptist University-Eielson Air Force Base	www.wbu.edu/colleges-in-fairbanks	907-377-4398
Wayland Baptist University-Elmendorf Air Force Base	www.wbu.edu/colleges-in-anchorage	907-753-6416
Wayland Baptist University- Fort Wainwright	www.wbu.edu/colleges-in-fairbanks	907-356-2403
Wayland Baptist University-Wasilla Center (Valley Center)	www.wbu.edu/colleges-in-anchorage	907-373-4828



Career and Technical Education Institutions	Website and Telephone Number	Approved Programs
A Head of Time Design Academy²	907-277-5907	Barber Course Instructor Training Course Hairdresser Course Half-time Eligible Program: Refresher Course Hairdresser/Barber
Alaska Technical Center²	www.nwarctic.org/atc 907-442-3733	Administrative Assistant Millwright Maintenance Construction Technology Training Half-time Eligible Programs: Personal Care Attendant Certified Nursing Assistant
Amundsen Educational Center²	www.aecak.org 907-260-8041	Professional Medical Coding Professional Medical Coding (Residential)
AVTEC	www.avtec.edu 907-224-3322	Automotive Business and Office Technology Combination Welding Diesel/Heavy Equipment Technology Facility Maintenance Construction Industrial Electricity Information Technology Licensed Practical Nurse Plumbing and Heating Professional Cooking and Baking Pipe Welding Structural Welding Qualified Member of the Engine Department (QMED) Oiler Half-time Eligible Programs: Certified Nurse Assistant Master Not More than 200 Tons
Galena City School District Postsecondary Adult Programs²	http://postsec.galenaalaska.org 907-565-1205	Hairdressing (Full-time and Half-time eligible)
MetrOasis²	www.metroasis.com 907-276-4110	Hairdressing Esthetician
Northern Industrial Training²	www.nitalaska.com 907-357-6400	Half-time Eligible Programs: CET Heavy Equipment/ Truck Driver (CDL) NCCER Electrical Level I Program NCCER Pipefitting Program Professional Truck Driver Institute (PTDI) Truck Driver Program NCCER Welding Level I Program

² Non-Title IV school. The ASAP Alternative Application is required for attendance at institutions that do not participate in Title IV federal aid programs because they are not eligible to receive FAFSA information.



APPENDIX D.

AY12 Alaska Public High School Graduates Attending Postsecondary Education by State Where Enrolled

Headcount of Students Attending Outside Alaska By State and APS Award Levels

STATE	Not Eligible	Level 1	Level 2	Level 3	TOTAL
WA	61	74	35	17	187
OR	58	43	29	15	145
CO	40	29	17	11	97
CA	28	35	15	4	82
AZ	33	14	22	9	78
ID	27	13	18	15	73
MT	16	31	14	10	71
UT	13	28	9	1	51
TX	16	14	7	2	39
MN	18	13	6	2	39
SD	19	3	4	3	29
NY	4	14	5	1	24
MA	4	12	4	2	22
MI	8	9	1	2	20
OH	9	7	3	1	20
PA	2	13	3	1	19
ND	15	2	1	1	19
HI	8	3	6	1	18
NV	3	4	7	3	17
VA	6	5	3	1	15
FL	8	4	2	1	15
IL	4	6	5		15
GA	3	9	2		14
MO	3	5	3	1	12
TN	2	6	2	2	12
NE	4	2	5	1	12
NC	6	3	1	1	11
OK	5	3	3		11
ME	1	7	2	1	11
IA	8	2	1		11
IN	4	5	1		10
AL	3	3	3	1	10
WI	4	5	1		10
Other - 17	37	29	12	5	83
Grand Total	480	455	252	115	1,302



APPENDIX E. Sample APS Recipients' Comments to Survey

APS survey respondents had an opportunity to comment on how their APS eligibility affected their decision on whether and where to pursue their postsecondary education, and were asked if they had any additional thoughts on the scholarship. In total there were 335 comments provided by respondents, with a sampling of them below. Responses have been separated into generally positive and generally negative ones.

1. Please tell us how the APS affected your decisions regarding postsecondary education.

Generally positive comments included:

- Instead of going to an out-of-state school like I had originally planned, I decided to go to an in-state school so I could receive the scholarship.
- It made me decide to choose an in-state school for sure! Why would I go into debt out of state when I could stay home and receive a scholarship as great as this?
- I already knew I wanted to take the UAF/CTC aviation maintenance program, but the APS was the factor that made it a reality instead of just a goal.
- Out of state tuition was extremely high and the Academic scholarships at out of state schools did not make a dent in the costs. With APS, I am able to easily afford my classes, while saving for medical school.
- Having Financial Support from the State really influenced me to go to college.

Somewhat negative comments included:

- If I had known I was going to receive the APS, I might have made different decisions regarding my school choice.

2. How else did the APS award affect you?

Generally positive comments included:

- I was more excited to begin school because I wouldn't have to be as worried about how much it was going to cost me. It also will motivate me because I need to take more classes in order to finish with the scholarship.
- I definitely knew I would be going to school once I got the scholarship. If I didn't receive the scholarship, I most likely wouldn't be attending college because I just don't have the money for it.
- Without it I wouldn't have been able to attend college

Somewhat negative comments included:

- It did not. I did not know about it prior to attending school outside.



3. If you have any other thoughts on the scholarship please share them with us we welcome all of your comments.

Generally positive comments included:

- My family is so very grateful for the APS. I worked hard to earn it and it will be definitely be put to good use. We are thrilled to know that funding was made available to continue with APS program, as my younger sister is now working hard to earn it, too. Thank you!
- Thank you. This program made a huge difference in my ability to pay for college. It's nice to have the good students rewarded for their hard work and dedication.
- Thank you so much for this scholarship! It really gives students an incentive to work hard.

Somewhat negative comments included:

- It would be good if there was an even longer expiration date. If I get a bachelors, take a year off and get my Masters at UAF then I don't have enough time to use it all. If I want to experience attending school out of State and receive the WUE (Western Undergraduate Exchange) so that it is affordable then I could bring that experience back to my home state and that would be good for me and the school as far as diversity goes.
- I was offered a larger scholarship for a school outside of the state so I will use that. I, like many others, would rather leave the state for school because I feel like Alaska is too isolated and that there are better opportunities outside of it. I think this the general feeling (as I'm sure you're aware), whether or not it is true. I appreciate what you are doing and thank you for taking time to better education in Alaska.
- The APS is a great scholarship. Like many other students it would have benefited me much more had it been available to schools other than AK. While I understand that the focus is to get more students to stay in state, this just wasn't what I thought would be the best path for me. It's really hard knowing that I got such a large scholarship but cannot use it because I am not going to school in AK. I feel like because I did so well in school I should be able to go to school wherever I wish. It gets frustrating knowing that in a way, Alaska is choosing not to support the best decision for me. Other than that, like I stated before, APS is a great scholarship and I know that it is giving many opportunities to students across Alaska.



ACKNOWLEDGEMENTS

The Alaska Performance Scholarship Outcomes Report would not have been possible without the considerable efforts of staff in the research sections at each of the four partnering agencies. ACPE would like to acknowledge the following agencies and staff, and thank them for their contributions to this, the 2013 Alaska Performance Scholarship Outcomes Report.

Alaska Department of Education & Early Development's Assessment, Accountability & Information Management

Erik McCormick, Director

Eric Caldwell, Research Analyst

Shari Paul, APS Program Coordinator

University of Alaska's Systemwide Institutional Research & Analysis

Gwendolyn Gruenig, Associate VP

Saltanat Schweitzer, Director

Stephanie Virgo, Sponsored Programs Analyst

Alaska Department of Labor and Workforce Development's Research & Analysis Section

Rob Kreiger, State Programs Supervisor

Yuancie Lee, State Programs Economist

For more information about the Alaska Performance Scholarship, or to contact ACPE, visit:

APS.alaska.gov