

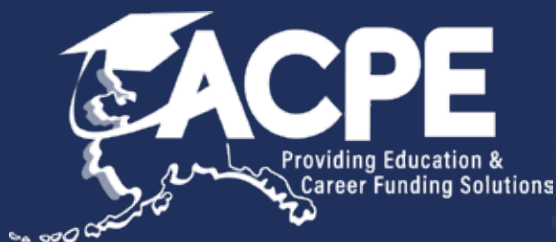
Fall 2024-2025

Alaska Commission on  
Postsecondary Education

# ALASKA PERFORMANCE SCHOLARSHIP



# 2026 Outcomes REPORT

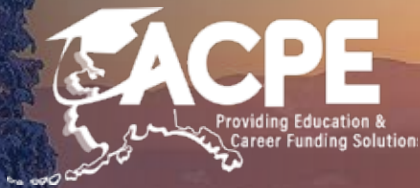


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Postsecondary Education  
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Alaska Department of Education and Early Development (DEED)  
Alaska Department of Labor and Workforce Development (DOLWD)  
University of Alaska (UA)



Alaska Commission on  
Postsecondary Education

# **ALASKA PERFORMANCE SCHOLARSHIP**

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# **2026 Outcomes Report**



*Auxiliary aids and services  
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to individuals with disabilities.*

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# Executive Summary

Since 2011, the Alaska Performance Scholarship (APS) has provided **over \$143 million in scholarships** to high achieving Alaska high school students. This financial support aims to assist with the expenses of in-state postsecondary education. The APS focuses on four main goals:

- 1 STUDENTS PERFORM WELL IN HIGH SCHOOL.**
- 2 STUDENTS GET READY FOR COLLEGE OR CAREER TRAINING.**
- 3 STUDENTS DO WELL IN COLLEGE OR CAREER TRAINING.**
- 4 HIGH-ACHIEVING STUDENTS CONTINUE TO LIVE IN ALASKA.**

## APS Definitions

### ***Terms used throughout report:***

#### **ELIGIBLE:**

Students who have fulfilled the requirements specified by APS during their high school years.

#### **INELIGIBLE:**

Graduates of Alaska high schools who did not satisfy the APS requirements during their high school tenure.

#### **APS / RECIPIENT:**

Students who have received the APS award for at least one academic term.

#### **NON-APS / NON-RECIPIENT:**

Students who have not utilized the APS award during the reported term. It includes both students who were ineligible for the APS award and APS-eligible students who have chosen not to utilize the award.

## APS Eligibility & Use

### ***APS Eligibility Trends (2011-2025):***

1. APS eligibility rates have fluctuated significantly over the years, averaging **27%** from 2022-2024, to a high of **53%** in 2025, influenced by legislative changes expanding eligibility.
2. Level I eligibility showed the most significant growth, reaching **2,870** eligible students in 2025, compared with **642** in 2022.
3. **51%** of APS eligible graduates ended up using APS at some point in their educational career (within eight-years post high school graduation).

**53%**  
Eligibility  
**25%**  
Award Use

### ***Regional Eligibility Variations:***

4. Southcentral and Southeast regions consistently had higher eligibility rates, peaking at around **58%** and **62%** in 2025, respectively.
5. Southcentral region experienced the largest increase in eligibility, jumping from **47%** in 2024 to **58%** in 2025.
6. The Far North region saw APS eligibility decrease, falling from **41%** in 2024 to **38%** in 2025.
7. Overall, Alaska had an average rise of **4%** APS eligibility from 2024 to 2025.

### ***APS Usage Trends (2011-2025):***

8. APS usage immediately after graduation has ranged from **22%** to **39%**, with recent years starting to see a gradual increase in the number of students using APS.



- 9. Usage rate in the fall of 2025 was **25%**, a three percentage point increase from 2024 (**22%**).
- 10. Lifetime APS usage saw a decline from 2024 to 2025, with usage going from **29%** to **25%**.

**Regional Usage Variations:**

- 11. Usage rates across all regions saw small growth in percent usage, with an average increase of **3%**.
- 12. Far North and Southeast regions saw the greatest increase in APS usage, with rates in 2025 at **15%** and **23%**, respectively.

**Race & Ethnicity Trends (2021-2025):**

- 13. APS eligibility increased across most racial and ethnic groups in 2025, with White (**68%**), Hispanic (**57%**), and Two or More Race (**56%**) students leading eligibility rates.
- 14. Although the number of APS eligible students more than doubled, the proportion of APS use by non-White students decreased.
- 15. In 2025, Asian students had a decrease in both eligibility (**55%**) and usage (**2%**) rates, while Native Hawaiians/ Other Pacific Islander students had a usage rate of **0%**.
- 16. Eligibility rates among African American students saw the highest growth in 2025 at around **18%**.

**Impact of Legislative Changes:**

- 17. Expanded eligibility criteria in 2024 increased the number of APS-eligible graduates in 2025 to **4,589**, the highest since the program's inception.
- 18. Immediate APS utilization rates increased from **22%** in 2024 to **25%** in 2025.

**APS Survey Results**

**Awareness of APS Program Changes:**

- 1. **78%** of Class of 2025 respondents were unaware of legislative changes to the APS program in summer 2024, an increase of eighteen percentage points from Class of 2024, further highlighting the need for improved communication and outreach efforts.
- 2. Only **22%** of respondents were aware of the changes, despite the potential impact on their decision-making regarding scholarship utilization.

**Awareness of APS Award:**

- 3. **63%** of respondents reported receiving APS, while **24%** qualified but did not use the scholarship.
- 4. **9.5%** of respondents were unsure of their eligibility. **3%** had never heard of APS, an improvement from the previous year's Class of 2024 survey (**5%**).

**Influence of APS on Decisions:**

- 5. APS significantly influenced high school behaviors, with **76%** of respondents reporting improved grades and **61%** indicating increased likelihood of taking placement exams.
- 6. The scholarship also impacted postsecondary choices, with **73%** citing APS as a major or minor factor in attending an in-state school and **64%** reporting its influence on borrowing decisions.

**Reasons for Not Using APS:**

- 7. The top reason for non-utilization of APS in 2025 was a preference not to attend an Alaskan institution (**46%**), a similar proportion to 2024 survey respondents (**45%**).
- 8. A sharp decline in respondents unaware of their eligibility (**9.5%** in 2025, a decrease from **26%** in 2024) highlights the success of enhanced awareness efforts.

**Alaska Residency & Workforce Outcomes**

**Higher Residency Rates Among APS Recipients:**

- 1. APS recipients consistently show higher residency rates in Alaska compared to non-recipients. Residency for APS recipients in 2025 was **99%**.
- 2. Recent graduates (2022-2025) display higher residency rates due to their proximity to graduation and time to establish long-term plans.

**APS Recipients in Alaska Workforce:**

- 3. APS recipients have the highest employment rates in Alaska six years post-graduation (**69%-72%** for Class of 2017-2019) and the highest average annual wages, increasing from **\$36,238** (2017) to **\$41,911** (2019) compared to non-recipients.
- 4. All categories showed an increase in employment and annual wages from 2017-2019, but APS-eligible graduates who enrolled out-of-state have the lowest employment rates (**26%-32%**).

## Top Occupations:

5. APS recipients are more likely than APS ineligible and APS-eligible, non-recipients to work in fields specialized in social services, including office and administrative work (**6%**); healthcare (**5%**); and information and record clerks (**5%**).
6. Non-recipients and ineligible graduates are more concentrated in retail sales and construction trades.

# APS Eligibility Requirements

## APS Program Updates

The APS eligibility requirements, award amount, term of use, and more were updated in June 2024 to enhance accessibility and support student success.

## Step-Up Award

The goal of Step-Up is to incentivize APS-eligible students while enrolled in postsecondary to maximize APS awarding and timely completion of their degree or certificate program.



The following APS updates are in effect for the Class of 2024 and beyond:

- 1 Removal of standardized test score requirement: Students must meet a minimum GPA requirement OR minimum test score requirement
- 2 Increased award amount for each APS award level
- 3 Expansion of qualifying rigorous high school curriculum options
- 4 Earlier communications to high school students about APS award requirements & eligibility.
- 5 Elimination of separate "Collegiate" and "CTE" award tracks/types
- 6 Extended term of use from six to eight years\*
- 7 Creation of Step-Up for continuing students to increase award level after 2 terms/semesters

Established through the passage of HB148 in June 2024, **Step-Up** is an opportunity for APS-eligible students to increase their award level during their postsecondary education. Students who meet specified continuing eligibility criteria and earn either a 3.0 or 3.5 GPA after two semesters/terms in postsecondary may Step-Up to either a Level 2 or Level 1 APS award in the subsequent semester.

Fall 2025 was the first semester the Step-Up awarding process was implemented. The preliminary Step-Up eligibility information, as of September 2025, is as follows:

# \$157,500

Total increase in awarding to Step-Up eligible students for the fall 2025 semester.

# 69 Step-Up Eligible Students

29 STEP-UP LEVEL 2 TO 1  
21 STEP-UP LEVEL 3 TO 1  
19 STEP-UP LEVEL 3 TO 2

An important note about APS Step-Up: once a student qualifies for the higher award amount, they will continue to receive that higher amount as long as they meet the standard APS continuing eligibility criteria. **A student's APS award level will not be lowered.** ACPE will continue to report on Step-Up eligibility after each semester.

\*Students who had remaining APS eligibility as of June 28, 2024 received an extension from six to eight years.

# APS Eligibility (Class of 2024 & Beyond)

- To become APS eligible, a high school student must:
- 1 Complete a specified rigorous curriculum during high school (EXHIBIT 1)
  - 2 Meet a qualifying GPA or qualifying test score (EXHIBIT 1)
  - 3 Graduate high school

- To receive the scholarship, an APS eligible student must:
- 4 Enroll in a participating Alaska postsecondary institution
  - 5 Complete the FAFSA (Free Application for Federal Student Aid) or Alternative Application for Non-Title IV Schools

NOTE: Students who had remaining APS eligibility as of June 28, 2024 received an extension from six to eight years.

EXHIBIT 1

APS Requirements for Class of 2024 & Beyond

Visit the link below to view the full APS checklist:

aps.alaska.gov

LEVEL 1

AWARD AMOUNT (\$):

UP TO \$7,000 PER YR

MINIMUM GPA:

3.5 OR GREATER

-OR-

TEST SCORE:

ACT..... 25

SAT..... 1210

WorkKeys.. 18

PLATINUM (no score below 6)

NOTE: Receive a qualifying score from one of the following tests: ACT, SAT, or WorkKeys

LEVEL 2

AWARD AMOUNT (\$):

UP TO \$5,250 PER YR

MINIMUM GPA:

3.0 OR GREATER

-OR-

TEST SCORE:

ACT..... 23

SAT..... 1130

WorkKeys.. 15

GOLD (no score below 5)

LEVEL 3

AWARD AMOUNT (\$):

UP TO \$3,500 PER YR

MINIMUM GPA:

2.5 OR GREATER

-OR-

TEST SCORE:

ACT..... 21

SAT..... 1060

WorkKeys.. 12

SILVER (no score below 4)

REQUIRED HIGH SCHOOL CURRICULUM:

Students can choose curriculum option A, B, or C

The number of credit substitutions possible are indicated by [▲]

Option A:

Science..... 4 credits [▲▲]

Math..... 4 credits [▲]

Language Arts... 4 credits [▲]

Social Studies... 4 credits [▲▲]<sup>1</sup>

Option B:

Science..... 3 credits [▲]

Math..... 3 credits [▲]

Language Arts... 4 credits [▲]

Social Studies... 4 credits [▲]<sup>2</sup>

Other..... 2 credits [▲]<sup>3</sup>

Option C:

Science..... 3 credits [▲]

Math..... 3 credits [▲]

Language Arts... 4 credits [▲]

Social Studies... 4 credits [▲]<sup>2</sup>

Other..... 2 credits [▲]<sup>4</sup>

NOTES:

1 - One of the two credits can be either substitution or World Language, Alaska Native Language, Fine Arts, Cultural Heritage, or CTE.

2 - One credit substitution or CTE.

3 - From the SAME subject: World Language, Alaska Native Language, Fine Arts, Cultural Heritage, or CTE (1 year of which includes 2 semesters of sequentially more rigorous content within a career cluster).

4 - From ANY subjects: World Language, Alaska Native Language, Fine Arts, or Cultural Heritage

# APS Awards

The Alaska Performance Scholarship (APS) program has awarded over **\$143 million** from FY2012 to FY2026. The number of APS recipients peaked at **3,423** in FY2017.

Total APS awards surpassed **\$11 million** annually between FY2016 and FY2018. Following a decline in both recipients and total awarded funds from FY2019 to FY2025, awards skyrocketed to around **\$17 million dollars in FY2026 (EXHIBIT 2)**. This resurgence aligns with recent legislative changes aimed at improving accessibility and promoting student success.

These changes, along with an increase in the amount of award levels, likely contributed to a renewed interest in the program and may increase APS utilization among eligible students.



## EXHIBIT 2

### APS Total Dollars Awarded & Recipients, FY2012-2026

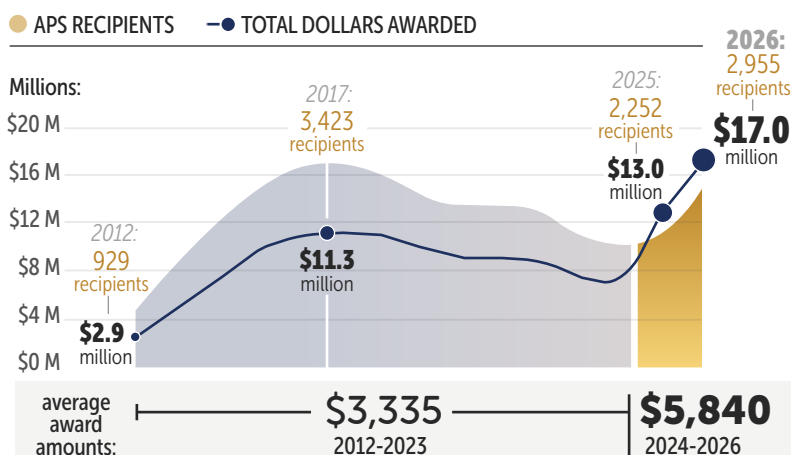
AWARD YEAR (AY)	TOTAL DOLLARS AWARDED	RECIPIENTS (EACH AY)
2012	\$2,982,448	929
2013	\$5,653,223	1,717
2014	\$7,823,335	2,330
2015	\$10,046,898	2,976
2016	\$11,055,641	3,358
2017	\$11,285,711	3,423
2018	\$11,079,588	3,358
2019	\$10,156,663	3,089
2020	\$9,371,849	2,835
2021	\$9,334,253	2,798
2022	\$9,194,559	2,689
2023	\$7,822,721	2,281
2024	\$7,299,882	2,119
2025	\$13,018,746	2,252
2026*	\$17,014,000	2,955

**TOTAL: \$143,139,517 n/a**

\*2026 award and recipient totals are projections based on Fall award amounts (as of Oct 2025).

## EXHIBIT 3

### Average Dollars Awarded per Recipient, FY2012-2026



The 2024 legislative updates introduced significant adjustments to APS eligibility and award structures. Students in the Class of 2024 and beyond can qualify for APS by meeting **either a minimum GPA or test score requirement**, eliminating the prior requirement of both a minimum GPA and test score. Additionally, **“Step-Up”** allows continuing postsecondary students to raise their award level by achieving a qualifying GPA after two consecutive semesters of full-time enrollment.

The legislation also extends the usage period for APS funds from **six to eight years** post high school graduation. Moreover, award amounts were increased in 2024, with **Level 1** recipients eligible for up to **\$7,000**, **Level 2** up to **\$5,250**, and **Level 3** up to **\$3,500**, compared to lower amounts in previous years (**EXHIBIT 3**).

# APS-Eligible Graduates & Recipients

## Overall APS Trends in Eligibility & Use

### APS ELIGIBILITY

The percentage of public high school graduates in Alaska eligible for the APS has fluctuated significantly from 2011 to 2025, reflecting shifts in both APS eligibility criteria and student academic performance.

Initial eligibility rates hovered around **30%**, with a peak at **35%** in 2014, followed by a gradual decline to **24%** in 2019. Notably, eligibility surged to **39%** in 2020 and

**53%**



**Over half** of public high school graduates in the Class of 2025 qualified for the APS, an unprecedented rate in the history of the APS program.

remained relatively high in 2021 at **37%**, influenced by temporary eligibility adjustments in response to the pandemic.

However, eligibility dropped sharply to **17%** in 2022 and 2023 with the reintroduction of standardized

testing requirements. APS eligibility rebounded to **45%** in 2024 and **53%** in 2025, coinciding with recent legislative changes that have expanded eligibility criteria. (EXHIBIT 4).

APS USAGE RATES

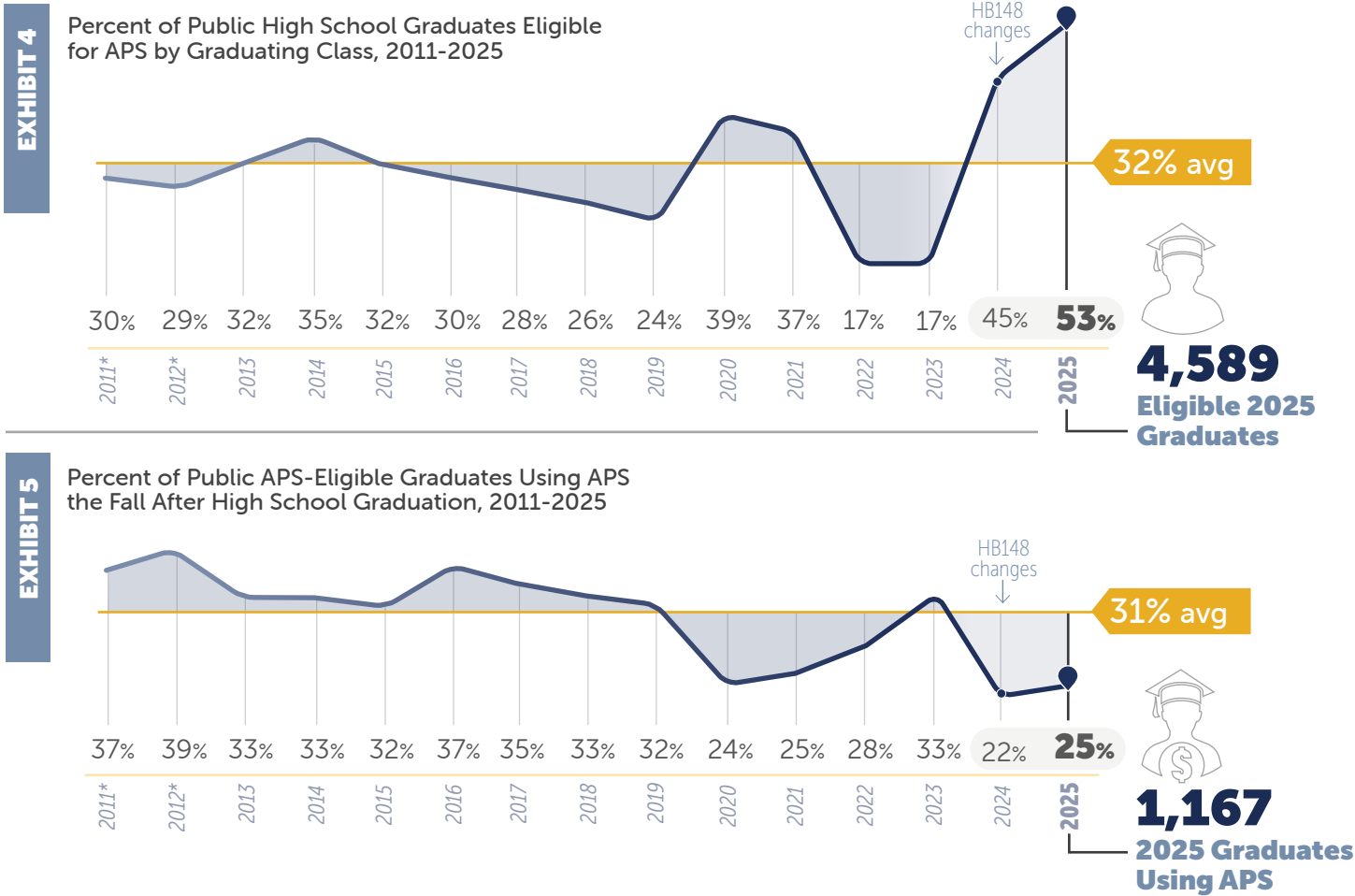
The percentage of APS-eligible graduates using APS funding in the fall immediately after high school graduation has varied from 2011 to 2025, with early years maintaining moderate usage rates, such as **37%** in 2011 and **39%** in 2012. Between 2013 and 2019, usage stabilized at around **32-35%**, indicating consistent but limited usage among eligible students. In more recent years, APS use dropped to **24%** in 2020 and **25%** in 2021, due primarily to pandemic-related disruptions (EXHIBIT 5).

Although there was a slight recovery of APS usage to **28-33%** in the fall of 2022 and 2023, the rate decreased again to **22%** in 2024. **This decrease in 2024 is due to the substantial increase in APS-eligible graduates**, with only a modest increase in the number of students using APS in the fall (EXHIBIT 6). This

suggests that while more students qualify for APS in the fall of 2024, the proportion choosing to use the scholarship immediately after graduation remains relatively low, pointing to other factors influencing utilization.

Since 2024 marks the first significant change to APS eligibility requirements (aside from COVID-19 related waivers of the test score requirements in 2020 and 2021), it's possible that graduates were not fully aware of the updated criteria and increased award amounts. For instance, fall APS usage in 2025 increased to **25%** (EXHIBIT 5). Further analysis in the coming years will be necessary to understand the impact of these program changes.

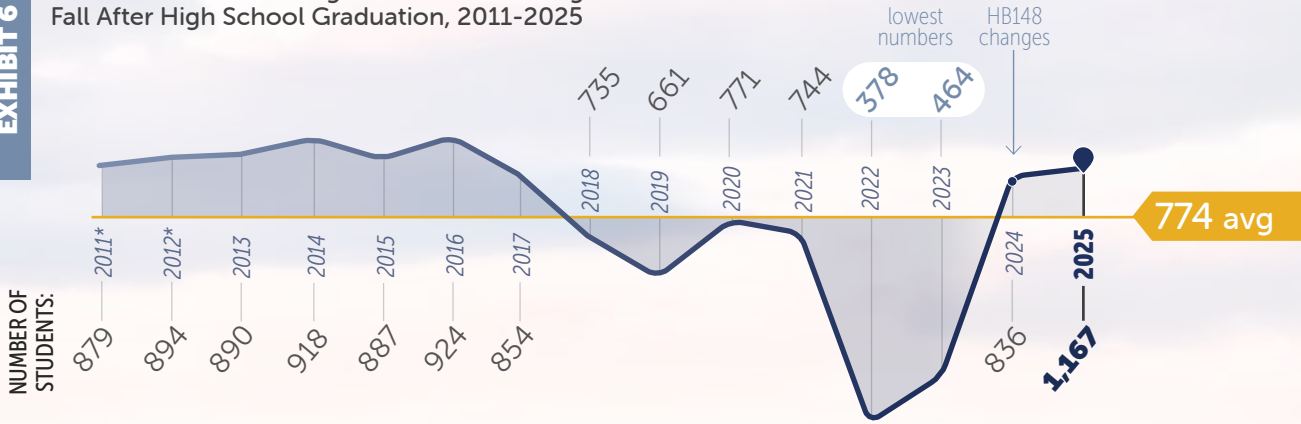
It is important to note that high school graduates may leverage the APS within an eight-year timeframe (previously a six-year timeframe), and not all graduates use APS in the fall after their high school graduation (EXHIBIT 7). For example, only **39%** of the graduating Class of 2012 used APS in the fall after their graduation. However, a total **51% of APS eligible graduates ended up using APS at some point in their educational career**.



Data Source: (EXHIBIT 4 & 5) Alaska Department of Education & Early Development (DEED), ACPE Alaska Student Aid Portal data, and Resource Data calculations.  
\*Total Graduates and APS Eligible counts calculated only from ACPE Data. All other Graduation Years include DEED source data.

## EXHIBIT 6

Count of Public APS-Eligible Graduates Using APS the Fall After High School Graduation, 2011-2025

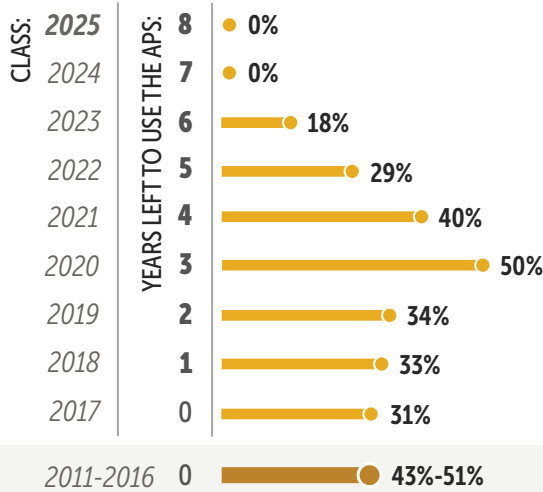


## EXHIBIT 7

Percent Increase of Public APS-Eligible Graduates Using APS Over Eligible Lifespan of Award, 2011-2025

NOTE: Class of 2024 marks the first cohort that will have eight years to use the APS award.

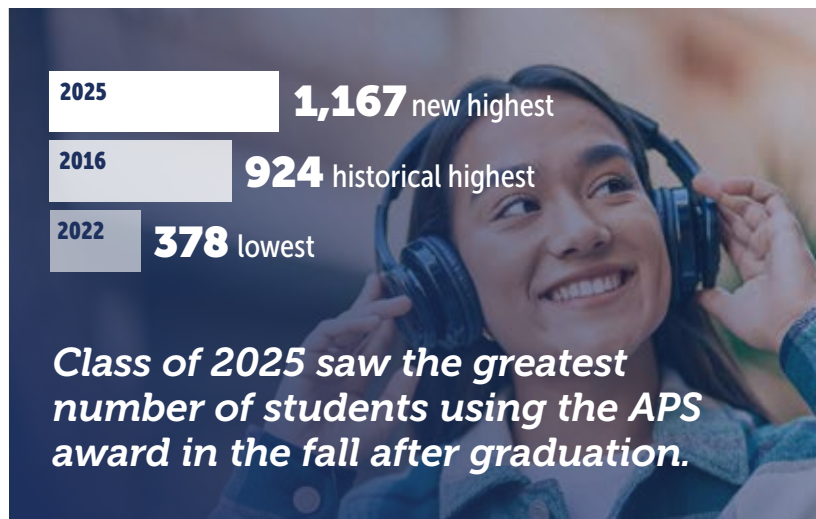
■ % INCREASE IN APS USE OVER AWARD LIFESPAN (BY YEARS LEFT TO USE AWARD)



**51%** of APS-eligible graduates utilized the APS at some point over award's lifespan.

## APS By Award Type

APS eligibility levels among Alaska public high school graduates have varied from 2011 to 2025, with notable trends across eligibility levels (1, 2, 3) and the CTE (Career and Technical Education) track.



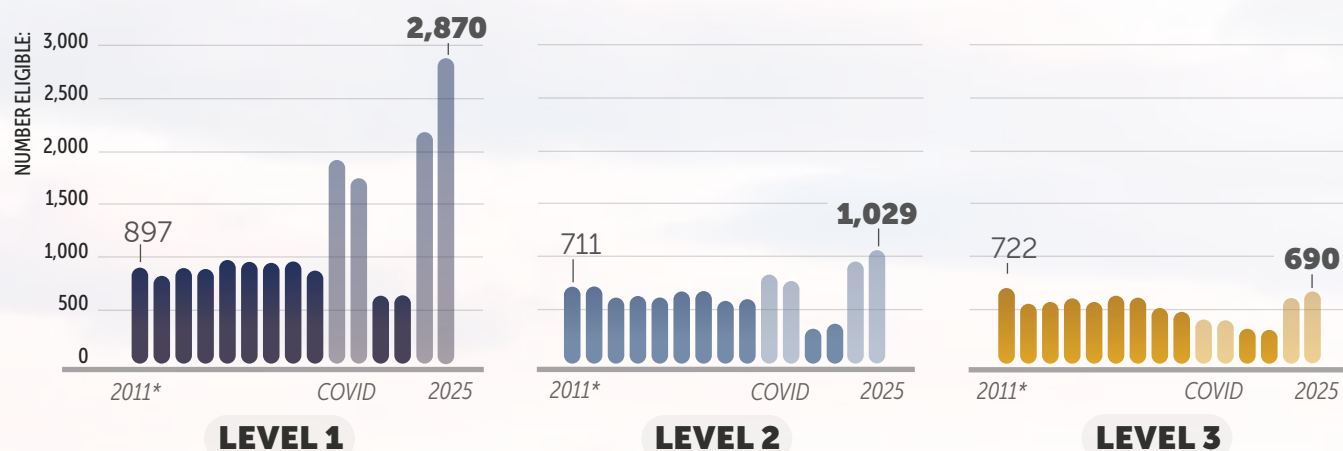
From 2011 through 2019, Level 1 eligibility saw annual counts **under 1,000**, before surging to **2,870** in 2025, reflecting continuing eligibility expansions. Similarly, Levels 2 and 3 displayed stable participation through 2019, with eligibility counts typically between **500** and **700** annually. Both levels saw increases in 2020 and 2025, suggesting greater accessibility to APS support (**EXHIBIT 8 & EXHIBIT 9**).

The CTE-only track, which allowed students to qualify for APS with a vocational focus, had modest participation, peaking in 2014 with **666 students**. While the CTE-only track was phased out in 2024, students pursuing CTE programs are still eligible to receive APS.

The overall rise in APS eligibility in 2025 to **4,589** students, the highest in the programs history, highlights the impact of policy changes aimed at broadening access to scholarship opportunities for Alaska students.

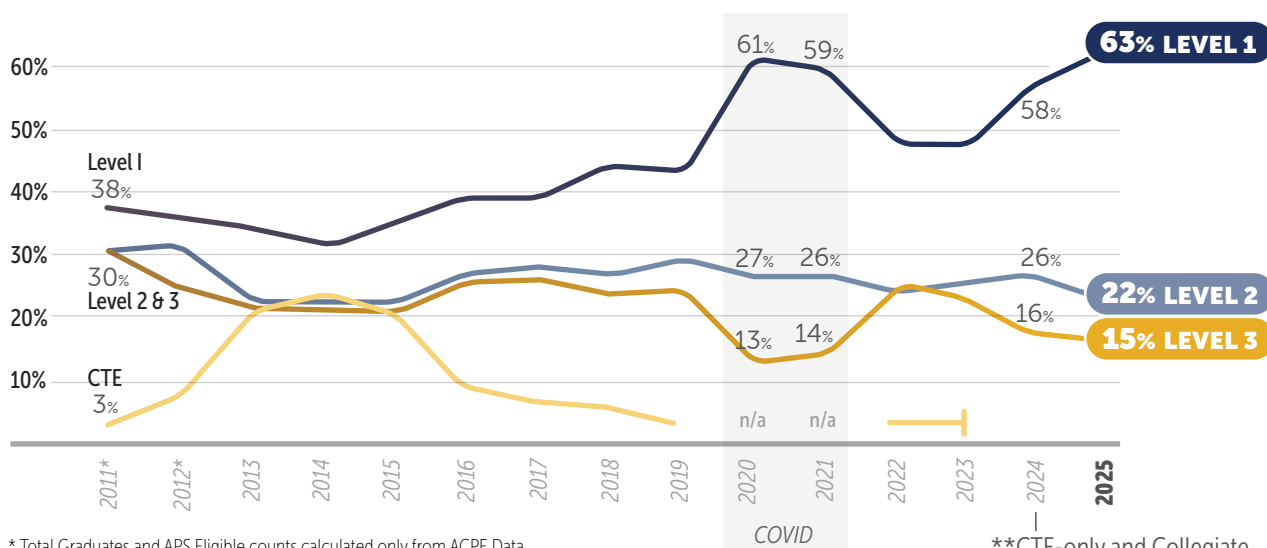


## Public High School APS Eligibility by Graduating Class and Level, 2011-2025



## Public High School APS Eligibility by Graduating Class and Level as a Percentage of Total Eligible Graduates, 2011-2025

**2025: 63% LEVEL 1   22% LEVEL 2   15% LEVEL 3**



\* Total Graduates and APS Eligible counts calculated only from ACPE Data.

All other Graduation Years include DEED source data.

\*\*CTE Only. Graduation Years 2020, 2021, and 2024+: For 2020-21, Eligibility Criteria modified in response to COVID-19. Beginning 2024, the CTE-only and Collegiate tracks were merged.

\*\*CTE-only and Collegiate tracks merged

## APS By Region

### REGIONAL ELIGIBILITY

APS eligibility rates among Alaska's public high school graduates show considerable variation by region from 2011 to 2025. Eligibility rates by region are shown from 2021-2025 in **EXHIBIT 10**.

**Southcentral and Southeast** regions consistently had higher eligibility rates, peaking at **58%** and **62%** respectively in 2025, indicating strong APS participation in these areas. Both regions saw increases in 2020

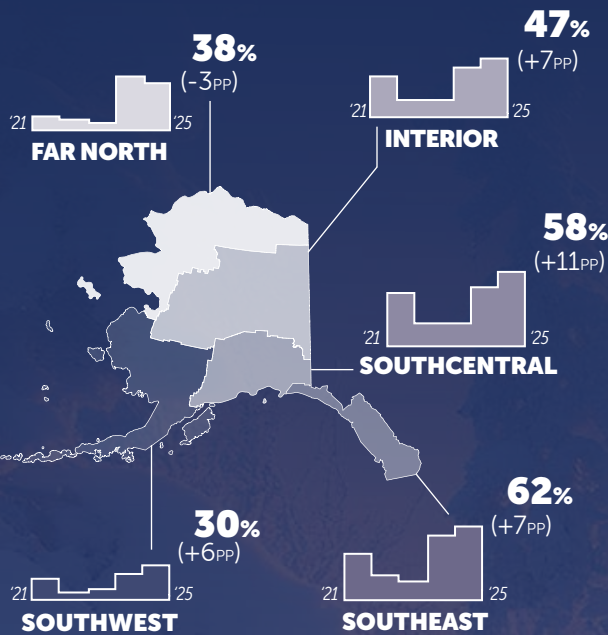
and 2021, reaching **44%** in **Southcentral** and **42%** in **Southeast**, followed by a temporary dip in 2022-2023 before rebounding significantly in 2024 and 2025, likely influenced by recent changes in eligibility criteria.

Other regions displayed more fluctuation. The **Far North** region, typically with lower eligibility rates, experienced an increase to **41%** in 2024 and **38%** in 2025, a sharp increase from **5%** in 2023. Similarly, the **Interior** region saw eligibility rates increase from **15%** in 2023 to **47%** in 2025. The **Southwest** region eligibility rate increased from 9% in 2023 to **30%** in 2025.

# EXHIBIT 10

## Public High School Graduate APS Eligibility Rates by Region (2021-2025) & Change from 2024-25

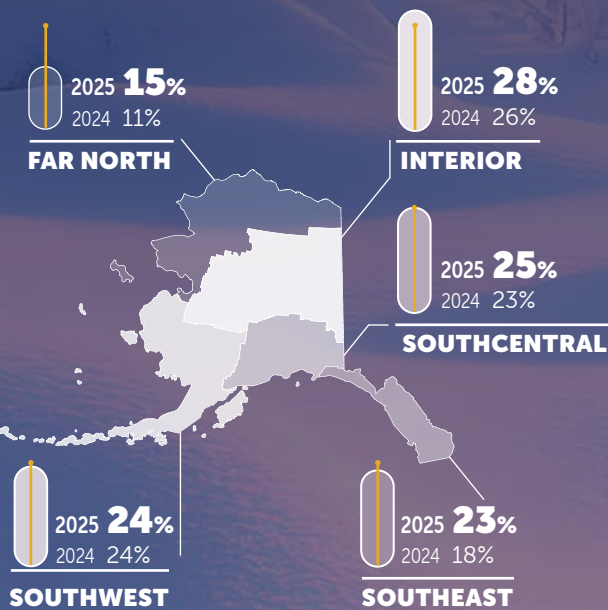
(+/- Percentage Point (PP) Change from 2024)



# EXHIBIT 11

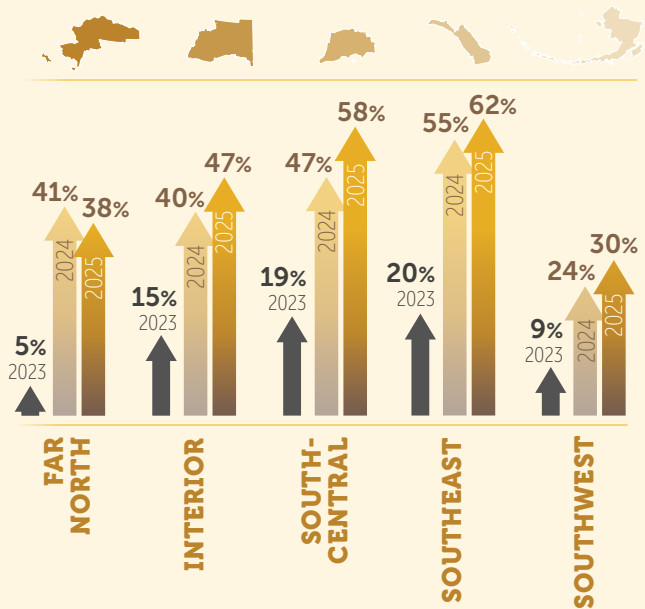
## Percent of APS-Eligible Students Using APS in the Fall After High School Graduation by Region (2025 vs. 2024), Compared to Statewide Average (25%)

○ RATE OF USE BY REGION | STATEWIDE RATE OF USE (25% AVG)



All regions with the exception of the **Far North** had increased rates of eligibility in 2025 (**EXHIBIT 10**). Although the **Far North** decreased to **38%** in 2025, this rate remains elevated compared to historical trends for the region. These regional trends underscore the impact of the 2024 policy adjustments, which appear to have broadened access to APS funding across the state, particularly benefiting regions that previously had lower eligibility rates.

## Regional increases in eligibility post APS program changes (2024 & 2025) vs. 2023:



## REGIONAL USE

APS usage rates among eligible students immediately after high school graduation show significant regional variation from 2011 to 2025, with lower regional usage rates in 2024 and 2025 due to the increase in number of eligible students.

In 2025, there was an increase in the number of students using APS across all regions from 2024.

In the **Interior** region, APS utilization has consistently been higher than in other areas, with rates ranging from **40%** to **52%** in most years. This rate dropped to **26%** in 2024 and increased to **28%** in 2025, with **2.5 times** the number of students using the award in 2025 than 2023 (**EXHIBIT 11**).

The **Southcentral** region, which has the largest pool of eligible students, had lower utilization rates, ranging from **23% to 37%** from 2011-2023. In 2024 usage declined to **23%** and increased in 2025 to **25%**, with **2.4 times** the number of students using the award in 2025 than 2023.

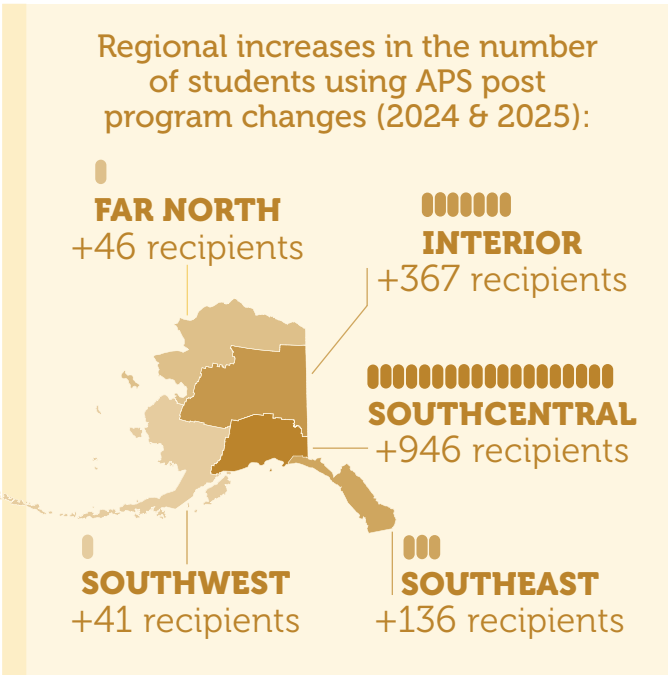
In other regions, usage rates were generally lower and more variable. The **Far North and Southwest** shared utilization rates ranging between **12% and 47%** from 2011-2023, while the **Southeast** region had utilization rates ranging from **16% to 32%** from 2011-2023. In 2024 and 2025, the **Far North** had usage rates of **11%** and **15%**, respectively. Additionally, there were **9.3 times** the number of students using the award in 2025 than 2023. **Southwest** had a usage rate of **24%** in 2024 and 2025, with **3.5 times** the number of students using the award in 2025 than 2023. The usage rate in the **Southeast** region declined to **18%** in 2024 and increased **23%** in 2025, with **2.4 times** the number of students using the award in 2025 than 2023.

This regional data highlights how APS usage varies across Alaska, with overall rises in 2025 suggesting that expanded eligibility, awareness, or other factors may be starting to affect the APS usage rates positively across regions.

## APS By Race/Ethnicity

### ELIGIBILITY BY RACE/ETHNICITY

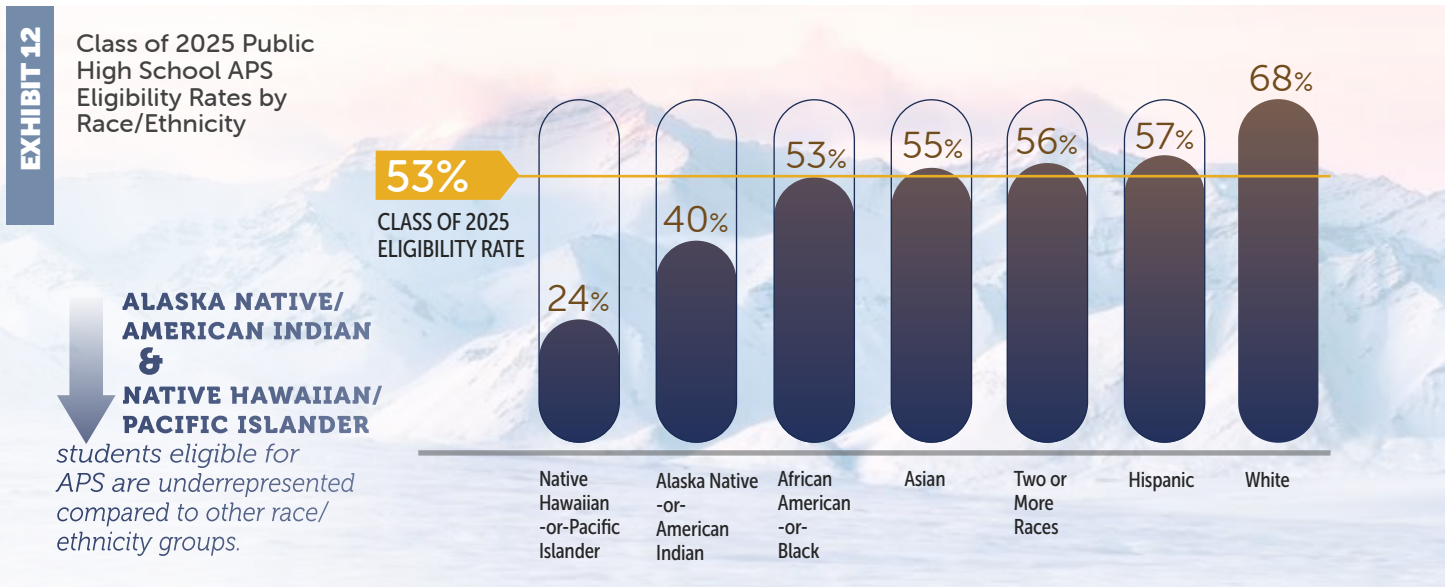
APS eligibility rates among Alaska public high school graduates reveal significant variation by race and ethnicity



from 2021 to 2025, with major increases across most groups in 2025. APS eligibility rates by race/ethnicity (Class of 2025) are shown in **EXHIBIT 12**.

**White** students showed the most growth and had the highest eligibility rates, going from **52%** in 2024 to a staggering **68%** in 2025. Similarly, **Hispanic and Two or More Race** students experienced major gains, with eligibility rates reaching **57%** and **56%** in 2025 compared to **45%** and **46%** in 2024, respectively (**EXHIBIT 13**).

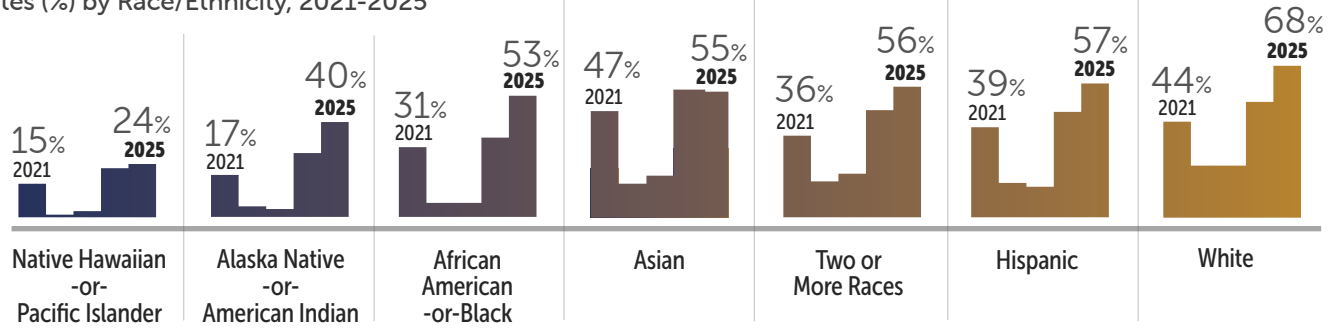
Two or More Races and Hispanics saw an increase in eligibility from 2024 by ten and twelve percentage points.



Data Source: (EXHIBIT 12) ACPE Alaska Student Aid Portal data, Alaska Department of Education and Early Development, and Resource Data calculations.



Public High School Graduate APS Eligibility Rates (%) by Race/Ethnicity, 2021-2025



Other racial and ethnic groups also saw growth in APS eligibility rates since 2024, including **African American, Alaska Native/American Indian, and Native Hawaiian/Other Pacific Islander** students. **African American** students' eligibility rose from **35%** in 2024 to **53%** in 2025, while **Alaska Native/American Indian** students increased from **27%** in 2024 to **40%** in 2025. **Native Hawaiian/Other Pacific Islander** student's eligibility rates increased from **22%** in 2024 to **24%** in 2025.

**Asian** students saw a minor decrease in eligibility rate from **56%** in 2024 to **55%** in 2025. The decline may suggest that the rate is reaching equilibrium among **Asian** students since it was already high in 2024 compared to their peers.

The **Unknown** student's category dipped in eligibility from **87%** in 2024 to **46%** in 2025. Although the fall-off may seem daunting, it may indicate that more students are populating the race field thus the loss in eligibility rates is being spread throughout the other race categories.

Overall, these increases align with recent legislative changes in 2024 aimed at expanding access, indicating

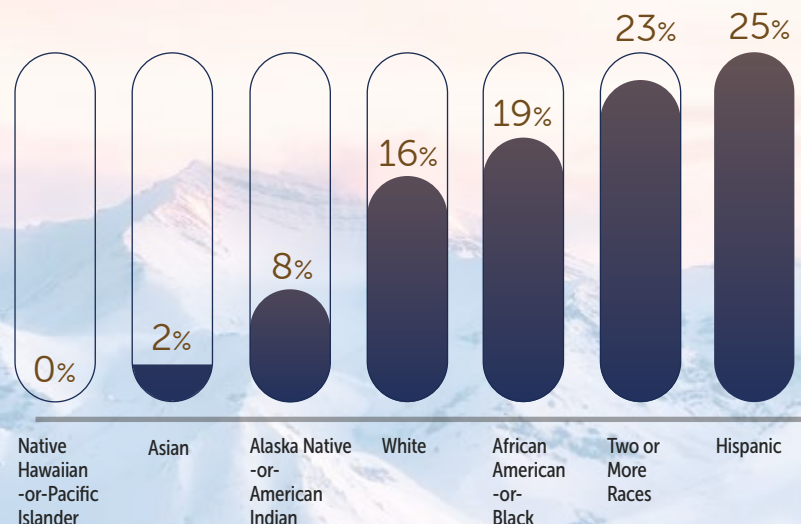
that the updated eligibility criteria continue to positively impact APS accessibility across diverse racial and ethnic groups.

## USE BY RACE/ETHNICITY

APS usage rates by race/ethnicity (Class of 2025) are shown in **EXHIBIT 14**. APS usage rates among eligible students in the fall after high school graduation saw decreases by race and ethnicity from 2021 to 2025.

**Asian** students, who once consistently had one of the highest APS usage rates throughout 2021-2024, hovering around **30-40%**, had a **2%** APS usage rate in 2025. Students identifying as **Two or More Races** also experienced the same downward trend, peaking at **42%** in 2023 and declining to **23%** in 2025. Likewise, **Hispanic** students reached **47%** in 2022 and decreased to **25%** in 2025. **White** students' rate of use declined from **24%** in 2021 to **16%** in 2025. **African American** students' APS usage rates declined from **29%** in 2024 to **19%** in 2025.

Percent of Public APS-Eligible Students Using APS in the Fall after High School Graduation by Race/Ethnicity, 2025



### ASIAN STUDENTS

experienced a major decline in APS use in 2025:

**33%** in 2024 to only **2%** in 2025.

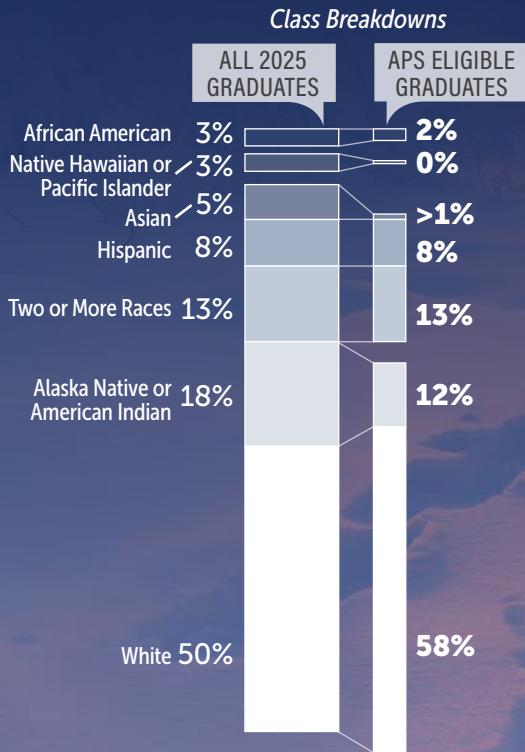
# EXHIBIT 15

## Breakdown of Class of 2025 Public High School Graduates by Race/Ethnicity: APS-Eligible Graduates Relative to All 2025 Graduates

NOTE: Totals may not sum to 100% due to rounding

Relative to the graduating Class of 2025 as a whole:

- White students were overrepresented among the APS-eligible population
- Asian, Alaska Native/American Indian, and Native Hawaiian/Pacific Islander students were underrepresented



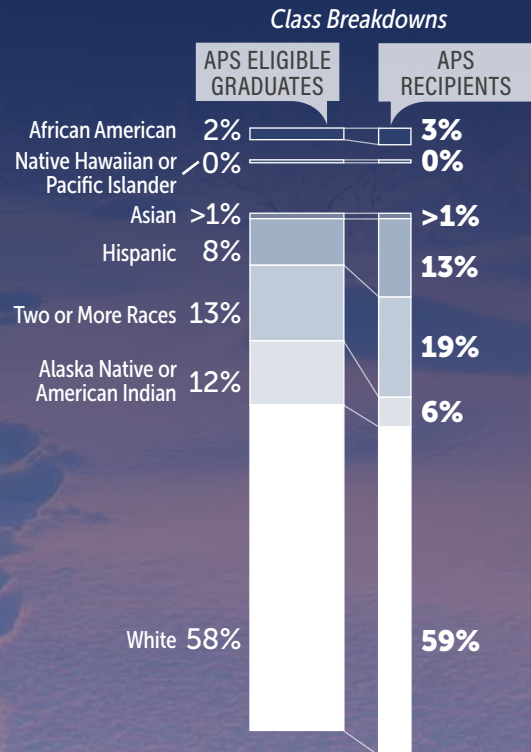
# EXHIBIT 16

## Breakdown of Class of 2025 Public High School Graduates by Race/Ethnicity: Recipients relative to APS-Eligible Graduates

NOTE: Totals may not sum to 100% due to rounding

Relative to all APS-eligible graduates:

- Hispanic and Two or More Race students were overrepresented among the APS recipient population
- Alaska Native/American Indian students were underrepresented



Continuing on, **Alaska Native/American Indian** students saw a decrease from **9%** in 2024 to **8%** in 2025. **Native Hawaiian/Other Pacific Islander** students saw a complete stop in usage from **10%** in 2024 to **0%** in 2025. Unlike last year, the 2025 trends suggest that APS usage rates are continuing to suffer even with the increased pool of eligible graduates across racial and ethnic groups.

From 2021 to 2025, APS eligibility and usage rates among Alaska high school graduates varied significantly by race and ethnicity. **White** students consistently comprised the largest portion of APS-eligible graduates, making up **59%** of all eligible graduates in 2021, but dropping down to **58%** in 2025. Surprisingly, their share among recipients gradually increased over time, shooting up to **59%** in

2025. Next, **Alaska Native/American Indian** students, who represented **18%** of all graduates in 2025, also saw growth in APS usage, growing by **1.6%** to land them at a **6.3%** usage rate.

Other groups saw similar trends as the **Alaska Native/American Indian** students in terms of increased use of the APS scholarship. On the other hand, **Asian and Native Hawaiian or Pacific Islander** students experienced a decrease in APS usage. For the **Asian** students, there was a sharp decline in usage, going from **12%** in 2024 down to **0.6%** in 2025. In the case of **Native Hawaiian or Pacific Islander** students, records showed a **0%** APS usage rate (EXHIBIT 15 & 16).

# Fall 2025 Survey (APS-Eligible Students)

To gather insights regarding students' perceptions of the APS program, ACPE administers an annual survey to all recent high school graduates meeting the eligibility criteria for the APS. The online fall 2025 survey targeted eligible members of the high school Class of 2025, this section of the report contains selected responses from this survey.

## Awareness of APS Program Changes

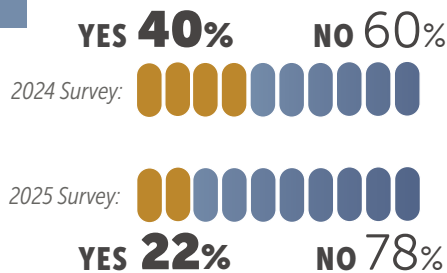
The 2025 APS survey revealed that a majority of APS respondents, **78%**, were unaware of the changes to the APS resulting from legislation passed in the summer of 2024 (**EXHIBIT 17**).

This continues to highlight a gap in communication and outreach efforts, suggesting that more targeted strategies may be needed to ensure eligible students are informed about changes that could impact their decision to utilize APS.

### EXHIBIT 17

#### CLASS OF 2025 APS SURVEY:

*"Class of 2025 APS Survey: Are you aware of the changes to APS resulting from the passage of APS legislation in the summer of 2024?"*



**Nearly Half** the number of students from 2025 were aware of APS program changes than were aware in 2024.

## Awareness of APS Award

The 2025 APS survey responses indicate continued improvement in awareness of the APS among eligible high school graduates, though gaps in understanding remain.

Among the **451 respondents**, **63% (285)** reported receiving the APS, and an additional **24% (110)** reported qualifying for the scholarship but not using it. However, **10% (43)** of respondents expressed uncertainty about their eligibility despite having heard of the program, while **3% (12)** indicated no prior knowledge of the APS. A small percentage (**0.2%, 1** respondents) reported being aware of the APS but knowing they did not qualify (**EXHIBIT 18**).

Compared to previous years, the 2025 survey shows **increased progress in communicating APS eligibility**, with the proportion of respondents unaware of their eligibility continuing to decrease since 2024.

Although there was a drop in awareness of APS program changes in 2025 (**EXHIBIT 17**), students' awareness of their APS award status improved from 70% in 2024 to 87% in 2025 (**EXHIBIT 18**).

As in prior surveys, the overrepresentation of APS recipients (**63%** of respondents) suggests that the actual percentage of students unaware of their eligibility may be higher among the broader population of eligible graduates. These findings highlight the ongoing need for targeted outreach and communication efforts to ensure all eligible students are fully informed about the APS and its benefits.



# Influence of APS on Decisions

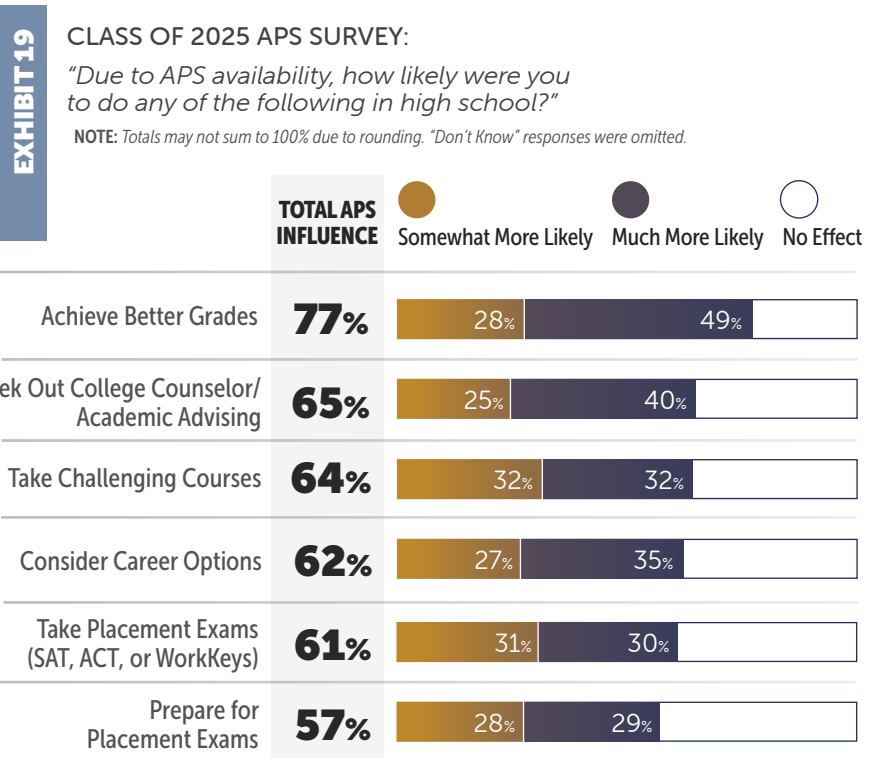
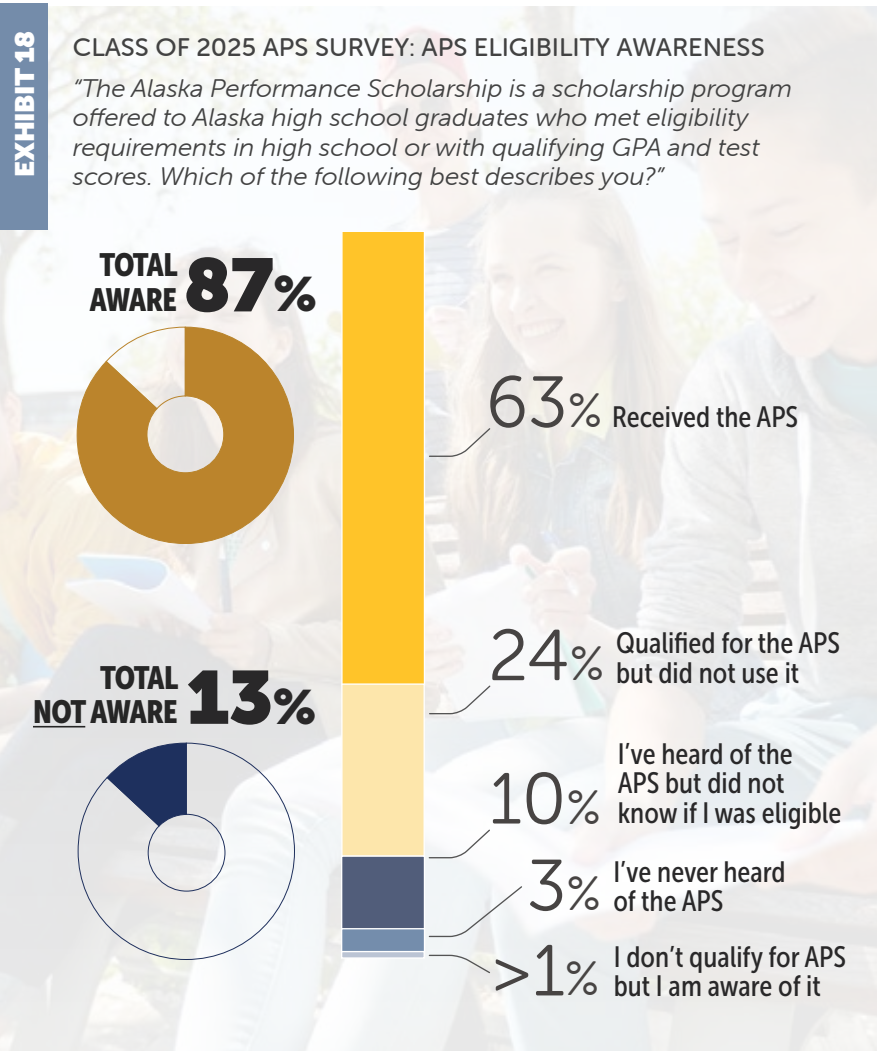
The 2025 survey asked about the impact of the APS on students' decisions throughout their high school years and subsequent choices in postsecondary education (EXHIBIT 19-23).

## INFLUENCE ON HIGH SCHOOL DECISIONS

The 2025 APS survey results indicate that the APS continues to influence student decision-making and behaviors in high school, particularly in areas tied to **academic achievement and academic advisory** (EXHIBIT 19).

The most significant impact was observed in encouraging students to **achieve better grades**, with **77%** of respondents indicating that the APS made them "much more likely" (185 respondents) or "somewhat more likely" (104 respondents) strive for stronger grades. Similarly, **65%** of respondents reported the scholarship increased their likelihood of seeking out **college counseling/academic advising**, with **40%** (151 respondents) specifying they were "much more likely" to improve academically. **Taking challenging courses** and **considering career options** were also notable areas of influence, with **64%** and **62%**, respectively, indicating the APS had a positive effect on their behaviors.

The APS had a more moderate impact on **encouraging students to take placement exams**, with **61%** (229 respondents) reporting increased



# APS Influence on High School Decisions

77%

Better Grades

65%

Seek College/  
Academic Advising

64%

Take Challenging Courses

62%

Consider Career Options

61%

Take Placement Tests

57%

Test Preparation

likelihood. The lowest influence was on **preparing for placement exams**, where only **57%** (215 respondents) reported being “much more likely” or “somewhat more likely” to prepare for placement exams.

This differs slightly from the previous year’s survey results. Whilst the APS program continues to convince students to earn better grades, the program slightly fell short in persuading students to study for their placement exams. These findings highlight the scholarship’s role in motivating students to achieve academically and seek out academic help while suggesting room for improvement in exam preparations among high school students.

## INFLUENCE ON POSTSECONDARY DECISIONS

The 2025 APS survey results reveal the scholarship’s continued impact on postsecondary decisions, with notable changes compared to the previous year (**EXHIBIT 20**).

**The most significant influence remains the decision to attend an in-state school**, with **73%** of respondents indicating the APS was a major (**50%**) or minor (**23%**) factor. This is consistent with the 2024 survey, where **72%** reported similar influence. The scholarship’s effect on borrowing decisions also remained substantial, with **64%** of respondents noting **APS influenced whether to take out student loans or how much to borrow**, a slight decrease from **65%** in 2024.

Other areas saw growth in APS influence. For the decision to enroll full-time versus part-time, **53%** reported APS as a factor in 2025, up from **52%** in 2024. Influence over the choice of degree or certificate program also increased slightly, with **35%** of respondents identifying APS as a factor in 2025, compared to **32%** in 2024.

In contrast, the APS influenced the number of work hours needed while in school for **51%** of respondents, compared to **54%** the prior year. These results indicate that the APS plays an increasingly important role in facilitating full-time enrollment and reducing work and borrowing burdens, while continuing to encourage in-state education among Alaska’s high school graduates.

## Top APS Influences

On All Student Decisions:



Achieve  
Better Grades



Attend  
Alaska School



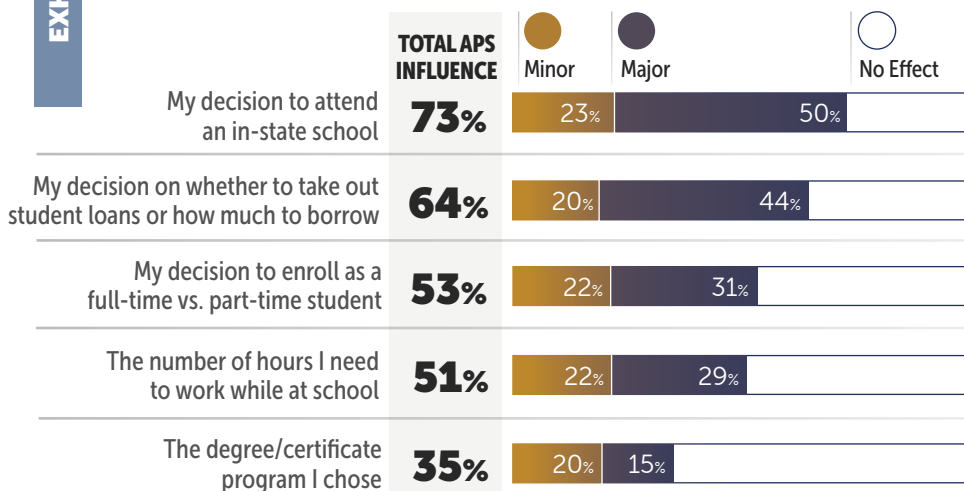
Seek Out  
College Counselor/  
Academic Advising

### EXHIBIT 20

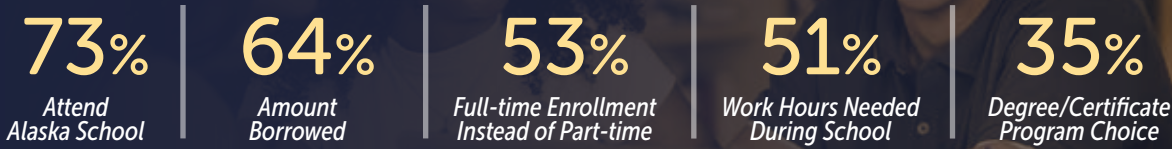
CLASS OF 2025 APS SURVEY:

“How much of an influence was the APS in the following decisions?”

NOTE: Totals may not sum to 100% due to rounding. “Don’t Know” responses were omitted.



# APS Influence on Postsecondary Decisions



## REASONS STUDENTS DID NOT USE THE APS

The top factor for non-utilization in 2025 was the **preference to not attend an Alaskan institution**, reported by **46%** of respondents, a **1%** increase from 2024 (**EXHIBIT 21**).

A significant shift occurred in the percentage of students unaware of their eligibility, which drastically decreased to **10%** in 2025 from **26%** in 2024. This sharp decrease can be the result of overall better communications in APS eligibility since 2024. Additionally, **31%** of students had already committed to an out-of-state program before learning about their eligibility, a figure consistent with prior years. These findings suggest continued efforts to improve awareness is working.

The **“Other” responses** highlight a variety of reasons why students chose not to use the APS this academic year. A significant number of students cited program or location preferences, such as attending out-of-state schools for better academic programs or specialized fields like music composition or helicopter flight training, which are not covered by APS. Some students plan to use the scholarship in the future, either after a gap year, military training, or starting school later in 2026.

Other students pointed to eligibility and application issues, including failing to apply on time, being uninformed on how to apply, or mistakenly believing they did not qualify. These responses highlight the importance of clearer communication, expanded program coverage, and flexibility to accommodate diverse student pathways.

### EXHIBIT 21

#### CLASS OF 2025 APS SURVEY:

“Which of the following factors influences your decision to **not use the APS** this academic year? (Select all that apply.)”

SURVEY QUESTION	PERCENT OF STUDENTS & Percentage Point (PP) Change from 2024
<b>#1:</b> I did not want to attend college or a career & technical education program in Alaska.	46% (+1PP)
<b>#2:</b> I had already decided on attending a career & technical education program outside of Alaska when I found out about eligibility.	31% (+1PP)
<b>#3:</b> Other: see details in <b>APPENDIX C</b> (Page 31)	15% (+4PP)
<b>#4:</b> I do not want to attend college or a career & technical education program in 2024-2025.	12% (+1PP)
<b>#5:</b> I did not know I was eligible.	10% (-16PP)
<b>#6:</b> I could not afford to attend college or a career & technical education program even with APS assistance.	9% (+6PP)
<b>#7:</b> I received a better financial award from a different source.	4% (-5PP)
<b>#8:</b> I did not need financial assistance to attend college or a career & technical education program.	3% (+1PP)

Data Source: (EXHIBIT 21) ACPE APS-Eligible Student Survey 2025. Percent total over 100% because respondents can select more than 1 option.



## COMMENTS ABOUT APS

Survey respondents were asked to share any additional comments regarding how the APS has met their needs and/or how it could be improved. A small sampling of these responses is below (**EXHIBIT 22**). Comments are grouped by topic and edited for clarity. Verbatim responses can be found in **APPENDIX C: VERBATIM SURVEY RESULTS** (Page 31).

### EXHIBIT 22

## CLASS OF 2025 APS SURVEY: Comments



### Positive Feedback

#### 1. FINANCIAL SUPPORT:

*Respondents emphasized how the APS provides significant financial relief for college education.*

- The APS scholarship really helped me get the classes that I needed because otherwise it would have been very difficult for me to afford college.
- APS gave me much more flexibility with my job. Now I don't have to work full-time to support my classes and education goals.
- It meets my needs because it provides a substantial amount of money I needed to complete my school year without taking out any loans.
- It helped me out greatly with affording my current classes; no money was needed out-of-pocket to pay for fees/books/etc!

#### 2. ENCOURAGEMENT & MOTIVATION:

*APS was cited as an inspiration to stay in-state and improve academic performance.*

- I am so grateful for the opportunity to pursue a degree, I don't think I would've considered college if it were not for the APS. Anyone at ACPE that I've reached out to has been so pleasant to work with and helped me with any issues I've had.
- It pushed me to maintain my grade point average and made me feel valued for the hard work I put in all of my high school years! It also encourages me to maintain the best grades I can during college!
- It could be improved by being more money and for more semesters. But it has been extremely helpful and a major factor in my decision to stay in Alaska.

#### 3. ACCESSIBILITY & FLEXIBILITY:

*Respondents appreciated the extended eligibility period and policy changes.*

- APS gives me option to use it even after college. I did not opt to use it now but it is good that it is still available for 8 years.
- I am glad it became easily accessible.

#### 4. EDUCATIONAL IMPACT:

*APS made college more manageable and allowed students to focus on their education.*

- The Alaska Performance Scholarship has allowed me to enroll and transfer credits from UAF, making it possible for me to continue my education in the summer without a financial burden.
- The Alaska Performance Scholarship has been an incredibly helpful resource. It has motivated me to work hard in school and reduced the cost of continuing my education.

## Negative Feedback

### 1. AWARENESS & OUTREACH:

*Some respondents felt that APS is not well-advertised or explained to students.*

- Provide better information about how the money is rewarded and how to communicate that to your college.
- I think it would be helpful for students to be aware of the scholarship earlier in their high-school career. That might be an issue with parent/teacher - child communication though...
- I think the only problem was it was never spoken about at my school. But it very much is the only reason I'm able to pay for school.

### 2. APPLICATION & PROCESS CHALLENGES:

*Issues with understanding the application process and delays were noted.*

- It wasn't super clear that all you needed to do was just do the FAFSA.
- I think one thing is just having received it earlier, as I was kind of freaking out with the tuition deadline approaching earlier this semester and not knowing exactly how much I would still need to pay after the APS was applied.
- Never gave me the correct amount and has been saying they will correct it for months.

### 3. LIMITED COVERAGE:

*The scholarship's limitations regarding in-state use and certain expenses were criticized.*

- If I could use it in another state I would love it.
- It gives me the ability to not go into as much debt as I thought I would. I'm mostly aggravated at the residency rules because they are not state defined but rather school defined.

### 4. ELIGIBILITY BARRIERS:

*Standardized testing requirements and GPA criteria created barriers for some students.*

- I think that with the rising costs of college, an expansion in eligibility for the APS scholarship would be amazing for a lot of young, low-income Alaskans from poorer backgrounds, and that the scholarship should keep up with the rising costs of tuition.
- It would improve the program to have the highest level requirements slightly lower for GPA, such as 3.5, this is because some professors have courses that they want to be 'drop-out' courses, which can cause most students to struggle to achieve a B in those classes, which is significantly difficult to survive with when a 3.7 GPA is a requirement for ongoing financial aid which is absolutely necessary to keep some fellow students within their degree programs.



“I am so grateful for the opportunity to pursue a degree, I don’t think **I would have considered college** if it were not for the APS.”

“APS has allowed me to pursue a higher level of education and a career of my choice.”

## Neutral Feedback

### 1. GENERAL OBSERVATIONS:

*Neutral comments were primarily about the program’s benefits without any major praise or criticism.*

- It meets my needs for financial support and I believe it can and continues to help others who want an education but may not have access due to a similar financial lacking.
- It would be nice if it applied out of state.
- I’m hoping to use it for my masters degree at UAA.

### 2. SUGGESTIONS FOR IMPROVEMENT:

*Constructive feedback focused on specific enhancements or clarifications.*

- I am very glad I got this scholarship, between APS and AP Scholar, I am hardly paying for any college classes I am enrolled in. I know that APS is talked about all the time in high schools, but more info should be provided to students who are in college, or taking a gap year so they know how to hold their scholarship money.
- The only problem with the APS is that information on it can be confusing at times. Exact ongoing eligibility is somewhat confusing from the APS website but beyond that its excellent.
- The only issue I had was the confusion and uncertainty regarding the distribution of the scholarship. I did not know if it was going to be applied.

## FEEDBACK SUMMARY

The APS has been a significant financial and motivational tool for many students, helping reduce debt and allowing them to focus on their education.

However, areas for improvement include:

- Better outreach and awareness efforts,
- Simplifying the application process,
- Addressing eligibility barriers, and
- Expanding coverage.

While many respondents praised APS, some highlighted limitations in flexibility, particularly for students **studying out of state** or **needing additional support for non-tuition expenses**.

## “Other” Responses

See Appendix C on Page 31





# APS & Alaska Postsecondary Outcomes

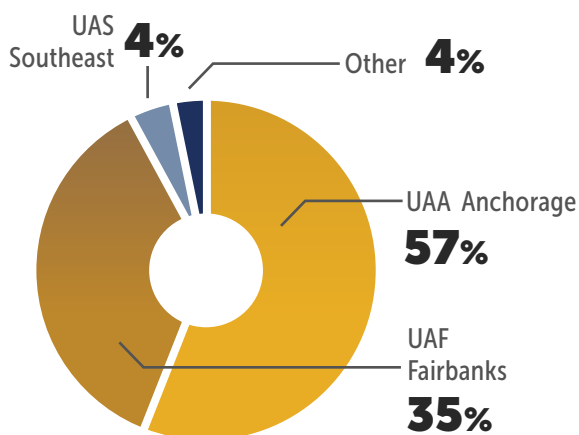
From FY2012 to preliminary FY2026, the distribution of APS recipients attending postsecondary institutions in Alaska has remained relatively stable (**EXHIBIT 23**).

**University of Alaska Anchorage (UAA)** consistently enrolls the largest share, around **55-61%** of APS students. **University of Alaska Fairbanks (UAF)** follows with **31-37%**, and **University of Alaska Southeast (UAS)** with a smaller, steady proportion of **5-6%**.

The share attending other institutions has gradually decreased, from a high of 5% in FY2023. Other Alaska institutions include private colleges and career and technical education programs throughout Alaska.

## Preliminary FY2026

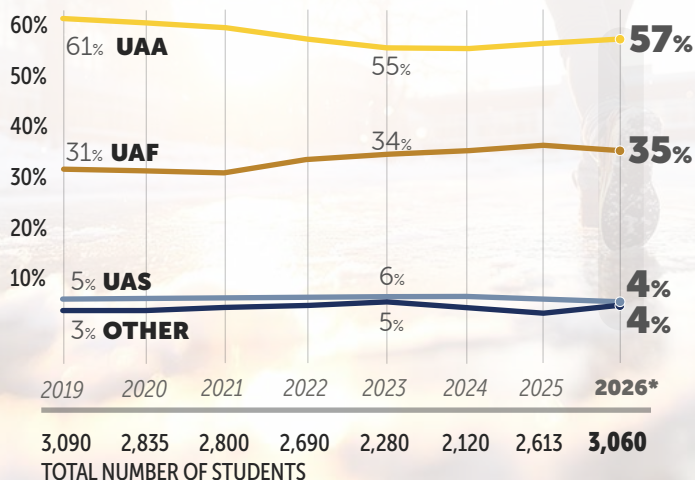
Distribution of the 3,060 APS recipients in Alaska:



**EXHIBIT 23**

APS Recipients Attending Postsecondary in Alaska by Institution, FY2019-FY2025 and Preliminary FY2026

DISTRIBUTION OF STUDENTS AT ALASKA INSTITUTIONS:



## APS Recipients at the University of Alaska (UA)

*Another primary objective of the APS is to ensure students are adequately prepared for college or technical training.*



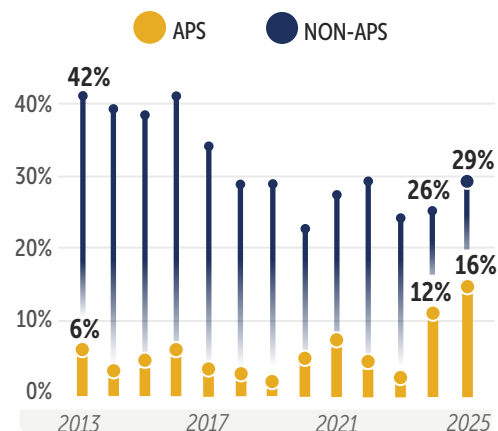
### NEED FOR DEVELOPMENTAL COURSEWORK

From 2013 to 2025, the percentage of APS recipients among first-time freshmen at UA requiring developmental coursework has generally remained low, with occasional fluctuations (**EXHIBIT 24**).

The increase in 2025 for APS Recipients may, in part, be attributed to the **modifications of eligibility standards**. In contrast, Non-APS students consistently show a much higher need for developmental coursework, though their percentage has gradually decreased from **42%** in 2013 to **25%** in 2024.

# EXHIBIT 24

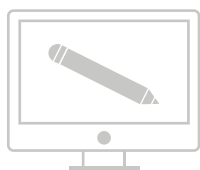
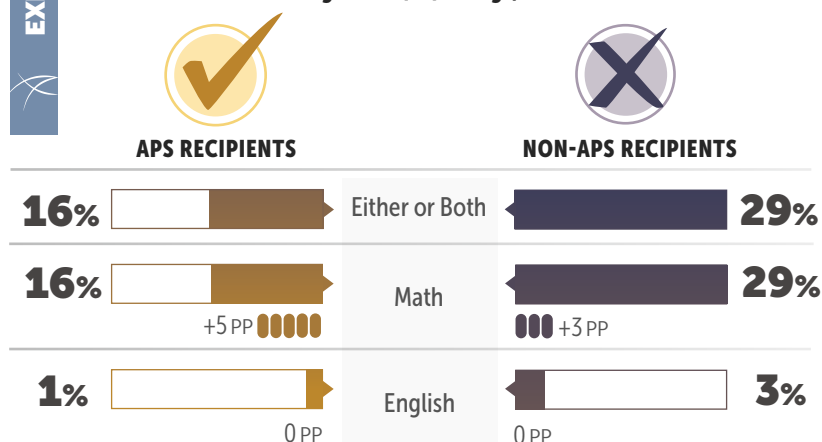
Percent of Enrolled First-Time Freshmen at UA Needing Developmental Coursework, APS & Non-APS, Fall 2013-2025



# EXHIBIT 25

Percent of Enrolled First-Time Freshmen at UA Needing Developmental Coursework, APS & Non-APS, Fall 2025

Percent Requiring Developmental Coursework & Percentage Point (PP) Change, 2024-2025:



## TYPE OF DEVELOPMENTAL COURSEWORK

From 2014 to 2025, the need for developmental coursework among APS recipients at UA has remained low, particularly in **English**, where rates hover around **0-2%**. Developmental needs in **Math** for APS recipients show more fluctuation, peaking at **16%** in 2025, possibly reflecting recent changes in eligibility standards (**EXHIBIT 25**).

For Non-APS students, the need for developmental **Math** and **English** has consistently been higher than for APS students. Though both have declined over time, **Math** has been seeing steady growth. Non-APS Math developmental needs were **36%** in 2016, dropping to a low of **17%** in 2020, and increasing to **29%** in 2025. **English** needs dropped significantly, from a high of **17%** in 2019 to just **3%** in 2025.

**Math** accounted for nearly all the developmental coursework needed for APS recipients and non-recipients.



## CREDIT COMPLETION

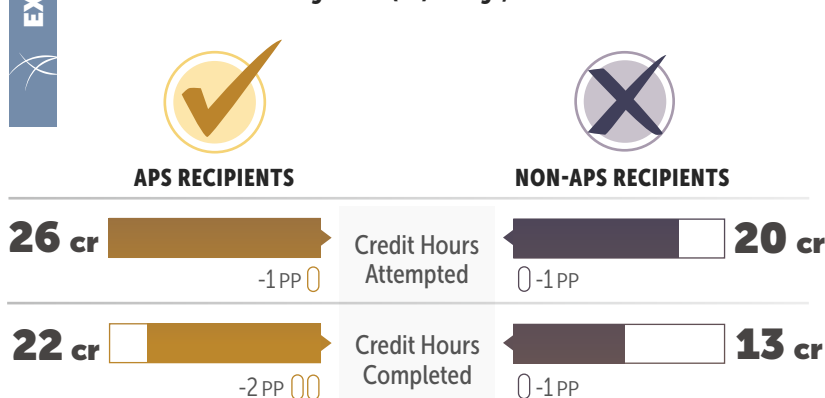
From 2013 to 2024, APS recipients consistently attempted more credit hours than non-APS recipients, averaging **26-28** credits annually compared to **20-22** credits for non-APS students. Average credit hours attempted and completed by Class of 2024 is shown in **EXHIBIT 26**.

APS recipients also completed a higher percentage of their attempted credits, with completion rates ranging from **79%** to **87%** from 2013 to 2024. In contrast, non-APS recipients had lower completion rates, slightly decreasing from **66%** in 2023 to **64%** in 2024 (**EXHIBIT 27**). These figures indicate that **APS recipients generally take on and successfully complete more credits** than their non-APS counterparts.

# EXHIBIT 26

Average Credit Hours Attempted and Completed, High School Class of 2024

Percent Requiring Developmental Coursework & Percentage Point (PP) Change, 2023-2024



# Student Outlooks at UA: APS Recipients



Developmental  
Coursework Needs:

**1.8X** fewer



% Credit Hours  
Completed:

**1.3X** more



Persistence  
(1st-2nd Year):

**1.2X** more



Completion Rate  
(Any Undergrad Award):

**1.9X** more



## PERSISTENCE

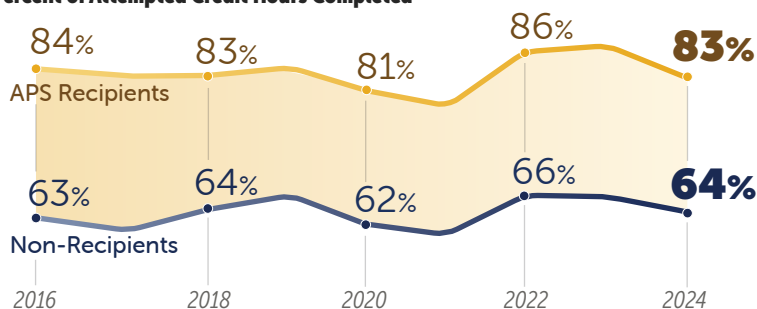
From 2012 to 2024, first-year persistence rates at the UA consistently showed higher retention among APS recipients compared to non-recipients (**EXHIBIT 28**). APS recipients maintained an average persistence rate of **84%**, peaking at **93%** in 2024, while non-APS students averaged **56%** over the same period.

Persistence among non-APS students declined from **62%** in 2012 to a low of **53%** in 2022, with a major increase to **76%** in 2024. Meanwhile, APS recipient persistence, though declining to **78%** in 2022, shot up to **93%** in 2024, reinforcing the positive role of the scholarship in supporting student retention.

### EXHIBIT 27

Percent of Attempted Credit Hours  
Completed, High School Class of 2016-2024

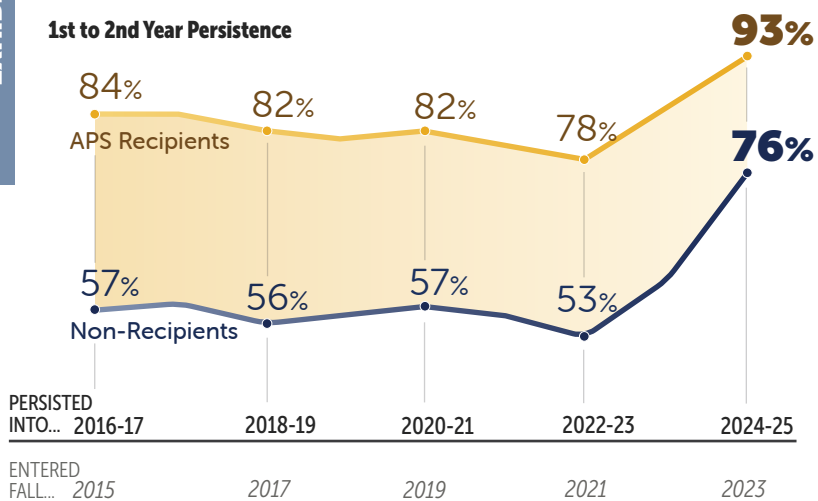
#### Percent of Attempted Credit Hours Completed



### EXHIBIT 28

Percent of First-Time Freshmen at UA who  
Persisted into a Second Year, 2016-2024

#### 1st to 2nd Year Persistence



## COMPLETION RATES

The six-year graduation rates at the UA reveal notable trends across different student categories. When it comes to undergraduate degree-seeking students, rates for both student groups fell by a couple of percentages. Still, **APS recipients show consistently higher graduation rates**, with rates ranging from **48%** to **62%** between 2014 and 2019, compared to **25%** to **29%** for non-APS students (**EXHIBIT 29**).

Likewise, rates for bachelor's degree-seeking students also fell a couple of numbers. Nevertheless, APS recipients achieved graduation rates between **41%** and **55%**, whereas non-APS students graduated at rates between **19%** and **25%** (**EXHIBIT 29**). These statistics highlight that APS recipients generally have higher completion rates across various

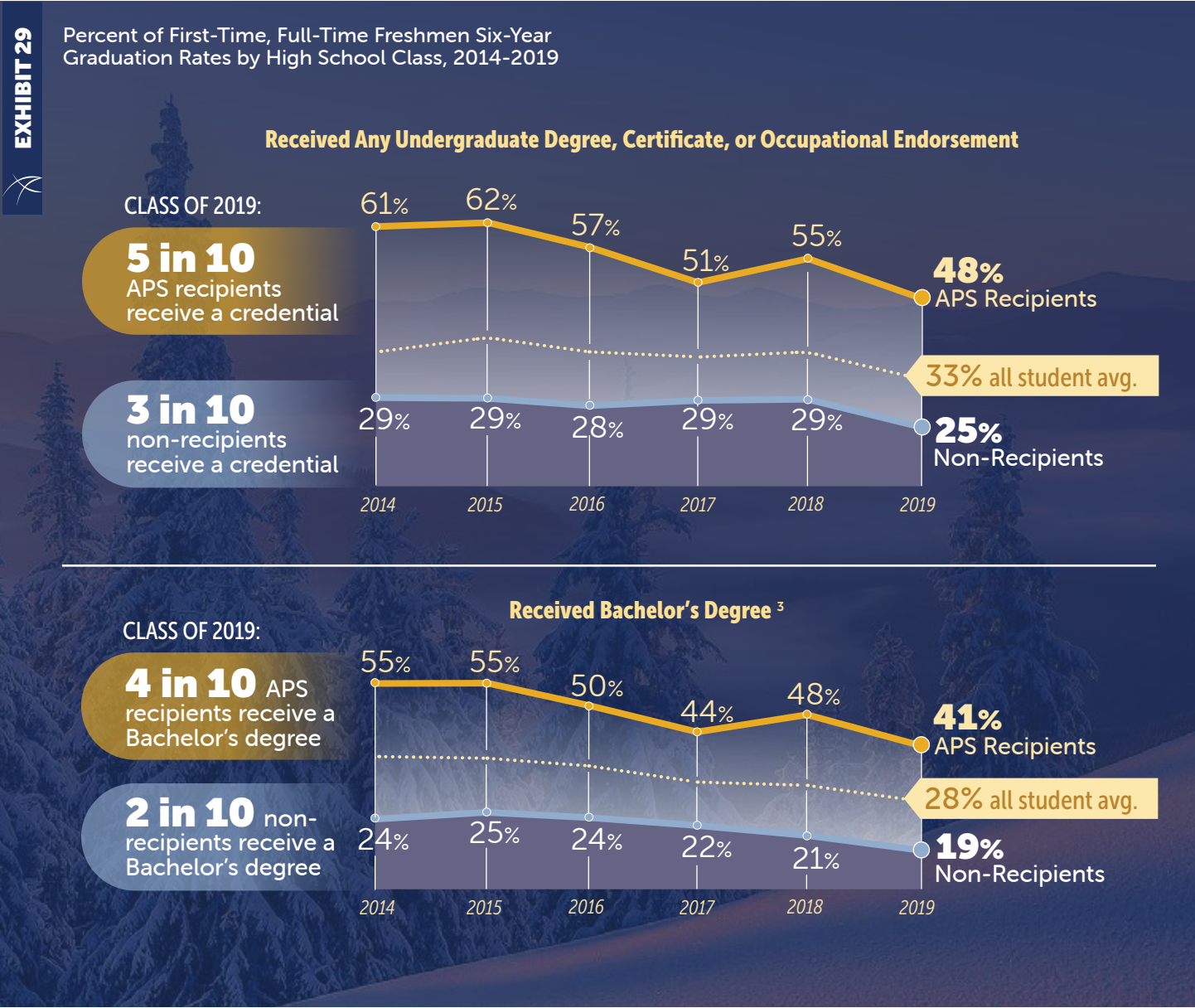


program types at UA. Comparable national six-year graduation rates are **28%**<sup>1</sup>.

The three-year graduation rates for students in two-year or shorter programs show that APS recipients also maintain higher graduation rates than their non-APS peers, although the gap is narrower. APS recipients in two-year programs had graduation rates of **30% to 40%** from 2014 to 2022, with a slight dip to **25%** in 2021. In contrast, non-APS students' rates ranged from **18% to 29%** over the same period (**EXHIBIT 30**).

This data underscores that while APS recipients tend to complete their studies at a higher rate across UA programs, non-APS students also demonstrate consistent improvement over the years in both shorter and traditional degree programs. While not directly comparable, national three-year graduation rates at public two-year institutions are **29%**<sup>2</sup>.

Data regarding Alaska high school graduates from the Class of 2025 entering UA by degree level sought is given in **EXHIBIT 31**.



**Data Source:** (EXHIBIT 29) Data supplied by universities via UA Information Systems: UA Decision Support Database, Fall 2013 - Fall 2024. Compiled by UA Data Strategy & Institutional Research Department.

**1** National Center for Education Statistics. (2022). Undergraduate retention and graduation rates. U.S. Department of Education, Institute of Education Sciences. [https://nces.ed.gov/programs/coe/pdf/2022/ctr\\_508.pdf](https://nces.ed.gov/programs/coe/pdf/2022/ctr_508.pdf)

**2** National Center for Education Statistics. (2023). Undergraduate retention and graduation rates. U.S. Department of Education, Institute of Education Sciences. <https://nces.ed.gov/programs/coe/indicator/ctr/undergrad-retention-graduation>

**3** Based on bachelor's degree-seeking first time, full-time students

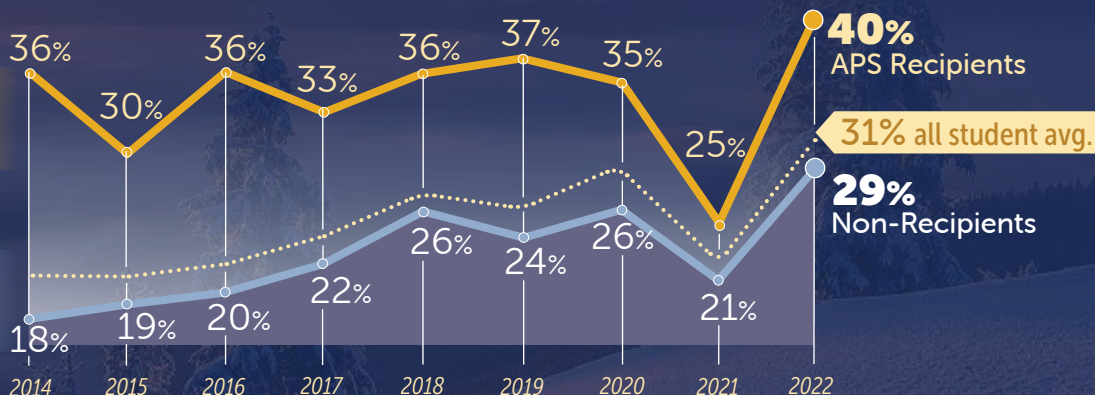
Percent of First-Time, Full-Time Freshmen Three-Year Graduation Rates for Two-Year or Less Programs by High School Class, 2014-2022

### Received Certificate or Occupational Endorsement for Two-Year or Less Program

CLASS OF 2022 INCREASED TO:

**4 in 10**  
APS recipients

**3 in 10**  
non-recipients

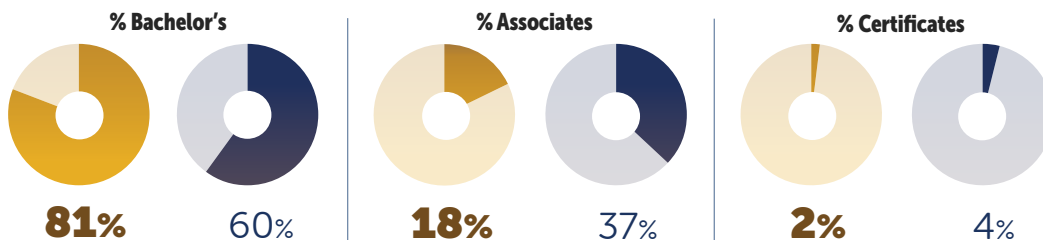


Percent of Recent Alaska High School Graduates Entering University of Alaska by Degree Level Sought & Percent Taking Developmental Coursework, Class of 2025

NUMBER OF FIRST-TIME FRESHMEN ATTENDING UA

APS Recipients  
**1,141**

Non-Recipients  
**596**



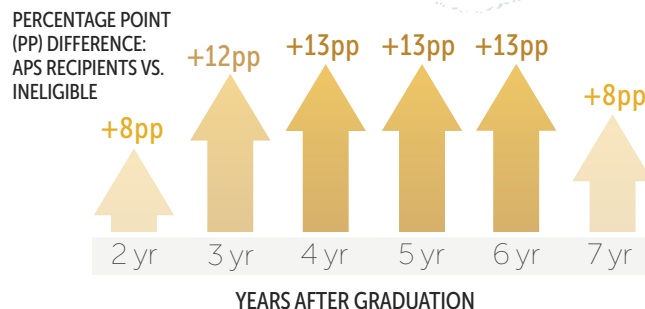
# APS & Alaska Residency Outcomes

APS recipients consistently maintained higher residency rates, with **63%** residency eleven years after graduation (Class of 2014) and **98%** residency three years after graduation (Class of 2025) — See EXHIBIT 32

It is important to note that recent graduates (Classes 2022–2025) naturally show higher residency rates simply due to the limited time since graduation, as they may still be determining their future plans.

## The APS helps retain high-achieving, skilled Alaska graduates in Alaska.

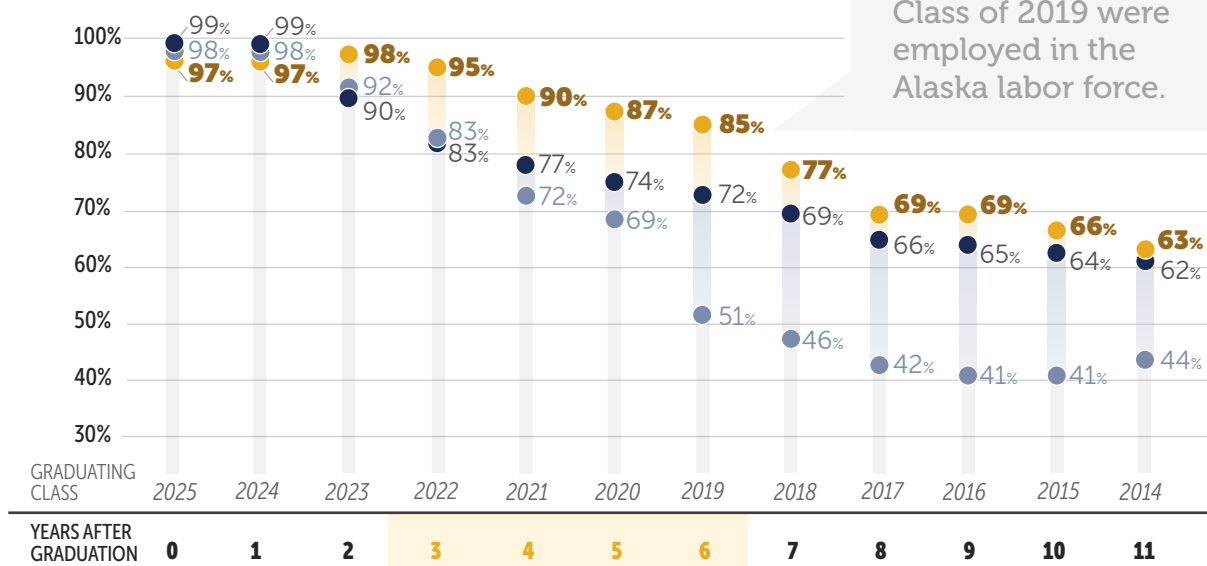
Three to six years after graduation, APS recipients show the greatest difference in residency rates compared to ineligible students:



## Percentage of Alaska High School Graduates Who Reside in Alaska, by Class and APS Eligibility Status, Classes of 2014-2025

### APS Influence:

● APS RECIPIENTS ● APS INELIGIBLE ● APS ELIGIBLE, NON-RECIPIENTS



Six years post-high school graduation, **8 in 10** APS recipients from the Class of 2019 were employed in the Alaska labor force.

Alaska Department of Revenue Permanent Fund Dividend (PFD) Applicant Database 2025<sup>4</sup>, Alaska Department of Education & Early Development (DEED), ACPE Alaska Student Aid Portal data, and Resource Data calculations.

Note: Total Graduate counts reflective of total records matched with PFD data. They may differ from other graduate counts in this report.

# APS Recipients in the Alaska Workforce

APS recipients had the highest employment rates in Alaska six years after graduation, ranging from **69% to 72%** for the Classes of 2017, 2018, and 2019 (**EXHIBIT 33**). APS recipients also earned the highest average annual wages, increasing from **\$36,238** in 2017 to **\$41,911** in 2019 (**EXHIBIT 34**).

APS-eligible graduates who did not receive an award had lower Alaska employment rates

## Annual wages and employment rates for APS recipients are higher than ineligible Alaska graduates (Class of 2017-2019 Average)



Data Source: (EXHIBIT 32) Alaska Department of Labor and Workforce Development, Research and Analysis Section

<sup>4</sup> Alaska residency rates are based on whether or not a matching student record applied for the PFD. This is only an indication of the student record's residency and does not take into account PFD eligibility or if the person was an eligible resident and did not apply for the PFD.



(**39%** to **42%**) and slightly lower wages, while graduates who enrolled out-of-state had the lowest employment rates (**26%** to **32%**) but saw significant wage growth over the period.

**EXHIBIT 35** (on Page 27), shows APS recipients most commonly worked in office and administrative support roles (**6%**), healthcare diagnosing and treating practitioners (**6%**), and information and record clerks (**5%**), with a notable increased presence in engineering (**4%**) and computer occupations (**4%**).

APS-eligible graduates who did not receive an award were primarily employed in retail sales (**7%**), construction trades (**6%**), and food and beverage serving (**5%**), with health technologists and office and administrative support also appearing prominently.

APS-ineligible graduates were concentrated in retail sales (**9%**), construction trades (**7%**), and material moving (**6%**), with a diverse array of other occupations, including food and beverage serving, information and record clerks, and office and administrative support.

These data highlight that **APS recipients tend to cluster in higher-skilled occupations**, such as healthcare and administrative work, while ineligible graduates are more likely to work in manual labor and service-oriented roles.

**See Pg. 28-35 for Appendices A-D**

Page 28 | **Appendix A:**  
*Methodology*

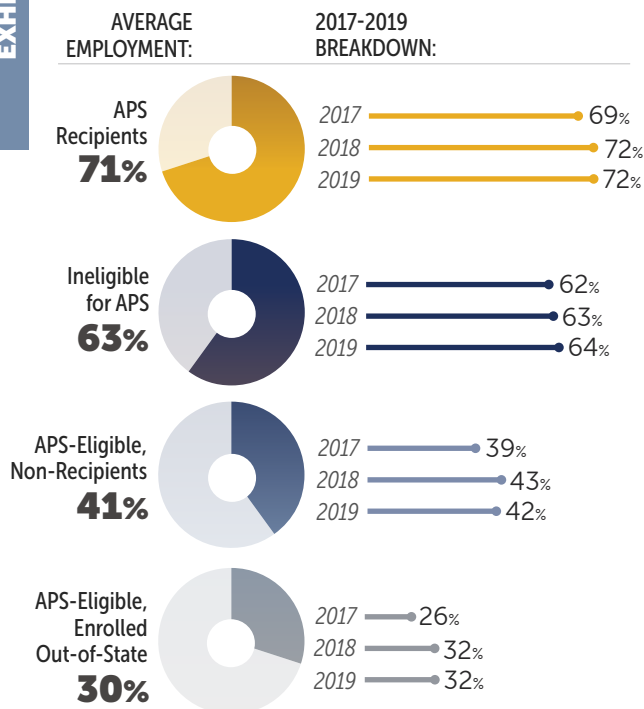
Page 29 | **Appendix B:**  
*School District Data*

Page 31 | **Appendix C:**  
*Verbatim Survey Responses*

Page 35 | **Appendix D:**  
*Regional Mapping*

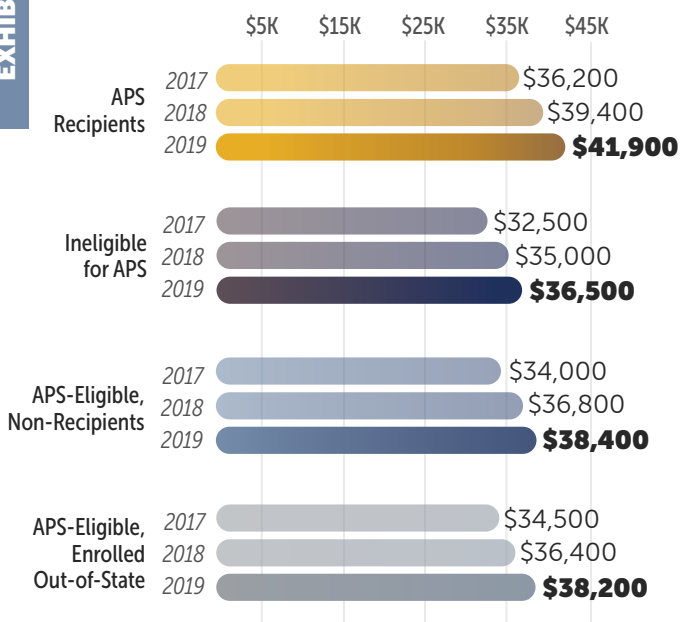
**EXHIBIT 33**

Percent of Graduates Employed in Alaska Six Years after Graduation by APS Eligibility Status, Classes of 2017, 2018 and 2019



**EXHIBIT 34**

Average Annual Wages Six Years after Graduation by APS Eligibility Status, Classes of 2017, 2018 and 2019



Top Occupations in Alaska Among High School Graduates in FY2026  
by APS Eligibility Status, Classes of 2017-2019 Combined

APS RECIPIENTS		APS ELIGIBLE, NON-RECIPIENTS		APS INELIGIBLE	
%	OCCUPATION	%	OCCUPATION	%	OCCUPATION
6%	Other Office and Administrative Support Workers	7%	Retail Sales Workers	9%	Retail Sales Workers
6%	Healthcare Diagnosing or Treating Practitioners	6%	Construction Trades Workers	7%	Construction Trades Workers
5%	Information and Record Clerks	5%	Food and Beverage Serving Workers	6%	Material Moving Workers
5%	Other Healthcare Support Occupations	5%	Other Office and Administrative Support Workers	5%	Food & Beverage Serving Workers
5%	Food and Beverage Serving Workers	4%	Health Technologists and Technicians	5%	Information & Record Clerks
4%	Retails Sales Workers	3%	Healthcare Diagnosing or Treating Practitioners	4%	Other Office & Administrative Support Workers
4%	Engineers	3%	Information and Record Clerks	4%	Other Healthcare Support Occupations
4%	Construction Trades Workers	3%	Other Healthcare and Support Occupations	3%	Home Health & Personal Care Aides; & Nursing Assistants, Orderlies, & Psychiatric Aides
4%	Computer Occupations	64%	Other Occupations	3%	Building Cleaning & Pest Control Workers
3%	Health Technologists and Technicians			3%	Motor Vehicle Operators
3%	Counselors, Social Workers, and Other Community and Social Services			3%	Cooks & Food Preparation Workers
3%	Financial Clerks			3%	Other Installation, Maintenance, & Repair Occupations
2%	Financial Specialists			3%	Vehicle & Mobile Equipment Mechanics, Installers, & Repairers
2%	Secretaries and Administrative Assistants			2%	Secretaries & Other Administrative Assistants
2%	Drafters, Engineering Technicians, and Mapping Technicians			42%	Other Occupations
42%	Other Occupations				

Data Source: (EXHIBIT 35) Alaska Department of Labor and Workforce Development, Research and Analysis Section

# Appendix A

**Methodology:** *The Alaska Performance Scholarship (APS) recognizes Alaska students' high school achievements by providing scholarships for in-state postsecondary education. The Alaska Commission on Postsecondary Education (ACPE) partnered with Resource Data, Inc. (RDI) to report on the program's outcomes for the 2026 fiscal year.*

## Data Sources:

This report utilizes multiple data sources. The Alaska Commission on Postsecondary Education (ACPE) manages student-level data from the Alaska Student Aid Portal (ASAP), which **Resource Data, Inc. (RDI)** analyzed to assess student eligibility and APS program use from 2011 to 2025 (FY 2012-2026). ASAP data for the 2025-2026 academic year (FY 2026) is preliminary, based on October 2025, the latest available data.

This analysis also includes data on Alaska public high school graduates and demographics from the Alaska Department of Education and Early Development (DEED). ACPE collects student enrollment records from the National Student Clearinghouse (NSC), enabling a merged dataset from DEED, ASAP, and NSC to evaluate the percentage of Alaska high school graduates active in the state workforce in 2017, 2018, and 2019, with data from the Alaska Department of Labor and Workforce Development (DOLWD).

Additionally, ACPE surveys APS-eligible students annually to understand APS's impact on high school decisions and postsecondary choices, sending approximately **3,446 invitations to 2025 APS-eligible graduates**, with **489 responses received**. Each year, ACPE also receives summary data on educational persistence, credit hours attempted and completed, and related characteristics from the University of Alaska (UA), with analysis by UA's Data Strategy and Institutional Research Department.





# Appendix B

## Public High School Class of 2025 APS Headcounts, by School District:

SCHOOL DISTRICT	TOTAL GRADUATES	TOTAL APS ELIGIBLE	TOTAL FALL RECIPIENTS	TOTAL AWARD (\$)
<b>Other (Private/Home School)</b>	<b>85</b>	<b>84</b>	<b>16</b>	<b>\$49,000</b>
Alaska Gateway Schools	23	5	3	\$8,750
<b>Aleutians East Borough Schools</b>	<b>13</b>	<b>3</b>	<b>3</b>	<b>\$10,500</b>
Anchorage Schools	2,743	1,412	395	\$1,145,758
<b>Annette Island Schools</b>	<b>20</b>	<b>14</b>	<b>1</b>	<b>\$875</b>
Bering Strait Schools	96	50	12	\$39,506
<b>Bristol Bay Borough Schools</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>\$3,500</b>
Chatham Schools	-	-	-	\$0
<b>Chugach Schools</b>	<b>38</b>	<b>38</b>	<b>7</b>	<b>\$22,750</b>
Copper River Schools	23	14	9	\$28,000
<b>Cordova City Schools</b>	<b>22</b>	<b>22</b>	<b>7</b>	<b>\$19,250</b>
Craig City Schools	37	20	6	\$17,500
<b>Delta/Greely Schools</b>	<b>52</b>	<b>14</b>	<b>5</b>	<b>\$17,500</b>
Denali Borough Schools	64	54	4	\$13,125
<b>Dillingham City Schools</b>	<b>19</b>	<b>13</b>	<b>0</b>	<b>\$0</b>
Fairbanks North Star Borough Schools	761	446	163	\$493,054
<b>Galena City Schools</b>	<b>581</b>	<b>278</b>	<b>46</b>	<b>\$148,313</b>
Haines Borough Schools	22	19	4	\$13,125
<b>Hoonah City Schools</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>\$3500</b>
Hydaburg City Schools	6	1	-	\$0
<b>Iditarod Area Schools</b>	<b>16</b>	<b>3</b>	<b>1</b>	<b>\$3,500</b>
Juneau Borough Schools	294	175	47	\$136,501
<b>Kake City Schools</b>	<b>8</b>	<b>2</b>		<b>\$0</b>
Kashunamiut Schools	27	-	-	\$0
<b>Kenai Peninsula Borough Schools</b>	<b>593</b>	<b>367</b>	<b>80</b>	<b>\$248,208</b>
Ketchikan Gateway Borough Schools	140	60	10	\$28,438
<b>Klawock City Schools</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>\$0</b>
Kodiak Island Borough Schools	160	106	37	\$108,938
<b>Kuspuk Schools</b>	<b>17</b>	<b>2</b>	<b>-</b>	<b>\$0</b>

**Data Source:** Alaska Department of Education & Early Development (DEED), ACPE Alaska Student Aid Portal data, and Resource Data calculations.

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

## APPENDIX B — Continued

### Public High School Class of 2025 APS Headcounts, by School District:

SCHOOL DISTRICT	TOTAL GRADUATES	TOTAL APS ELIGIBLE	TOTAL FALL RECIPIENTS	TOTAL AWARD (\$)
<b>Lake and Peninsula Borough Schools</b>	<b>19</b>	<b>1</b>	-	<b>\$0</b>
Lower Kuskokwim Schools	223	81	19	\$50,722
<b>Lower Yukon Schools</b>	<b>126</b>	<b>28</b>	<b>2</b>	<b>\$7,000</b>
Mat-Su Borough Schools	1,197	754	178	\$585,691
<b>Mount Edgecumbe</b>	<b>84</b>	<b>82</b>	<b>19</b>	<b>\$55,125</b>
Nenana City Schools	217	46	12	\$42,000
<b>Nome Public Schools</b>	<b>42</b>	<b>13</b>	<b>2</b>	<b>\$7,000</b>
North Slope Borough Schools	102	48	5	\$14,000
<b>Northwest Arctic Borough Schools</b>	<b>118</b>	<b>37</b>	<b>6</b>	<b>\$18,813</b>
Petersburg Borough Schools	35	22	7	\$21,875
<b>Pribilof Schools</b>	<b>4</b>	<b>3</b>	-	<b>\$0</b>
Saint Mary's Schools	12	11	1	\$3,500
<b>Sitka Borough Schools</b>	<b>82</b>	<b>57</b>	<b>13</b>	<b>\$36,751</b>
Skagway Schools	6	6	1	\$7,000
<b>Southeast Island Schools</b>	<b>10</b>	-	-	<b>\$0</b>
Southwest Region Schools	25	2	1	\$2,625
<b>Tanana Schools</b>	<b>1</b>	-	-	<b>\$0</b>
Unalaska City Schools	17	12	3	\$9,625
<b>Valdez City Schools</b>	<b>38</b>	<b>29</b>	<b>5</b>	<b>\$11,813</b>
Wrangell City Schools	15	12	2	\$5,250
<b>Yakutat City Schools</b>	<b>4</b>	<b>3</b>	-	<b>\$0</b>
Yukon Flats Schools	9	-	-	\$0
<b>Yukon-Koyukuk Schools</b>	<b>357</b>	<b>136</b>	<b>32</b>	<b>\$99,313</b>
Yup'it Schools	19	1	1	\$3,500
<b>TOTALS:</b>	<b>8,636</b>	<b>4,589</b>	<b>1,167</b>	<b>\$3,541,194</b>

**Data Source:** Alaska Department of Education & Early Development (DEED), ACPE Alaska Student Aid Portal data, and Resource Data calculations.

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

# Appendix C

## Verbatim Comments Submitted by Respondents to the 2025 APS-Eligible Student Survey:

Comments are alphabetized and lightly edited for spelling and clarity.

**Please share any comments about how the Alaska Performance Scholarship meets your needs and/or how it could be improved.**

A more than generous amount and no stress about paying.

*Allowed me to not take out a student loan.*

APS gave me much more flexibility with my job. Now I don't have to work full-time to support my classes and education goals.

*APS gives me option to use it even after college. I did not opt to use it now but it is good that it is still available for 8 years.*

APS has allowed be to travel further in state and peruse a more independent education since money for tuition is less of an issue.

*APS has allowed me to pursue a higher level of education and a career of my choice not only because I can access the education but also because I can access the education while not be concerned about the financial burden. Therefore, allowing me to focus on my education. In all the info about the APS, I couldn't find anything about how college credits are applied to continuing eligibility requirements (needing 12 credits first semester and 24 2nd semester).*

APS has helped financially, it was a big help for my first semester here at college. At first I did not expect to get this scholarship because I did not know I met the requirements. I perceived that I didn't because I thought that I had to meet by taking a certain set of classes. I tried, but I did not, so I didn't expect to receive this scholarship.

*APS has paid for the entirety of my first semester at UAA Mat-Su. I would like there to be another level like a 3.9-4.0 so that the APS would be available for the spring semester in addition to the fall semester.*

APS helped me a lot because before I'm planning to have college but it's too hard because of financial problem so that I thank APS because of them I can reach my goal.

*APS helps me to maintain my grades in college for the next cycle of the scholarship.*

APS is a crucial and beneficial opportunity for me as I transition from high school to higher education. It takes the partial cost of my tuition which lessen the load for my parent. Overall, I am able to focus more on studies knowing I can think less about the partial cost of achieving my goals. Thank you.

*APS is a huge reason why I don't have to pay for any of my college classes. I am able to take online school while working full time, saving up and building my future. I appreciate it very much!*

APS is great.

*APS is the only reason I can afford a higher education and I am immensely great full for that.*

APS really helped me through college, whenever I call them they are always accommodating.

*APS significantly helps me financially in college.*

Because of APS, I will likely graduate college with almost zero debt.

*Can it be used for students who go to college out of state?*

Checking to see if I got it was slightly confusing. Using the APS website to set up a portal took a lot of work to see that I needed to do that.

*Extend to support out of state students.*

Give it to students that go out of state.

*Great program, meets my needs.*

Great!

*Helped me through my first semester of college while I work a part time job on the side to pay for my other necessities.*

Helps me afford to go to school so I can prepare for my future. Could raise money allotment.

*How to receive it.*

I am attending school outside of Alaska so I couldn't use it.

*I am glad it became easily accessible.*

I am so grateful for the opportunity to pursue a degree, I don't think I would've considered college if it were not for the APS. Anyone at ACPE that I've reached out to has been so pleasant to work with and helped me with any issues I've had.

*I am very glad I got this scholarship, between APS and AP Scholar, I am hardly paying for any college classes I am enrolled in. I know that APS is talked...*

*...about all the time in high schools, but more info should be provided to students who are in college, or taking a gap year so they know how to hold their scholarship money.*

I am very grateful for this scholarship. It helped me pay for school.

*I appreciate any help from APS, and it has met my needs. There is no improvement needed!*

I appreciate the APS greatly.

*I've been unemployed for a while now and I'm ready to work and do whatever I can to get better or achieve better then what I have now.*

I believe if at the end of the school year, working with the school's staff and finding out when the graduation PREP is, and week before actual graduation. And making a paper, for each student that qualified, with their name, level, and how much money they could qualify for would be very very helpful. In my case they only announced I believe 2 or 3 students that were level 1 and then said "and more or less 23 of you have the scholarship, look online for more information". By the end of the very busy graduation such important information had completely slipped out of our mind and many of us didn't even know who and if we qualified for it.

*I can't think of any aspects APS can improve on.*

I didn't know about the continuing requirements of the APS, specifically the credit requirements after freshman year. It would be nice for that information to be more clear.

*I do love the new change to it this year.*

I do not have any particular comments. It is a fantastic scholarship that provides for a lot of people who wouldn't be able to pay otherwise, or would struggle a lot more in doing so. Having scholarships is the only reason I'm even in college right now.

*I don't have any complaints. The Alaska Performance Scholarship helped me in many ways, from motivating me to challenge myself to providing me with financial support.*

I don't think it needs to be improved, but it gave me something to work towards to.



## APPENDIX C — Continued

*I got a good reward for the work I did in high school and that's really awesome and helpful.*

I have absolutely no complaints about the Alaska Performance Scholarship. There was some miscommunication at my school and I was under the impression I had to get both a 4.0 and the required test scores. I was not aware that it only had to be one or the other. However, with that information not being known, it actually helped me push myself even farther than I probably would have originally.

*I have no real comments, except for that this scholarship is a great help to my education currently.*

I have not received my full amount even after my eligibility was officially improved.

*I heard that there were scholarships that were able to help out. So I wanted to use this scholarship to let it help me. I feel comfortable with this scholarship then the others.*

I just want to say thank you so much! You made it really easy to understand what needed to be done and what to focus on. Everything was organized so neatly, and it made completing my work so simple. I really appreciate it!

*I like it and I would have used it if I went to school in Alaska.*

I literally did not plan on ever going to a college because of costs, but this is making me rethink things.

*I love it and it's been a very big help.*

I might use it in the future to afford grad school.

*I qualified for it but never got it. I had over a 4.0 GPA and all A's in my entire high school career. I also did dual enrolled in college credits.*

I qualified for the APS, but it still has not been put on my UAA account.

*I really like the APS scholarship and I'm not sure of anyway to make it any better.*

I'm so grateful for the incredible support financially.

*I think APS gave a lot of information about the scholarship, which made me think again about leaving Alaska for college.*

I think I briefly heard about this during my last couple years of high school and wasn't sure if I was eligible because I knew I wanted to go to school out of state.

*I think if you want to improve it then you should tell all students from the second they walk into high school about it.*

I think it is a great opportunity, I just did not want to attend school in Alaska for the time being.

*I think it is a great program and incentive the way it is.*

I think it is an awesome program and I am trying my absolute best to maintain my 3.5 GPA.

*I think it is good.*

I think it is good you guys created several different ways you could qualify from courses. I didn't qualify from the STEM/Math route, but I qualified through all the literature classes I took.

*I think it is great how it is. I am a student who relies on this to continue studying and it has made a tremendous impact.*

I think it is just fine.

*I think it would be better to mail people if they're eligible because some students don't know that they have this kind of scholarship and that's the reason why they don't go to college.*

I think it would be helpful for students to be aware of the scholarship earlier in their high-school career. That might be an issue with parent/teacher - child communication though...

*I think it's a very useful tool to keep students in Alaska. I personally already have a great opportunity for work without going to college, or I would use it and still might in the future.*

I think one thing is just having received it earlier, as I was kind of freaking out with the tuition deadline approaching earlier this semester and not knowing exactly how much I would still need to pay after the APS was applied.

*I think sharing more about APS around schools so it can reach a larger audience.*

I think that it is a very interesting and beneficial program that helps many students. I am a student who moved to Japan for college so while it did not help me, I believe it is helpful for many people. If I were to have stayed in state, I would use it and it would be a great advantage to my studies.

*I think that with the rising costs of college, an expansion in eligibility for the APS scholarship would be amazing for a lot of young, low-income Alaskans from poorer backgrounds, and that the scholarship should keep up with the rising costs of tuition.*

I think the only problem is it never was spoken about in my school. But it very much is the only reason I'm able to pay for school.

*I think the scholarship offers great opportunities for students in Alaska especially native students.*

I was able to enroll to Psychology Bachelors at UAA thank you to APS.

*I wish it would have let me know I was getting the scholarship before school started, because then I wouldn't have had to get loans because I didn't need them but that were given after school had already started for me.*

I would have liked to know when I could have used APS when I was in high school. I found it fairly hard to find that information. I would also like to know how to uphold APS while in college because I'm finding it hard to find out accurate information.

*I would wonder if there's a way to be able to get more money in the 1 and maybe 2 tiers.*

I wouldn't be able to afford to go to college without it.

*I'd like more money so I have to pay less.*

If I could use it in another state I would love it.

*If I had gone to an Alaska college or training I could have got 7k from the scholarship.*

If it were provided to Alaska residents regardless if they go to college in the state or out of state.

*I'm hoping to use it for my master's degree at UAA.*

I'm not entirely sure to be honest, as I have not looked into it. I suppose an increase in information out there about it could help, as I know essentially nothing about it.

*I'm very grateful.*

I'm very thankful for the opportunity to receive the Alaska Performance Scholarship in pursuit of my educational goals.

*It allows students who choose to stay in the state to attend college more freedom financially and acts as a good motivator for those who are unsure where they will choose to go.*

It allows me to work only 6 hours a month, and focus on my school work without outside pressure.

*It could be improved by being advertised better, and talked about more!*

It could be improved by being more money and for more semesters. But it has been extremely helpful and a major factor in my decision to stay in Alaska.

*It cuts down on tuition by quite a bit, which is very helpful.*

It definitely helps with my tuition at UAA and makes things a lot lighter on me as a freshman.

*It enables me to focus on school instead of struggling to work to pay my bills.*

## APPENDIX C — Continued

It gives me a grace period that has helped plan my future education.

*It gives me the ability to not go into as much debt as I thought I would. I'm mostly aggravated at the residency rules because they are not state defined but rather school defined.*

It has allowed me to go to and attend college debt free.

*It has been great help with paying for my first year of college so far.*

It has really helped me with paying for school.

*It helped lower my tuition cost which in turn lowered my stress levels of attending college.*

It helped me out greatly with affording my current classes; no money was needed out-of-pocket to pay for fees/books/etc!

*It helped me pay for my second half of school.*

It helped me pay for some of my tuition which was cool.

*It helped me pay for tuition of college. Without it, I wouldn't have had the money to attend.*

It helped me want to take the classes that it required.

*It helps me pay for my tuition.*

It helps me to not have to worry so much about cost of attendance. I wish I had known about it sooner, and that it was simpler to understand the requirements for students without the help of counselors. Thank you. I appreciate being able to speak about it.

*It helps me with going to school and not having any debt.*

It is an excellent motivator for striving for excellence and enabled me to breathe easy knowing I had that available if I did not get into a military academy.

*It is good.*

It is helpful in allowing me to have time off before I return to school and still allowing me to have the scholarship when I return to schooling. I would enjoy more info on how to use it and how to maintain eligibility for it.

*It meets my needs for financial support and I believe it can and continues to help others who want a secondary education but may not have access due to a similar financial lacking.*

It meets my needs as an undergraduate, helping me with my nursing career to soon be. It is an opportunity to be able to receive this offer and I hope more Alaskans to be educated this early...

...on in high school, to anyone who go into vocational trade school or university.

*It meets my needs because it provides a substantial amount of money I needed to complete my school year without taking out any loans.*

It met my needs by providing a lot of help to me with how much college will cost me.

*It met my needs well and the JROTC counting as a CTE class helped immeasurably.*

It met my needs.

*It paid off a lot of my school.*

It pays for most of my tuition.

*It provides me a safety net if my out-of-state college adventure doesn't work out.*

It pushed me to maintain my grade point average and made me feel valued for the hard work I put in all of my high school years! It also encourages me to maintain the best grades I can during college!

*It was difficult to achieve the scholarship but once I figure out what I want to do, using the scholarship will save me a lot of money and push me further towards my goal.*

It was laid out pretty clearly by the counselors. I was well informed in high school. I think it should be talked about more in middle school so some kids can have something work towards in high school.

*It was super easy to figure out, it's been great.*

It was wonderful!! The only thing that I would change is announcing more when the deadline is getting closer.

*It wasn't super clear that all you needed to do was just do the FAFSA.*

It will help me out a lot so I can work part time and have the time to do school.

*It will really help me financially with paying for classes in college.*

It would be better if students are introduced as freshman so they know what classes to take.

*It would be nice if it applied out of State.*

It would definitely help me for my tuition and school bills.

*It would fully pay for my education if I went to school in Alaska.*

It would improve the program to have the highest level requirements slightly lower for GPA, such as 3.5, this is because some professors have...

...courses that they want to be 'drop-out' courses, which can cause most students to struggle to achieve a B in those classes, which is significantly difficult to survive with when a 3.7 GPA is a requirement for ongoing financial aid which is absolutely necessary to keep some fellow students within their degree programs.

*It's a good step in helping first generation college students afford tuition.*

It's a very nice scholarship that's paying for most of my college tuition at UAA. I don't think any improvements are needed.

*It's fine the way it is.*

It's great, I always love when the amount awarded increases.

*It's very helpful how much it provides for me, however I do wish there was more of a reward (but that's just me being selfish haha).*

It's very helpful!

*Love the program, promotes local students to stay in state for higher education/ start in higher education.*

Lowering the minimum credit hours to maintain the scholarship would make things less stressful. If it cannot be done, that's ok too.

*Making it easier to apply.*

Meets my needs because of the coverage I get for the 3,500 scholarship. I would not be going to college without it.

*Meets my needs by helping me afford college which is way too expensive without scholarships.*

More explained with all the details.

*More information*

More information based on the scholarship you get if you meet the course requirements for higher level but the GPA for a lower level.

*More money in the APS, clearer guides on where it can be used.*

More money would be appreciated but I'm grateful for any at all. God Bless.

*More uses for the money.*

Never gave me the correct amount and has been saying they will correct it for months.

*No one I asked seemed to know how deferral of the scholarship worked, or if deferral/enrollment in an Alaskan university was necessary to keep the scholarship current until the scholarship expires.*

Not requiring to take a degree. Allow for enrolling in specific classes.

## APPENDIX C — Continued

*Provide better information about how the money is rewarded and how to communicate that to your college.*

Send emails to upcoming juniors and seniors at least twice a year.

*Share information to student early on, as early as 8th grade if possible so they know that getting good grades really does pay off for their future careers.*

Should I be granted the max allotment the APS scholarship will essentially cover my tuition. This alone will allow me to attend collage without taking on any student debt. My only struggle was that I had trouble finding information on how to check my qualification status and how to claim it.

*Thank you for the scholarship!*

Thankful for the scholarship, hope I can get it next year. Wish it was available for summer classes as well.

*Thanks for the money.*

The Alaska Performance Scholarship allowed me to be able to go to school when the Pell Grant was not enough, and the remaining money helped me buy parts to repair my car.

*The Alaska Performance Scholarship does not meet my needs. It can be improved by supporting students attending university outside of Alaska. Especially those who intend to return to Alaska and work there/use their education for the betterment of Alaska.*

The Alaska Performance Scholarship has allowed me to attend college with no student loans.

*The Alaska Performance Scholarship has allowed me to enroll and transfer credits from UAF, making it possible for me to continue my education in the summer without a financial burden.*

The Alaska Performance Scholarship has been an incredibly helpful resource. It has motivated me to work hard in school and reduced the cost of continuing my education.

*The Alaska Performance Scholarship has helped me to not take out a student loan, allowed me to work fewer hours so I can focus on school and has overall allowed me to focus on school instead of money.*

The Alaska Performance Scholarship has helped me to pay for my schooling and achieve my educational goals in a very significant way.

*The Alaska Performance Scholarship has met my needs by making it possible for me to get my college education without financial stress and obligations, but also having a larger time line of eligibility to use the scholarship to allow me to...*

*...take time off for my church mission. Ways it could be better is have more information on continuing the eligibility over the gaps of times.*

The Alaska Performance Scholarship has really helped me by reducing college costs and letting me focus more on my studies. I appreciate that it rewards hard work and supports students staying in Alaska. It could be improved by offering more flexibility for part-time students or helping with extra costs like books and transportation.

*The Alaska Performance Scholarship is one of the most influential aspects of my academic career. Without it, I would not be attending UAA, or any college, very likely. I am very grateful for this opportunity.*

The Alaska Performance Scholarship met my needs because it has allowed me to focus on my rigorous studies without having to worry too much about how I'm going to pay for the classes.

*The Alaska Performance Scholarship provides me the opportunity to go to college with little financial stress.*

The APS greatly improved my ability to feel comfortable going to college.

*The APS has allowed me to go to college and not worry as much about gaining a huge debt while in college. One thing that I think could be improved with the APS is when it is applied to our college accounts. I was getting a little bit concerned when it still wasn't showing up in my account in August.*

The APS has helped meet my needs by providing me with what is necessary to continue my education.

*The APS has made my college experience amazing. With this money I was able to go to school full time and not worry about working as well as taking classes.*

The APS helped me with the tuition that would need to be paid. That has left me with no stress at all.

*The APS helps me because now I don't have to worry as much about funds.*

The APS is incredibly helpful in providing me with a way to pay for college without going into debt, and I think high school students in Alaska should be more informed about it.

*The APS makes college a lot cheaper for me.*

The APS meets a majority of my needs. The average full time student takes 12 credits a semester, meaning the APS could pay for tuition alone. Since I take 15-18 credits a semester, I have to either use other scholarships or work a full time job to pay the rest. The APS was the reason why I decided to go to college. I like knowing that I

*...can save for other aspects of college (housing, transit, etc.) while the APS pays for my tuition fees (~\$4200).*

*The APS really helped me out because I didn't have to worry about going in Student Debt while being in college to pursue my education.*

The APS scholarship greatly improved my chances of success regarding college. I didn't know what I wanted to do or if I could even go anywhere after high school but the money and benefits I received from APS really changed my path. I could not be more grateful.

*The APS scholarship is extremely helpful when it comes to assisting me in paying for school, and I'm not sure how else it could be improved.*

The APS scholarship paid for my entire semester and has been a blessing. At first, I didn't know how I was going to be able to pay for college because I had to pay for all of it.

*The APS scholarship really helped me get the classes that I needed because otherwise it would have been very difficult for me to afford college.*

The APS was a major help in paying for my tuition, and was fairly achievable to get and maintain. However, I still needed to get a loan. This was inevitable because of the current economy. The APS to me was only made known due to word of mouth, so I had to look into the specifics myself. It would have been nice to have a source in school that I could look to to learn more, and to discover it earlier in high school.

*The APS would help me incredibly with costs of college and would be greatly appreciated. I especially look forward to potentially receiving it to help pay for the costs of college.*

The ASAP was confusing to navigate at first, but I'm not really sure how it could be improved.

*The only issue I had was the confusion and uncertainty regarding the distribution of the scholarship. I did not know if it was going to be applied.*

The only problem with the APS is that information on it can be confusing at times. Exact ongoing eligibility is somewhat confusing from the APS website but beyond that its excellent.

*The scholarship is an excellent opportunity for those that qualify and provides ample financial help to new college students. The qualifications were simple and straightforward, and a strong emphasis was placed on the requirements by staff and counselors.*

The scholarship is great and was easy to access from my school account.



APPENDIX C — Continued

*The scholarship was substantially helpful in helping financially and allowing me to take more classes during the semester.*

*The updated funds allowed me to not have to pay for college. Very beneficial.*

*There was some complications on waiting for it to be delivered to my college, but it was very helpful when it arrived.*

*I think the APS is really helpful for students who qualify. It would be even better if there were more ways to make the application process simpler and easier to understand.*

*This determined if I was going to college or not, because otherwise I would have had to take out a lot of loans which was not what I was about to do. College was not an affordable option for me and was originally planning on not attending until I realized I qualified for the Scholarship.*

*This scholarship has been very helpful in helping me achieve my education goals.*

*This scholarship helped me get through college financially.*

*This scholarship is helping me go to flight school at UAA!*

*Very good program!*

Which of the following factors influenced your decision to not use the Alaska Performance Scholarship this academic year? (Select all that apply.)

*Did not receive the scholarship even though I was eligible and have the requirements for this scholarship.*

*Going on a mission and will be returning In fall of 2027.*

*I am attending a college outside of Alaska but plan to transfer to a college in Alaska while using the APS Scholarship.*

*I am on a year long mission trip.*

*I decided that I wanted to gain real world experience before deciding if I want to go to school.*

*I decided to take a gap year to decide on my career path.*

*I got a job.*

*I got accepted in another school out of state with direct admission to my course (BSN).*

*I joined my program really late so I didn't have time to get the scholarship.*

*I met the requirements but didn't apply.*

*I planned on going on a mission for church so I could not go to college now.*

*I took a leap year off of college to decide what I actually wanted to do. And now I know what I want to do.*

*I was able to get another scholarship for the specific course I was using, but was going to see if my Alaska Performance Scholarship was still available the next year when I do go to college.*

*I was going to use it after my mission work.*

*I was not aware If I received this scholarship.*

*I was offered a position in the field I specialize in.*

*I will be serving a religious mission.*

*I will be using it for the 2026-27 school year.*

*I'm not attending a university IN Alaska, so I'm not allowed to use it.*

*Was accepted to West Point and wanted to serve my country.*

*Will be starting college in 2026-2027.*

Appendix D

**Region Mapping:**

*This report leverages the latest Alaska Districting information to map schools and locations to regions of Alaska. This mapping is outlined in the table to the right.*

SENATE DISTRICT	REGION
T	Far North
P, Q, R	Interior
S	Southwest
C, D, E, G, H, I, J, K, M, N, O	Southcentral
A, B	Southeast