

Alaska Performance Scholarship Outcomes Report

2011-2016



Now beginning its seventh year, the Alaska Performance Scholarship (APS) was created to inspire our state's high school students to prepare academically for success in college and career training.

Alaska high school graduates who complete the rigorous requirements become eligible for scholarships to pursue postsecondary education in Alaska.

Students who earn the APS are more likely to excel in their postsecondary studies, taking more credit hours and requiring fewer developmental classes than their peers.

APS recipients are also more likely to persist in their studies and stay in Alaska. The first APS students are now entering the workforce, spreading the benefits even wider.

"APS truly encouraged me, and many of my friends, to take more rigorous classes in high school and keep our grades up. It also encouraged many of us to stay in state and made college MUCH more affordable."

—2013 Alaska High School Graduate

14,674

Number of high school students who completed the APS eligibility requirements since 2011.

8,606

Number of Alaskans who have used the APS to fund studies in pursuit of a degree or certificate since inception.

74%

Percentage of APS recipients needing no developmental courses in their first semester at the University of Alaska, compared to 43% of non-APS students.

67%

Percentage of APS-eligible graduates who said the scholarship motivated them to achieve better grades in high school.

61%

Percentage of APS recipients who said the scholarship was a major influence on their decision to attend school in Alaska.



APS Eligibility Requirements & Award Levels

Required High School Curriculum

Students can choose either option

Math & Science Track

Science 4 credits
Math 4 credits
Social Studies 4 credits
Language Arts 4 credits

Social Studies & Language Arts Track

Science 3 credits
Math 3 credits
Social Studies 4 credits
Language Arts 4 credits
World Language 2 credits

	LEVEL 1	LEVEL 2	LEVEL 3
	UP TO \$4,755 PER YEAR	UP TO \$3,566 PER YEAR	UP TO \$2,378 PER YEAR
REQUIRED GPA	3.5 or greater	3.0 or greater	2.5 or greater
REQUIRED TESTING	ACT 25 SAT 1210	ACT 23 SAT 1130	ACT 21 SAT 1060
	WORKKEYS 13	WORKKEYS 13	WORKKEYS 13

ACT & SAT scores required for students seeking an associate or bachelors degree.

WorkKeys Scores are an additional option for students seeking a CTE certificate.

Requirements as of Fall 2016. Students who took the SAT prior to March 2016 can qualify with SAT scores on the previous 2400 scale (1680 for Level 1, 1560 for Level 2, and 1450 for Level 3). WorkKeys scores must be at least 4 in each of three assessment areas.

APS Encourages a Variety of Positive High School Behaviors

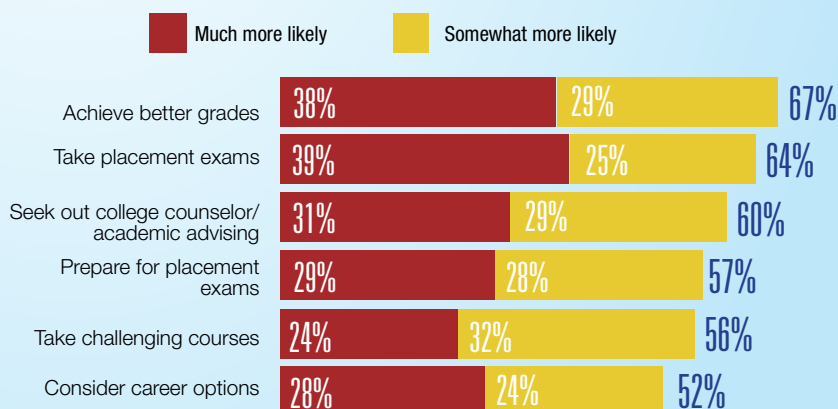
Between 52 and 67 percent of APS-eligible Alaska high school graduates reported on a recent survey they were more likely to engage in a variety of positive high school behaviors due to the availability of the Alaska Performance Scholarship.¹

APS was particularly influential on students' likelihood of taking placement exams and achieving better grades (39 and 38 percent, respectively, were much more likely). Close behind were seeking out advising (31 percent much more likely), preparing for placement exams (29 percent), considering new career options (28 percent), and taking challenging courses (24 percent).

These impacts were even more pronounced for those who chose to use the APS and attend postsecondary programs in Alaska. See the full survey report — available at acpe.alaska.gov — for more information.

Did the availability of APS make you more likely to do any of the following in high school?

Base: 2014 high school graduates eligible for APS



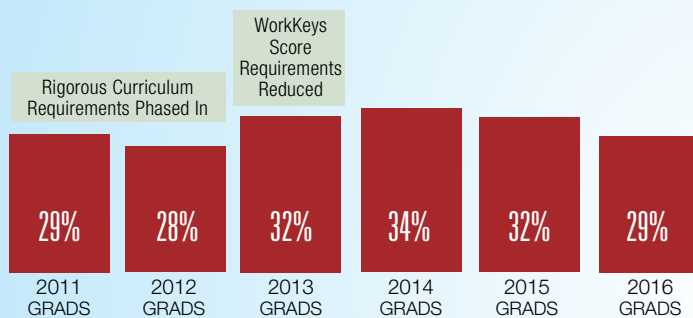
¹ McDowell Group, 2015. Alaska Performance Scholarship Survey. Prepared for the Alaska Commission on Postsecondary Education.

APS Eligibility and Use, 2011-2016 Public High School Graduates

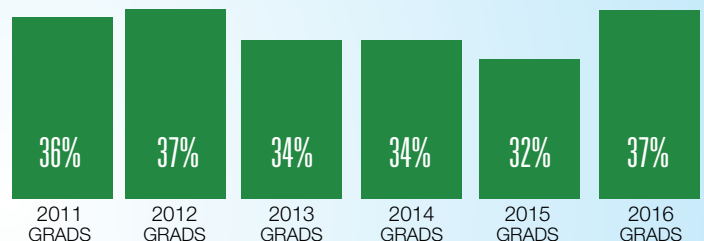
Twenty-nine percent of 2016 high school graduates were eligible to use the scholarship to pursue a degree or certificate – only slightly below the six-year average of 31 percent. Eligible students can use the APS for up to eight semesters, all of which must be used within six years after high school graduation.

More than one-third (37 percent) of eligible 2016 graduates used the scholarship the fall following graduation.

Percent of High School Graduates Eligible for APS



Percent of APS-Eligible High School Students Using APS the Fall Following Graduation



APS Statistics at a Glance

BY GRADUATION YEAR Public Students Only		2011	2012	2013	2014	2015	2016	TOTAL
Graduates		8,060	7,980	7,855	7,666	8,251	8,095	47,907
% Eligible for College (Standard) award		28%	26%	25%	26%	25%	26%	26%
Additional % Eligible, CTE award		1%	2%	7%	9%	7%	3%	5%
APS-Eligible Graduates (college award only)		2,279	2,047	1,961	2,001	2,038	2,148	12,474
Level 1		875	793	850	830	916	902	5,166
Level 2		688	699	573	599	577	620	3,756
Level 3		716	555	538	572	545	626	3,552

BY ACADEMIC YEAR Running Totals, All APS Students		2012	2013	2014	2015	2016	2017*	TOTAL
Dollars Awarded*		\$2,982,449	\$5,653,223	\$7,824,524	\$10,046,899	\$11,055,641	\$11,277,870	\$48,840,606
Individuals Receiving APS**		930	1,710	2,330	2,976	3,359	3,083	8,606

* For Academic Year 2017, dollars awarded number is an estimate based on twice the amount paid during the Fall 2016 semester.

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

Notes: Academic Year 2012, for example, represents the school year beginning in Summer or Fall 2011 and ending in Spring 2012. Throughout this report, counts of students and dollar values awarded and paid are as of October 26, 2016 when data was extracted. By graduation year data is for Alaska public high school graduates only, whereas by academic year data includes all APS recipients, including those from private or home schools.

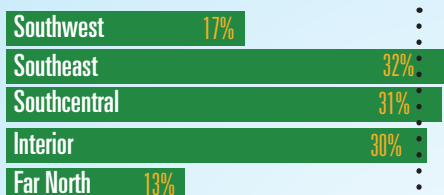
ACPE and UA data may vary in this report due to data source and extract timing. Data in the table and charts above from ACPE and the Alaska Department of Education and Early Development (DEED).



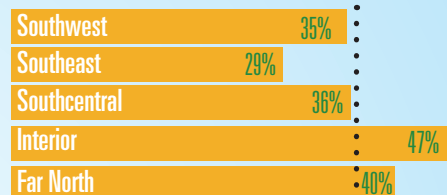
APS Eligibility and Use, 2016 Alaska Public High School Graduates

BY REGION

Percentage of High School Graduates Eligible for APS
BY REGION—2016



Percentage of APS-Eligible Graduates Using APS the Fall Following Graduation
BY REGION—2016



29% Statewide Average

37% Statewide Average

Source: ACPE and DEED

APS Eligibility, Use, and Payments

BY REGION, 2016 Public High School Graduates

Region	Graduates	APS Eligible Graduates	APS Recipients	Total Payments, Fall 2016	Average Payment
Statewide	8,095	2,359	877	\$1,598,327	\$1,822
Southwest	648	110	38	\$68,659	\$1,807
Southeast	837	264	76	\$139,102	\$1,830
Southcentral	4,845	1,513	546	\$982,170	\$1,799
Interior	1,428	429	200	\$381,645	\$1,908
Far North	332	42	17	\$26,751	\$1,574

Note: Totals may not add due to private/home school students.

Source: ACPE and DEED

High school students across the state rely on the APS to plan and fund their academic and career goals, though not all regions are represented equally.

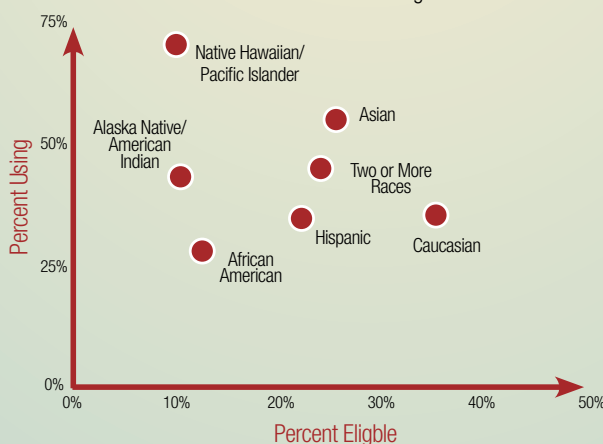
- Eligibility rates in the Far North and Southwest regions of the state continue to lag behind other regions. Once eligible, however, graduates in these regions use the scholarship rates close to the statewide average.
- Southeast graduates are the most likely to be eligible but the least likely to use the scholarship.
- Southcentral's population size results in the largest numbers of eligible graduates, scholarship recipients, and total payments.
- Average payments range by region from \$1,574 (Far North) to \$1,908 (Interior). These differences arise from the relative frequency of Level 1, 2, and 3 awards in each region. See page two for more information on the maximum payments associated with each award level.

BY RACIAL/ETHNIC GROUP

Eligibility and usage rates continue to differ across ethnic/racial groups. Native Hawaiian/Pacific Islander graduates were the least likely to be eligible but the most likely to use the APS once eligible. In 2016, Alaska Natives remained least likely to be eligible for APS but also continued to have strong usage rates.

APS Eligibility Rate Versus APS Usage Rate in Fall 2016

By Ethnic Group
2016 High School Graduates

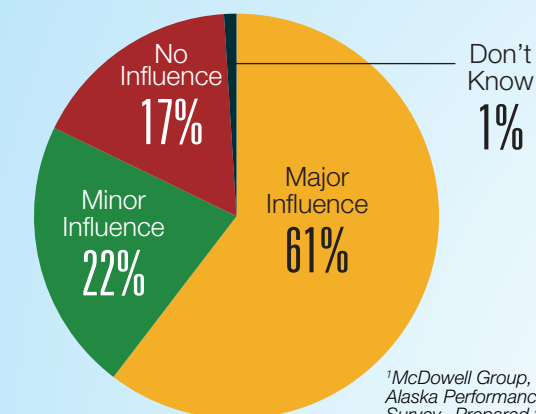


Source: ACPE and DEED

APS Encourages Alaskans to Attend School In-State and Study Full-Time

How much of an influence was APS in your decision to attend an in-state school?

Base: APS Recipients



Totals may not sum due to rounding.

¹McDowell Group, 2015. Alaska Performance Scholarship Survey. Prepared for the Alaska Commission on Postsecondary Education.

In a 2015 survey, 61 percent of APS recipients said that the APS was a major influence on their decision to attend school in-state. Another 22 percent of APS recipients said it was a minor influence.¹

According to the survey, APS impacted other decisions as well: it was a major or minor influence in 56 percent of respondents' decision to enroll full-time versus part-time; and it was a major or minor influence in 54 percent of respondents' decision on how many hours they needed to work while in school.



Most APS Recipients Attend the University of Alaska

In Fall 2016, 3,057 students received the APS, with nearly all (98 percent) enrolled at a University of Alaska (UA) institution. These students predominantly attended the University of Alaska Anchorage (58 percent) or the University of Alaska Fairbanks (35 percent). Relatively

few students used the APS to attend the University of Alaska Southeast (4 percent), even when controlling for a lower overall undergraduate population at the school. Seventy-six students (2 percent) used the APS to attend Alaska institutions outside the UA system in Fall 2016.

	Enrollment Fall Following Graduation						Current Enrollment Fall 2016
	2011 Grads	2012 Grads	2013 Grads	2014 Grads	2015 Grads	2016 Grads	
Total APS Recipients	879	892	891	918	881	877	3,057
UA - Anchorage	57%	60%	57%	55%	58%	56%	58%
UA - Fairbanks	36%	33%	36%	39%	36%	37%	35%
UA - Southeast	5%	6%	5%	4%	5%	3%	4%
Other Institutions	2%	1%	2%	3%	2%	3%	2%

Source: ACPE and DEED



Compared to Their Peers at UA, APS Recipients ...

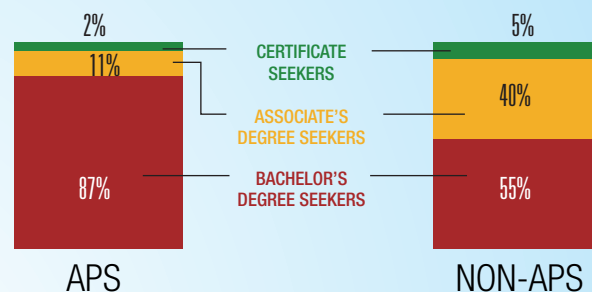
► Are More Likely to Pursue Bachelor's Degrees

The APS program inspires and enables students to push themselves academically. Continuing a trend seen throughout the program, in Fall 2016, nearly all first-time freshmen APS students pursued a bachelor's degree (87 percent). Eleven percent enrolled in pursuit of an associate's degree and 2 percent sought a career or technical certificate.

In comparison, only 55 percent of other Alaska high school students from the same graduating class pursued a bachelor's degree at a UA institution. Forty percent of these non-APS students pursued an associate's degree and 5 percent pursued a certificate.

Percentage of APS and Non-APS 2016 Alaska High School Graduates Enrolled at UA, Fall 2016

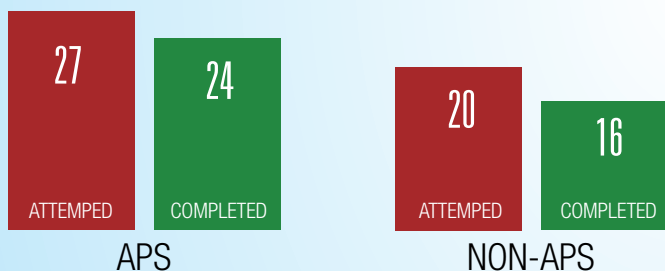
BY DEGREE SOUGHT



Source: University of Alaska

Average Credit Hours Attempted and Completed by APS and Non-APS First-Time UA Freshmen

2016 ACADEMIC YEAR



Source: University of Alaska

► Attempt and Complete More Credits Per Semester

APS students at UA consistently attempt and complete more credit hours per semester than their peers. During the 2016 academic year, first-time freshmen APS students attempted an average of 27.4 credits and completed 23.8. In comparison, non-APS students in the same cohort attempted an average of 20.4 credits and completed 16.1. These trends are consistent with those seen in previous years.

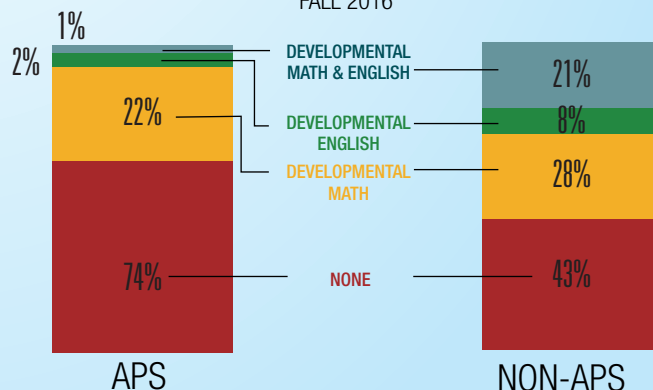
► Need to Take Fewer Remedial Classes

Most APS students start college needing no developmental courses, enabling them to immediately tackle degree requirements and progress in their education. In Fall 2016, three-quarters (74 percent) of APS recipients attending UA schools as first-time freshmen required no developmental courses. In comparison, only 43 percent of non-APS first-time freshmen did not take developmental courses in their first semester.

Of those taking developmental courses, APS and non-APS students were roughly as likely to take developmental math courses, but relatively few APS students required developmental English.

Percentage of APS and Non-APS First-Time Freshmen Taking Developmental Courses at UA

FALL 2016

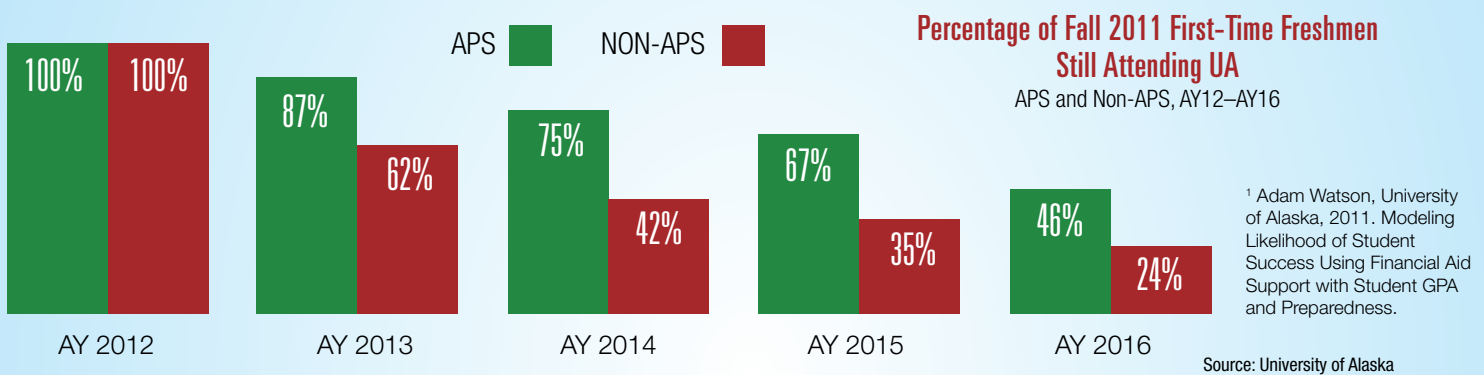


Source: University of Alaska. Data reflects historical definition of developmental courses

► Persist Longer in Their Studies

APS students are much more likely to persist in their efforts to achieve their academic goals than their peers. Of first-time UA freshmen who enrolled in Fall 2011, 67 percent of APS recipients were still attending a UA institution four years later, compared to 35 percent of their non-APS peers.

These findings are consistent with a UA study showing that scholarship support is associated with increased probability of graduation and improved retention in the entire student population. Of particular relevance to the APS program, the study found that this effect was strong for students that were prepared for college but minimal for students needing both developmental Math and English classes. See full study for more details.¹



APS and Non-APS Alaska High School Graduates at University of Alaska

	2013 HS GRADUATES		2014 HS GRADUATES		2015 HS GRADUATES		2016 HS GRADUATES	
	APS RECIPIENTS	NON APS	APS RECIPIENTS	NON APS	APS RECIPIENTS	NON APS	APS RECIPIENTS	NON APS
First-time Freshmen Attending UA within One Year After Graduation	900	1,463	891	1,496	828	1,171	732	2,078
Type of Degree Pursued								
% Bachelor Degree Seekers	84%	54%	86%	58%	84%	57%	87%	55%
% Associate Degree Seekers	14%	42%	12%	40%	14%	40%	11%	40%
% Certificate Seekers	2%	4%	2%	3%	2%	3%	2%	5%
Need for Developmental Course in First Semester								
% Taking Developmental Courses	20%	60%	17%	55%	20%	55%	26%	57%
% Taking Developmental Math	18%	48%	16%	45%	18%	46%	24%	49%
% Taking Developmental English	4%	32%	1%	30%	3%	30%	4%	29%
Credit Hours Attempted in First Year								
Average Credit Hours Attempted	28.1	20.2	27.5	20.5	27.4	20.4	28.2	23.4
Average Credit Hours Completed	23.8	15.4	23.2	16.0	23.8	16.1	n/a	n/a

Note: Credit hours attempted for 2016 HS graduates are estimates based on Fall 2016 enrollment.

Source: University of Alaska

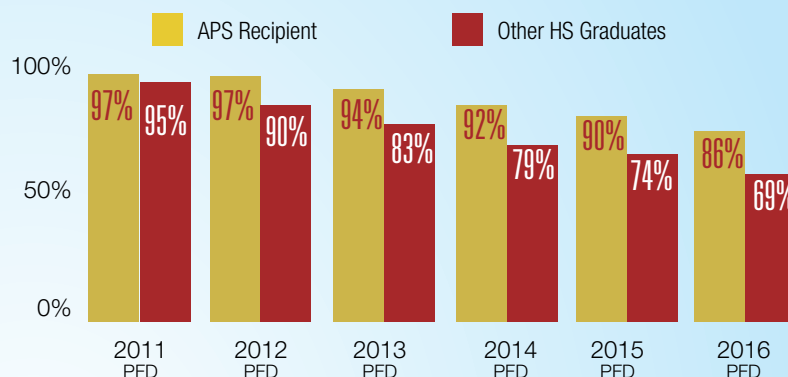


Alaska Performance Scholarship Outcomes Report 2011-2016

APS Recipients Are More Likely to Stay in Alaska

High school graduates who qualify for and use APS funding are more likely to remain in the state than their peers, as shown in the chart. In early 2011, nearly all 2011 high school graduates applied for the Alaska Permanent Fund Dividend (PFD), with little difference between APS students and non-APS students (97 percent and 95 percent, respectively). Five years later – after many students have graduated from university or otherwise moved on from their studies – a large and growing spread appears between these two groups. In 2016, 86 percent of APS recipients filed for the PFD, whereas only 69 percent of their fellow 2011 high school graduates did so.

Percentage of 2011 Alaska High School Graduates Filing for PFD
2011-2016, APS Recipients and Other Students



Source: ACPE, DEED, and Alaska Permanent Fund.

APS Students Entering the Workforce



The first APS recipients started college in Fall 2011. Those who finished in four years graduated in Spring 2015 and are currently transitioning into the workforce. The APS program results in increased levels of academic achievement by Alaskans—which is in turn known to lead to higher levels of employment and compensation.

A 2016 study estimated that a four-year degree adds \$3,100 to the average annual wages of students working in the sixth year after leaving high school, compared to those with some college but no degree.¹ This wage increase is even more pronounced for Alaska Native graduates (\$5,300). The annual wage difference between those with a bachelor's degree and those with some college or only an associate's degree grows to an average of \$11,200 for Alaskans over the age of 25 (2011-2015 American Community Survey five-year estimates).

Future APS Outcomes reports will compare the earnings and employment rates of APS and non-APS Alaska high school graduates. For the APS students who accepted the state's "invitation to excellence" – and the employers who hire them – these benefits are just beginning.

¹ Hanson, H. & Pierson, A., 2016. Alaska students' pathways from high school to postsecondary education and employment (REL 2016-114). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest.

Prepared by



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