

HB

221

<TARGET><BILL>HB 221</BILL><SUBJECT>HB
221</SUBJECT><COMM>SEDC30</COMM></TARGET>



Representative Harriet Drummond

Sponsor Statement
House Bill 221
"Workforce & Ed Related Statistics Program"

House Bill 221 will help Alaska prepare to best allocate and utilize increasingly scarce resources available for education and workforce training by clarifying the authority of the Alaska Commission on Postsecondary Education (ACPE) to receive and analyze existing data from state entities through a statewide workforce and education related statistics program. This system, currently known as the Outcomes Database, will be known as the Statewide Longitudinal Data System (SLDS).

This bill also adds a new subsection to the statute governing information obtained by the Department of Labor and Workforce Development, specifically allowing them to share information on mandatory wage data reporting with ACPE.

House Bill 221 requires that the records be kept securely, de-identified, and that no personally identifiable information be shared with the federal government.

The ability for the Legislature to look at workforce and education data completely and over the long term is essential to identifying which education and training programs are, and are not, doing the job of preparing Alaskans for the workforce.

Alaska has many career opportunities for those seeking both vocational and university education. House Bill 221 will help give students the opportunity to identify fields lacking qualified employees so they can train for the best jobs, and it will help employers identify programs producing Alaska residents who are best prepared to fill positions that might otherwise go to out of state applicants.

Prudent budgeting is essential to surviving times of financial hardship, and by ensuring policy-makers can analyze the impact of education programs on the Alaska workforce, House Bill 221 will provide the opportunity for the Legislature to receive data needed to best allocate educational and training resources where they will do the most good over the long term. This bill will incur no additional costs to the state. It is the smart thing to do as we work adapt to Alaska's fiscal challenges.



Representative Harriet Drummond House Bill 221 Sectional Analysis

"Workforce & Ed Related Statistics Program"

Section 1: Amends AS 14.42.030(e) and identifies ACPE as the administering agency of the statewide early education to workforce longitudinal data system.

Section 2: Amends AS 14.42.035 to add new subsections, (b) and (c), to allow ACPE to maintain an education and workforce outcomes database for the purpose of analyzing education and training outcomes. It also clarifies ACPE's authority to partner with state agencies and the University of Alaska to link existing education and workforce-related data to analyze how Alaska's education and training programs are aligned with workforce needs. ACPE is specifically charged with removing personally identifiable information before putting such information in the database. This section also specifies that personally identifiable data may not be provided to the federal government.

Section 3: Amends AS 23.20.110 to add a new subsection, (s), to permit the Department of Labor and Workforce Development to share unemployment insurance data for the specific purposes of the statewide workforce and education related statistics program as permitted in federal regulation, contingent upon a written agreement with ACPE. Under current statute, unemployment insurance information is confidential and may not be shared with another state agency for this purpose. This bill would add a subsection to existing AS 23.20.110 to permit the Department of Labor and Workforce Development to disclose information for purposes of the statistics program which is designed to produce outcomes information to assess, evaluate, and improve the state's education and career development system.

Section 4: Permits the Department of Labor and Workforce Development to disclose data to ACPE regardless of when it was obtained.

Section 5: The provisions in this bill are effective immediately.

Fiscal Note

State of Alaska
2018 Legislative Session

Bill Version:	HB 221
Fiscal Note Number:	1
(H) Publish Date:	3/7/2018

Identifier: HB221-EED-ACPE-2-2-18
 Title: WORKFORCE & ED RELATED STATISTICS PROGRAM
 Sponsor: DRUMMOND
 Requester: (H) EDC

Department: Department of Education and Early Development
 Appropriation: Alaska Commission on Postsecondary Education
 Allocation: Program Administration & Operations
 OMB Component Number: 2738

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2019	Included in	Out-Year Cost Estimates				
	Appropriation Requested	Governor's FY2019 Request	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
OPERATING EXPENDITURES	FY 2019	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2018) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2019) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No
 If yes, by what date are the regulations to be adopted, amended or repealed?

Why this fiscal note differs from previous version/comments:

Not applicable, initial version.

Prepared By: Stephanie Butler, Executive Director
 Division: Alaska Commission on Postsecondary Education
 Approved By: Stephanie Butler, Executive Director
 Agency: Alaska Commission on Postsecondary Education

Phone: (907)465-6740
 Date: 02/02/2018 02:00 PM
 Date: 02/02/18

REPORTED OUT OF
HFC 04/11/2018

Control Code: HejGL

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2018 LEGISLATIVE SESSION

Analysis

Pursuant to Administrative Order 261, issued in December 2011, the Alaska Commission on Postsecondary Education (ACPE), the Department of Education and Early Development, the Department of Labor and Workforce Development (DOLWD), and the University of Alaska partnered in support of a grant application to the United States Department of Education's National Center for Education Statistics (NCES), to fund development of a P20-W statewide longitudinal data system (SLDS).

In 2012, a three-year NCES grant was awarded to Alaska to fund planning, development, and implementation of an Alaska SLDS for the purpose of providing the state with a resource with which to evaluate and improve education program outcomes. This evaluation is based on linking existing early and secondary education data with existing postsecondary education and workforce data to determine the impacts of education and workforce training programs on Alaskans and the state's economy.

This bill clarifies ACPE's role in administering the SLDS on behalf of the founding partner agencies; and permits DOLWD to share unemployment insurance data for the specific purposes of the SLDS, as permitted in federal regulation. Under current statute, unemployment insurance information is confidential and may not be shared with another state agency for this purpose.

Section 1: Amends AS 14.42.030(e) and identifies ACPE as the administering agency of the statewide early education to workforce longitudinal data system.

Section 2: Amends AS 14.42.035 to add new subsections, (b) and (c), to allow ACPE to maintain an education and workforce outcomes database for the purpose of analyzing education and training outcomes. It also clarifies ACPE's authority to partner with state agencies and the University of Alaska to link existing education and workforce-related data to analyze how Alaska's education and training programs are aligned with workforce needs. ACPE is specifically charged with removing personally identifiable information before putting such information in the database. This section also specifies that individuals' unit record data may not be provided to the federal government.

Section 3: Amends AS 23.20.110 to add a new subsection, (s), to permit the Department of Labor and Workforce Development to share unemployment insurance data for the specific purposes of the statewide workforce and education-related statistics program as permitted in federal regulation, contingent upon a written agreement with ACPE. Under current statute, unemployment insurance information is confidential and may not be shared with another state agency for this purpose. This bill would add a subsection to existing AS 23.20.110 to permit the Department of Labor and Workforce Development to disclose information for purposes of the statistics program, which is designed to produce outcomes information to assess, evaluate, and improve the state's education and career development system.

Section 4: Permits the Department of Labor and Workforce Development to disclose data to ACPE regardless of when it was obtained.

Section 5: The provisions in this bill are effective immediately.

There is no fiscal impact to the department under this proposed bill because the existing database can already accept unit-level data, thus no additional modifications are needed in order to include or report this data.

Fiscal Note

State of Alaska
2018 Legislative Session

Bill Version:	HB 221
Fiscal Note Number:	2
(H) Publish Date:	3/7/2018

Identifier: HB221-DOLWD-UI-02-02-18
 Title: WORKFORCE & ED RELATED STATISTICS PROGRAM
 Sponsor: DRUMMOND
 Requester: (H) Education

Department: Department of Labor and Workforce Development
 Appropriation: Employment and Training Services
 Allocation: Unemployment Insurance
 OMB Component Number: 2276

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below.

(Thousands of Dollars)

	FY2019	Included in	Out-Year Cost Estimates				
	Appropriation Requested	Governor's FY2019 Request	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
OPERATING EXPENDITURES	FY 2019	FY 2019					
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2018) cost: 0.0 (separate supplemental appropriation required)
 (discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2019) cost: 0.0 (separate capital appropriation required)
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ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No
 If yes, by what date are the regulations to be adopted, amended or repealed?

Why this fiscal note differs from previous version/comments:

Not applicable, initial version.

Prepared By: Ed Flanagan, Director
 Division: Employment and Training Services
 Approved By: Greg Cashen, Acting Commissioner
 Agency: Department of Labor and Workforce Development

Phone: (907)465-5543
 Date: 02/02/2018 05:00 PM
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FISCAL NOTE ANALYSIS

STATE OF ALASKA
2018 LEGISLATIVE SESSION

Analysis

This legislation would allow the department to disclose data employers submit for mandatory unemployment insurance (UI) reporting to the Alaska Commission on Postsecondary Education in support of a statewide workforce and education-related statistics program. However, 20 CFR 603 prohibits the use of the UI Administrative Grant to pay for costs associated with disclosures. Therefore, the requestor must pay for all costs associated with the disclosure of permissible records.

The department is unable to estimate costs associated with these disclosures without knowing the number and frequency of requests. No change to the budget is anticipated at this time.



Northwestern Alaska Career and Technical Center

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3/5/18

To: Honorable Representative Harriet Drummond

RE: HB221 – Workforce and Education Related Statistics Program

The Northwestern Alaska Career and Technical Center in Nome, also known as NACTEC, is a Regional Training Center with a primary student population served from the 15 villages of Bering Strait School District surrounding Nome, as well as Nome Public Schools. NACTEC delivers over 25 unique vocational training programs annually, in a variable term format, to communities that would otherwise be without the diversity of programs delivered in a short duration intensive format.

The administration of a statewide workforce and education-related statistics program would be of value for NACTEC, as well as entities providing funding in support of our training programs and operations. As a Regional Training Center it is not uncommon to report on placement into employment with outcome measures 7 to 12 months following training. For programs serving primarily high school students, such measures neglect to account for the impact of training on keeping students engaged and in school. 75%-80% of our high school training population is enrolled in the 9th, 10th, and 11th grade. Employment measures 7-12 months after training can unintentionally disregard $\frac{3}{4}$'s of a training population and present a skewed view of success of training.

Across rural Alaska dropout rates tend to track disproportionately higher, just as graduations rate track lower. A measure of persistence would shed light on the value of programs that are keeping students engaged and on the path to graduation. HB221 presents a tool for measurement purposes through the K-12 years, tracking to post-secondary and thereafter into employment. This would be of value to determine how a coherent sequence of vocational courses can begin at a Jr. High Career Exploration level, leading to certificated Career Immersion courses in the 12th grade, leading directly into employment or as the linkage to post-secondary continuation.

Here at NACTEC we would find value in longitudinal measures that HB221 would present the opportunity to capture. For the purpose of student protection, a tool that protects personally identifiable information, while utilizing aggregate comparisons would be of value. HB221 proposes to do this and could provide outcome measures of enhanced value over some currently applied outcome measures.

Respectfully,

Douglas J. Walrath, Director



Alaska Commission on Postsecondary Education

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March 2, 2018

The Honorable Harriet Drummond
Alaska House of Representatives
State Capitol, Room 108
Juneau, Alaska 99801

Dear Representative Drummond,

Thank you for the opportunity to provide a letter of support for House Bill 221.

The Alaska Commission on Postsecondary Education (ACPE) strongly supports the goals and objectives of House Bill 221. The main objective of the bill is to permit the Alaska Department of Labor and Workforce Development (DOLWD) to share unit-record wage and employment data with the Alaska Education and Workforce Outcomes Data System (Outcomes Database) to effectively and efficiently evaluate program outcomes, which current state statute prohibits them from doing. Allowing DOLWD to share this information would provide a more comprehensive picture of the workforce outcomes of our public education system.

The Outcomes Database is a shared resource of ACPE, the Department of Education and Early Development, DOLWD, and the University of Alaska (UA). It is used to securely share data to evaluate long-term outcomes of programs managed by one of these four organizations.

Alaska annually invests more than \$2 billion dollars in Alaska's K-12, postsecondary, and technical/workforce training. Neither the executive nor legislative branches of government have an efficient, cost-effective means of assessing the value received from these public investments. The Outcomes Database can provide policymakers and Alaska citizens with information about which programs are effective, and deliver data to improve education and workforce outcomes at reduced costs. The Outcomes Database operates within a secure, streamlined methodology to analyze education and workforce outcomes using existing data collections. All personally identifiable information is removed before being placed in the Outcomes Database.

The Outcomes Database is a resource and tool that may be used for policymakers to ensure the state's limited resources are directed in ways that provide maximum benefits to students, and can provide policymakers with a cost-effective way to measure education program and workforce outcomes and make informed decisions on resource allocations.

The Honorable Harriet Drummond
Page 2
March 2, 2018

Again, thank you for opportunity to provide a letter of support for House Bill 221 and to showcase the value of the Outcomes Database.

Sincerely,

A handwritten signature in cursive script, appearing to read "S. Butler".

Stephanie Butler
Executive Director



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Alaska Education and Workforce Outcomes Data System (Outcomes Database)

February 2018

What is the Outcomes Database?

The Outcomes Database is a shared resource of the Alaska Commission on Postsecondary Education (ACPE), the Alaska Department of Education and Early Development (DEED), the Alaska Department of Labor and Workforce Development (DOLWD), and the University of Alaska (UA), used to securely share data to evaluate outcomes of programs managed by one of these four organizations. The Outcomes Database is currently housed at ACPE.

What is the history of the Outcomes Database? Is it related to ANSWERS?

The Outcomes Database was initially developed under the ANSWERS program, but it is not part of the ANSWERS program, which is now defunct, and it is not used for ANSWERS research.

In July 2012, the State of Alaska was awarded a \$4 million federal Institute of Education Services (IES) grant to build a Statewide Longitudinal Data System (SLDS). Alaska's SLDS was created in accordance with [Administrative Order 261](#) and named ANSWERS. The purpose of ANSWERS was to link K-12, postsecondary and workforce data to provide critical information about Alaska's education and workforce outcomes. However, a 2016 amendment to the budget bill prevented use of federal receipts for ANSWERS in FY17, which resulted in a lack of funding to develop the proposed ANSWERS program and use the database created under the original grant.

In December 2016, Outcomes partner organizations agreed to retire the ANSWERS program and the associated plan for data expansion and use; the database created under the ANSWERS grant still exists and is now called the Alaska Education and Workforce Outcomes Database (Outcomes). Outcomes is being managed by ACPE as an internal resource and tool for the four partner agencies to analyze and evaluate outcomes of partner programs and services only.

Does the Outcomes Database collect new data?

No. The Outcomes Database de-identifies and links existing data only, and then stores the data in the state's secure data center.

What does HB221 do?

The purpose of HB221 is to allow the Department of Labor and Workforce Development to share unit-level unemployment insurance data with the Alaska Commission on Postsecondary Education for inclusion in the Alaska Education and Workforce Outcomes Data System. In accordance with Outcomes governance, only data for citizens who participated in the Alaska's public education system can be included in Outcomes.

HB221 prohibits sharing unit record data with the federal government.

HB221 also requires that records be de-identified. Personally identifiable information, including first name, last name, and middle name, social security number, student identification number, residential address, and mailing address is removed before placing the information in the database. This is consistent with current practice and governance requirements.

Do other states share unit-level labor/workforce data?

As of 2016, 28 states are sharing their state's labor/workforce data with their state's longitudinal data system; this is an increase of eight states since 2014.



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Alaska Education and Workforce Outcomes Data System (Outcomes Database)

How Other States Use Unit-Level Labor Data

- As of 2016, 28 states are sharing their state's labor/workforce data with their Statewide Longitudinal Data System (SLDS); this is an increase of 8 states over the last 2 years.
- As of 2014, 26 states have initiated skills gap analyses to assess alignments between education and workforce programs and labor market demands
- Linking key workforce and education data will allow Alaska to:
 - Encourage students, parents, and teachers to consider education as relating to high-skill, high-growth jobs of the future
 - Provide a path for workers whose skills have become obsolete to upgrade or retrain
 - Provide business and industry with information to identify workforce availability to meet industry strategic plans, and to estimate future availability

State Examples:

- Mississippi has successfully used their SLDS, [LifeTracks](#) to attract more than 100 new businesses; Toyota and Yamaha being two of the largest
- Using real-time data from their SLDS Mississippi was able to provide the following information to Yamaha which led to Yamaha opening a tire factory in their state
 - Began with a baseline of the current workforce
 - Identified how many engineers were in the community college, career technical and public university pipeline
 - Demonstrated all the degree categories in the area to determine the skills available to fill jobs
 - Identified the number of job seekers in the area
 - Identified a workforce that was 65-70% read to fill jobs
 - Identified skill gaps that could be closed prior to the factory opening
- Mississippi developed [MS Grad jobs](#) using their SLDS, which is used to match jobs with the skills and education being pursued and obtained by students. 30% of

engineers stayed in the state, since the development of MS Grad Jobs, Mississippi is able to retain 60% of all engineers.

- Minnesota – Data in Use
 - Minnesota Statewide Longitudinal Education Data System brings together data from education and workforce to:
 - Identify the most viable pathways for individuals in achieving successful outcomes in education and work;
 - Inform decisions to support and improve education and workforce policy and practice, and
 - Assist in creating a more seamless education and workforce system for all Minnesotans

- Washington – Education Research & Data Center – Economic Returns of a Washington Education
 - The Education Research & Data Center links education and workforce data from multiple state agencies, and transform them into insights that inform Washington decision-makers.

- Arkansas Research Center – Economic Security Report – Arkansas Education to Employment Outcomes for Graduates from State-Supported Institutions of Higher Education

- Michigan – Career Pathfinder shows workforce outcomes for graduates of programs at Michigan postsecondary institutes

Where Alaskans Go After Graduating from High School

March 2018

DRAFT

Who goes to college or career training?

Where do they attend?



Attend Postsecondary Education

Students from **low-income** families were **half** as likely to attend college as other students



Stay in Alaska for Education



Leave Alaska for Education

Top states
Washington, Oregon
California, Arizona

APS Eligible students were **3.6x** more likely to attend college

Non-First Generation students were **1.6x** as likely to attend college out-of-state

18% mix of attending education both in-state & out-of-state

6% of students attended **Workforce Training** centers in Alaska

*Not including UA certificates/workforce training

APS Eligible students were **2.5x** more likely to leave state for college

Who lives in Alaska?



The number of **college participants** returning to Alaska **declined by 15% points** from 2008 to 2014



of the classes of 2006-2009 were **Alaska residents** as of 2014

Students from **low-income** families were **1.5x** more likely to stay in Alaska

35% of the students who leave for education return to Alaska

of UA students **UA scholars** are **2.4x** more likely to stay in Alaska

College Graduates were **3x** as likely to leave Alaska


Non-Graduates: Students who attended some college out-of-state but did not graduate were **1.3x** more likely to return to Alaska

This information was produced using the Alaska Education and Workforce Outcomes Data System, a collaboration of ...

acpe.alaska.gov/reports
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SNAPSHOT: STATEWIDE LONGITUDINAL DATA SYSTEMS



ALL 50 STATES

and Washington D.C. have the ability to

connect

data between systems.



47 STATES

and D.C. received federal SLDS grants



37 STATES + D.C.

connect data between at least 2 of the 4 core agencies

16 STATES + D.C. have a full P20W system



14

states plus D.C. created their system through statute or legislation



18

states created their system through a federal grant



3 STATES

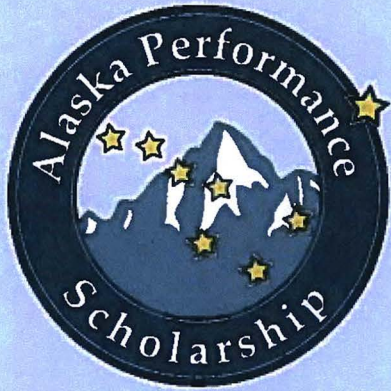
states created their system through MOUs



2

states created their system by executive order





ALASKA PERFORMANCE SCHOLARSHIP

OUTCOMES REPORT
2011 – FALL 2017

Respectfully provided to the Alaska Legislature, Governor Bill Walker, and the Alaska Public 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
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EXECUTIVE SUMMARY

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

Since the program began in 2011:

17,148 high school students have completed the eligibility requirements for APS

7,630 students have used the scholarship to pursue a post-secondary degree or certificate in Alaska¹

APS students continue to enroll, persist, and complete postsecondary education at higher rates than their peers:

86% of APS-eligible students have enrolled in a postsecondary program, compared with 44% of ineligible Alaska high school graduates

97% of APS recipients did not need to take developmental coursework at University of Alaska this fall, compared with 74% of non-recipients

46% of APS recipients have graduated on time with a degree or certificate, compared with 20% of ineligible Alaska high school graduates

And, according to a new analysis this year by the Alaska Department of Labor and Workforce Development:

APS recipients of \$10,000 or more earn over **\$16,000 more in annual wages**, on average, than ineligible students working in Alaska.

¹ This total number of APS recipients for the history of the program is lower than what was reported in the 2017 APS Outcomes Report. The number reported in 2017 did not represent unique APS recipients. Unique recipients at the time of the 2017 report would have been 6,517.

APS Highlight (1)

APS recipients of \$10,000 or more earn over \$16,000 more in annual wages, on average, than ineligible students working in Alaska.

APS ELIGIBILITY DEFINITIONS & REQUIREMENTS

Ineligible The Alaska high school graduate does not have an assigned APS eligibility level.

Eligible The student is eligible for the APS based on meeting the requirements in high school, and may be eligible for Career and Technical Education (CTE) level only or CTE level and 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 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 after high school, be ineligible for the scholarship, or may have received the scholarship in the past but not be eligible to receive 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** *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/SAT: Use APS for degree or certificate

"Certificate" means a career & technical education certificate and does not include associate's degrees.

**ACT 25
SAT 1210***
*for SAT taken March 2016 or later

**ACT 23
SAT 1130***
*for SAT taken March 2016 or later

**ACT 21
SAT 1060***
*for SAT taken March 2016 or later

WorkKeys: Use APS for certificate only

A combination score of 13 or higher with no score below 4, is required in Applied Math, Locating Information, and Reading for Information

WorkKeys 13

WorkKeys 13

WorkKeys 13

Required High School Curriculum

Students can choose either curriculum option.

Math & Science

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

OR

Social Studies & Language Arts

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

* 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

17,148 Alaska high school graduates have been eligible for the APS program since 2011. This represents approximately 30% of high school graduates.

7,630 students have received the award, which is 44% of eligible students.² Out of APS recipients, 36% have been awarded at Level 1, 33% at Level 2, and 30% at Level 3.

170 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 the rigorous coursework, and scoring well on the WorkKeys exam.

² This total number of APS recipients for the history of the program is lower than what was reported in the 2017 APS Outcomes Report. The number reported in 2017 did not represent unique APS recipients. Unique recipients at the time of the 2017 report would have been 6,517.

EXHIBIT 2

APS Total Dollars Awarded and Recipients Each Fiscal Year 2012 – 2018

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	\$10,798,020*	2,918
Total	\$59,645,278*	

*Funding totals for FY18 are estimated based on twice the fall award amount as of 11/14/2017

APS Highlight (2)

Approximately 30% of
high school graduates
are APS-eligible

Students Uncertain About the Future of the APS

The high school graduating Class of 2017 has proportionally fewer APS-eligible students than in previous years (Exhibit 3). Feedback from the 2017 survey of APS-eligible students from 2011-2017 suggests this decline may be attributable to uncertainty regarding program funding or potential program elimination.³ When asked whether they would recommend the APS to future high school students, open-ended responses included the following:

2017 APS Survey Highlight:

Would you recommend the Alaska Performance Scholarship to current high school students?

"It won't be offered much longer, so it is better to get it if you can."

"It's no longer offered, but it does help [students]."

"I heard it is no longer offered."

"I would, but I heard that this will be the last year it is going to be offered. Why? This is such a fantastic scholarship for those who can't afford college on their own! I am one of those people. This scholarship made me feel like I could go to college without coming out with monstrous debt. It also convinced me to stay in Alaska for school!"

³ Note that as of the date of this report's publication, legislation that proposes to eliminate portions of the APS is pending (SB 103); however, no program eliminations or reductions have been passed.

APS Highlight (3)

Uncertainty regarding
program funding or elimination
may be contributing to
a decline in eligibility

APS-ELIGIBLE GRADUATES & RECIPIENTS

In addition to uncertainty about the future of the program among Alaska's high school students, the Class of 2017 may have lower rates of APS eligibility because placement exams such as the ACT, SAT, or WorkKeys tests are less accessible to students than in previous years and are no longer required to receive a high school diploma.

High schoolers from the Class of 2015 and 2016 were required to take the SAT, ACT, or WorkKeys tests before graduating.⁴ Since it was a graduation requirement, these tests were provided at no cost to the student. The Class of 2017 was the first since the passage and implementation of House Bill 44, which reversed the testing requirements and ceased funding to cover the associated expenses.

Despite no longer being a graduation requirement, these tests are still required for APS eligibility. These changes may have contributed to the reduction in APS eligibility rate for the most recent class of high school graduates.

EXHIBIT 3

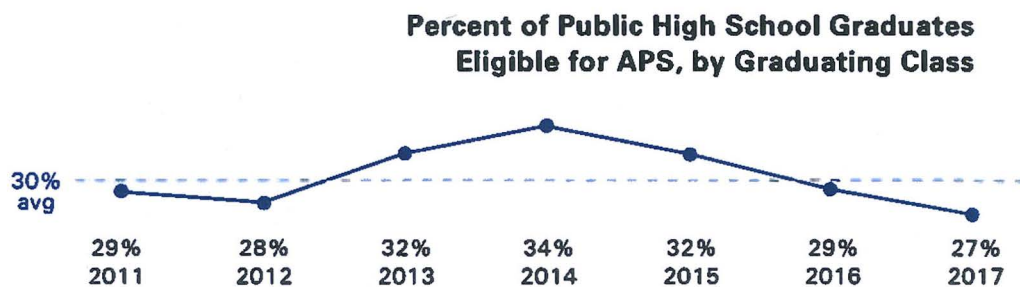
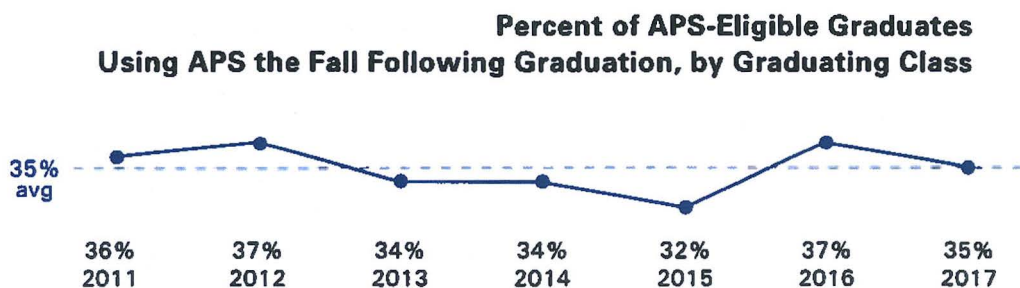


EXHIBIT 4



⁴ Hanlon, T. (2016, June 30). Alaska high school students no longer need national tests to graduate. Anchorage Daily News. Retrieved from <https://www.adn.com/alaska-news/education/2016/06/30/students-no-longer-need-national-tests-to-graduate/>.

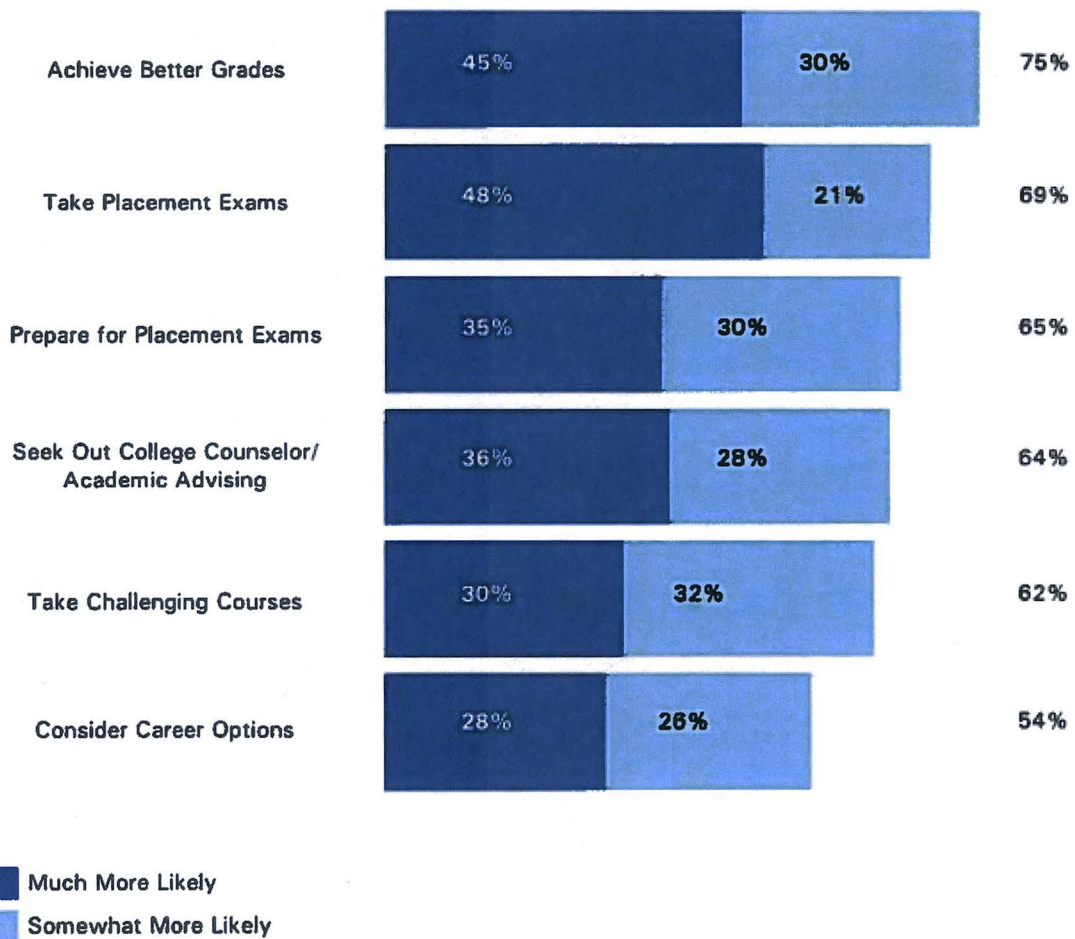
APS-ELIGIBLE STUDENTS REPORT POSITIVE HIGH SCHOOL BEHAVIORS

Surveys of APS-eligible students after high school graduation have provided opportunities to understand how students perceive the program impacted their high school behaviors. In a fall 2017 survey of APS-eligible graduates from the Classes of 2011-2017, 75% of eligible students reported that the availability of APS made them more likely to achieve better grades, and 69% reported the APS made them more likely to take placement exams (n = 2,616, Exhibit 5). These results mirror findings from a previous survey in 2015 that asked the same question of 2014 high school graduates who were APS eligible. These questions were asked of all eligible students, whether or not they used the award.

APS recipients attending postsecondary institutions in Alaska were even more likely to report positive high school behaviors—85% said they were more likely to achieve better grades, and 79% said they were more likely to take placement exams like the ACT, SAT, or WorkKeys.

EXHIBIT 5

Did the Availability of APS Make You More Likely to do Any of the Following in High School?



APS-ELIGIBLE STUDENTS IN THE CLASS OF 2017

Several districts had APS eligibility rates of 40% or higher in the Class of 2017. The following districts had some of the highest proportions of students graduating with high GPAs, and completing testing and curriculum requirements for APS:

Chugach	46%
Copper River	41%
Haines Borough	41%
Mount Edgecumbe	49%
Petersburg Borough	40%
Saint Mary's	50%
Unalaska City	47%
Valdez City	48%

High schools in Southeast and Southcentral Alaska had the highest rates of APS eligibility, and students graduating from high schools in the Interior and Southcentral regions had the highest overall proportions of students receiving the scholarship at a postsecondary institution in Alaska (Exhibit 6). Finally, the Far North and the Interior had the highest rates of applying students' eligibility towards receiving the scholarship (Exhibit 7).

For more information on high school graduates by school district and APS eligibility and use information for the Class of 2017, see Appendix B. Information by legislative district on APS awards received this fall is also included in the Appendix.

EXHIBIT 6

Class of 2017 APS-Eligible Students in Fall 2017, by Region

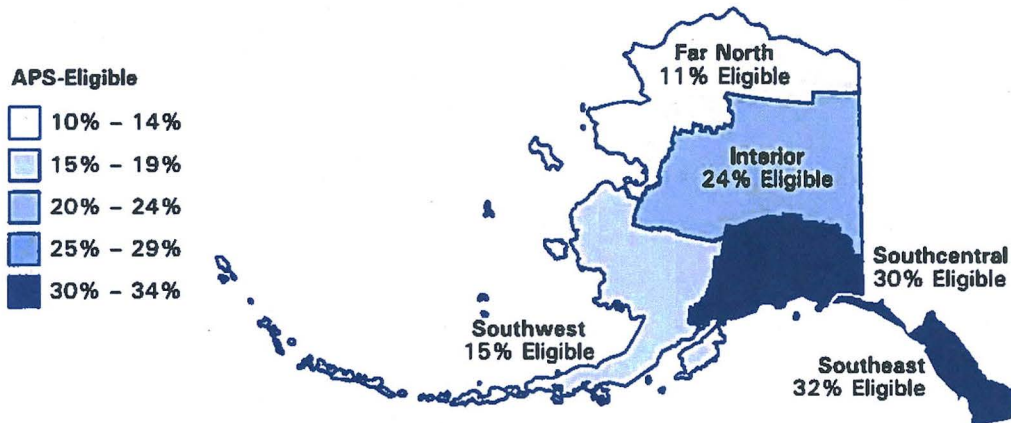
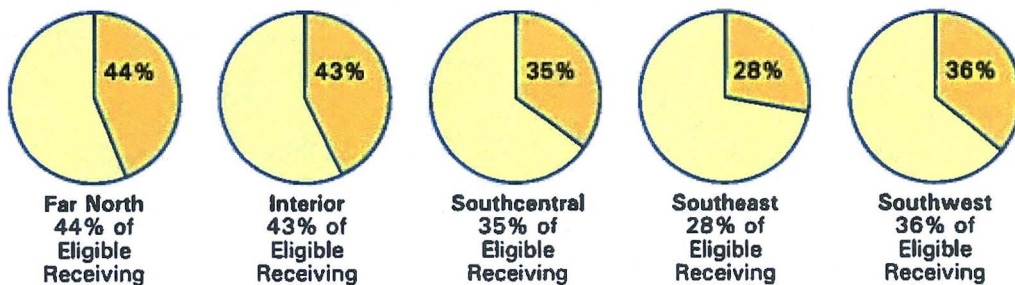


EXHIBIT 7

Class of 2017 Proportion of APS Recipients in Fall 2017, by Region



APS SUPPORTS ECONOMIC MOBILITY

Out of the Class of 2017, many high-achieving first-generation and low-income students received APS awards:

- 20% overall are from low-income families (eligible for the Pell Grant)
 - 16% of Level 1 recipients
 - 19% of Level 2 recipients
 - 27% of Level 3 recipients
- 20% are first-generation students (neither parent has graduated from college)
 - 16% of Level 1 recipients
 - 19% of Level 2 recipients
 - 26% of Level 3 recipients

Level 3 scholarship recipients have the highest proportions of low-income and first-generation students.

Over the history of the program, 23% of APS recipients have been first-generation students, and 17% have been from low-income families.

APS Highlight (4)

Level 3 scholarship recipients have the highest proportions of low-income and first-generation students

ELIGIBLE STUDENTS HIGHLY RECOMMEND THE APS

In a 2017 survey of APS-eligible students in the Classes of 2011-2017, 94% would recommend the APS to current high school students.

When asked why they would recommend the APS several first-generation students detailed their positive experiences with the program:

2017 APS Survey Highlight: First-Generation Students Who Would Recommend the APS

"Being a first generation college student, the scholarship made my goal to attend college more attainable... The APS was a big factor in going to college and earning my Bachelor's degree in 4 years."

"I would definitely recommend the APS to current high school students. This scholarship has played a major role in funding for my tuition, and has been helpful for me, as I am a first generation student who worked to attain this scholarship. Not only does this scholarship serve as an incentive, but it is also a very solid foundation course-wise for students who want to make sure that they will be prepared for postsecondary education."

"I am a first generation college student. Getting in to, and affording school was made a little more difficult, because I didn't have the connections and history that most of my peers seem to have. APS is a leg up to first-generation scholars, and I encourage students to take the chance."

"I was the first in my family to attend college - neither of my parents did. Thank you for having the APS, it opened some opportunities for me! I am now in graduate school!"

APS Highlight (5)

**94% recommend the APS
to current high school students**

APS ENCOURAGES STUDENTS TO ATTEND AND COMPLETE THEIR POSTSECONDARY EDUCATION

APS-eligible students attend postsecondary institutions at a rate (86%) nearly double that of APS ineligible Alaska high school graduates (44%) according to data from the National Student Clearinghouse over the history of the program (Exhibit 8).

In a fall 2017 survey of APS-eligible students who responded that they have attended a degree or certificate program (n=449), 66% reported that APS affected their decision to enroll. In response to an open-ended question asking whether students would recommend the program, some students reflected on the role of APS in their decision and ability to enroll and succeed in postsecondary education:

2017 APS Survey Highlight: APS Supports Access to Higher Education

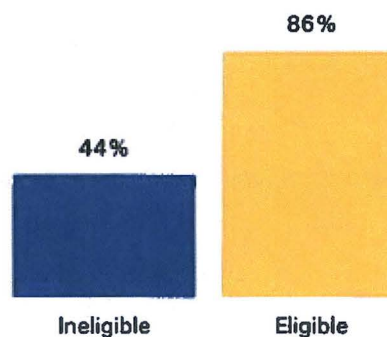
"Without the Alaska Performance Scholarship I never would have pursued college/vocational school. Receiving this scholarship changed my life."

"This scholarship alone was one of the main reasons I was able to go to college. Because I received this scholarship, I stayed in Alaska for college and graduated debt-free."

"APS was instrumental in helping me obtain my degree, and now I am a Registered Nurse because of it. I am very thankful for the aid that it offered, I may have been unable to complete college without it."

EXHIBIT 8

APS-Eligible Students Attend Postsecondary Education at a Much Higher Rate than Their Ineligible Peers



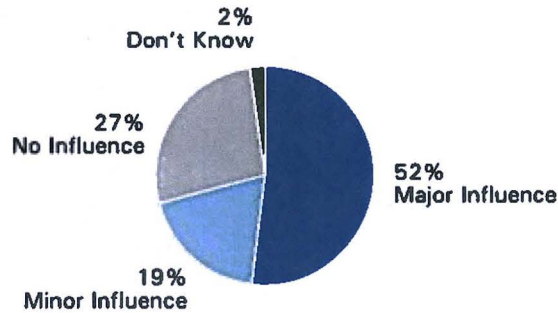
Consistent with past trends for Alaska’s higher-performing students, APS-eligible students attend out-of-state postsecondary institutions at higher rates than ineligible students. APS-eligible students attended out-of-state institutions at a rate 10 percentage points higher than ineligible students (36% vs. 26%). APS-eligible students also have a higher rate of mixed attendance (16% vs. 10%).

In the fall 2017 survey of APS-eligible students:

71% (out of 449 students who said they had enrolled in postsecondary education and responded to this question) reported that the APS was a factor in their decision to choose an in-state institution. 52% reported that the APS had a major influence on their decision to attend in-state (Exhibit 9).

EXHIBIT 9

How Much of an Influence was the APS on Your Decision to Attend an In-State School? (n=449)



APS Highlight (6)

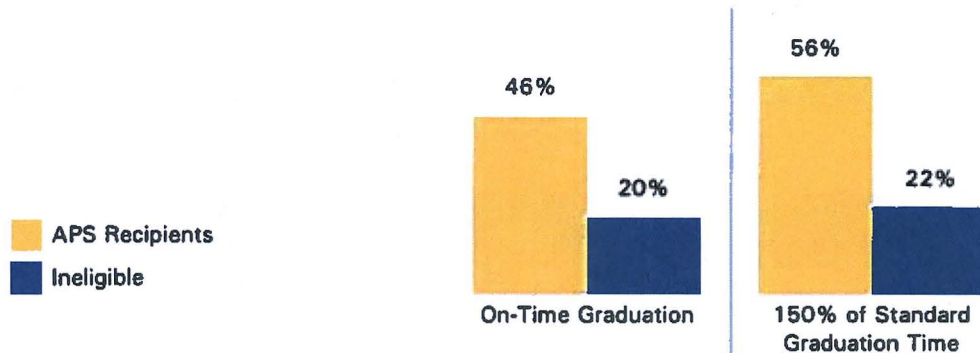
86% of APS-eligible students have enrolled in postsecondary education

EXHIBIT 10

These responses demonstrate that the APS may incentivize Alaska high school graduates to choose to stay in Alaska to continue their education.

APS recipients graduate on-time with a credential (two or four years after first enrollment, depending on program type) at higher rates, with APS recipients graduating on-time at a rate of 46% compared to 20% of their ineligible peers (Exhibit 10). At 150% of standard time to graduation the gap widens from 26 percentage points to 34 percentage points, with 56% of APS recipients graduating in 3 or 6 years compared to 22% of ineligible students.

APS Recipients Graduate On-Time at Higher Rates than Ineligible Students



Out of the 56 APS-eligible students who reported they had completed their degree or credential in this year's survey,

61% said the APS affected their ability to complete their degree or credential.

Eligible students have higher rates of graduating with a postsecondary credential, whether or not they received the APS. Those who receive the APS (with at least one term of eligible enrollment at an Alaska institution) have higher on-time completion rates than ineligible students.

Among Alaska high school graduates who have attended only in-state postsecondary institutions, APS recipients are more than three times more likely to graduate on-time (43%) than ineligible students (13%) or APS-eligible students who did not receive the award (12%, Exhibit 11).⁵ Higher rates of part-time attendance in Alaska may be a contributing factor to the lower rates of on-time graduation, compared to students who attend out of state.⁶

⁵ Students who have been assigned a collegiate or CTE level are considered eligible for APS. Eligible students with qualifying enrollment at a postsecondary institution in Alaska will receive an award if they 1) complete the FAFSA, 2) enroll at least half-time, 3) meet continuing eligibility requirements, 4) have their enrollment confirmed by their school, 5) enroll within six years after high school graduation, and 6) enroll in a degree program that is consistent with their assigned eligibility type.

⁶ 55% of all undergraduate students at four-year colleges in Alaska attended part-time in fall 2015. Nationally, 23% attended part-time. Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016 Fall Enrollment Component provisional release data.

EXHIBIT 11

APS Recipients Graduate On-Time at a Higher Rate than Eligible Peers Who Do Not Receive the Scholarship but Attend in Alaska, and Ineligible Students at Alaska Postsecondary Institutions

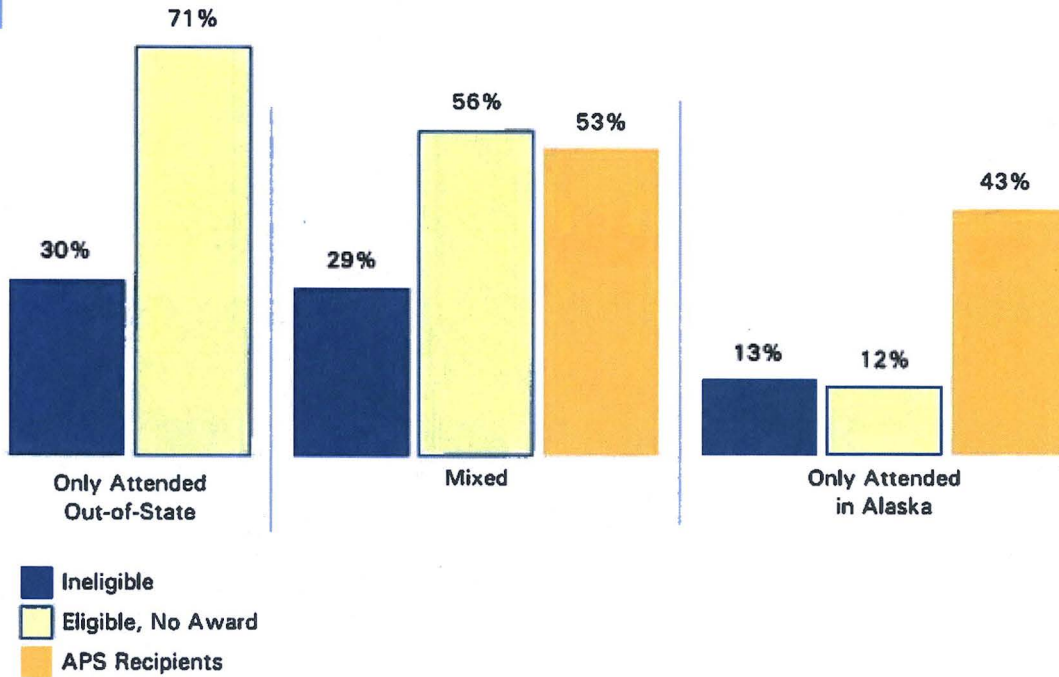


EXHIBIT 12

Percent of 2011 Alaska High School Graduates Who Have Applied for the 2017 Alaska Permanent Fund Dividend (PFD)



APS recipients stay in Alaska longer compared with other high school graduates. In early 2011, nearly all 2011 high school graduates applied for the Alaska Permanent Fund Dividend (PFD). After those students graduate from college or otherwise move on from their studies, APS recipients choose to stay in Alaska at higher rates than non-recipients. In 2017, six years after graduating high school, APS recipients applied for the PFD at rates 11 percentage points higher than other students in the Class of 2011 (80% vs. 69%, Exhibit 12).

**MOST
APS RECIPIENTS
ATTEND THE
UNIVERSITY
OF ALASKA**

**APS RECIPIENTS
SUCCEED AT THE
UNIVERSITY
OF ALASKA**

98% of APS recipients from any graduating class are attending the University of Alaska this fiscal year (Exhibit 13). The majority of these students are attending in Anchorage.

APS recipients are less likely to require developmental coursework than non-APS students entering the University of Alaska, demonstrating the significant value of the rigorous coursework requirements for eligibility.⁷ This year, 97% of APS recipients began their first year ready to take college-level math and English, compared to 74% of non-recipients (Exhibit 14).⁸

⁷ The University of Alaska updated the definition for developmental coursework in January 2017 to align with Board of Regents policy and regulation. Figures reported have changed since APS student outcomes were last reported. Some courses previously considered developmental courses are now correctly reported as college-level, and the current definition refers only to course numbers between '050' and '099.'

⁸ Non-recipients may include students who were eligible for the scholarship but did not receive it at the University of Alaska, and past APS recipients who no longer meet continuing eligibility requirements. However, non-recipient outcomes primarily reflect APS ineligible students.

EXHIBIT 13

APS Recipients Attending Postsecondary in Alaska, by Fiscal Year

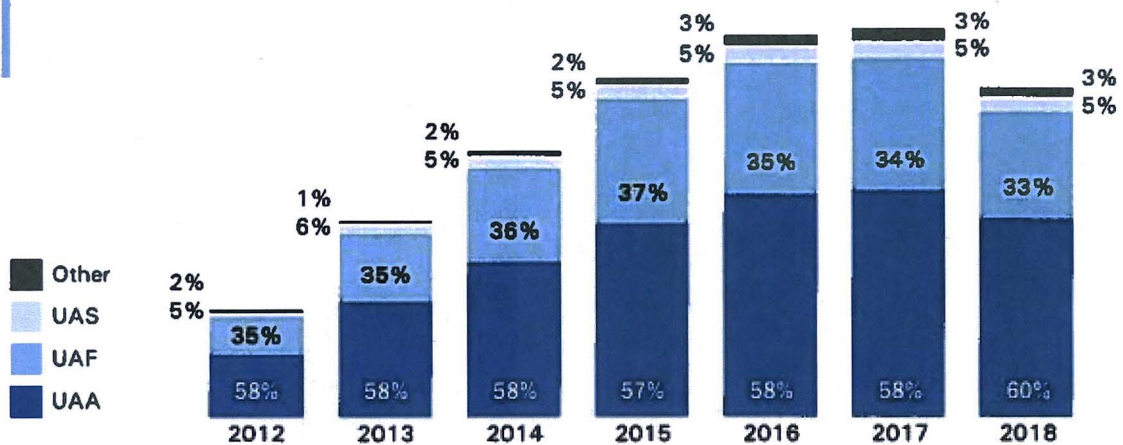
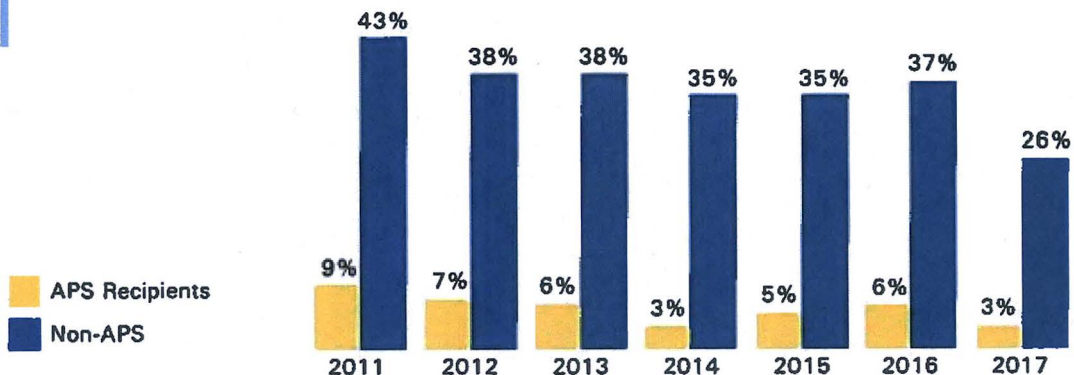


EXHIBIT 14

Percent of Enrolled First-Time Freshmen at UA from the Classes of 2011-2017 Needing Developmental Coursework



For the high school graduating Class of 2017 attending UA in fall 2017, 3% of first-time APS freshmen took a developmental math course at the University of Alaska, compared with 26% of non-recipients (Exhibit 15).

APS recipients also attempt and complete more credits per year by high school graduating class on average than non-APS students at the University of Alaska. This has been a consistent trend every year of the APS program (Exhibit 16).

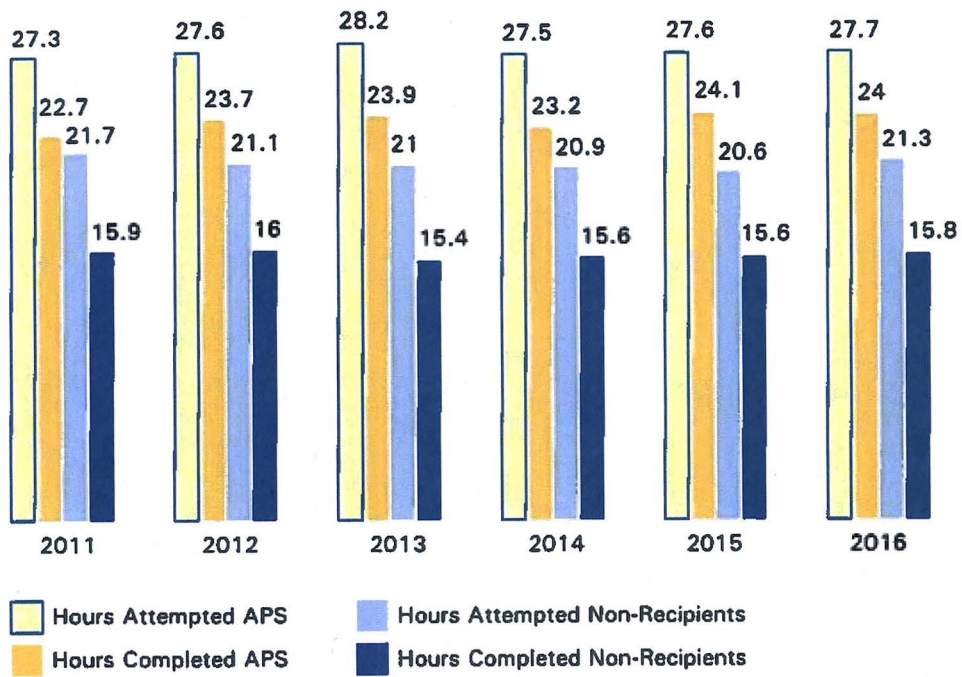
EXHIBIT 15

Percent of the Class of 2017 Enrolled at UA Needing Developmental Math Coursework



EXHIBIT 16

Average Credit Hours Attempted and Completed per Year at UA for High School Classes of 2011-2016



APS recipients persist into their second year at the University of Alaska at higher rates than other students (Exhibit 17). 92% of APS recipients in the Class of 2015 were enrolled during their second year (2017 fiscal year) at the University of Alaska, compared with 51% of non-recipients.

Finally, since the program began, APS recipients have consistently pursued bachelor's degrees at the University of Alaska at higher rates than non-recipients (Exhibit 18). 84% of APS recipients the Class of 2011 pursued bachelor's degrees, compared to 57% of non-recipients. The most recent APS recipients from the Class of 2017 entering the University of Alaska this fall enrolled in bachelor's degree programs at a rate 25 percentage points more than non-recipients (83% vs. 58%).

EXHIBIT 17

Percent of the Class of 2011-2015 First Year Students at the University of Alaska who Persisted into their Second Year

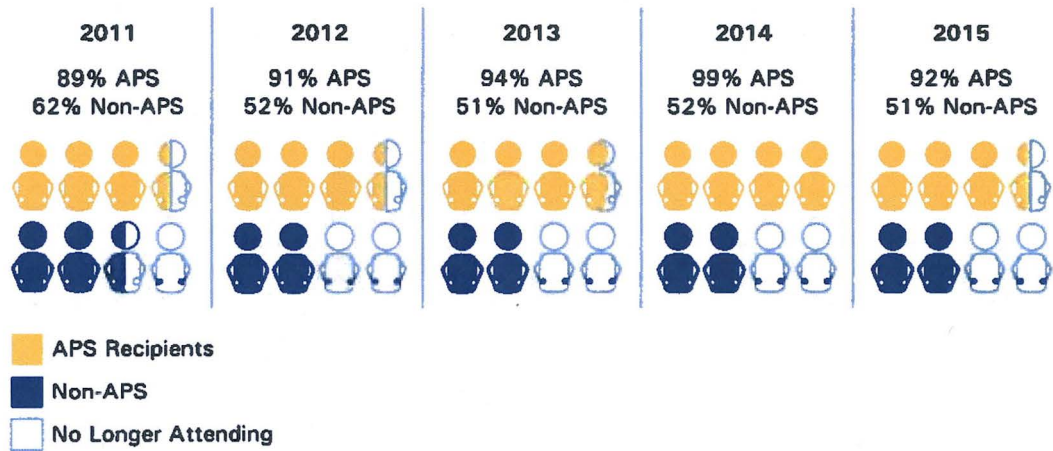
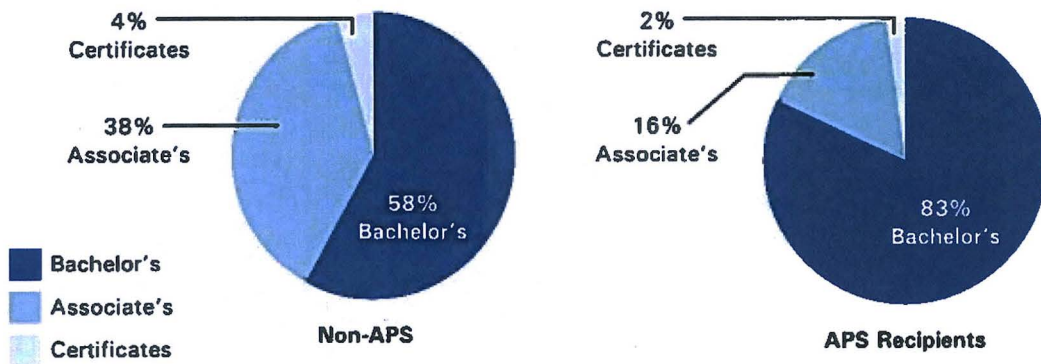


EXHIBIT 18

Class of 2017 First-Time UA Freshmen Fall 2017 by Degree Level Sought



**APS AND
NON-APS
ALASKA
HIGH SCHOOL
GRADUATES
AT THE
UNIVERSITY
OF ALASKA***

EXHIBIT 19

	2015 HS Graduates		2016 HS Graduates		2017 HS Graduates [#]	
	APS Recipients	Non-APS	APS Recipients	Non-APS	APS Recipients	Non-APS
First-time Freshmen Attending UA within One Year After Graduation	862	1,337	872	1,193	759	1,216
% Bachelor's	82%	57%	86%	58%	83%	58%
% Associate's	16%	39%	12%	38%	16%	38%
% Certificates	2%	3%	2%	4%	2%	4%
% Taking Developmental Courses	5%	35%	6%	37%	3%	26%
Average Credit Hours Attempted per year	27.6	20.6	27.7	21.3	n/a	n/a
Average Credit Hours Completed per year	24.1	15.6	24.0	15.8	n/a	n/a

* Non-recipients may include students who were eligible for the scholarship but did not receive it at the University of Alaska, and past APS recipients who no longer meet continuing eligibility requirements. However, non-recipient outcomes primarily reflect APS ineligible students.

Credit hours attempted and completed are not yet available for the Class of 2017; these data will be available at the end of the 2017-2018 academic year.

APS Highlight (7)

APS recipients take fewer developmental courses, and complete more credit hours

APS RECIPIENTS SUCCEED IN THE ALASKA WORKFORCE

Alaska Department of Labor and Workforce Development statewide employment and wage data allowed the evaluation of workforce outcomes for ineligible Alaska high school graduates, eligible graduates, and APS recipients. Wages were aggregated for former and current students employed in Alaska, and these averages include part-time and seasonal wages earned in Alaska over the years measured.

To understand the role of high school APS eligibility requirements on wages, analysis compared students who met APS eligibility requirements in high school to ineligible students during their senior year and the year after the last fiscal year tracked by ACPE. The last fiscal year for each student refers to 1) the fiscal year following high school graduation or 2) the fiscal year of their last Free Application for Federal Student Aid (FAFSA), whichever is latest, to serve as a proxy for leaving school regardless of certificate or degree completion.⁹ These wages, when aggregated, show that APS-eligible students earned \$1,666 more on average during their senior year than ineligible students, but \$804 less in the year after the last fiscal year tracked by ACPE. This suggests that pursuing APS eligibility in high school may be associated with higher wages for working students, but that relationship does not persist after high school graduation. At that point, ineligible students may have a slight edge because of persistent wage growth after high school compared to students with higher rates of postsecondary attendance, or because ineligible students may enter sectors with higher wages in Alaska.

⁹ About half of all undergraduate degree seekers attending postsecondary in Alaska apply for the FAFSA each year, although all APS recipients are required to do so.

APS Highlight (8)

**Students who received the scholarship
earned much higher annual wages
afterwards, on average**

For more context on APS eligibility and employment patterns, APS-eligible students were employed in Alaska at similar rates as ineligible students during their senior year, and were employed at much higher rates than ineligible students two or more years after high school graduation (Exhibit 20).

Students who received the scholarship earned much higher annual wages afterwards, on average. APS recipients earned between \$3,790-\$6,743 more annually after high school than ineligible students, depending on their assigned eligibility level, and \$8,851-\$11,804 more than those who were eligible for the award but did not receive it (measured the year after the last fiscal year tracked by ACPE). Level 1 APS recipients showed the largest gains (Exhibit 21).

Top APS recipients, defined as students who have received \$10,000 or more through the scholarship to support their postsecondary education, earn over \$16,000 higher wages annually than ineligible students in the years after high school on average (Exhibit 22). Top recipients also earned over \$12,000 more than other APS recipients who have enrolled in some postsecondary education. Top recipients include students who have enrolled in postsecondary for more terms (thus, are more likely to have graduated), and/or who received a higher level APS award than other APS recipients. Students remain eligible to receive APS awards up to six years after their high school graduation and can receive the scholarship for four years.

EXHIBIT 20

APS-Eligible Students are Employed at a Similar Rate Compared with Ineligible Students During Their Senior Year, but are Employed at a Much Higher Rate the Year After the Last Fiscal Year Tracked by ACPE



- APS-Eligible Employed in Alaska
- Ineligible Employed in Alaska
- Not Employed in Alaska

EXHIBIT 21

Receiving the Alaska Performance Scholarship is Associated with Higher Annual Wages on Average than Those Who Were Ineligible

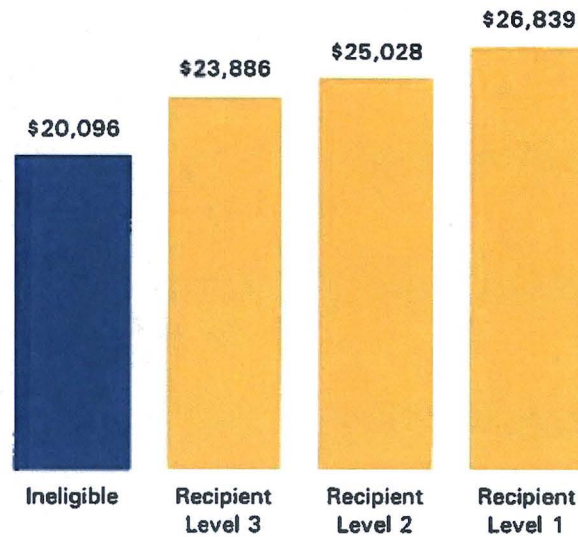
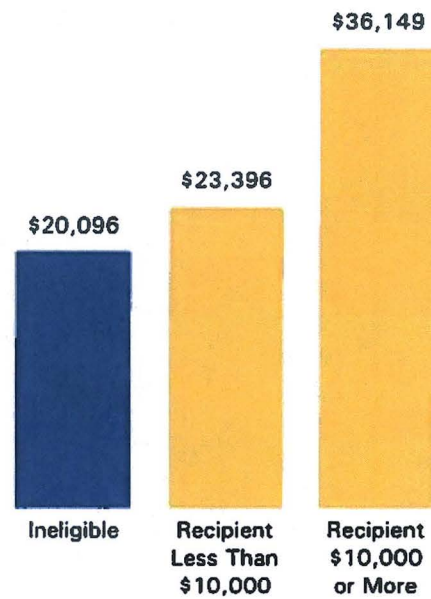


EXHIBIT 22

Top APS Recipients' Average Wages are Substantially Higher in the Years After Receiving the Scholarship Compared to Their Peers



Data Notes

ACPE's fall 2017 Alaska Performance Scholarship disbursement data includes disbursements on or before 11/14/2017, 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 and private schools and include home-schooled students, with the following exceptions: National Student Clearinghouse data excludes home-schooled students, and school district and legislative district summaries are for students from public high schools only.

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.

Alaska high school graduate student records from the Alaska Department of Education and Early Development are matched at ACPE's request with postsecondary enrollment records provided by colleges and universities to the National Student Clearinghouse. Graduation rates were calculated four and six calendar years after first beginning enrollment date (measured as of 9/1/2017) on record for students in four-year programs, and two and three calendar years after first beginning enrollment date for students in two-year programs, but does not consider full or part-time status. Postsecondary institutions participating with the National Student Clearinghouse enroll 98% of all students in public and private US institutions. For more information: studentclearinghouse.org

APS Definitions

Ineligible- The Alaska high school graduate does not have an assigned APS eligibility level.

Eligible- The student is eligible for the APS based on meeting the requirements in high school, and may be eligible for Career and Technical Education (CTE) level only or CTE level and 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 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 after high school, be ineligible for the scholarship, or may have received the scholarship in the past but not be eligible to receive in the reporting term.

The Alaska Department of Labor and Workforce Development provided aggregate wages and employment status. Average wages were calculated during the students' senior year of high school; the year after their last FAFSA application or after high school graduation (whichever was latest).

The University of Alaska provided the aggregates on APS recipients and non-APS students using University of Alaska data, 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, non-recipient outcomes primarily reflect APS-ineligible students. Credit hours attempted and completed are not yet available for the Class of 2017 at the University of Alaska, since final data for fall 2017 will be available in mid-January 2018. These and other aggregates describing fall 2017 activity for all APS recipients reflect preliminary, opening data for the University of Alaska. The definition for developmental coursework at UA has changed since APS recipient outcomes were last reported. The University of Alaska updated the definition for developmental coursework in January 2017 in alignment with Board of Regents policy and regulation. Some courses previously counted as developmental are now correctly reported as college-level, and the current definition refers only to courses with numbers between '050' and '099.'

Email invitations for the fall 2017 APS survey were sent out via SurveyMonkey. 2,795 students with APS eligibility data responded to the survey out of all valid e-mail addresses on file for those students from the FAFSA and the Alaska Student Aid Portal, which was an 18% response rate. 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 that they could enter by responding to the survey and providing their e-mail address. Survey responses were not weighted for this analysis. The table below describes the response rate for each type of APS-eligible and recipient group, determined by collegiate level eligibility, or, for students with only CTE eligibility, by their corresponding level.

APS Eligibility	Response Rate	
	Eligible, No Award	Recipient
Level I	16%	26%
Level II	11%	19%
Level III	9%	16%

Quotes from the 2017 APS survey included in APS Survey Highlight sections of this report were responses to the open-ended part of the question, "Would you recommend the Alaska Performance Scholarship to current high school students?"

**APS Recipients and Ineligible High School Graduates
Employed in Alaska**

	Count	Employed During Senior Year	Employed After Last FAFSA
Ineligible	25,548	66.5%	17.6%
Non-Recipients	4,393	65.2%	25.5%
Eligible	5,601	66.0%	35.0%
APS Recipients	1,208	68.9%	69.9%
Recipients Awarded > \$10,000	143	61.5%	71.3%
Recipients Awarded < \$10,000	1,065	69.9%	69.7%

APPENDIX B

Public High School Graduates 2016-2017 Academic Year
by School District and APS Eligibility and Use

School District	Class of 2017 High School Graduates	APS-Eligible Graduates	APS Recipients
Alaska Gateway	10	**	**
Aleutian Region	2	**	**
Aleutians East Borough	15	**	**
Anchorage	3152	1027	365
Annette Island	13	**	**
Bering Strait	95	11	**
Bristol Bay Borough	11	**	**
Chatham	8	**	**
Chugach	28	13	5
Copper River	32	13	7
Cordova City	19	**	**
Craig City	28	8	**
Delta/Greely	42	7	**
Denali Borough	30	**	**
Dillingham City	42	11	6
Fairbanks North Star Borough	786	230	109
Galena City	364	87	31
Haines Borough	17	7	**
Hoonah City	6	**	**
Hydaburg City	3	**	**
Iditarod Area	13	5	**
Juneau Borough	335	99	30
Kake City	5	**	**
Kashunamiut	21	**	**
Kenai Peninsula Borough	608	155	55
Ketchikan Gateway Borough	174	55	12
Klawock City	6	**	**

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

**Public High School Graduates 2016-2017 Academic Year
by School District and APS Eligibility and Use – Continued**

School District	Class of 2017 High School Graduates	APS-Eligible Graduates	APS Recipients
Kodiak Island Borough	177	55	21
Kuspuk	14	**	**
Lake and Peninsula Borough	19	**	**
Lower Kuskokwim	191	13	8
Lower Yukon	99	**	**
Matanuska-Susitna Borough	1112	271	96
Mount Edgecumbe	100	49	15
Nenana City	91	7	**
Nome Public Schools	29	9	**
North Slope Borough	117	7	**
Northwest Arctic Borough	125	14	**
Petersburg Borough	30	12	**
Pribilof	2	**	**
Private	30	30	6
Saint Mary's	10	5	**
Sitka	85	23	5
Skagway	10	**	**
Southeast Island	8	**	**
Southwest Region	33	**	**
Tanana City	2	**	**
Unalaska City	32	15	**
Valdez City	46	22	5
Wrangell	24	**	**
Yakutat	5	**	**
Yukon Flats	13	**	**
Yukon-Koyukuk	127	15	**
Yupit	19	**	**

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

APPENDIX C
Class of 2017
Legislative
Districts and
the Alaska
Performance
Scholarship

State Senate Districts – Fall 2017
Alaska Performance Scholarships Awarded

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

State Senate District	APS Recipients- Class of 2017	Amount Awarded Fall 2017
A	24	\$ 45,179
B	25	\$ 49,340
C	66	\$ 120,080
D	42	\$ 75,496
E	15	\$ 28,830
F	40	\$ 75,494
G	71	\$ 131,769
H	32	\$ 58,848
I	103	\$ 177,249
J	**	**
K	53	\$ 98,381
L	**	**
M	46	\$ 81,735
N	47	\$ 87,384
O	37	\$ 71,631
P	35	\$ 64,794
Q	34	\$ 58,851
R	24	\$ 41,909
S	17	\$ 29,723
T	22	\$ 39,235

**State House Districts – Fall 2017
Alaska Performance Scholarships Awarded**

State House District	APS Recipients-Class of 2017	Amount Awarded Fall 2017
1	24	\$ 45,179
2	**	**
3	25	\$ 49,340
4	**	**
5	54	\$ 96,599
6	12	\$ 23,481
7	41	\$ 73,118
8	**	**
9	11	\$ 21,103
10	**	**
11	40	\$ 75,494
12	**	**
13	45	\$ 83,024
14	26	\$ 48,745
15	32	\$ 58,848
16	**	**
17	52	\$ 86,891
18	51	\$ 90,358
19	**	**
20	**	**
21	**	**
22	53	\$ 98,381
23	**	**
24	**	**
25	46	\$ 81,735
26	**	**
27	**	**
28	47	\$ 87,384
29	10	\$ 18,132
30	27	\$ 53,499
31	13	\$ 23,777
32	22	\$ 41,017
33	22	\$ 38,044
34	12	\$ 20,807
35	10	\$ 14,861
36	14	\$ 27,048
37	9	\$ 16,051
38	8	\$ 13,672
39	14	\$ 24,968
40	8	\$ 14,267

APPENDIX D: Survey Instrument:

1. What year did you graduate from high school?
 - 2011
 - 2012
 - 2013
 - 2014
 - 2015
 - 2016
 - 2017
 - Did not graduate from high school in any of these years

2. The Alaska Performance Scholarship is a scholarship program offered to Alaska high school graduates with qualifying GPA and test scores. Which of the following best describes you?
 - I received the Alaska Performance Scholarship
 - I qualified for the Alaska Performance Scholarship but did not use it
 - I've heard of the Alaska Performance Scholarship but didn't know if I was eligible
 - I didn't qualify for the APS but I am aware of it
 - I've never heard of the Alaska Performance Scholarship

3. Which of the following have you participated in since graduating from high school? Check all that apply.
 - Working/employment
 - Undergraduate study
 - Graduate study
 - Vocational/technical school
 - Apprenticeship
 - Starting/raising a family
 - Military/armed services
 - Volunteer service/religious mission
 - Travel
 - Other (please specify)

4. Did you attend college or a vocational/technical school in Alaska?
 - Yes
 - No
 - Other (please specify)

5. How did APS affect your decision to enroll in a degree or certificate program?
 - I would not have enrolled without APS
 - APS was a major factor in my decision to enroll
 - APS was a minor factor in my decision to enroll
 - APS had no effect on my decision to enroll
 - Don't know

6. How much of an influence was APS in the following decisions regarding your degree or certificate program?

	Major influence	Minor influence	No influence	Don't know
My decision to enroll full-time versus part-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My decision to attend an in-state school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The degree/certificate program I chose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of hours I needed to work while in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Have you received a degree or credential?

- No, but I am still attending a program of study
- No, I am no longer attending a program of study
- Yes

8. How much did the APS affect your ability to complete your degree or credential?

- APS was a major factor
- APS was a minor factor
- APS had no effect
- Don't know

9. Do you plan to use the APS before it expires (six years from high school graduation)?

- Yes, I have already used it
- Yes, I plan to use it
- No
- Don't know
- It has been six or more years since my high school graduation

10. How familiar are you with the following aspects of the APS?

	Very familiar	Somewhat familiar	Not Familiar	Don't know
APS qualification requirements (GPA, ACT/SAT score, high school curriculum)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
APS award levels (Level 1, Level 2, Level 3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
APS award type (collegiate, career technical)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuing eligibility requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requirements to fill out FAFSA annually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges/universities where APS can be used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The agency administering APS (ACPE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alaska Student Aid Portal (ASAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to find out if I'm eligible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where to find information on APS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Much more likely	Somewhat more likely	APS had no effect	Don't know
Achieve better grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take challenging courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take placement exams (SAT, ACT, or WorkKeys)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for placement exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek out college counselor/academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Would you recommend the Alaska Performance Scholarship to current high school students?

- Yes
- No
- Don't know
- Why or why not? _____

13. If you would like to be entered into a drawing for a \$100 Amazon gift card, please leave your e-mail address below. _____



THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

Alaska Commission
on Postsecondary Education

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April 5, 2018

The Honorable Neal Foster
Co-Chair, House Finance Committee
State House of Representatives
State Capitol, Room 410
Juneau, Alaska 99801

The Honorable Paul Seaton
Co-Chair, House Finance Committee
State House of Representatives
State Capitol, Room 505
Juneau, Alaska 99801

Dear Representatives Foster and Seaton:

I am writing to follow-up on questions posed by committee members at the April 2nd committee meeting in relation to House Bill 221, workforce and education related statistics program. Thank you again for the opportunity to testify and discuss the impact this bill would have on the Alaska Commission on Postsecondary Education.

We are working with partner data providers to quantify the approximate cost of conducting research and analysis using the Outcomes Data System. One way we are estimating the cost is by producing a proof-of-concept report on migration patterns of Alaska high school graduates. Based on the effort related to preparing for a research project or new report, which includes establishing a memorandum of understanding, preparing data and sharing it with partner agencies, and creating a data set for analysis, it is estimated there will be savings of approximately 20-25 percent per research project or report from using the Outcomes Data System, depending on the complexity of the request.

We contacted the Department of Labor and Workforce Development (DOLWD) specific to the information labor unions collect and whether they use the same information the Outcomes Data System collects. DOLWD reports they gather information for apprenticeship programs and report on the number of people who register and complete apprenticeship programs, how much they earn, and similar information. However, DOLWD does not have information related to the specific types of data collected by unions.

The Outcomes Data System does not have an opt-out option. The Outcomes Data System includes only de-identified data to protect individual personally identifiable information. Identified individual data is not needed to produce outcomes reporting on cohorts of students.

The Honorable Neal Foster
The Honorable Paul Seaton
April 5, 2018
Page 2

I hope this information is helpful and responsive to the committee's request. Please feel free to contact me if you have any additional questions.

Sincerely,



Stephanie Butler
Executive Director

cc: The Honorable Harriet Drummond, District 18, State House of Representatives

Alaska Education and Workforce Outcomes Data System

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Where Alaskans Go After Graduating from High School

Identifying Postsecondary Pathways

Executive Letter

All too often, conversations with education leaders, administrators and policy-makers end with more questions than answers about how investments in education shape students' long-term success. One key limitation is access to data, since returns on educational investments take years to manifest in workforce, health, and social outcomes, usually measured by siloed state agencies.

These questions are increasingly salient in Alaska, where students question the value of postsecondary credentials to pursue careers in Alaskan industries, while policy makers face tough decisions about the state's budget.

Where Alaskans Go After Graduating from High School is the first report created from the Alaska Education and Workforce Outcomes Data System (Outcomes). Outcomes is a cross-sector database that is the result of collaboration between the Department of Education and Early Development, the Department of Labor and Workforce Development, the University of Alaska, and the Alaska Commission on Postsecondary Education to provide longitudinal analyses of the return on investment in Alaska's education pipeline.

This report looks back on decisions from the high school graduating Class of 2006-2013 to attend college or Alaska workforce training programs, attend in-state or out-of-state colleges, and to either stay or return to Alaska after leaving postsecondary education. It finds that low-income and Alaska Native students pursue postsecondary education at lower rates, and are more likely to stay in Alaska than students with more social or economic mobility. The report also finds that high-achieving students are more likely to attend out-of-state colleges, and that students who earned a credential from an out-of-state college were less likely to return to Alaska afterwards.

The findings presented in this proof-of-concept report offer a glimpse of Outcomes' potential to provide decision makers with evaluative tools to measure the scope of issues, understand the causes and effects of student outcomes, and assess the effectiveness of Alaska's education and workforce development programs in meeting policy goals.

Thank you for your commitment to ensuring investments in Alaska's students translate into their success. We hope you find value in the Alaska Education and Workforce Outcomes Data System and in its cross-sector partnerships.

Best regards,



Stephanie Butler
Executive Director, Alaska Commission on Postsecondary Education



Dr. Michael Johnson
Commissioner, Alaska Department of Education & Early Development



Heidi Drygas
Commissioner, Alaska Department of Labor and Workforce Development



Jim Johnsen
President, University of Alaska

THE ALASKA EDUCATION AND WORKFORCE OUTCOMES DATA SYSTEM IS A COLLABORATION OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION, THE UNIVERSITY OF ALASKA, ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT, AND THE ALASKA DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT.





Where Alaskans Go After Graduating from High School

Identifying Postsecondary Pathways

Gretchen M. Becker

Research Analyst | Alaska Commission on Postsecondary Education

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Acknowledgements

This report was produced from the Alaska Education and Workforce Outcomes system, a collaboration among:

Alaska Commission on Postsecondary Education (ACPE)

Alaska Department of Education and Early Development (DEED)

University of Alaska (UA)

Alaska Department of Labor and Workforce Development (DOLWD)

Thank you to ACPE's Executive Director Stephanie Butler, Director of Program Operations Kerry Thomas, and Business Analyst Jamie Oliphant for envisioning this study and for project management support. I would also like to acknowledge the considerable research and data support of Liz Horvath (ACPE), Gwen Gruenig (UA), Brian Laurent (DEED), and Dan Robinson and Yuancie Lee (DOLWD).

Introduction

This report examines Alaska public high school graduates' decisions to attend postsecondary education (including workforce training or college), attend in-state or out-of-state colleges, and to remain in or return to Alaska.

Three groups of high school graduates' decisions are summarized to maximize the benefit from available data in the Alaska Education and Workforce Outcomes Database. The largest group — graduates from the Classes of 2006-2013 — were studied to determine the percentage who attended college or in-state workforce training programs, the probability of students' deciding to enroll in postsecondary education, and the likelihood of students deciding to enroll at either in-state or out-of-state institutions.

The second group summarized consists of graduates from the Classes of 2011-2013 because the Class of 2011 was the first with the opportunity to become eligible for the Alaska Performance Scholarship (APS). Data on APS eligibility from students' achievement in high school provides an opportunity to understand whether high grades and test scores are associated with increased postsecondary enrollment or the choice to attend out-of-state colleges.

The third group (Classes of 2006-2009) examines students' decision to stay in Alaska after high school until 2014 or, for students who left for out-of-state colleges, their decision to return to Alaska afterwards.

Key findings from this analysis include:

- Out of Alaska's public high school graduates from the Classes of 2006-2013, two-thirds chose to attend postsecondary education (college or Alaska workforce training programs).
 - The majority of college students (72%) attended the fall immediately following their high school graduation.
- A majority of the students who attended postsecondary education chose to enroll in Alaska institutions (53%), 29% chose to attend out-of-state institutions, and 18% had mixed in-state and out-of-state attendance after high school graduation.
- Students eligible for Alaska's merit scholarship, the Alaska Performance Scholarship (APS), were more likely to attend college out-of-state.
- Alaska Native students and students from low-income families were more likely to stay in Alaska after high school.

- Among students who attended the University of Alaska (UA), students who earned a UA Scholars award were twice as likely to stay in Alaska as their peers.
- There was a decline in Alaska residency rates measured the year after students left college, from 79% for students who left in 2007 to 64% for students who left in 2013.
 - This decline is largely driven by students who attended out-of-state colleges, with recent cohorts choosing to be Alaska residents after college at lower rates than earlier cohorts.
- College graduates who earned a credential were less likely than non-graduates to return to Alaska after attending out-of-state colleges.

Alaska Education and Workforce Outcomes Database

The Alaska Education and Workforce Outcomes Database is Alaska's statewide longitudinal education data system. It links K-12 data with college and Alaska workforce training program data.

Decision 1: Attend Postsecondary Education

Classes of 2006-2013

Alaska Public High School Graduates: 62,774 students

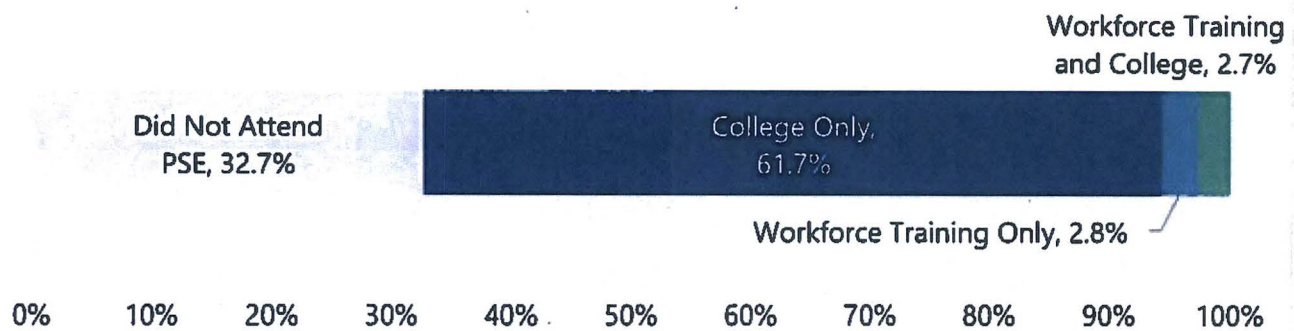
- 51% Female, 49% Male
- 60% White, 19% Alaska Native or American Indian, 7% Asian, 4% Black or African American, 5% Hispanic or Latino¹, 4% two or more races, 1% Native Hawaiian or other Pacific Islander
- 27% low-income (students eligible for free or reduced price meals)
- 51% submitted the Free Application for Federal Student Aid (FAFSA)²
 - Of students who submitted the FAFSA, 44% were first generation (neither of their parents completed college).

By 2014, 67% of the graduates from the Classes of 2006-2013 had attended college in Alaska or another state or participated in Alaska training programs. (Figure 1).

¹ All multi-racial Hispanic/Latino ethnicity students are reported as Hispanic

² FAFSA records were available only for those that list Alaska postsecondary institutions on their application between the 2011-2014 academic years.

Figure 1. Postsecondary Education Enrollment, Class of 2006-2013



For those students who attended college (40,456 students), 72% enrolled in the fall following high school graduation.

Low-income students — defined here as students who were on free or reduced-price meal plans in high school — were half as likely to attend postsecondary education as students who were not low income.

Table 1. Probabilities of select high school graduates from the Classes of 2006-2013 enrolling in postsecondary education (PSE)

Student	Probability of Enrolling in PSE	
	Not Low-Income	Low-Income
White, male student	68%	51%
White, female student	75%	60%
Alaska Native, male student	58%	41%
Alaska Native, female student	67%	50%

Alaska Performance Scholarship

Beginning with the Class of 2011, Alaska high school graduates had the potential to be eligible for the APS from their academic achievement in high school. Students obtain eligibility by meeting a high school GPA of 2.5 or higher for Level 3, scoring well on the SAT, ACT, or WorkKeys tests, and by completing rigorous high school curriculum requirements before graduation. The scholarship is awarded to eligible students if they choose to attend qualifying Alaska postsecondary institutions. Students who meet higher GPA and test score requirements (Level 2 or Level 1) are eligible for increased scholarship awards.³ The WorkKeys test measures students' workforce preparedness skills, and can be used to become eligible to earn the APS for career and technical education programs (CTE) in Alaska.

³ Visit acpe.alaska.gov for more information about APS eligibility and award levels.

Classes of 2011-2013

Alaska Public High School Graduates: 23,891 students

- 29% were APS-eligible overall. Out of those eligible,
 - 26% Collegiate Level 3, 28% Level 2, 36% Level 1
 - 11% additional students with CTE eligibility only

For the Classes of 2011-2013, students who met APS eligibility requirements in high school were 3.6 times more likely to go to college than ineligible high school graduates from those years.

Decision 2: Attend In-State or Out-of-State

For high school graduates in the Classes of 2006-2013 who attended college or workforce training (workforce training is measured only for programs in Alaska), 53% enrolled in Alaska institutions, 18% had mixed enrollment in-state and out-of-state, and 29% enrolled in out-of-state colleges only.

First Postsecondary Enrollment-Alaska Institutions

In Alaska, the majority of students first enrolled at the University of Alaska (UA). The top non-UA workforce training institutions were: 1) Alaska Vocational Technical Center, 2) Yuut Elitnaurviat, and 3) Alaska Career College.

First Postsecondary Enrollment—Out-of-State Colleges

The largest number of Alaska high school graduates who went to college out-of-state went to schools in Washington, followed by Oregon, California, and Arizona.

Alternatively, the top schools attracting students are ranked in Table 2.

Table 2. Top 10 Out-of-State Colleges for the Classes of 2006-2013

Rank	College	State
1	Montana State University-Bozeman	MT
2	University of Idaho	ID
3	Northern Arizona University	AZ
4	Washington State University	WA
5	Western Washington University	WA
6	Brigham Young University	UT
7	University of Phoenix ⁴	AZ
8	University of Montana	MT
9	Fort Lewis College	CO
10	Southern Oregon University	OR

Table 3 shows the relative statistical likelihood that students chose to attend only out-of-state colleges.

Table 3. Students more likely and less likely to choose to attend only out-of-state colleges, Classes of 2006-2013

More Likely	Amount	Less Likely
Future College Graduate with Credential	3.0x	College Student without Credential
APS-Eligible	2.5x	APS Ineligible
White	1.7x	Alaska Native
Continuing Generation	1.6x	First-Generation
Black, African American	1.3x	White
White	1.3x	Hispanic
Not Low-Income	1.2x	Low-Income
White	1.2x	Asian
Male	1.2x	Female

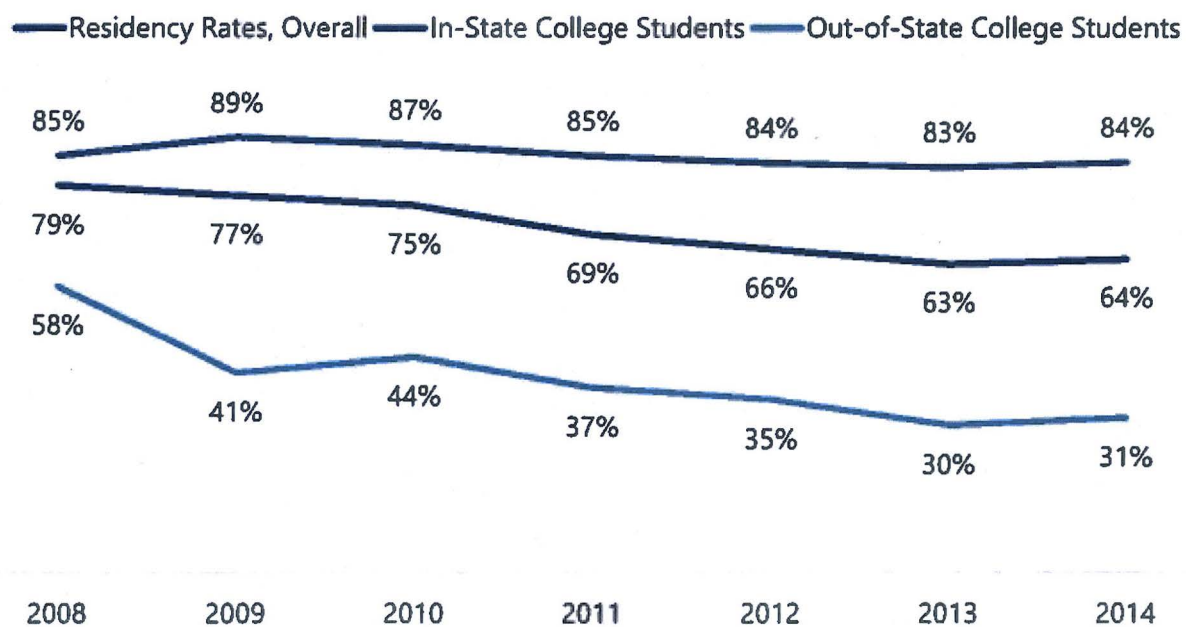
⁴ The majority of students at the University of Phoenix take at least one online course. Lederman, D. (2018, January 5). Who is studying online (and where). Inside Higher Ed. URL: <https://www.insidehighered.com/digital-learning/article/2018/01/05/new-us-data-show-continued-growth-college-students-studying>

Iverson, G. J. (2016, October 20). Form 10-K, Apollo Education Group, Inc. Securities and Exchange Commission. URL: <https://www.sec.gov/Archives/edgar/data/929887/000092988716000225/apol-aug31201610k.htm>

Decision 3: Stay or Return to Alaska after Postsecondary Education

There was a slight decrease in Alaska residency rates the year after students left college (with or without a credential) for students in cohorts who left in 2010-2014 compared with those who left earlier. Figure 2 compares the residency rates for students who attended college the year after they left based on in-state or out-of-state enrollment decisions.⁵ Residency is measured with a one-year delay after college to provide an opportunity for students to regain their PFD if their Alaska residency lapsed during their college years, especially for those students who attended college out-of-state.⁶

Figure 2. Residency Rates after Leaving College, Classes of 2006-2013



Classes of 2006-2009

Alaska Public High School Graduates: 30,669

- 52% lived in Alaska during 2006-2014
- 72% enrolled in postsecondary education
- 69% (21,308) attended college
 - Out of those who attended college, 38% graduated with a credential by 2014.

⁵ 2007 PFD rates after students left college were excluded because the proportion represented few students (37 students), 62% of which were residents. Most students in the Classes of 2006-2013 were either still enrolled in high school or college during that time.

⁶ Students attending college out-of-state may, and often do, maintain their Alaska residency.

Stayed in Alaska

Of students in the Classes of 2006-2009, 45% (13,684) maintained consistent residency (as indicated by the student receiving a PFD for each year studied). For students with consistent residency, 78% stayed in Alaska until 2014.

Among students who attended the University of Alaska, UA Scholars were twice as likely to stay in Alaska as their peers. UA Scholars are students from the top 10% of Alaska's high school graduates who have enrolled and received scholarships at UA.

Students who enrolled in college but left without a credential were three times as likely as college graduates with a credential to stay in Alaska. Table 4 compares the relative likelihood that a student decided to stay in Alaska.

Table 4. Students more likely and less likely to stay in Alaska, Classes of 2006-2009

More Likely	Amount	Less Likely
Alaska Workforce Training Student	3.1x	Student without Alaska Workforce Training
College Student without Credential	2.9x	College Graduate with Credential
UA Scholar	2.4x	Non-UA Scholar UA Student
Alaska Native	2.0x	White
First-Generation	1.8x	Continuing Generation
Two or More Races	1.7x	White
Low-Income	1.5x	Not Low-Income

Returned to Alaska after College

Out of the students who left for college and only attended out-of-state, 35% returned to Alaska after their last documented enrollment term.

Both male students and students who graduated with a credential by 2014 were less likely to return to Alaska after college. Female students were 1.3 times as likely to return as male students, and students who did not graduate with a credential were 1.3 times as likely to return to Alaska as those who graduated before 2014 (Table 5).

Table 5. Students more likely and less likely to return to Alaska after enrolling in only out-of-state colleges, Classes of 2006-2009

More Likely	Amount	Less Likely
Female	1.3x	Male
College Student without Credential	1.3x	College Graduate with Credential

Data Notes

Definitions

Alaska residents	Student records were matched with received Alaska Permanent Fund Dividend (PFD) records for that year or years studied. There is a one full calendar year delay after lost eligibility for the PFD to establish residency and to become eligible again.
Stayed in Alaska	Students maintained consistent residency as indicated by their PFD records for 2006-2014 and, if they attended college, did not attend out-of-state colleges reporting to the National Student Clearinghouse.
Returned to Alaska	Students enrolled at only out-of-state colleges reporting to the National Student Clearinghouse, left college before 2014, and were Alaska residents after high school and after leaving college.
UA Scholars	Students achieved high class standing for their academic performance during high school, enrolled at the University of Alaska, and met continuing eligibility requirements in college to earn a UA Scholars scholarship award for at least one term.
Low-income	Students were eligible for free or reduced-price meal plans during high school.
First-generation	Students submitted a Free Application for Federal Student Aid (FAFSA) application between 2011-2014, listed an Alaska postsecondary institution on the application, and indicated that neither of their parents had completed college.

Data Sources

The population studied in this report includes public Alaska high school graduates from the Classes of 2006-2013 within the Alaska Education and Workforce Outcomes Database. The database contains records from the following sources: Alaska Department of Education and Early Development (DEED), Alaska Commission on Postsecondary Education (ACPE), University of Alaska (UA), and the Alaska Department of Labor and Workforce Development (DOLWD). De-identified student records are available exclusively to partnering agencies and the University of Alaska. Approval by the database's governing board is required to conduct research projects.

This report combines enrollment records at the University of Alaska and from the National Student Clearinghouse (NSC). A complete list of institutions that report to NSC is available at: http://www.studentclearinghouse.org/colleges/studenttracker_for_outreach/participating_schools.php.

Enrollment records for the University of Alaska supplanted NSC records. Enrollment records at the University of Alaska and through NSC excluded enrollments that began before high school graduation.

Workforce training enrollment records include students who were covered by job training funds administered by the DOLWD Division of Employment and Training Services, including students who received federal funding or participated in state job-training programs. Workforce training enrollment records were not excluded before high school graduation.