
2012 Alaska Performance Scholarship Outcomes Report



Presented to the Public, the Governor, and the Alaska Legislature by

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

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January 2012



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EXECUTIVE SUMMARY

As set forth in Alaska Statute 14.43.840, the state's departments of Education & Early Development (EED) and Labor and Workforce Development (DOLWD), the University of Alaska (UA), and the Alaska Commission on Postsecondary Education (ACPE) present this first annual report on the Alaska Performance Scholarship (APS) to the public, the Governor, and the Legislature. In its first year, as of January 1, 2012 the APS has awarded over \$3,000,000 to over 900¹ Alaska high school graduates from the class of 2011, with over 1,400 additional students who qualified and will remain eligible to receive the APS in coming years.

Described as "an invitation to excellence," the scholarship's intent is to inspire students to push themselves academically in areas that correlate to success in college and career training. While it is still too early to measure the full effects of the scholarship, some students have indicated that the APS has had an effect on them. While the graduating class of 2011 had very little time to change their classes or study habits in order to qualify for the scholarship, in a recent survey of APS-eligible students, 16% said they had worked harder in school in order to increase their GPA, 20% said they either took or retook a standardized test in order to become eligible, and 10% made changes to the classes they were taking. Perhaps most importantly, over one-quarter of the survey respondents said that the scholarship was extremely important in influencing their decision on whether or not to pursue postsecondary education.

APS recipients come from all regions of the state, though their eligibility and use of the scholarship vary by gender, race/ethnicity, and region. And, while there are a variety of approved training providers throughout the state at which students may use the APS, over 98% of the students in this first year are using their scholarships at one of the University of Alaska campuses. Over 96% of APS funds go to pay for students enrolled full time, and 86% of APS funds go to students pursuing a bachelor's degree.

In future years, as APS recipients progress through their academic careers and join the labor force, a more complete picture of APS' impacts on students will begin to form, and there will be additional evidence to determine how the scholarship is influencing Alaska students and providing additional opportunities for them to pursue postsecondary education and succeed in the workforce. Until then, the following report provides some preliminary information on this, the inaugural class of recipients of the Alaska Performance Scholarship, including characteristics of who is receiving the APS, where they came from, where they are pursuing their postsecondary studies, how much was spent, and some preliminary indicators of how these recipients are faring in their first year of studies.

¹ The full report references APS data as of November 14, 2011, the date information on students' APS eligibility and usage was collected and distributed to the agencies partnering in the writing of this report. At that time, APS had awarded 870 recipients approximately \$2.94 million.



“I am so grateful for the APS scholarship, as I was not completely sure I was willing to take on a student loan to attend full time. Because of the APS scholarship, in conjunction with the UAA Scholars scholarship, I am able to attend full time without any loans. I am very fortunate for the timing of the APS!”

Level 1 APS Recipient, in response to APS Outcomes Survey

“I am very thankful that the APS was available for me. I definitely have a hard time paying for school, especially as a full time student working part time hours, with full time working parents who have never received higher than a high school education. I am a full time student, daughter, and eldest sibling. I am also a part time employee. Paying for tuition on top of textbooks and other fees is almost near impossible for me. Thank you APS for this opportunity, I would be struggling to make ends meet without this scholarship!”

Level 2 APS Recipient, in response to APS Outcomes Survey

“I believe the Alaska Performance Scholarship promoted the competitiveness of the University of Alaska system in its attempt to endorse post-secondary education in the state. Also, I would also want to mention that the customer service was remarkably great. I was surprised that those answering my calls were knowledgeable and did everything to help my cause, so I commend them for that!”

Level 1 APS Recipient, in response to APS Outcomes Survey



ALASKA PERFORMANCE SCHOLARSHIP INAUGURAL YEAR'S OUTCOMES REPORT

As set forth in Alaska Statute 14.43.840, Alaska's Departments of Education & Early Development (EED) and Labor and Workforce Development (DOLWD), the University of Alaska (UA), and the Alaska Commission on Postsecondary Education (ACPE) present this first annual report on the Alaska Performance Scholarship to the public, the Governor, and the Legislature. While the legislatively authorized framework of the Alaska Performance Scholarship, or APS, has been in place for little more than one year, by mid-November 2011 the program had provided \$2,959,913 to 870 Alaskans from the 2011 high school graduating class² to provide assistance in paying for their postsecondary education. An additional 1,452 graduates qualified in 2011 and will remain eligible to receive the APS, and may take advantage of its benefit in coming years.

The APS has been described as "an invitation to excellence," in that students must strive to meet certain education milestones, which correlate to success in college and career training, in order to be eligible for a scholarship. (Information on the requirements is included in Appendix A.) Students' eligibility was verified by their school districts. The final list of eligible APS students, with relevant information, was then provided to EED. School districts were not required to report to EED the underlying details relative to each student's APS award eligibility for academic year 2011 (AY11), as such information was not readily available or easily compiled for the initial reporting period. However, this information was voluntarily provided for approximately one-third of APS-eligible students³.

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

Data Sources for the AY11 APS Outcomes Report

Information on AY11 graduates is available from several sources. EED maintains information on public school students in its K-12 data system known as OASIS (the On-line Alaska School Information System), and collects some information on a small number of graduates from outside of the public school systems who applied for an APS. As the primary source of information on all Alaska public high school graduates, including those who decide not to pursue postsecondary education, EED's data was used to identify socioeconomic and demographic characteristics of students. In order to provide comparisons between the AY11 graduating class and prior years' graduates, EED provided several years of high school graduation data for the APS outcomes report. For the graduating class of 2011, the EED data can be considered to be in its final form, with no future updates or changes expected. For all other sources of information on these students, the data available is preliminary and in some cases is likely to see significant future revisions.

For students pursuing postsecondary education at one of the University of Alaska campuses, UA's BANNER system is the primary source of information about their progress toward attaining their degree or certificate. Incorporating the information on Alaska high school graduates provided by EED, the Institutional Research & Analysis (IRA) unit at UA provided some characteristics of APS-eligible students, including preliminary findings on enrollments for students attending any UA school. Data included in this report was collected early in the fall semester, and will almost certainly change once complete semester data becomes available. In future years, such information on students' rates of college attendance, retention and completion will provide valuable measures of the APS' impacts on students' educational outcomes.

DOLWD is able to link its labor force and wage data to high school and postsecondary graduates, a capability that will provide valuable information on the effects of the APS in years to come as graduates

² Public high school graduate information comes primarily from EED's summer OASIS data collection, and represents information confirmed by October 4, 2011. APS recipient information comes from ACPE's Alaska Student Aid Portal system (ASAP), and is current as of November 14, 2011. Information in both databases has been subject to slight changes since the substantive data used in this report was collected. Some information contained in this report may reflect more recent data, and slight differences in reported data may exist due to record matching disparities among the four agencies. The most recent data is available from these agencies, and on the APS webpage at aps.alaska.gov.

³ EED is coordinating with school districts to build capacity for reporting individual-level data, including student GPA, completed course information, and SAT, ACT or WorkKeys scores for those students who have their scores reported to their district.



enter the workforce. While such information will not be available for APS recipients for several years, DOLWD's Research & Analysis Section has conducted several similar studies to date, looking at characteristics such as comparative wages, workers' occupations, place of work, and unemployment insurance use. This information will provide the benchmark against which to measure APS recipients in the future.

ACPE collects information on those students who complete the Free Application for Federal Student Aid (FAFSA) and other information on students receiving the APS, as well as students receiving other grants and loans it administers. ACPE also contracts with the National Student Clearinghouse (NSC) to receive information on Alaska students and their pursuit of postsecondary education, either in or outside the state⁴. For this year's APS outcomes report, ACPE also conducted a survey of APS-eligible students to gain some understanding of how the scholarship affected them. By combining the data available from these different sources, this first annual report derives a preliminary profile of the state's most recent graduates, of APS-eligible students, and of APS recipients.

Where Do APS-Eligible and Recipient Students Reside?

Consistent with the state's population distribution, the majority of APS-eligible students and recipients come from the Anchorage School District, the largest city in the state and the school district which accounted for nearly 40% of the state's public school graduates in AY11. At the other extreme, in AY11 there were 12 of Alaska's 54 school districts which graduated fewer than 10 students⁵, two of which had no seniors. (See Exhibit 1.)

EXHIBIT 1. 2010-2011 APS Eligibility and Acceptance by District/Region

District Name / Region	Class of 2011 High School Graduates	APS-Eligible Graduates	Percent Eligible	APS Recipients	APS \$ Awarded
Alaska Gateway / Interior	22	6	27%	*	*
Aleutians East / Southwest	13	*	*	*	*
Aleutian Region / Southwest	*	*	*	*	*
Anchorage / Southcentral	3,062	1,081	35%	359	\$1,203,217
Annette Island / Southeast	13	*	*	*	*
Bering Strait / Far North	106	*	*	*	*
Bristol Bay / Southwest	9	*	*	*	*
Chatham / Southeast	13	*	*	*	*
Chugach / Southcentral	7	*	*	*	*
Copper River / Southcentral	24	9	38%	7	\$26,154
Cordova City / Southcentral	32	10	31%	*	*
Craig City / Southeast	22	*	*	*	*
Delta-Greely / Interior	55	14	25%	10	\$33,289
Denali / Interior	19	7	37%	*	*
Dillingham / Southwest	20	*	*	*	*
Fairbanks / Interior	836	288	34%	142	\$487,216
Galena / Interior	253	54	21%	25	\$91,549

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

⁴ NSC states that 93% of all U.S. higher education students from 3,300 postsecondary institutions are reported to the Clearinghouse. NSC is more likely to miss students in smaller schools and those pursuing certificates and vocational licenses. For Alaska, the NSC database contains information only from the UA system and from Alaska Pacific University. The algorithm to match students is also prone to slight errors, in both erroneously matching records for different students, and in not matching records for the same student. These errors affect only a small percentage of students, but numbers may not equal other reported results due to these matching issues.

⁵ There are 53 local public school districts in Alaska plus the Mount Edgecumbe boarding school in Sitka, which is managed by EED.



EXHIBIT 1. (continued)

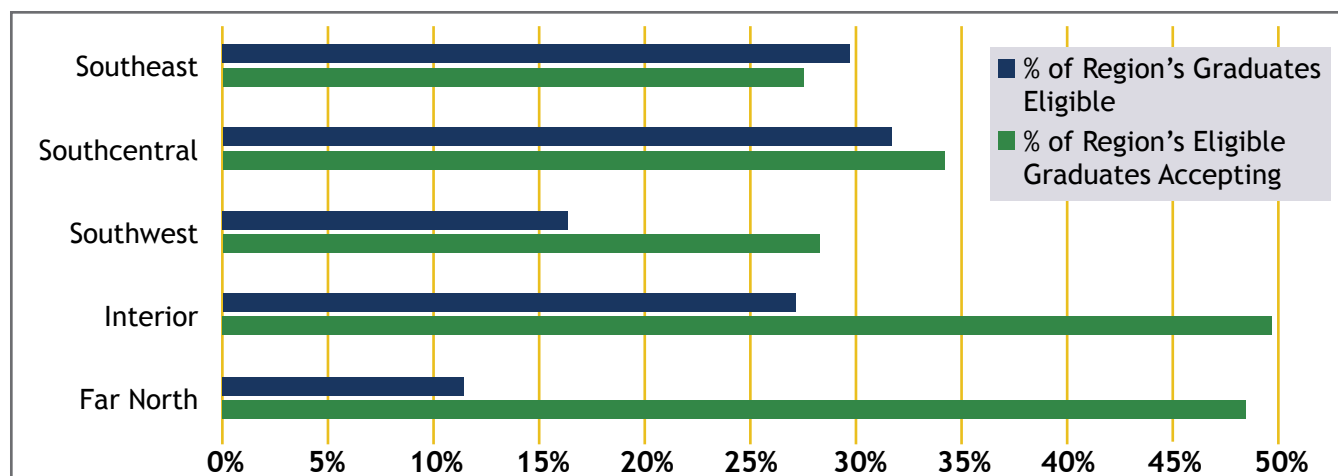
District Name / Region	Class of 2011 High School Graduates	APS-Eligible Graduates	Percent Eligible	APS Recipients	APS \$ Awarded
Haines / Southeast	24	10	42%	*	*
Hoonah / Southeast	4	*	*	*	*
Hydaburg / Southeast	4	*	*	*	*
Iditarod / Southwest	27	*	*	*	*
Juneau / Southeast	403	115	29%	25	\$77,277
Kake / Southeast	6	*	*	*	*
Kashunamiut / Southwest	12	*	*	*	*
Kenai Peninsula / Southcentral	593	179	30%	58	\$199,287
Ketchikan / Southeast	122	48	39%	19	\$63,903
Klawock / Southeast	11	*	*	*	*
Kodiak Island / Southwest	181	67	37%	17	\$49,928
Kuspuk / Southwest	20	*	*	*	*
Lake and Peninsula / Southwest	26	*	*	*	*
Lower Kuskokwim / Southwest	150	12	8%	*	*
Lower Yukon / Southwest	67	*	*	*	*
Mat-Su / Southcentral	1,085	244	22%	91	\$309,281
Mt Edgecumbe / Southeast	74	13	18%	*	*
Nenana / Interior	128	5	4%	*	*
Nome / Far North	29	10	34%	6	\$19,642
North Slope / Far North	86	17	20%	8	\$30,910
Northwest Arctic / Far North	78	*	*	*	*
Pelican / Southeast	*	*	*	*	*
Petersburg / Southeast	53	25	47%	9	\$39,234
Pribilof / Southwest	4	*	*	*	*
Saint Mary's / Southwest	13	*	*	*	*
Sitka / Southeast	98	37	38%	5	\$12,484
Skagway / Southeast	12	5	42%	*	*
Southeast Island / Southeast	10	*	*	*	*
Southwest Region / Southwest	32	*	*	*	*
Tanana / Interior	*	*	*	*	*
Unalaska / Southwest	22	10	45%	5	\$16,040
Valdez / Southcentral	45	13	29%	8	\$21,400
Wrangell / Southeast	26	7	27%	*	*
Yakutat / Southeast	9	*	*	*	*
Yukon Flats / Far North	8	*	*	*	*
Yukon-Koyukuk / Interior	88	7	8%	*	*
Yupiit / Southwest	8	*	*	*	*
Statewide Public Schools Total	8,064	2,322	29%	835	\$2,826,835
Non-Public Schools Total	N/A	42	N/A	35	\$133,079

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

It is informative to look at differences in the rates of eligibility and students' use of the APS across regions of the state. Regions referenced in this report are shown in Appendix E.



EXHIBIT 2. AY11 Graduates' APS Percentage Eligibility and Use by Region



Alaska's Southcentral region not only had the most students eligible to receive an APS, but, as shown in Exhibit 2, it had the highest percentage of graduates eligible to receive a scholarship as well, at 31.7%. Southeast and Interior Alaska trailed Southcentral, and Southwest Alaska's eligibility rate was just more than one-half that of Southcentral's. The Far North region had the lowest percentage of graduates eligible for the APS. However, when we consider the percentage of APS-eligible students who actually made use of it in their first year after graduation, the Far North and Interior regions led the state with nearly one-half of all eligible students actually receiving the scholarship, 48.6% and 49.9%, respectively. This compares to the Southeast region, where just over one-quarter, 27.5%, of eligible students took advantage of the APS in this first year.

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

To determine who is benefiting from the APS, we need to make comparisons across three different populations of students: all AY11 high school graduates; the subset of students who were academically eligible to receive the APS; and those students who actually received the scholarship. In certain cases, these three populations show only slight differences, and in other cases there are significant contrasts.

Exhibits 3 and 4 provide two examples of the similarities and the differences among these three groups. When we consider all public high school graduates in AY11, nearly 29% were academically eligible to receive the APS. Of those eligible, slightly more than one-third, or 36%, took advantage of the APS during their first semester after graduating from high school.

EXHIBIT 3. APS Eligibility and Recipients by Gender

	Public School Graduates	Eligible		Recipients	
		Count	% of Graduates	Count	% of Eligible
Totals	8,064	2,322	28.8%	835	36.0%
Male	4,012	1,060	26.4%	380	35.8%
Female	4,052	1,262	31.1%	455	36.1%

Female graduates were slightly more likely to be eligible for the APS as compared to their male counterparts. However, in terms of those eligible students who go on to receive an APS in the first year after graduation, the two genders are nearly identical.

Such similarities are not the case when we analyze APS eligibility by race/ethnicity. For the eligible populations based on race, Caucasian students are four and one-half times more likely to be academically eligible for the APS than are Alaska Native/American Indian students, at 37.9% versus 8.3%.



EXHIBIT 4. APS Eligibility and Recipients by Ethnicity

	Public School Graduates	Eligible		Recipients	
		Count	% of Graduates	Count	% of Eligible
Total	8,064	2,322	28.8%	835	36.0%
Caucasian (White)	4,764	1,807	37.9%	652	36.1%
Alaska Native/American Indian	1,463	122	8.3%	44	36.1%
Asian	575	143	24.9%	44	30.8%
Hispanic	427	78	18.3%	33	42.3%
Native Hawaiian or Pacific Islander	402	112	27.9%	40	35.7%
African-American (Black), not Hispanic	292	50	17.1%	18	36.0%
2 or more races (not Hispanic)	141	10	7.1%	4	40.0%

However, similar to our gender analysis, once a student becomes eligible for the APS, differences in its usage across ethnic groups nearly disappear. Almost all groups take advantage of the APS at the same rate, 36%, within the first year after graduating from high school. The two outliers in the use of the APS are Hispanics, with 42% of eligible students using the APS in the first year after graduation, and Asians, with only 31% making use of the APS. However, given the small size of the student populations within these ethnic groups, care should be taken in drawing conclusions about their propensity to use, or not use, the APS to pursue postsecondary education opportunities. Additional information over the next several years will help identify if there are any significant differences in the use of the APS among ethnic groups.

Still, there are instances when there are observed differences in the percentages of the eligible populations making use of the APS their first year after graduation. One of the most striking is in the use of the scholarship based on the award level. (See Exhibit 5.) Even though a Level 1 award is, in its dollar value, one-third larger than a Level 2 award, students are 50% more likely to use the Level 2 award than they are a Level 1, at 43.1% compared to 28.4%.

EXHIBIT 5. APS-Eligible Public School Graduates by Award Level⁶

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

Part of the difference in APS use by award level can be attributed to competition from non-Alaska postsecondary institutions. Using information available through the NSC, it is possible to identify many of the students academically eligible to receive the APS who pursued postsecondary education at an out-of-state institution. For the graduating class of 2011, NSC data identified 30% of all high school graduates as attending a postsecondary institution in Alaska, while 17% were found to attend out-of-state institutions.

⁶ Exhibit excludes non-public school APS recipients, because of a lack of information on the total number of non-public school students who were eligible for an award but who failed to apply by completing an Alternative Eligibility Determination Application.



(See Exhibit 6.) Just over one-half of the total graduating class was not found in the NSC database, either because they did not pursue postsecondary education, or because they attended an institution that does not report to NSC. Nevertheless, given the scope of the NSC database (see footnote 4, page 6), it is unlikely the number of graduates attending non-reporting institutions would be material.

EXHIBIT 6. AY11 Public School Graduates’ In-state and Out-of-state Attendance Patterns

	Headcounts			
	AY11 Graduates	Attended In AK	Attended Outside	Not Found / Not Attending
Total Graduates	8,064	2,437	1,401	4,226
Not APS Eligible	5,742	1,439	467	3,836
Total APS Eligible	2,322	998	934	390
Level 1	922	298	518	106
Level 2	687	350	215	122
Level 3	713	350	201	162

	Percentages			
	AY11 Graduates	Attended In AK	Attended Outside	Not Found / Not Attending
Total Graduates	8,064	30%	17%	52%
Not APS Eligible	5,742	25%	8%	67%
Total APS Eligible	2,322	43%	40%	17%
Level 1	922	32%	56%	11%
Level 2	687	51%	31%	18%
Level 3	713	49%	28%	23%

In AY11, nearly as many APS-eligible graduates decided to attend out-of-state as did in-state, 934 versus 998, while only 390 eligible students are unaccounted for in the NSC data. For students eligible for the Level 1 awards, their tendency to attend an out-of-state institution is much greater than those students eligible for Levels 2 or 3 awards. Also, this group of highest academic performing students is more likely to pursue postsecondary training somewhere, whether in-state or out-of-state, with over 88% of these students being found in the NSC data. This compares to Level 3-eligible students, where only 77% were found to be attending any postsecondary institution.

Finally, there are some differences in the eligibility for and use of the APS based on students’ (and their parents’) financial capacity. While information on students’ finances is not available consistently across the three student populations being considered - high school graduates, APS-eligible and APS-recipient students - there are two sources of financial information available to shed some light on which students are most likely to be eligible to receive the scholarship, and which are most likely to make use of it. For APS-eligible students, information collected by EED allows for the identification of those public school students considered economically disadvantaged in their senior year of high school. In AY11, 30% of all high school graduates were considered economically disadvantaged, or 2,420 total graduates. (See Exhibit 7.) Of these students, 10.9% were APS-eligible, compared to the total student eligibility of 28.8%.



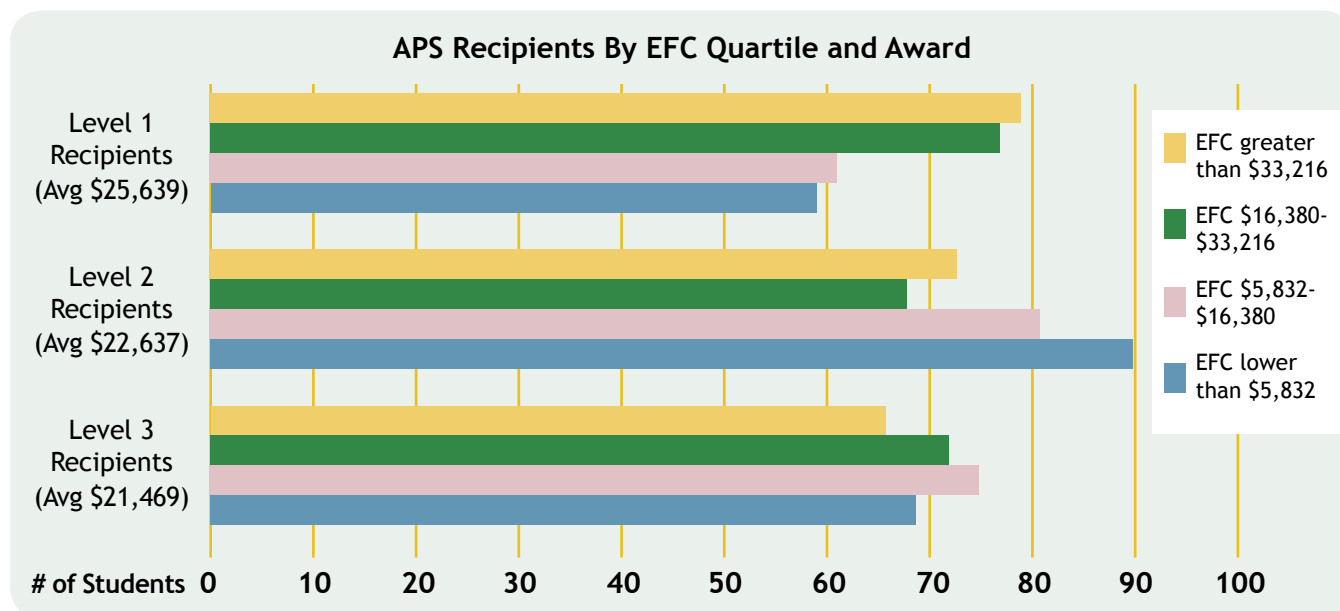
However, if an economically disadvantaged student was eligible for an APS, they were nearly as likely to use it as the total student population, at 34% versus 36%.

EXHIBIT 7. AY11 Public School Graduates and APS-Eligible Students by Financial Status

	Total AY11 Graduates	% of Total Graduates	APS Eligible	Eligible/ Total	APS Recipients	Recipients /Eligible
Total Students	8,064	n/a	2,322	28.8%	835	36.0%
Economically Disadvantaged	2,420	30.0%	253	10.9%	86	34.0%
Not Economically Disadvantaged	5,644	70.0%	2,069	36.7%	749	36.2%

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

EXHIBIT 8. AY11 APS Recipients by Expected Family Contribution and Award Level



In Exhibit 8, the 870 APS recipients were sorted by their EFC and then divided into four equally sized groups, or quartiles. One quartile contained families expected to contribute at least \$33,216 to their postsecondary education. Another contained families expected to contribute at least \$16,380, but less than \$33,216. The third quartile families were to contribute at least \$5,832, but less than the second group. The final quartile was expected to contribute less than \$5,832. Each quartile's use of the APS by award level was then analyzed.

Those students in the highest EFC quartile, and to a lesser extent those students in the second quartile, were slightly more likely to be Level 1 award recipients. Those in the two lower quartiles, who were expected to contribute less than \$16,380, were less likely to receive a Level 1 award. Those students in



the lowest EFC quartile were most likely to receive a Level 2 award, followed by a Level 3 and finally by a Level 1 award. When we calculate the average EFC by award level received, Level 1 recipients' average \$25,639 compared to Level 3 recipients, whose families are expected, according to the federal methodology, to contribute an average of \$21,469 annually toward their postsecondary education.

Where are APS Recipients Pursuing Their Postsecondary Studies?

For the high school graduating class of AY11, in addition to regionally accredited institutions, 13 career and technical education institutions in the state were approved for students to attend and receive the APS⁷. However, only eight institutions were attended by APS award recipients in their first year after graduation. (See Exhibit 9.)

Because APS funds are available for up to six years after graduation from high school, and because many students pursuing career and technical training do so after having already entered the labor force, it is expected that the number of students using the APS for certifications and vocational licensure will increase in the future. However, a surprisingly low number of APS-eligible students used their scholarships to pursue certificates and licenses their first year after graduation. Of the 870 students who received a scholarship immediately after graduating, only 22 pursued a certificate.

EXHIBIT 9. APS Recipients and Postsecondary Attendance by Institution

Institution	Total # of Awards
Alaska Bible College	5
AVTEC	7
UAA	497
UAF	316
UAS	40
Other Institutions	5

As noted earlier, nearly as many eligible students pursued their postsecondary studies outside of Alaska as did in the state. (See Exhibit 6, page 10.) The largest number of students, both in terms of overall graduates and in the number of APS-eligible students, attended a postsecondary institution in Washington, followed closely by Oregon. Colorado was the only other state attracting at least 100 graduates from the class of AY11, while Montana, California, Idaho and Arizona each attracted more than 50 graduates. A list of those states where 10 or more recent graduates were attending can be found in Appendix B.

How Much In APS Funds Was Awarded, And For What Types Of Enrollment?

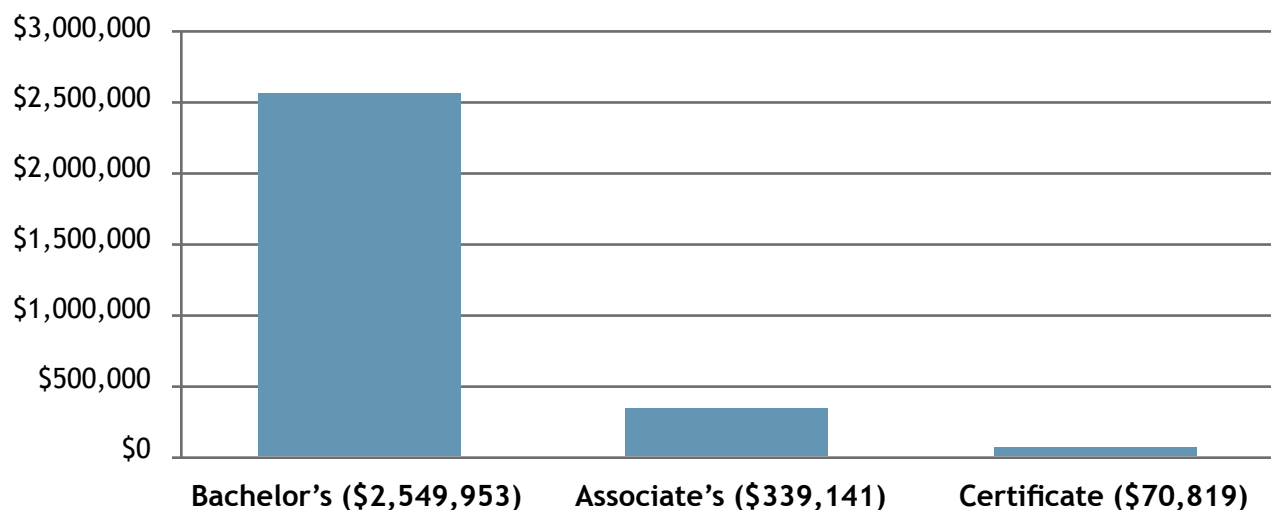
As of November 14, 2011, the APS program had paid out \$2,959,913 to 870 recipients pursuing postsecondary education at a qualified institution in Alaska, for an average award amount of \$3,402 per APS recipient⁸. As mentioned above, the majority of students used the APS to pursue degrees, either associate's or bachelor's, and so very little of the nearly \$3 million was used to pursue certificates. (See Exhibit 10.)

⁷ For a list of participating institutions and programs, see Appendix B.

⁸ As of December 20, 2011, the total amount awarded has risen to \$3,006,713, with 902 recipients receiving funds.

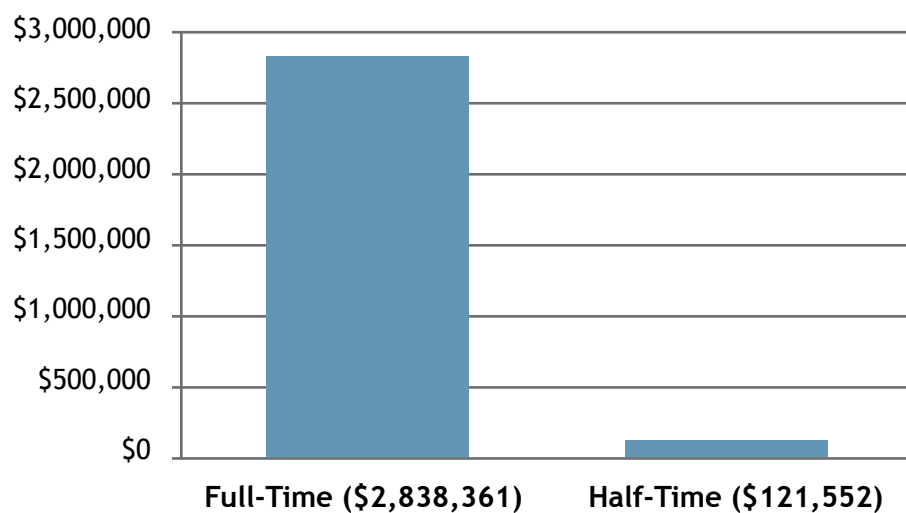


EXHIBIT 10. APS Award Amounts by Degree/Certificate



APS recipients decided overwhelmingly to pursue postsecondary studies on a full-time basis. Because the APS can be used to pay for only four years (eight semesters or twelve quarters of studies), and because the award is reduced by 50% for attending less than full-time, students may be attempting to maximize the amount of the award they are eligible to receive. However, there are additional benefits to students for attending full-time - they are able to complete their degree sooner and therefore enter the workforce sooner, maximizing the return on their educational investment. Moreover, students who attend full time are more likely to complete their degree or certificate than those who attend less than full time.

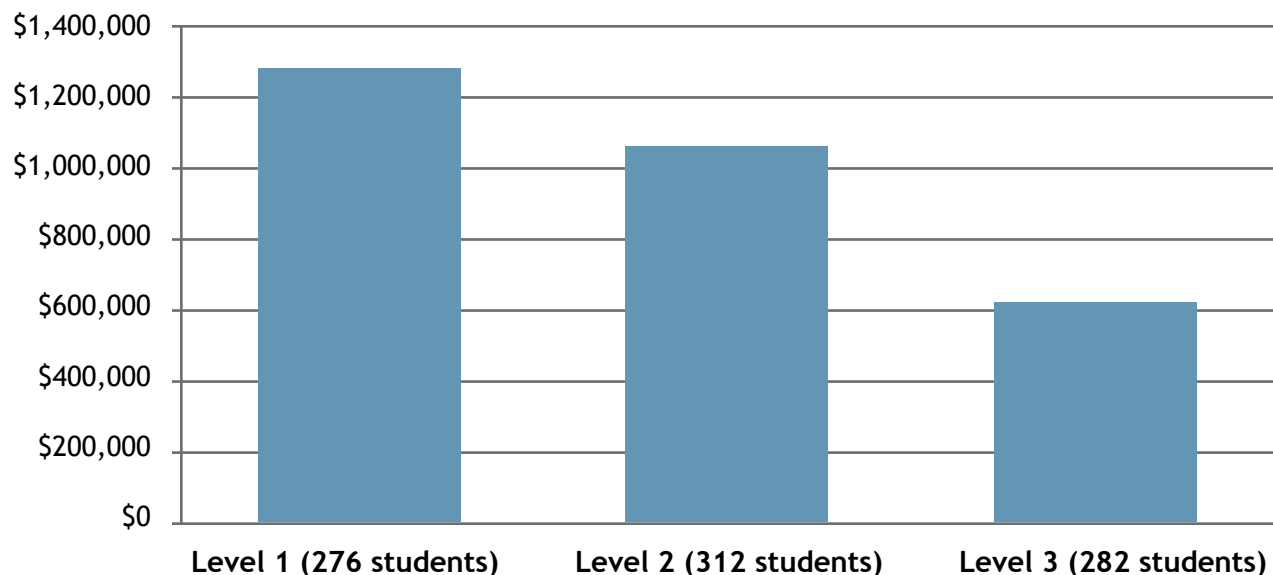
EXHIBIT 11. APS Award Amounts by Enrollment Status



As shown in Exhibit 12, given the differences in the amounts awarded at each level, most APS funds were expended for the top award level, even though this level had the fewest recipients⁹.

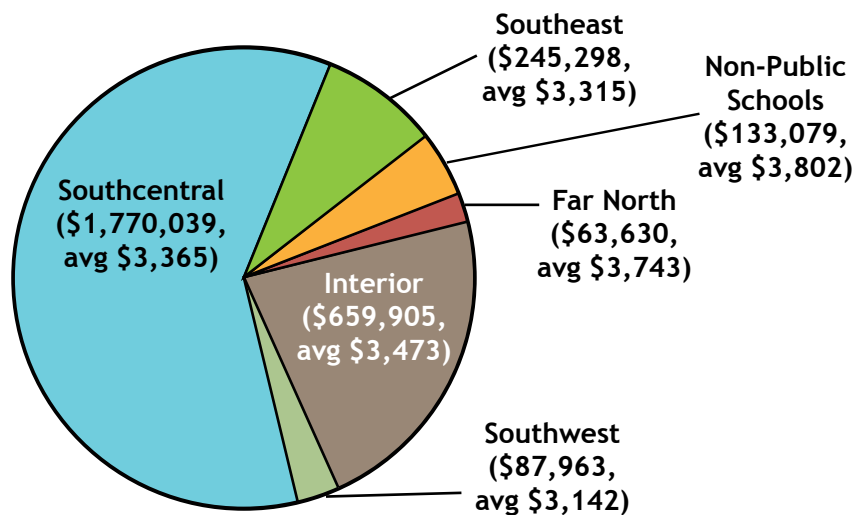
⁹ Numbers of recipient students do not match those in Exhibit 3, which included only public school eligible and recipient students.

EXHIBIT 12. APS Award Amounts by Award Level



The Southcentral region receives funding roughly proportional to the number of APS recipients who come from the region, though the average award in the region is slightly less than the statewide average of \$3,402. (See Exhibit 13.) Note that while 35 non-public school graduates from the class of 2011 received an APS award and were included in the chart, these students were not allocated to a region.

EXHIBIT 13. APS Total and Average Awards by Region



How Does the APS Affect Educational Attainment?

The APS goals include improving students' high school performance and preparing them for postsecondary education and career success. Evaluating progress in achieving these goals will require several years of information comparing APS recipients to non-recipients in their postsecondary education and labor force performances.

Given the program's short history, AY11 high school graduates had few opportunities to change behaviors in order to be eligible for an APS award. In future years, as the APS eligibility requirements for rigorous



curricula are completely phased in, students will have more time to align their course plans. We will then be better able to measure if the APS motivates students to push themselves academically, and if the APS’ “invitation to excellence” is broadly accepted and reflected in the performance of the recipients. (For more information on how the APS affected students’ behaviors in high school, see the section “APS Survey Findings” on page 19.)

Determining the appropriate measures to evaluate APS outcomes can be complex. For example, with regard to postsecondary education, three typical measures of success are: reduced remediation, increased student retention from one year to the next, and an increase in graduation rates. However, much of the information required to determine how successful the class of AY11 has been in these regards is not yet available.

There is preliminary information available on the patterns of UA first-time freshmen who enroll in preparatory (remedial) courses during the most recent fall semester. Nearly two-thirds of those who were not APS eligible enrolled in some type of preparatory classes. More than one-half of these APS-ineligible students were enrolled in preparatory mathematics courses, and more than one-third were enrolled in preparatory English classes. By comparison, just over one in four APS eligible students took any preparatory classes in their first semester at UA. (See Exhibit 14.) As would be expected, those APS-eligible students at the higher award levels were less likely to take preparatory classes, with fewer than one in 10 students eligible for the top collegiate APS award taking any type of preparatory classes.

Not only did APS-eligible students take fewer preparatory courses, but they also enrolled in more credit hours in their first semester than did the ineligible students. Ineligible students attempted, on average, 11.3 credit hours in their first semester in AY12, of which 2.9 hours were preparatory classes. APS eligible students attempted on average 13.6 credit hours in their first semester, only one of which was in a preparatory class. Because preparatory courses do not count toward degree requirements, the average APS student, if they successfully complete their first semester course load, ends up with 12.6 credit hours to apply toward a degree, compared to 8.4 hours for an ineligible student who successfully completes their first semester classes.

EXHIBIT 14. UA First-Time Freshmen in AY12 Taking Preparatory Courses and Average Credit Hours Attempted¹⁰

Total Headcount of First-Time Freshman, AY12 = 3,631	Non-APS-Eligible First-Time Freshmen	APS-Eligible First-Time Freshmen				
		Total Eligible	College Level 1	College Level 2	College Level 3	All Vocational
Total Student Headcount	2,751	880	262	310	287	21
Students Taking Any Preparatory Courses	1,784	241	23	86	124	8
Percent of Total Headcount	64.8%	27.4%	8.8%	27.7%	43.2%	38.1%
Students Taking Preparatory Math	1,504	207	21	71	108	7
Percent of Total Headcount	54.7%	23.5%	8.0%	22.9%	37.6%	33.3%
Students Taking Preparatory English	1,003	52	2	15	32	3
Percent of Total Headcount	36.5%	5.9%	0.8%	4.8%	11.1%	14.3%
Average Total Hours Attempted	11.3	13.6	14.5	13.6	13.0	12.8
Avg. Preparatory Hours Attempted	2.9	1.0	0.3	0.9	1.6	1.7
Avg. Preparatory Hours - Math	1.7	0.7	0.2	0.7	1.2	1.1
Avg. Preparatory Hours - English	1.1	0.2	0.0	0.2	0.4	0.5

¹⁰Data reflect student enrollments for the opening of the fall semester, and credit hours are credit hours attempted. Preparatory Studies and Preparatory Science courses are not included in the analysis above, and numbers are subject to change once closing data for the fall semester becomes available.



The benefits from the APS will occur if more students are successfully motivated to study harder in order to maintain a high GPA and to take rigorous classes to become APS eligible. These two factors will contribute to higher standardized test scores, and therefore less need for remediation and greater success in postsecondary pursuits.

One future measure of such motivation will be the number of students who take college entrance examinations. There was only a limited opportunity for AY11 graduates to increase their test taking during this first year of the scholarship. However, information is available from both ACT and College Board, the organization which administers the SAT, on the number of students in each graduating class taking their tests over the past several years. As future years' graduates prepare to qualify for the scholarship, it is expected that the numbers and percentage of students taking one or both tests should increase. Historically, as the percentage of students taking these tests increases, the average scores decrease. Tracking the test-taking patterns and average scores of future graduates will provide some insights into the scholarship's ability to motivate students to pursue higher education, and also on how well increased rigor and the emphasis on higher performance in secondary school translates into higher scores on college entrance examinations. As a benchmark, for the graduating class of 2011, 40% of those graduates had taken the ACT, and of these 54% scored 21 or higher on the composite score, the minimum score to become APS-eligible using the ACT¹¹.

EXHIBIT 15. Number and Percentage of Alaska High School Graduates Taking College Entrance Examinations by Year, 2006-2011¹²

Numbers and Percentages of ACT & SAT Test Takers By Year

	2006	2007	2008	2009	2010	2011
AK High School Graduates	7,361	7,666	7,855	8,008	8,245	8,064
ACT Test Takers	1,987	2,106	2,047	2,254	2,228	3,022
% taking ACT	27%	27%	26%	28%	27%	37%
SAT Test Takers	(not available)	4,050	4,060	3,899	4,089	3,866
% taking SAT		53%	52%	49%	50%	48%

UA data was also able to capture how quickly recent high school graduating classes' students began work on their degree. Exhibit 16 again uses the most recent three years' public high school graduating classes, noting how many students in each class began their postsecondary studies within one year of graduation, and the types of degree or certificate they pursued. For AY11, UA was able to match its APS-eligible students to EED's AY11 graduation data, and to the types of endorsements they pursued. Of UA's 880 APS eligible students, 852 had graduated from public schools. Over the past three years, the percentage of Alaska public school graduates attending UA within one year of their high school graduation has remained relatively stable, between 26% and 29%. However, for the population of APS-eligible students in AY11, 36.7% attended one of the UA schools in the fall semester following their high school graduation.

¹¹ ACT Profile Report - Alaska, Graduating Class 2011. Similar statistics were not yet available for SAT test takers.

¹² Percentages of test takers will not match those as reported by the testing agencies. ACT and the College Board use the Western Interstate Commission for Higher Education's (WICHE) projections of high school graduates by year. Percentages calculated in Exhibit 15 represent the number of test takers divided by the number of public school graduates receiving diplomas as reported by EED.



EXHIBIT 16. High School Graduates Pursuing Postsecondary Degree/Certificate at UA Within One Year of Graduation¹³

	Public School Graduates			APS Eligible, AY11		Percentage of Public School Graduates			Percentage APS Eligible, AY11
	AY09	AY10	AY11	Public	Other	AY09	AY10	AY11	Public
Total Graduates	7,997	8,249	8,064	2,322					
Total Degree/Certificate Seekers	2,093	2,374	2,144	852	27	26.2%	28.8%	26.6%	36.7%
Bachelor's Degree Seekers	1,387	1,532	1,442	697	20	17.3%	18.6%	17.9%	30.0%
Associate's Degree Seekers	653	793	651	121	7	8.2%	9.6%	8.1%	5.2%
Certificate Seekers	53	49	51	10	0	0.7%	0.6%	0.6%	0.4%
Pending Endorsement	n/a	n/a	n/a	24	1	n/a	n/a	n/a	1.0%

In addition, these APS-eligible public school graduates exhibit a tendency to pursue higher degrees, thus committing to stay in school longer to attain their degrees. For all Alaska public school graduates in the last three years, between 17% and 19% pursued a bachelor's degree within a year after their high school graduation. For the inaugural class of APS-eligible students, 30% enrolled in a bachelor's degree program. In addition, because the AY11 cohort data is based only on fall semester enrollments, the percentage of AY11 students seeking a degree or certificate within one year of graduation will likely go up.

Some of these students' tendencies may be based on the fact that APS recipients have shown a history in secondary school of achieving good grades and high test scores, so these students could be more likely to pursue postsecondary education than an average student. APS recipients' higher first year attending rates could also be driven by the APS rewarding them to attend school in Alaska. Still, it appears that APS recipients are more likely to pursue postsecondary education within their first year after graduation, and at a rate substantially above the average rate for all students.

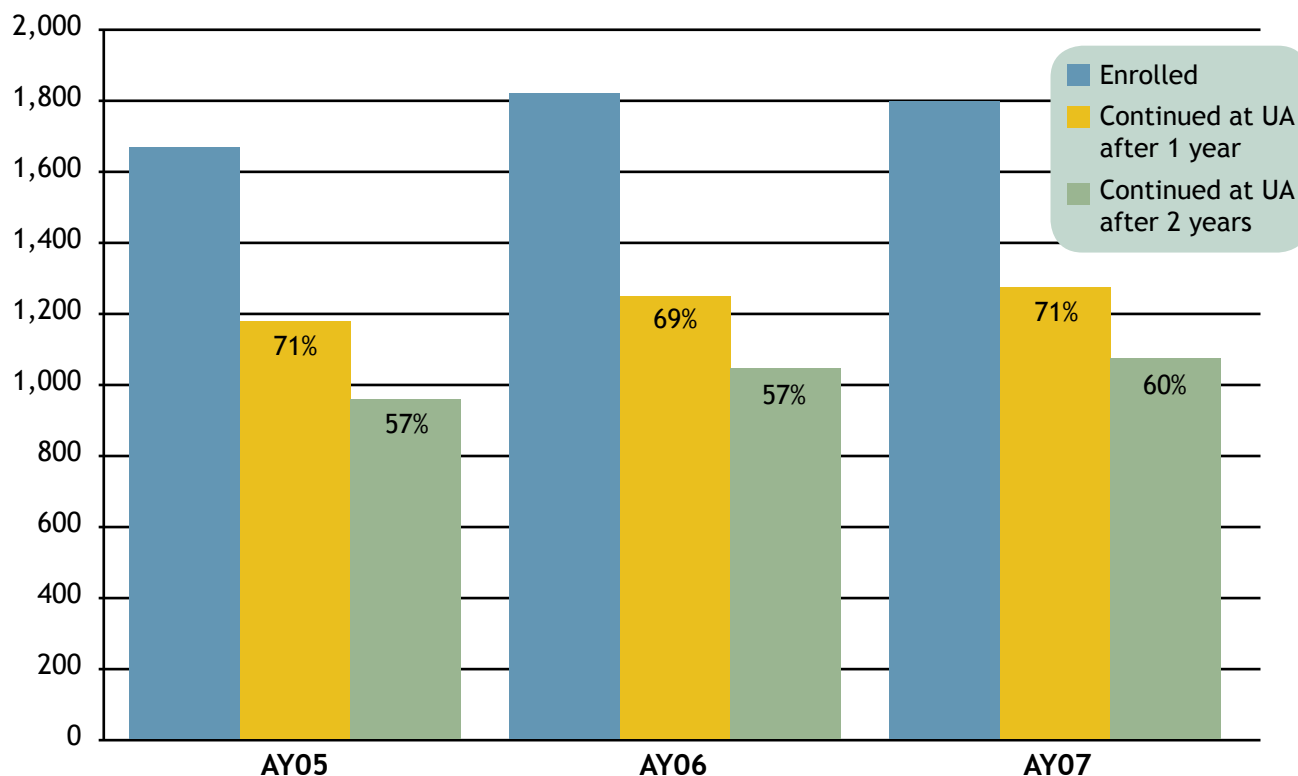
Pursuing postsecondary education soon after graduating from high school can have several benefits for students. Students' retention of information learned in high school diminishes over time, so attending a postsecondary institution early can reduce the need for remediation. Students also complete their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

With only one semester of postsecondary data available for review, first year attendance and remedial classes taken are the only two measures of postsecondary performance available at this time. The next potentially measurable effect of the APS, second year student retention rates, will not be available until the fall of 2012¹⁴. Still, historical data is available, and can be used to illustrate current student retention rates in order to create the benchmark that the APS program will be compared against. Exhibit 17 shows Alaska high school graduates from AY05 through AY07 enrolling within one year of their high school graduation (so enrolling at UA in AY06 through AY08.)

¹³ AY11 data is based on information gathered at the beginning of the semester, while previous years' data reflects information gathered at the close of the semester. In the table, "Public" indicates APS students matched to AY11 EED data. "Other" includes those students graduating from non-public schools in AY11 who are eligible to receive an APS award. Because the total number of non-public school graduates in Alaska is not known, no percentages were calculated for this student population. "Pending Endorsement" includes students awaiting admission into a degree or certificate program.

¹⁴ Going forward, NSC data can help measure whether the APS has affected students' decisions on where to attend school, and if the APS makes students more likely to pursue their postsecondary studies in Alaska.

EXHIBIT 17. Retention of AY05-AY07 High School Graduates Attending UA Within One Year of Graduation



Without linking those students who end up not returning to UA after one or two years to other data sources, most notably the NSC data, we cannot determine if these students actually stopped pursuing their postsecondary education, or if they continued at another postsecondary institution. Still, more than one in four students did not return to their declared degree program at UA after their first year, and more than one in three were no longer pursuing their degree after two years.

For AY11 high school graduates, the 2013 APS outcomes report will be able to provide comparable retention rate measures for all students attending UA, and for the subset of APS recipients. Similar to the first year postsecondary attendance rates, APS recipients may have other factors that affect their retention rates, but it is reasonable to believe the scholarships will incent students to remain in school and complete their degree. As recipients progress through their postsecondary studies, data from their attending institutions and the NSC will help provide additional measures as to the scholarship's influence on recipients.

Educational attainment data even further into the future will include APS recipients' graduation rates, how they compare to the overall student population, and how quickly they earn their degree or certificate. However, a sufficient number of years must elapse before the data on this measure of the APS' success is available.

In preparation for future reports on the outcomes of APS students, UA's IRA unit compiled UA graduation rate data on Alaska high school students using the most recent graduating class for which complete information is available, AY05¹⁵. Comparable data for AY06 and AY07 is not yet available, since these students have had less than six years in which to complete their degrees. Information presented for AY07

¹⁵ Completion information and graduation rates are generally calculated based on 150% of the normal time to completion for the degree or certificate. For a bachelor's degree, which normally takes four years to complete, graduation and completion data is then based on six years after the student begins their postsecondary education. Similarly, associate's degree and two-year certificate programs are calculated after three years. For the high school graduating class of AY11, comparable completion and graduation rates information for four-year programs will not be available until after AY17, but completions will be reported in the first year data is available.



completers represents those students who completed either a bachelor’s or associate’s degree within four years (graduating with their degree in AY11).

In Exhibit 18, we can compare AY05 completion rates to AY07. At 31.6% versus 14%, it is obvious that a significant share of students take more than four years to complete their degree. While comparable data for APS recipients is several years away, APS’ effect on degree completion and the average number of years required to complete a degree will be an important measure.

EXHIBIT 18. UA Degree and Certificate Completion by AY11, for AY05-AY07 High School Graduates Attending UA Within One Year of Graduation

Graduates Pursuing a Degree	AY05	AY06	AY07
Total Enrolled in a Degree Program	1,674	1,824	1,802
Total Completing Program	529	397	253
Percentage Completing Program	31.6%	21.8%	14.0%
Average Years to Completion	4.42	4.03	3.48

Graduates Pursuing a Certificate	AY07
Total Enrolled in a Certificate Program	38
Total Completing Program	9
Percentage Completing Program	23.7%
Average Years to Completion	1.44

How Does the APS Affect Workforce Success?

As a part of the analysis of how the APS affects students, DOLWD will in the future be able to provide information relative to several indicators of workforce success and how receipt of the APS changes students’ behavior while in school. For example, one effect of the APS might be that the additional funds provided allow students to focus more on their studies and less on earning money to pay for school. We know that the majority of APS recipients are attending school full time, and we can compare recipients’ wage earnings while in school to similar non-recipients to see if the APS allows a student to focus on their studies.

DOLWD will also be able to provide the average earnings of APS recipients, determine if their occupation is related to their degree, and determine how many remain in Alaska versus leaving the state to pursue a career elsewhere. Labor outcomes can be measured among the three eligibility levels for both recipients and non-recipients, and between eligible and ineligible students. Similar to graduation rates, however, this information will be available only after the APS cohorts are more fully matured.

APS Survey Findings

In December, ACPE surveyed approximately 1,800 students who met the academic requirements to receive an APS award. These students were a subset of the 2,322 APS-eligible students - they had filed a FAFSA and included an email address in that application. Students did not have to have received an APS award in order to be included in the survey, though students filing a FAFSA are those most likely to pursue postsecondary education. Therefore the selection process was biased toward those students intending to be enrolled in postsecondary studies in 2011-12 and therefore more likely to have received the scholarship.



The survey included several multiple choice and scaled questions, as well as opportunities for responders to provide their own comments. Selected comments gathered through the survey have been interspersed throughout this report. Not all comments received were positive, though most negative ones focused on the scholarship’s requirement that it be used only at in-state schools, and in some cases on the confusion and lack of information available about the scholarship in this its first year. (Representative comments, both pro and con, are included in Appendix C.)

Responses were collected from 357 students, or 20% of the students who were asked to participate. Response rates ran from a high of 23% for award Level 1-eligible students, down to 16% for award Level 3-eligible students. Nearly 90% of respondents were pursuing a degree, and 5% were not pursuing postsecondary education. Of those pursuing postsecondary education, just over one-quarter were attending school outside of Alaska and were therefore not eligible to receive the award in AY12.

Two-thirds of the survey respondents, 237 students, said that the APS affected their decision to attend school. Nearly two-thirds of these students said the APS affected their decision to pursue their education in Alaska, and over 20% said that it made them consider doing so, even though they eventually went to an out-of-state school. Over one-quarter of the respondents said it was extremely important in influencing their decision on whether or not to pursue postsecondary education.

When asked about their use of the APS, 58% of respondents said it was extremely likely that they would make use of their entire APS award within six years of graduating, and 44% said they were extremely likely to do this within four years. Two-thirds of respondents said that it is extremely likely that they will attend school full-time.

Although the APS program was new this year, and final outcomes regarding funding were not available until the spring, 55% of students knew that they could become eligible for the APS before or near the beginning of their last semester during their senior year. Another 19% found out shortly before their graduation, and only 5% discovered they were eligible after having arrived at their postsecondary institution. Nearly 10% of students surveyed stated that they weren’t aware that they were eligible to receive the APS until they received the ACPE survey, but this high level was partially due to confusion in their interpretation of the question - 29 of these 34 students were attending an out-of-state institution, so while they were academically eligible they did not meet all requirements to actually receive an APS award. Thirty-nine percent of students learned about the APS through a teacher or school counselor, and 29% through a parent or guardian.

Students were seemingly well-informed about the program and their status. Two-thirds knew the award level they were eligible to receive, and 40% knew the dollar value of their award. (See Exhibit 19.)

EXHIBIT 19. Survey Respondents’ Knowledge About the APS and their Eligibility Status

Knew the award level for which they were eligible	67.5%
Knew the amount of their award	40.4%
Knew the APS was available only if they attended a qualifying Alaska school	78.1%
Knew they must attend at least half time to receive the scholarship	38.4%
Knew that they would be eligible to receive up to four years of funding	57.3%
Knew that they had six years in which to use the APS	24.8%

The high school graduates in AY11 had little opportunity to change their approach to the classes they took or the effort they expended in order to become eligible for the APS - 69% said they made no changes. Almost 16% said they worked harder to increase their GPA, 12% said they retook a standardized test in hopes of increasing their score, 10% made changes to the classes they had planned to take, and 8% took a standardized test when they would not have done so otherwise.



Conclusion

With the first-ever APS recipients just finishing the first semester of their postsecondary studies, it is impossible to determine the long-term effects of the scholarship, and it is too early to tell if the eligibility and enrollment patterns seen in this first year were caused by the APS, or if they will continue into the future. Because the information available at this early date is so preliminary, it will be subject to revision as a more complete picture of these students' performance during their first semester of postsecondary studies becomes available.

Until comparative data for APS recipients versus non-recipients becomes available, some of the best information comes directly from students who are eligible to receive the scholarship, and their thoughts on how the APS program has affected them. A significant number of recipients expressed their belief that the scholarship had allowed them to pursue postsecondary education, with one-quarter saying that it was extremely important in their decision to even pursue postsecondary education. Two-thirds of surveyed students responded that it strongly influenced their decision to attend school, and most credited the APS with their choice to attend school in Alaska.

In future years, as more data becomes available, additional assessments of APS' effectiveness will be possible, and a better determination can be made as to what extent the scholarship is meeting its intended goals. For the 2013 report, examples include preliminary information on students' retention rates and more complete information on the number of remedial credit hours being taken by AY11 graduates. Information on satisfactory annual progress of APS recipients will also be available, and can be compared to non-recipients' progress. There will also be data on the number of graduates beginning their pursuit of postsecondary training in their second year after high school graduation, and on those students initially attending institutions outside of Alaska and then returning in their second year. In subsequent years, information on degree/certificate completions and labor force participation will become available, and will offer even more meaningful measures of the success and value of the Alaska Performance Scholarship.



“I think it is an amazing thing to offer a scholarship to encourage students to stay in Alaska. I love Alaska and find it sad that a lot of students my age are so eager to flee the state after graduating.”

Level 3 APS Recipient, in response to APS Outcomes Survey

“I really appreciate that I get APS. It really helps me pursue my education and life goals. It is extremely hard to work and study and any financial assistance helps a lot. Thank you very much for helping me pursue my goals. I’m greatly thankful for the opportunities I have.”

Level 3 APS Recipient, in response to APS Outcomes Survey

“Thank you for rewarding my efforts in high school with this scholarship. Every bit of financial aid encourages and empowers Alaskans to pursue a higher education. If the state invests in us, the youth, we will invest in the state with the power of our minds and ideas. It is because of programs like this that advocates for positive change are born.”

Level 2 APS Recipient, in response to APS Outcomes Survey

“It was a very nice surprise to see that I did not have to pay for school at all with this scholarship and all of my others. It is helping my family very much not to have to get a loan. It is a nice way to see that the state wants their children to go to college and will help you with that.”

Level 2 APS Recipient, in response to APS Outcomes Survey

“This scholarship program is opening up so many doors I never thought would be open and available to me. Thank you so much!”

Level 1 APS Recipient, in response to APS Outcomes Survey

“You have changed my life and future. Thank you for investing in me. I will do my best to use your faith in me well. My home is here; and hopefully will always be here.”

Level 1 APS Recipient, in response to APS Outcomes Survey



APPENDIX A.

Determining APS Eligibility

For the high school graduating class of 2011, a student could become eligible for the APS by:

- ✓ maintaining a minimum grade-point average in high school of 2.5 or higher;
- ✓ achieving a minimum score on a college entrance exam to be eligible for an APS which could be used to pursue a degree or a certificate, or achieving a minimum score on a standardized examination designed to measure a student’s level of preparedness to transition to the workforce to pursue a certificate or professional licensure; and
- ✓ completing a rigorous core curriculum that included four years of language arts, three years of social studies, a minimum of two years of each and five years combined of mathematics and science, and one year of physical education.

The APS rigorous curriculum is being phased in over four years to give school districts time to incorporate changes to meet the new requirements. Therefore curriculum requirements for the class of 2011 were less rigorous than ultimately established by the APS legislation. In 2013, students must complete:

- ✓ either four years of mathematics, science, language arts, and social studies; or
- ✓ four years of language arts and social studies, three years of science and mathematics, and two years of a foreign language or an Alaska Native language.

If a student met the rigorous curriculum requirements, their GPA and college entrance and standardized test scores were used to determine the APS award level the student could receive, and therefore the amount of their scholarship. (See Exhibit 1.) A student is eligible only for the lowest award level based on their GPA and test scores. For example, consider a student with an SAT score of 1710 and a GPA of 2.6. Although the SAT score would qualify for an APS Level 1 award, it must be combined with a GPA that also qualifies for Level 1. In this example, the lower GPA drops the student’s eligibility to a Level 3.

EXHIBIT 1. APS Award Levels and Minimum Requirements

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

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



RECEIVING THE SCHOLARSHIP

To actually receive the APS scholarship, a student must:

- ✓ submit a FAFSA or an approved alternative application no later than June 30 for the following academic year¹⁶;
- ✓ enroll in a qualified postsecondary program at one of the 23 participating institutions, or pursue an approved certificate or vocational licensure program at one of 13 career and technical education institutions in the state;
- ✓ enroll in:
 - ❖ at least 12 credit hours for each semester to receive the full amount of their APS award during their freshman year, and 15 credit hours in subsequent years; or
 - ❖ at least 6 credit hours to receive a half-time award¹⁷; or
 - ❖ a qualifying clock-hour CTE program.
- ✓ have an unmet cost of attendance¹⁸ of \$500 or more in order to receive the scholarship.

¹⁶ For AY11 graduates, the FAFSA and alternative application deadlines were extended to December 15, 2011, because of the availability of funding to provide additional scholarships after the June 30 filing deadline.

¹⁷ Students pursuing graduate degrees have lower credit hour limit requirements.

¹⁸ The cost of attendance includes tuition, fees, books, required tools and supplies, room, board and transportation. This amount is reduced by all other non-loan aid (scholarships, grants, etc.) for which a student is eligible to calculate the unmet cost of attendance. If the unmet cost of attendance is less than \$500, a student does not receive any APS funds. If the unmet cost of attendance is greater than \$500 but less than the available APS award amount, the student receives only the amount of their unmet cost of attendance.



APPENDIX B.

AY11 Alaska Public High School Graduates Attending Postsecondary Education by State Where Enrolled

Headcount of Students Attending Outside Alaska by State and APS Eligibility					
STATE	Not Eligible	Level 1	Level 2	Level 3	TOTAL
WA	60	80	36	25	201
OR	63	59	30	22	174
CO	28	50	12	17	107
MT	15	43	17	14	89
CA	34	29	7	11	81
ID	29	13	11	17	70
AZ	29	11	17	11	68
MN	20	16	4	7	47
UT	9	21	4	8	42
TX	20	12	4	4	40
NY	10	15	4	2	31
HI	9	4	7	9	29
NV	10	5	6	8	29
PA	2	22	3	0	27
MA	3	18	1	0	22
ND	10	4	1	7	22
WY	14	3	1	4	22
IL	9	7	2	2	20
MI	4	12	3	0	19
VA	7	5	2	3	17
GA	4	5	4	3	16
OK	7	5	2	2	16
IN	4	8	1	1	14
MO	5	5	3	1	14
NM	5	6	1	1	13
OH	4	4	4	1	13
FL	6	2		3	11
CT	2	6	2	0	10
NE	4	3	3	0	10
Other - 22	41	45	23	18	127
Grand Total	467	518	215	201	1,401



APPENDIX C.

Approved Institutions and Programs of Study

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



Career and Technical Education Institutions	Website and Telephone Number	Approved Programs
A Head of Time Design Academy	907-277-5907	Barber Course Instructor Training Course Hairdresser Course Half-time Eligible Program: Refresher Course Hairdresser/Barber
Alaska Bible College	www.akbible.edu 907-822-3201	Bible Certificate Bible and Ministry Certificate Associate's of Arts Degree Bachelor's of Arts Degree
Alaska Christian College	www.akcc.org 907-260-7422	Certificate in Biblical and General Studies
Alaska Teamster Employer Service Training Trust	www.akteamsterstraining.com 907-278-3674	Half-time Eligible Programs: Freight Over-the-Road Driver Apprenticeship (Heavy Truck Driver) Construction Driver Apprenticeship Surveyor Assistant, Instruments Apprenticeship
Alaska Technical Center	www.nwarctic.org/atc 907-442-3733	Administrative Assistant Millwright Maintenance Construction Technology Training Half-time Eligible Programs: Personal Care Attendant Certified Nursing Assistant
Amundsen Educational Center	www.aecak.org 907-260-8041	Professional Medical Coding Professional Medical Coding (Residential)
AVTEC	www.avtec.edu 907-224-3322	Automotive Business and Office Technology Combination Welding Diesel/Heavy Equipment Technology Facility Maintenance Construction Industrial Electricity Information Technology Licensed Practical Nurse Plumbing and Heating Professional Cooking and Baking Pipe Welding Structural Welding Qualified Member of the Engine Department (QMED) Oiler Half-time Eligible Programs: Certified Nurse Assistant Master Not More than 200 Tons
Alaska Career College	www.alaskacareercollege.edu 907-563-7575	Business Office Technology Specialist Insurance Coding and Billing Specialist with Externship Insurance Coding and Billing Specialist without Externship Medical Assistant Specialist Therapeutic Massage Specialist Business and Computer Technology, AAS Half-time Eligible Programs: Phlebotomy Technician Specialist Aircraft Dispatcher Specialist
Center for Employment Education	www.cee-ak.net 907-279-8451	Half-time Eligible Program: Basic Driver Training-CDL-A
Charter College	907-277-1000 Anchorage Campus 907-352-1000 Wasilla Campus	Certificate Program in Computerized Accounting Specialist Certificate Program in Computer Aided Drafting Associate Certificate Program in Medical Assistant Certificate Program in Network Technology Certificate Program in Network Security Certificate Program in Computerized Office Specialist Certificate Program in Paralegal Studies A.A.S. Degree in Computerized Accounting A.A.S. Degree in Business Management Practice A.A.S. Degree in Computer Science Concentration in Technical Graphics A.A.S. Degree in Criminal Justice A.A.S. Degree in Health Information Technology



Charter College (continued)		A.A.S. Degree in Medical Office Administration: Concentration in Medical Assistant A.A.S. Degree in Computer Science: Concentration in Networking Technology A.A.S. Degree in Computer Science: Concentration in Network Security A.A.S. Degree in Computer Science: Concentration in Business Applications A.A.S. Degree in Paralegal Studies B.S. Business Management Accounting B.S. Business Management Technology B.S. Criminal Justice B.S. Construction Management B.S. Health Care Management B.S. Information Technology Engineering
Galena City School District Postsecondary Adult Programs	postsec.galenaalaska.org 907-565-1205	Hairdressing (Full-time and Half-time eligible)
MetrOasis	www.metroasis.com 907-276-4110	Hairdressing Esthetician
Northern Industrial Training	www.nitalaska.com 907-357-6400	Half-time Eligible Programs: CET Heavy Equipment/ Truck Driver (CDL) NCCER Electrical Level I Program NCCER Pipefitting Program Professional Truck Driver Institute (PTDI) Truck Driver Program NCCER Welding Level I Program



APPENDIX D.

Sample APS Recipients' Comments to Survey

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

Examples of responders' positive comments on the APS program:

I was going to transfer after a year or two, but now I'll probably stay in Alaska all four years.

It made me stay in Alaska instead of leave the state for a different college.

The scholarship was appreciated and is a great initiative on the part of the State of Alaska. Suggest that even though a student doesn't study in Alaska, if the student comes back to Alaska and works for five years that the APS be awarded to pay student's college loans. Alaska is still benefiting from having a college educated worker in Alaska; just as if the worker studied in Alaska.

I was excited to learn that I can use it for two year of graduate school after I graduate from an out-of-state university. It has given me an incentive to return to Alaska. I like having plans for my future!

It was a huge deciding factor on whether or not I would be going to college, and if I would stay in-state.

I was going to attend Brown University, but the financial aid I received for studying within the state has encouraged me to stay in Alaska.

The APS scholarship is helping me stay in school. I could have gone to just the certification on the previous scholarship money and money I had saved. Now I will apply the APS money toward my associate's and my bachelor's degrees. I will be in the aviation industry and am convinced that a 4 yr degree is important. I thank the APS board for this assistance.

Since my family is low-income, my parents would not have been able to pay for my education. The APS Scholarship encouraged me to continue with my post-secondary plans and gave me a means to do so. It is a great idea =).

It made it possible. I graduated a year early from high school. It was important to me to start taking a core classes right away and work into seeing what field I really want to study. The APS made this possible....THANK YOU!

Knowing that I had this extra help of funding for school, I decided to go for my full bachelor's degree instead of just my associate's.

I was considering other-out-of state schools, but I believed that this scholarship opportunity was too big to miss. Thus the APS was the deciding factor for me attending college in Alaska.

It was not advantageous to me to attend an in-state school before the APS became available. I was offered the top scholarship at Covenant College in Georgia and half tuition scholarships at two or three other schools. However, as an independent home school student I was not eligible for the UA Scholars program. Thank you for providing this merit-based program to Alaskans of all walks of life!

The APS helped me take a closer look at the field of study that I plan on pursuing (Applied Engineering) and see the excellent opportunities available at Alaskan universities.

I am a UA Scholar, so I knew that \$11,000 of my tuition and fees would be covered if I chose to stay in-state. However, when I heard about the APS, I knew that it would cover any remaining tuition costs. This really closed the deal for me to stay in Alaska.



I would've attended the University of Washington in Seattle if there was no scholarship. I conducted a cost-benefit analysis of whether I should attend the University of Alaska Fairbanks or the University of Washington, and UAF proved to reap more benefits if attended. Also, this decision to decline the University of Washington was made in late June because I found out I was eligible for my scholarship level only then.

My candid opinion is that the APS is a step in the right direction; obviously, it is in its first stage, so the coordination problems are inherently understandable. However, more needs to be done. Higher education is too expensive, still, even in-state.

This scholarship is a great idea for helping low-to-middle-income students get through college. In general, this segment of students falls through the cracks, insofar that need-based scholarships seldom accept them and their family's income often prevents them from going to a choice school without taking out costly loans. Furthermore, the scholarship is well-rounded in its brackets, however I know of a few students who missed out on it by falling short in only one of the admission factors. A little more leniency would go very far, as poor test-takers are often not poor students.

I believe the Alaska Performance Scholarship promoted the competitiveness of the University of Alaska system in its attempt to endorse post-secondary education in the state. Also, I would also want to mention that the customer service was remarkably great. I was surprised that those answering my calls were knowledgeable and did everything to help my cause, so I commend them for that!

I wasn't sure who to contact in an effort to thank you all for this scholarship, but I am very grateful for this award. I plan to use it all, and I'm working towards maintaining my GPA so I can use it.

Examples of responders' negative comments on the APS program:

I felt cheated. I worked hard, took difficult classes and did well. Why should I be discriminated against and denied access to these public funds because I am going to school Outside? I actually cost the State of Alaska less since I am out of state. UAA tuition is already subsidized by the state.

Since I was misinformed and made my plans accordingly, I have to come up with a different plan that will now take longer and cost me more money than anticipated! Very disappointed!

I was already pretty certain about going to school in Alaska. I think high school should inform students better about how the program works. I know a lot of girls who didn't know they could get it with their grade 3.0's and so they didn't take the ACT or the SAT.

I had already applied and gotten in to out of state schools by the time that I knew about APS, so it didn't affect my decision much, but may in the future since I can use it for up to six years after graduating.

It did not offer me much and indicated I would get more by going out-of-state. I already knew I would be pursuing a postsecondary education. I already had full-tuition waivers, honors program offers, and other scholarship opportunities that were much better.

I think high-achieving students should be able to receive the APS even if they attend school out of state. Although I understand the appeal of keeping these students in Alaska, the fact remains that those students eligible for the APS who wish to pursue higher education out of state usually have to pay more for school than they would remaining in Alaska without the APS. There should be a level of APS that can be given regardless of the location of the chosen university of the student.

Originally I had trouble receiving this scholarship. I was eligible, but I had a few complications with the school and with my FAFSA. I ended up receiving the scholarship about a month late, but I was pleased that I was still able to receive it. After I emailed the APS through the website they were very helpful.



I could not receive the APS because I was over-awarded by many other scholarships I applied and competed for. If I knew that the APS scholarship would have been funded earlier, I could have spent less time on scholarship applications and more time studying or doing athletic sports.

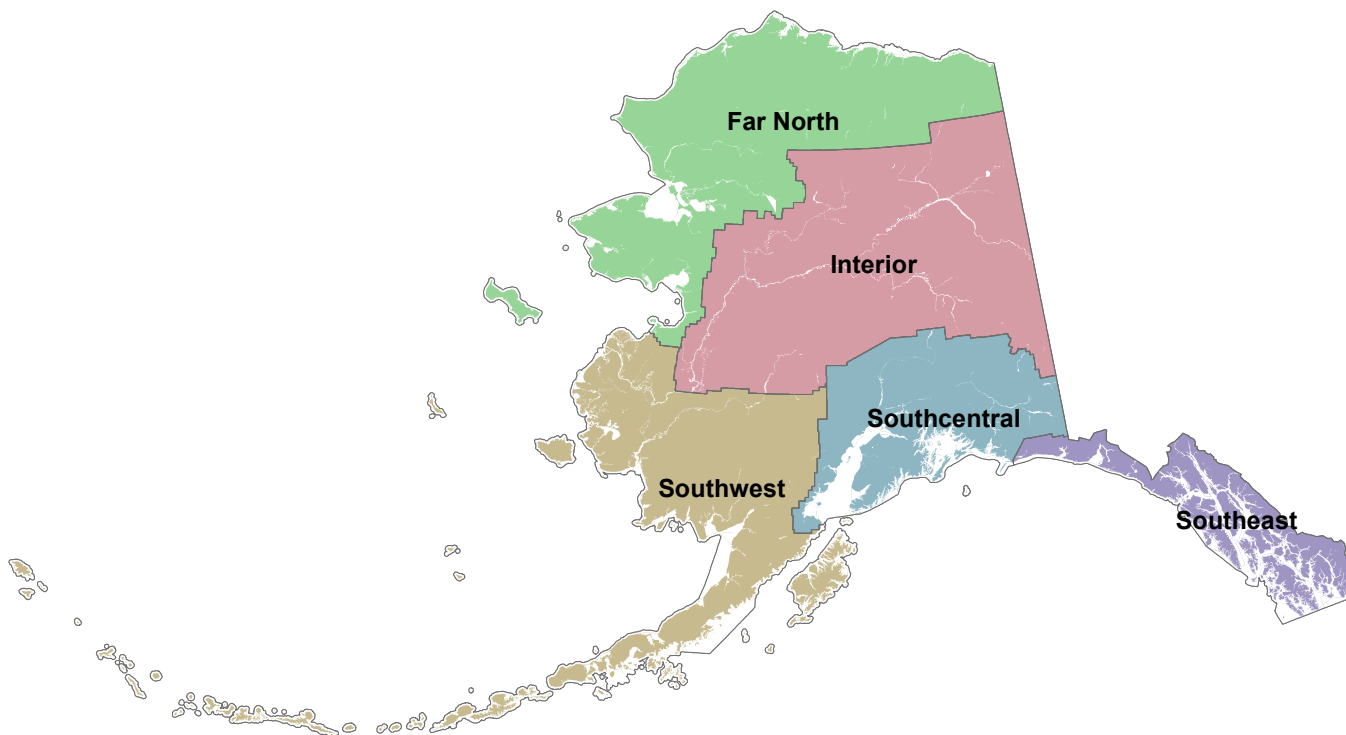
I wish I had received more information on the APS. I didn't realize this award was different from some of the other scholarships offered to Alaska students, so I didn't think to look further into it.

It is a great scholarship, but I would like to see more scholarships for Alaska residents pursuing other studies that are not available in Alaska.

We had a very complicated experience with getting the 2nd set of SAT/ACT scores from the high school to the state. Each thought the other was responsible for getting scores from one place to the other. If it wasn't for the perseverance of my mother facilitating and phone calling everywhere my APS opportunity would have slipped through the cracks and I would not have gotten it! No one really understood the process or procedures at the time and it was very frustrating and messy. Maybe next year it will go smoother for students and families! Thank you very much for helping me and my family pay for college in Alaska. We are grateful for the support at home here in Alaska.

APPENDIX E.

Alaska Regions Referenced in the APS Report



Created by: Alaska Department of Labor and Workforce Development



Acknowledgements

This inaugural report on the Alaska Performance Scholarship would not have been possible without the considerable efforts of staff in the research sections at each of the four partnering agencies. ACPE would like to acknowledge the following agencies and staff and thank them for their contributions to this, the 2012 Alaska Performance Scholarship Outcomes Report.

- ★ Alaska Department of Education & Early Development's Assessment, Accountability & Information Management
 - Erik McCormick, Director
 - Michael Plotnick, Data Manager
 - Peggy Corazza, Data Manager (retired)
 - Shari Paul, APS Program Coordinator

- ★ University of Alaska's Systemwide Institutional Research & Analysis
 - Gwendolyn Gruenig, Associate VP
 - Saltanat Schweitzer, Director
 - Stephanie Virgo, Sponsored Programs Analyst

- ★ Alaska Department of Labor and Workforce Development's Research & Analysis Section
 - Rob Kreiger, State Programs Supervisor
 - Yuancie Lee, State Programs Economist

For more information about the Alaska Performance Scholarship, or to contact ACPE, visit: APS.alaska.gov

