



ALASKA PERFORMANCE SCHOLARSHIP

OUTCOMES REPORT 2019

2011 – FALL 2018

Respectfully provided by:

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

By Gretchen Becker
Research Analyst
Alaska Commission on Postsecondary Education
acpe.alaska.gov

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

High School Outcomes

In the Class of 2018 survey of APS-eligible students, 77% said that the availability of APS made them more likely to achieve better grades in high school.

Since the program began in 2011, the Class of 2018 had the lowest eligibility rates for the APS, at 25%. Southeast Alaska had the highest regional 2018 eligibility rate at 36%.

Postsecondary Outcomes

APS-eligible students enroll in college at over twice the rate of ineligible Alaska high school graduates. 77% of APS-eligible students from the Class of 2017 went to college, compared with 30% of ineligible students.

APS-eligible students enroll in college sooner than ineligible students. 93% of college-going APS students enrolled within the first year after high school graduation, compared with 77% of ineligible students.

APS recipients' graduation rate within standard time is over three times higher than non-recipients (47% versus 14%).

This fall at the University of Alaska (UA), 3% of APS recipients from the Class of 2018 needed to take developmental coursework, compared with 29% of non-recipients.

84% of APS recipients in the Class of 2016 persisted into their second year at UA compared with 58% of non-recipients.

Alaska Residency and Workforce Outcomes

76% of APS-eligible students responding to this year's survey said that APS made them more likely to choose an in-state school.

Two years after college graduation, APS recipients and ineligible students have similar average annual wages in the Alaska workforce, but APS recipients have higher employment rates (69% versus 56%).

Note: ACPE has updated our Alaska workforce outcomes research methodology to better represent student outcomes with the APS program. Please see page 16 for more information.

APS ELIGIBILITY DEFINITIONS & REQUIREMENTS

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

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

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

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

EXHIBIT 1

APS Eligibility Requirements

[Visit APS.Alaska.gov for more information or to download eligibility checklists.]

	LEVEL 1	LEVEL 2	LEVEL 3
	UP TO \$4,755 <i>per year</i>	UP TO \$3,566 <i>per year</i>	UP TO \$2,378 <i>per year</i>
Required GPA	3.5 or greater	3.0 or greater	2.5 or greater
Required Testing	ACT/SAT: Use APS for degree or certificate		
<i>"Certificate" means a career & technical education certificate and does not include associate's degrees.</i>	ACT 25 SAT 1210* <small>*for SAT taken March 2016 or later</small>	ACT 23 SAT 1130* <small>*for SAT taken March 2016 or later</small>	ACT 21 SAT 1060* <small>*for SAT taken March 2016 or later</small>
	WorkKeys: Use APS for certificate only		
	<i>A combination score of 13 or higher with no score below 4, is required in Applied Math, Locating Information, and Reading for Information</i>		
	WorkKeys 13	WorkKeys 13	WorkKeys 13
Required High School Curriculum	Math & Science Science 4 credits Math 4 credits Social Studies 4 credits Language Arts 4 credits		Social Studies & Language Arts Science 3 credits Math 3 credits Social Studies 4 credits Language Arts 4 credits World Language* 2 credits
<i>Students can choose either curriculum option.</i>	OR		

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

* World language courses include Alaska Native Language and American Sign Language.

APS AWARDS

19,492 Alaska high school graduates have earned eligibility for the scholarship since 2011. This represents approximately 30% of high school graduates.

8,575 students have received the award, which is 44% of eligible students.

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

EXHIBIT 2

APS Total Dollars Awarded and Recipients Each Fiscal Year 2012-2019

Year	Total Dollars Awarded	Recipients Each Award Year
2012	\$2,982,449	929
2013	\$5,653,223	1,717
2014	\$7,823,335	2,330
2015	\$10,046,899	2,976
2016	\$11,055,641	3,358
2017	\$11,285,711	3,423
2018	\$11,079,588	3,358
2019	\$9,436,906*	2,544*
TOTAL	\$69,363,752*	

*Funding totals for FY19 are estimated based on twice the partial fall award amount and the number of APS recipients is the partial term total as of 10/12/2018.

APS Highlight (1)

Approximately 30% of
high school graduates
are APS-eligible

APS-ELIGIBLE GRADUATES & RECIPIENTS

The Class of 2018 had the lowest eligibility rates for the Alaska Performance Scholarship since the program began in 2011. APS-eligibility rates among the Class of 2015 and 2016 may have been slightly higher than they would have been otherwise, since these cohorts were required to take the SAT, ACT, or WorkKeys tests, and were provided an opportunity to do so at no cost to the student.¹ Since then, House Bill 44 reversed testing requirements for Alaska high school graduates and ceased funding to cover the associated expenses.

Despite no longer being a graduation requirement, these tests are still required for APS eligibility. Exhibit 3 shows recent declines in APS eligibility rates.

APS eligibility rates are viewed by stakeholders as one metric to track preparedness for college, since eligibility requires the student take rigorous coursework and earn high test scores and high school GPA before graduation.

Exhibit 4 shows the number of students in recent years eligible for APS by their eligibility level for the collegiate award and CTE award.

EXHIBIT 3

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

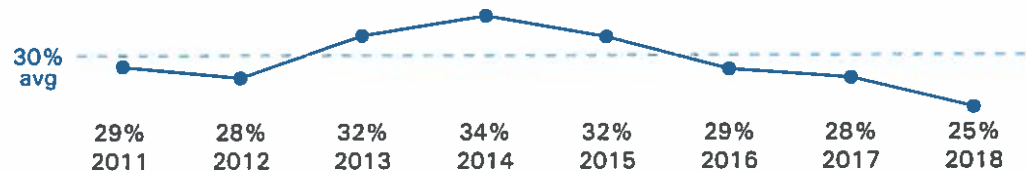


EXHIBIT 4

Public High School Classes of 2016-2018 APS Eligibility, by Level

	2016	2017	2018
Level 1	910	906	927
Level 2	631	645	562
Level 3	621	608	507
CTE Only	210	163	121
Total	2,372	2,322	2,117

¹ Hanlon, T. (2016, June 30). Alaska high school students no longer need national tests to graduate. Anchorage Daily News. Retrieved from adn.com/alaska-news/education/2016/06/30/students-no-longer-need-national-tests-to-graduate/.

Exhibit 5 shows that eligible students in the Class of 2018 have lower enrollment rates at qualifying Alaska postsecondary institutions compared to recent cohorts.² This rate will likely increase over the rest of the 2018-2019 academic year (AY); students are still being certified and awarded for fall 2018 enrollments, and some students will first enroll in spring 2019.

High schools in Southeast and Southcentral Alaska had the highest rates of eligibility among the Class of 2018 (Exhibit 6), and students graduating from high schools in the Interior had the highest overall proportion of eligible students receiving the scholarship at a postsecondary institution in Alaska in fall 2018 (Exhibit 7). For more information about APS eligibility and disbursement rates by high school and legislative districts, see the Appendix.

EXHIBIT 5

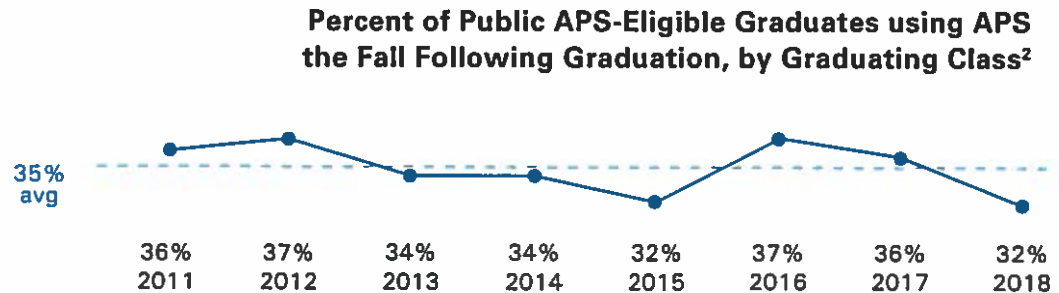


EXHIBIT 6

Public Class of 2018 APS Eligibility Rates by Region

Far North	17%
Interior	22%
Southcentral	26%
Southeast	36%
Southwest	12%

EXHIBIT 7

Public Class of 2018 Proportion of APS-Eligible Students Receiving APS Fall 2018 by Region²

Far North	18%
Interior	43%
Southcentral	32%
Southeast	22%
Southwest	29%

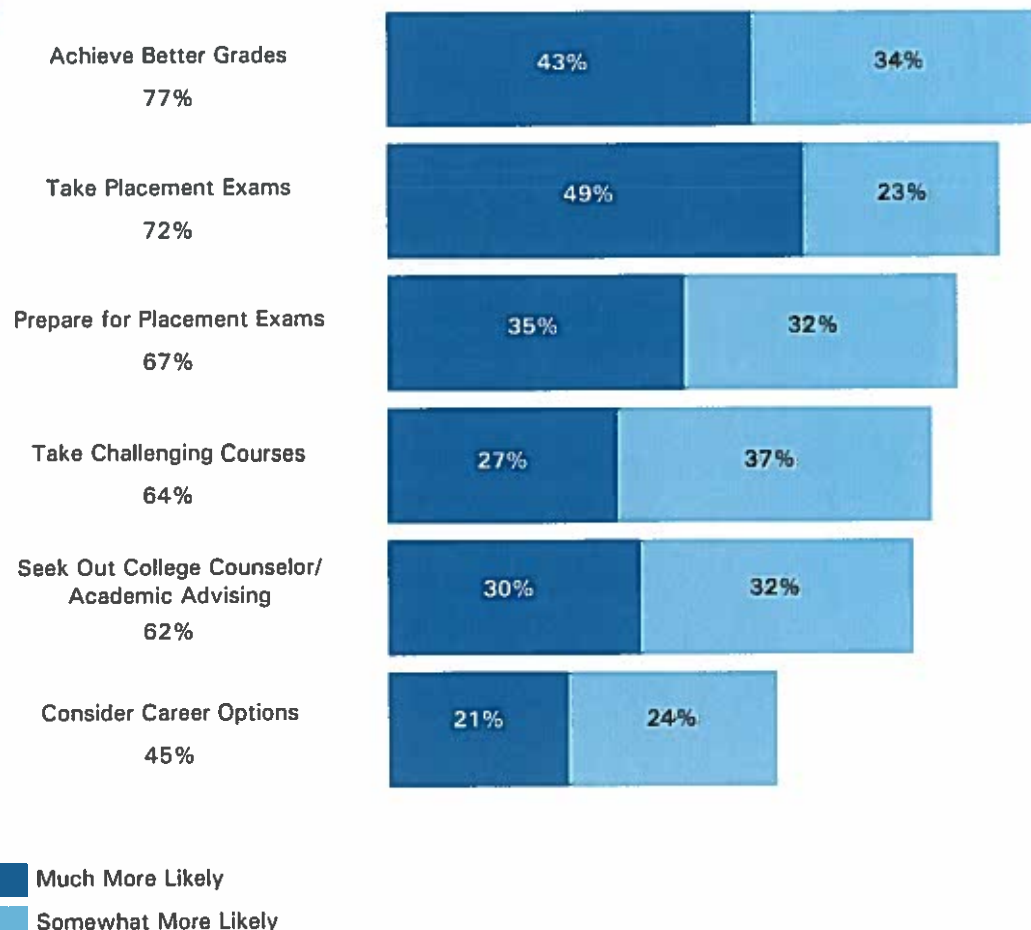
² APS recipients fall following high school graduation for the Class of 2018 is based on partial fall 2018 data, with disbursement data closed for analysis 10/12/2018.

APS-ELIGIBLE STUDENTS REPORT POSITIVE HIGH SCHOOL BEHAVIORS

Surveys of APS-eligible students after high school graduation provide opportunities to understand how students perceive the program impacted their high school behaviors. In a fall 2018 survey of APS-eligible graduates from the Class of 2018, 77% of APS-eligible respondents reported that the availability of APS made them more likely to achieve better grades, and 72% said it made them more likely to take placement exams before graduation (Exhibit 8). A majority of respondents also said the APS program made them more likely to seek out college counselors or academic advisors, prepare for placement exams, and take challenging courses (Exhibit 8).

EXHIBIT 8

Class of 2018 APS Survey: "Did the availability of APS make you more likely to do any of the following in high school?"



ELIGIBLE STUDENTS HIGHLY RECOMMEND THE APS

EXHIBIT 9

96% of APS-eligible survey respondents from the Class of 2018 would recommend the APS to current high school students. When asked about the reason for their recommendation, responses included those highlighted in Exhibit 9.

Exhibit 9. Class of 2018 APS Survey: “Would you recommend the Alaska Performance Scholarship to current high school students?”

Receiving the scholarship helped me take my first semester, and hopefully my next four years of college debt and loan free.

The APS was something that could be counted on.

It’s an amazing opportunity! It allows students to focus on their grades and gives us more time to study, rather than having to work and stress about financial issues.

It makes it so much easier to go to college, especially in state, and allows me to focus on studies without working as much or being worried about incurring a huge amount of debt.

It’s a brilliant way to motivate students to achieve more while encouraging a more educated future. I see this motivation in my younger brothers, and am grateful for its presence.

The APS scholarship had a massive impact on me financially. Without this scholarship I would not have been able to attend my first semester of college.

This scholarship helped ease some of the pressure of paying for college as well as prepares you for the classes to come.

It’s a very accessible scholarship for all walks of life.

Everyone should have the opportunity to get the career they wish to pursue and the APS makes it more possible for Alaskan students to pursue their higher education dreams.

I have a much better chance to finish my degree with the help of APS.

Receiving the APS scholarship was essentially the deciding factor in whether I would be able to work towards my education goals and, consequently, my career ambitions. It is a vital opportunity for students looking to achieve a meaningful education without accumulating thousands in financial debt.

APS & POSTSECONDARY OUTCOMES

92% of APS-eligible graduates from the Class of 2018 responding to the survey indicated they were currently enrolled in postsecondary education. This high rate of postsecondary enrollment among survey respondents is expected, since e-mail addresses used to contact recent graduates are from ACPE's Alaska Student Aid Portal (ASAP) profiles, which students create to track their eligibility and receipt of financial aid.

Out of students reporting that they are currently enrolled in postsecondary education, 64% are not currently employed compared to 41% of those not enrolled (Exhibit 10). Employment rates are expected to be substantially lower while attending college, and less work is generally associated with increased persistence to graduation. Exhibit 11 complements this information by showing that 49% of respondents currently attending postsecondary reported the APS influenced the number of hours they needed to work while in school.

76% of respondents currently attending postsecondary said that the APS influenced their decision to attend an in-state school (Exhibit 11).

EXHIBIT 10

Class of 2018 APS Survey: Employment and Postsecondary Enrollment of APS-Eligible High School Graduates

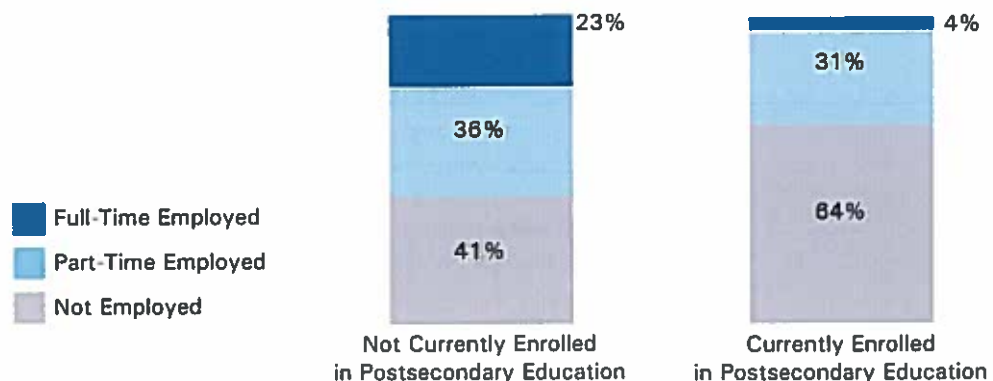
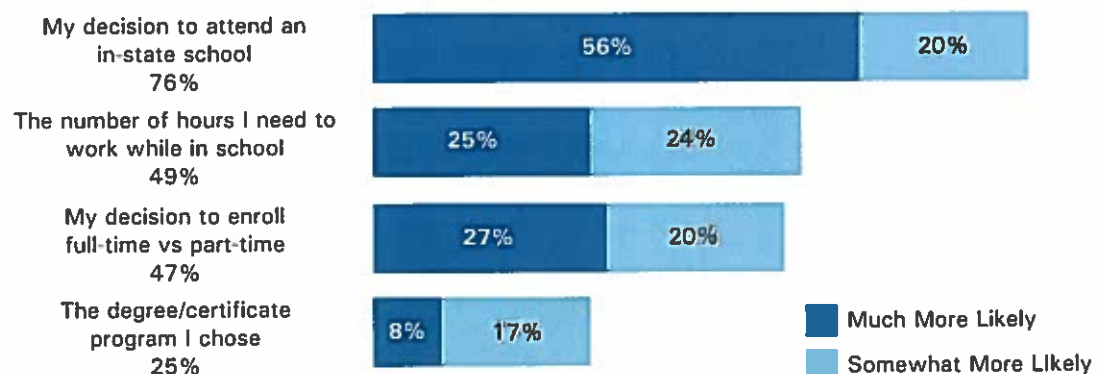


EXHIBIT 11

Class of 2018 APS Survey: "Did the availability of APS make you more likely to do any of the following in high school?"



APS-eligible students attended postsecondary institutions at a rate (77%) over twice the rate of ineligible Alaska high school graduates from the Class of 2017 (Exhibit 12), according to enrollments reported by the National Student Clearinghouse (NSC).

APS-eligible students also enroll in postsecondary education sooner than their ineligible peers. Out of students who enrolled within 3 years of their high school graduation, 93% of APS-eligible students enrolled within the first year, compared with 77% of ineligible students from the Classes of 2011-2013 (Exhibit 13).

EXHIBIT 12

2018FY College Enrollment Rates, Class of 2017 (NSC)

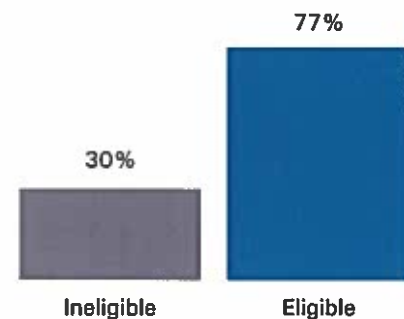


EXHIBIT 13

Proportion of College Enrollments within 1, 2, and 3 Years since High School Graduation, Classes of 2011-2013 (NSC)



APS Highlight (2)

APS-eligible students attended postsecondary institutions at over twice the rate of ineligible students

APS-eligible students have much higher rates of out-of-state enrollment compared to ineligible students. Out of those recently enrolled from the Class of 2017, 37% of APS-eligible students chose to attend out-of-state institutions compared to 10% of ineligible students (Exhibit 14).

For students from the Classes of 2011-2013 enrolled in Alaska post-secondary institutions reporting to NSC, 47% of APS recipients graduated with a credential within 100% of standard time (two or four years after first enrollment, depending on the type of institution) compared with only 14% of non-recipients (Exhibit 15).³ At 150% of standard time, the gap widens from 33 percentage points to 37 percentage points, with 56% of APS recipients graduating in three or six years compared to 19% of ineligible students (Exhibit 15).

EXHIBIT 14

**APS Eligibility and Out-of-State College Enrollment
as a Proportion of All Enrolled, Class of 2017 (NSC)**

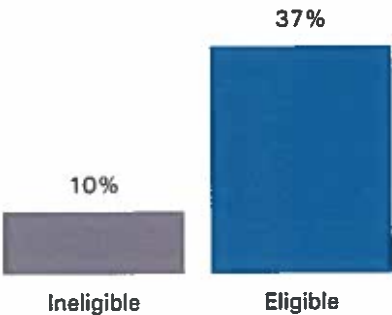
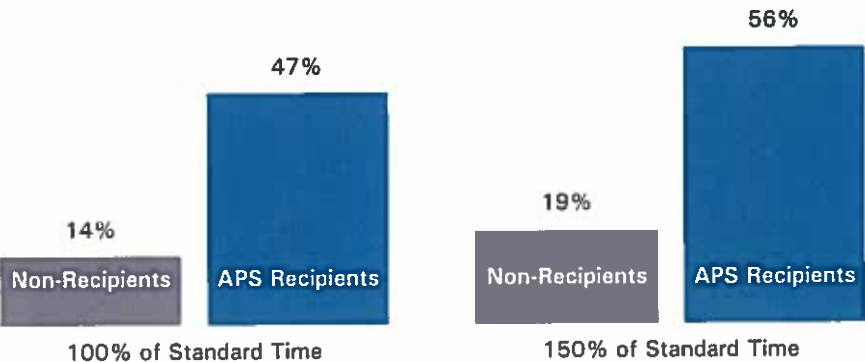


EXHIBIT 15

**In-State Graduation Rates 100% and 150% of Standard Time,
Classes of 2011-2013 (NSC)**



³ See the Data Notes section (pg. 18) for more information about how graduation rates were calculated for the purposes of this report. Out of Alaska postsecondary institutions, only the University of Alaska (UA), Alaska Pacific University, and Ilisagvik College report enrollments to the National Student Clearinghouse (NSC). NSC data is not considered valid for UA graduation rates, due to data quality issues.

According to ACPE's recent APS disbursement records by fiscal year, approximately 97% of APS recipients attend the University of Alaska (Exhibit 16).⁴

Out of this year's partial fall 2018 APS disbursements:

- 21% of FY19 APS recipients are first-generation students
- 24% of FY19 APS recipients are low-income students
- 43% are male, 57% are female

Exhibit 17 summarizes the race or ethnicity of 2019FY APS recipients to date.

EXHIBIT 16

APS Recipients Attending Postsecondary in Alaska by FY, 2016-2019FY⁴

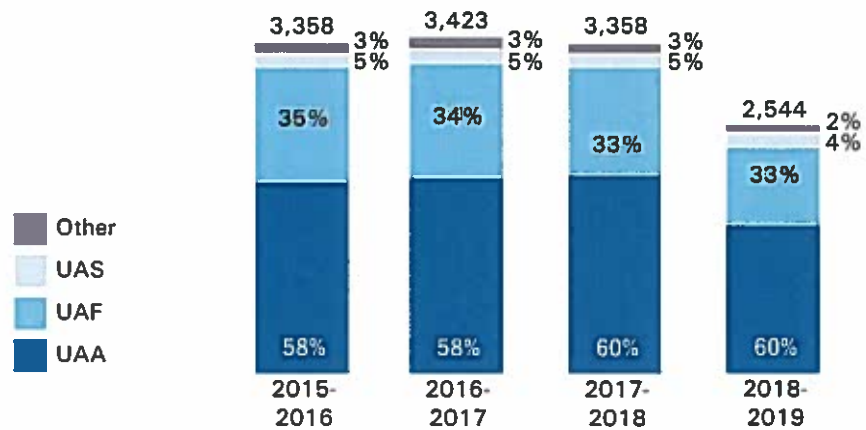
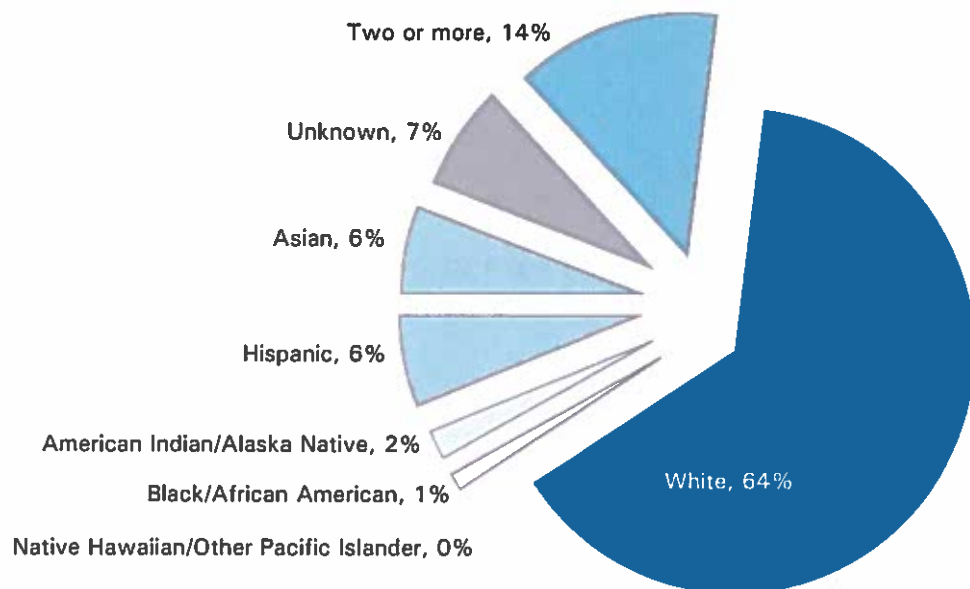


EXHIBIT 17

APS Recipients by Race/Ethnicity, 2019FY



⁴ Source: ACPE. Number of APS recipients for 2019FY is based on partial term totals as of 10/12/2018.

APS recipients stay in Alaska longer compared to other high school graduates. In early 2011, nearly all graduates from the Class of 2011 applied for the Alaska Permanent Fund (PFD). In 2018, seven years after graduating from high school, APS recipients applied for the PFD at rates 10 percentage points higher than other students in the Class of 2011 (73% vs. 63%, Exhibit 18).

However, students may have different residency rates for several reasons, and college-going and high-performing students may apply for the PFD at different rates than non-college-going students. Exhibit 19 uses NSC data to show that out of students who attended Alaska institutions from the Classes of 2011-2014, APS recipients had the same PFD application rates the year after leaving college as ineligible students. And, out of high-achieving students who were APS-eligible but attended out-of-state institutions, 35% retained their Alaska residency one year after leaving college compared with 43% of ineligible students (Exhibit 19).

EXHIBIT 18

2018 Residency Rates (PFD) for the Class of 2011

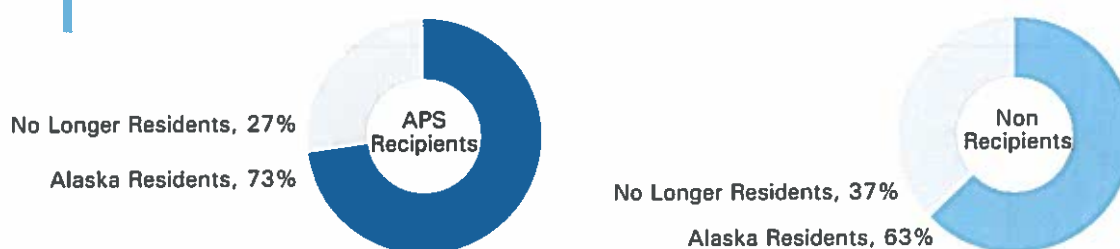


EXHIBIT 19

Residency Rates (PFD) 1 Year after Leaving College (Classes of 2011-2014)

	Residency Rates		
	Ineligible	Eligible	APS Recipients
Only Attended Out of State	43%	35%	–
Mixed Attendance	60%	64%	66%
Only Attended in Alaska	91%	90%	91%

APS RECIPIENTS AT THE UNIVERSITY OF ALASKA

This section of the report highlights APS outcomes at UA.⁵ All figures for fall 2018 are preliminary; final figures will be available mid-January 2019.

APS recipients require less developmental coursework than non-APS students entering UA, demonstrating the significant value of the rigorous coursework requirements for eligibility. This year, 97% of APS recipients from the Class of 2018 began their first year ready to take college-level math and English coursework, compared with 71% of non-recipients (Exhibit 20).

APS recipients also attempt and complete more credits per year by high school graduating class on average than non-APS students at UA (Exhibit 21).

⁵ The definition of APS recipients at UA has been adjusted for this report to more accurately reflect the students who received the APS scholarship; students who were awarded the scholarship but who did not receive it are not counted in figures reported by UA. The same total number of first-time freshmen, and Alaska high school graduate first time freshmen are reported as in previous years' reports.

EXHIBIT 20

Class of 2018 UA Students Taking Developmental Coursework Fall 2018

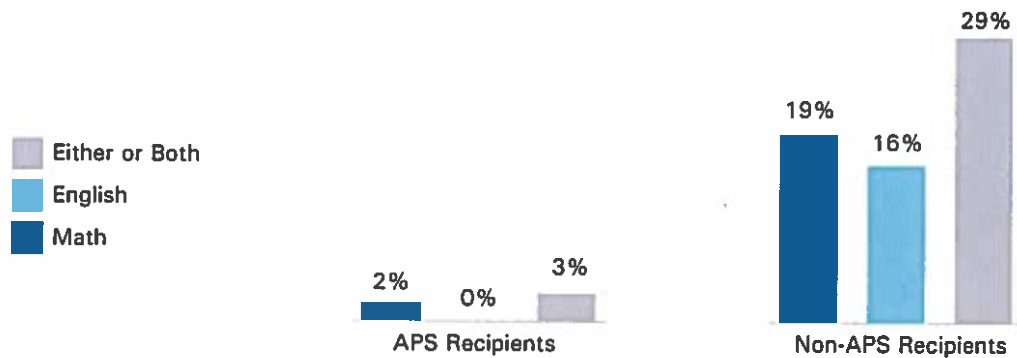
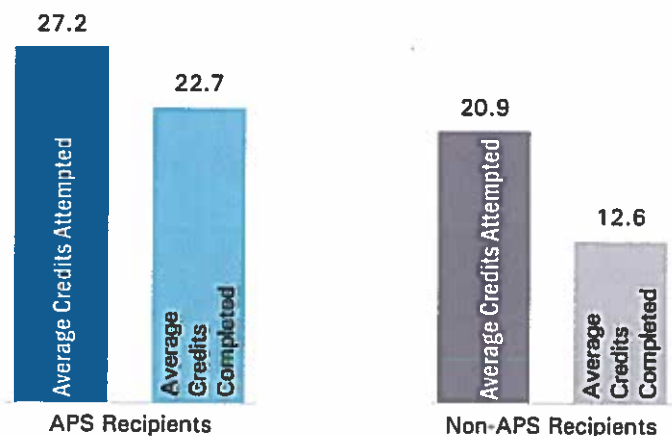


EXHIBIT 21

Average Credit Hours Attempted and Completed per Year at UA for High School Class of 2017



APS recipients persist into their second year at UA at higher rates than other students (Exhibit 22). 84% of APS recipients in the Class of 2016 were enrolled during their second year (2018FY) compared with 58% of non-recipients.

APS recipients also pursue bachelor's degrees at the University of Alaska at higher rates than non-recipients. 87% of the Class of 2018 pursued bachelor's degrees, compared with 65% of non-recipients (Exhibit 23).

EXHIBIT 22

Percent of the Class of 2011-2016 First Year Students at the University of Alaska who Persisted into their Second Year

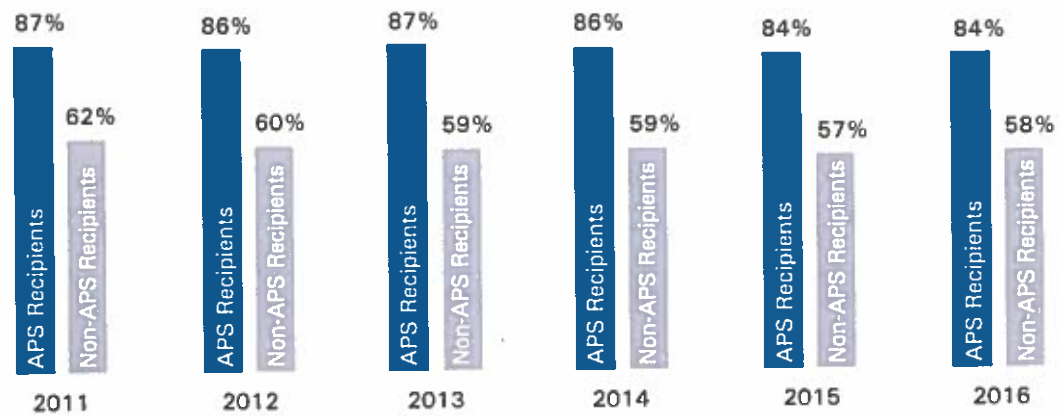


EXHIBIT 23

Class of 2018 First-Time UA Freshmen Fall 2018 by Degree Level Sought

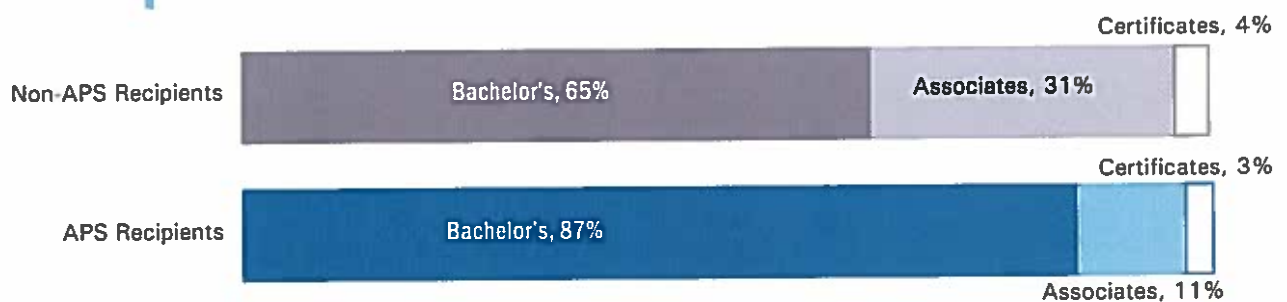


EXHIBIT 24

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

	Class of 2016		Class of 2017		Class of 2018	
	APS	Non-APS	APS	Non-APS	APS	Non-APS
First-Time Freshmen Attending UA within One Year After Graduation	872	1,193	805	1,201	669	1,155
	42%	58%	40%	60%	37%	63%
% Bachelor's	86%	58%	82%	58%	87%	65%
% Associates	12%	38%	16%	38%	11%	31%
% Certificates	2%	4%	2%	4%	3%	4%
% Taking Developmental Coursework	6%	41%	4%	34%	3%	29%

APS Highlight (3)

**APS recipients persist into their
second year at UA at higher rates
than other students**

APS RECIPIENTS IN THE ALASKA WORKFORCE

Alaska Department of Labor and Workforce Development statewide employment and wage data allowed for the evaluation of workforce outcomes for APS-ineligible and eligible high school graduates and APS recipients. This year's report is the first to match APS eligibility information with NSC college enrollment and completion records before summarizing workforce outcomes. This matching facilitates more informative comparisons between outcomes associated with similar students to better understand the relationship between APS eligibility, scholarship receipt, and educational attainment within Alaska workforce outcomes. Previous comparisons relied on the students' latest FAFSA filing as a proxy measure for leaving education; however, a match with NSC enrollment records more accurately defines students' enrollment status to better represent different groups' earning power and employment prospects during the timeframes measured. Therefore, the following exhibits reporting Alaska workforce outcomes should not be compared to previous analyses which did not include college enrollment and completion data and which did not measure equivalent timeframes. Wages and employment status were aggregated for former and current students employed in Alaska, and these averages include part-time and seasonal wages over the years measured.

Four years after their high school graduation, APS-eligible students who have enrolled in college are employed at similar rates but earn lower wages than their ineligible peers. Because ineligible students enroll in college at lower rates (Exhibit 12) and may be more likely to work more hours while in college or attend part-time, we expect them to have higher average annual wages four years after high school. As evidence of the impact of APS on employment outcomes, half (49%) of Class of 2018 reported in this year's survey that APS influenced the number of hours needed to work while attending school because of the expectation of receiving financial aid (Exhibit 11). APS students enrolled in college or workforce training also reported almost a sixth the rate of full-time employment, compared to APS students not enrolled (4% versus 23%, Exhibit 10), signaling that these students likely spend more time focused on succeeding in postsecondary education. In addition, APS-eligible students may be more likely to attend graduate programs and not seek immediate, full-time employment after graduation. Exhibit 25 shows the average annual wage and employment status of APS-eligible and ineligible students four years after high school graduation by their college enrollment status.

Comparing wages of students with similar educational attainment levels is particularly informative. Two years after college graduation, APS recipients and ineligible students have similar wages, but APS recipients have higher employment rates in the Alaska workforce (Exhibit 26). It is important to recognize that APS recipients chose to attend Alaska institutions, and therefore may have higher Alaska employment rates

than ineligible students which include students who chose to attend out-of-state and may also decide to live and work out-of-state after college. APS-eligible students who chose to attend out-of-state in general have lower rates of Alaska residency after college compared to ineligible students (Exhibit 19).

EXHIBIT 25

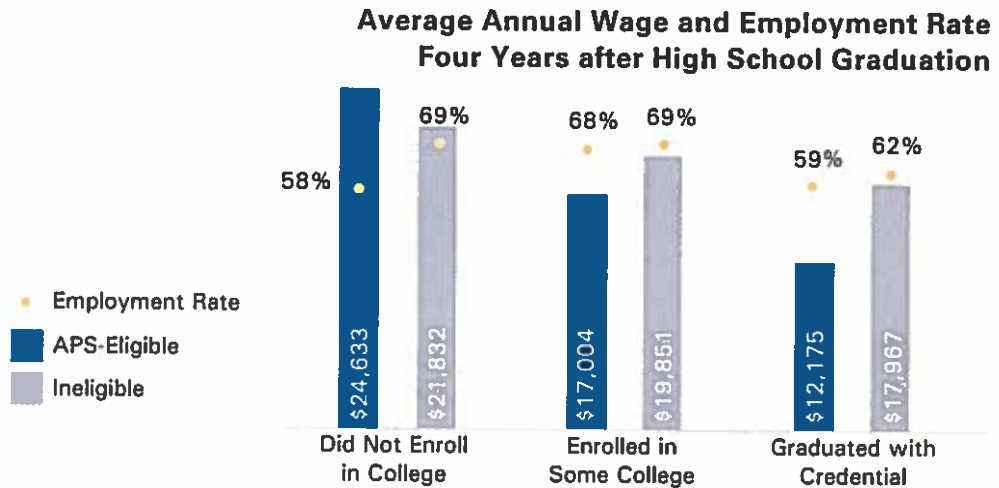
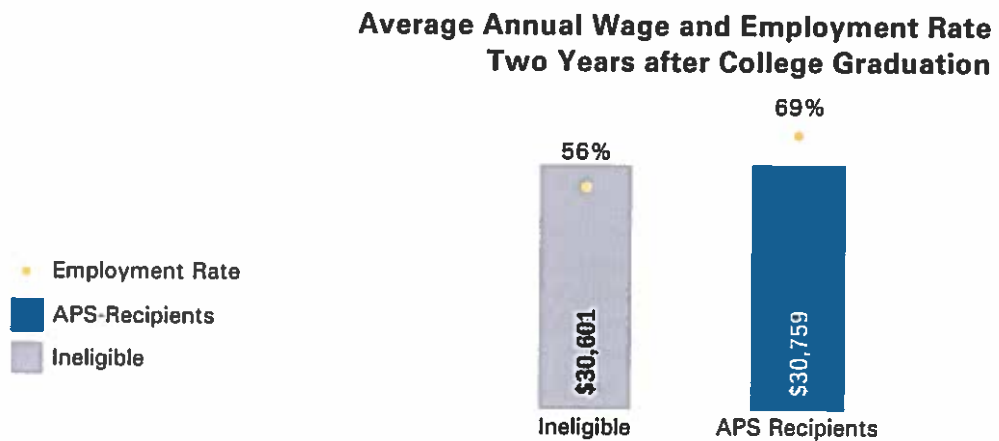


EXHIBIT 26



APPENDIX A

Data Notes

ACPE's fall 2018 Alaska Performance Scholarship (APS) disbursement data includes disbursements on or before 10/12/2018, and was generated through ACPE's grants and scholarships database, which connects student high school graduation records with FAFSA (which is also used as the application for APS) data and is used to process disbursements to postsecondary education and training institutions for certified students. Data in this report may differ slightly from previous years' APS reports due to financial adjustments or differences in the timing of analyses conducted. Student disbursement and eligibility data were suppressed for districts with four or fewer students eligible for APS, to protect student privacy. Alaska high school graduates are from public, private, and homeschooled students, with the exception of school district and workforce analyses.

High school graduation data, including high school names and student graduation dates, and APS collegiate and CTE eligibility levels are provided by the Alaska Department of Education and Early Development (DEED). Alaska high school graduate student records from DEED are matched at ACPE's request with postsecondary enrollment records provided by colleges and universities to the National Student Clearinghouse (NSC). Graduation rates were calculated four and six years after first beginning enrollment date on record for students enrolling in four-year programs, and two and three calendar years after first beginning enrollment date for students in two-year programs. NSC graduation rates do not consider full or part-time status, or program length within two- or four-year institutions. For more information about institutions reporting to NSC, visit studentclearinghouse.org.

The Alaska Department of Labor and Workforce Development (DOLWD) Research and Analysis section provided aggregate wages and employment status in Alaska, and matched legislative districts with non-correspondence public school addresses. Average wages were calculated during the students' senior year of high school and during the fourth fiscal year after high school graduation for the Classes of 2011-2014 for Exhibit 25. Average wages for Exhibit 26 are for students who have NSC graduation records from two or more years ago, calculated during the fifth through eighth quarters after the academic year of the graduation record. Wages do not include federal workers or the self-employed.

The University of Alaska (UA) Institutional Research, Planning, and Analysis provided aggregates on APS recipients and non-APS students, which is somewhat different from ACPE's disbursement data used in this report. Non-recipients at the University of Alaska may include students who were eligible for the scholarship but did not receive it, and past APS recipients who no longer meet continuing eligibility requirements. However, the majority of non-recipient outcomes reflect APS-ineligible students. The definition of APS recipients at UA has been adjusted for this report to more accurately reflect the students who received the APS scholarship over the course of the entire aid year, rather than those who were awarded the scholarship for a given year. Historical figures have been restated to provide valid trends. The same total number of first-time freshmen and Alaska high school graduate first time freshmen are reported as in previous years' reports. UA information describing fall 2018 activity for APS recipients reflects preliminary, opening data. The student data set is for recent first-time, full-time freshman seeking certificates, baccalaureate or associate

degrees and on record as graduating from an Alaska high school. The average total student credit hours and average total credit hours completed are for credit hours taken during an entire academic year. UA updated the definition for developmental coursework in January 2017 in alignment with Board of Regents policy and regulation, and therefore historical developmental coursework information differs from pre-2018 APS reports. Student credit hours included credit enrolled classes and do not include audits.

Email invitations for the fall 2018 APS survey were sent out via SurveyMonkey to Class of 2018 APS-eligible students with a valid e-mail address on file (88.5% of the cohort) from the FAFSA and the Alaska Student Aid Portal. 421 responses were collected, which is an overall response rate of 20%. To incentivize survey completion among students less familiar with the Alaska Performance Scholarship and reduce nonresponse bias, students contacted for the survey were notified about a drawing for a gift card to Amazon.com. Survey responses were weighted for this analysis based on the proportion of students eligible for each level of the scholarship, with collegiate eligibility taking priority.

APPENDIX B

Public Class of 2018 APS-Eligible and APS Recipient Headcounts, by School District

School District	Class of 2018 High School Graduates	APS-Eligible Graduates	APS Recipients	APS Award Amount
Alaska Gateway	23	-	-	-
Aleutian Region	-	-	-	-
Aleutians East	17	-	-	-
Anchorage	3,053	812	261	\$ 493,864
Annette Island	27	-	-	-
Bering Strait	90	21	-	-
Bristol Bay Borough	16	-	-	-
Chatham	12	5	-	-
Chugach	28	13	-	-
Copper River	20	8	-	-
Cordova City	18	9	-	-
Craig City	26	8	-	-
Delta/Greely	46	-	-	-
Denali Borough	36	10	-	-
Dillingham City	25	-	-	-
Fairbanks North	771	220	101	\$ 191,714
Galena City	404	97	36	\$ 71,784
Haines Borough	19	8	-	-
Hoonah City	9	-	-	-
Hydaburg City	12	12	-	-
Iditarod Area	13	-	-	-
Juneau Borough	305	99	26	\$ 52,905
Kake City	6	-	-	-
Kashunamiut	14	-	-	-
Kenai Peninsula Borough	553	146	38	\$ 77,575
Ketchikan Gateway Borough	166	59	5	\$ 13,673
Klawock City	8	-	-	-

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

**Public Class of 2018 APS-Eligible and
APS Recipient Headcounts, by School District – Continued**

School District	Class of 2018 High School Graduates	APS-Eligible Graduates	APS Recipients	APS Award Amount
Kodiak Island Borough	168	38	13	\$ 26,611
Kuspuk	17	-	-	-
Lake and Peninsula Borough	18	-	-	-
Lower Kuskokwim	233	11	-	-
Lower Yukon	91	-	-	-
Matanuska-Susitna Borough	1,271	311	105	\$ 163,554
Mount Edgecumbe	100	48	11	\$ 21,400
Nenana City	131	-	-	-
Nome	36	14	-	-
North Slope Borough	91	15	5	\$ 8,917
Northwest Arctic Borough	106	6	-	-
Pelican City	-	-	-	-
Petersburg Borough	45	27	6	\$ 11,294
Pribilof	-	-	-	-
Saint Mary's	10	-	-	-
Sitka	92	30	7	\$ 11,889
Skagway	7	-	-	-
Southeast Island	11	-	-	-
Southwest Region	32	-	-	-
Tanana City	-	-	-	-
Unalaska City	29	15	-	-
Valdez City	35	10	-	-
Wrangell	18	7	-	-
Yakutat	-	-	-	-
Yukon Flats	21	-	-	-
Yukon-Koyukuk	153	19	8	\$ 1,189
Yup'it	15	-	-	-

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

APPENDIX C
State Senate
Districts:

State Senate Districts: Fall 2018 Awarded APS for the Class of 2018 and Previous APS Recipients

Note: The following describes public high school graduates who are APS recipients. However, graduates from correspondence schools were not assigned to legislative districts, since those schools often enroll students from across legislative districts.

State Senate District	Class of 2018 APS Recipients	2012-2019FY	
		APS Recipients	Amount Awarded
A	21	326	\$2,475,219
B	19	229	\$1,678,623
C	71	1,099	\$8,855,012
D	41	399	\$3,159,259
E	11	243	\$1,922,795
F	25	457	\$3,682,055
G	46	693	\$5,634,661
H	27	245	\$1,643,690
I	79	870	\$6,428,513
J	--	--	--
K	42	464	\$3,422,929
L	--	--	--
M	41	525	\$4,260,232
N	34	463	\$3,614,027
O	32	389	\$2,838,537
P	24	318	\$2,205,878
Q	36	324	\$2,317,287
R	37	379	\$2,628,523
S	12	150	\$977,902
T	14	192	\$1,210,181

APPENDIX D
State House
Districts:

State House Districts: Fall 2018 Awarded APS for the
Class of 2018 and Previous APS Recipients

State House District	Class of 2018 APS Recipients	2012-2019FY	
		APS Recipients	Amount Awarded
1	21	326	\$2,475,219
2	--	--	--
3	19	229	\$1,678,623
4	--	--	--
5	51	905	\$7,296,076
6	18	194	\$1,558,936
7	41	395	\$3,141,426
8	--	--	--
9	7	152	\$1,170,746
10	--	91	\$752,049
11	25	457	\$3,682,055
12	--	--	--
13	18	367	\$3,053,719
14	30	326	\$2,580,942
15	26	227	\$1,478,137
16	--	18	\$165,553
17	50	378	\$2,689,047
18	29	492	\$3,739,466
19	--	--	--
20	--	--	--
21	--	--	--
22	42	464	\$3,422,929
23	--	--	--
24	--	--	--
25	41	507	\$4,124,406
26	--	18	\$135,826
27	--	--	--
28	34	462	\$3,604,515
29	5	106	\$861,334
30	27	283	\$1,977,203
31	9	159	\$1,175,050
32	15	159	\$1,030,828
33	15	194	\$1,414,827
34	21	130	\$902,460
35	27	232	\$1,622,342
36	10	147	\$1,006,181
37	8	84	\$546,841
38	--	66	\$431,061
39	8	115	\$729,201
40	6	77	\$480,980

