

Fall 2022-2024

Alaska Commission on
Postsecondary Education



ALASKA PERFORMANCE SCHOLARSHIP

2025 Outcomes REPORT



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Respectfully Provided By:

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Alaska Department of Labor and Workforce Development (DOLWD)
University of Alaska (UA)



Alaska Commission on
Postsecondary Education

ALASKA PERFORMANCE SCHOLARSHIP

2025 Outcomes Report



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Executive Summary

Since 2011, the Alaska Performance Scholarship (APS) has provided over **\$126 MILLION** in scholarships to high achieving Alaska high school students. This financial support aims to assist with the expenses of in-state postsecondary education. The APS focuses on four main goals:



- 1** – Students perform well in high school.
- 2** – Students get ready for college or career training.
- 3** – Students do well in college or career training.
- 4** – High-achieving students continue to live in Alaska.

APS Definitions

TERMS USED THROUGHOUT REPORT:

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

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

RECIPIENT: Students who have availed themselves of the APS award for at least one academic term.

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

APS-Eligible Graduates & Recipients

IMPACT OF RECENT LEGISLATIVE CHANGES:

- Expanded eligibility criteria in 2024 significantly increased the number of APS-eligible graduates to **3,745**, the highest since the program's inception.
- Coinciding with eligibility growth, immediate APS utilization increased, with **nearly double** the number of graduates using APS since 2017.

OVERALL APS TRENDS (2011-2024):

45%
Eligibility

22%
Award Use

APS ELIGIBILITY

- APS eligibility rates fluctuated significantly over the years, ranging from **17%** in 2022-2023 to a high of **45%** in 2024, influenced by legislative changes expanding eligibility.
- Pandemic-related adjustments temporarily increased eligibility rates in 2020 (**39%**) and 2021 (**37%**), while reintroducing standardized testing in 2022-2023 reduced eligibility to **17%**.

APS USE RATES

- Lifetime usage rates of APS show higher engagement, with **51%** of the 2012 cohort eventually using APS.

- APS usage immediately after graduation has ranged from a high of **39%** in 2012 to a low of **22%** in 2024.
- *It is essential to note that 2024's low rate of use is due to a significant increase in APS-eligible graduates. Although rate is lower, there was a significant increase in the number of APS eligible students using their award (836). This is the highest count of students using APS in six years.*

APS BY AWARD TYPE:

- Level I eligibility showed the most significant growth, reaching **2,180** eligible students in 2024, up from **642** in 2022.
- The Career and Technical Education (CTE)-only track was phased out in 2024, following years of modest participation.

APS BY REGION:

APS ELIGIBILITY

- The Southcentral and Southeast regions consistently had higher eligibility rates, peaking at **47%** and **55%** in 2024, respectively.
- The Far North region experienced the largest increase, from **5%** in 2023 to **41%** in 2024, suggesting a broader geographic impact of recent policy changes.
- Other regions, such as the Interior and Southwest, also saw notable gains in 2024, reaching **40%** and **24%** eligibility rates, respectively.

APS USE

- Usage rates were highest in the Interior region, historically ranging between **40-52%**. Due in part to the significant increase in eligible graduates, the usage rate in 2024 was **26%**, equating to nearly double the number of students using APS than in 2023.
- Similar trends were noted in the Southcentral, Southeast, and Far North regions, where despite apparent declines in usage rates as a percentage, the number of students using APS in 2024 rose substantially. For example, the number of students using APS in the Far North was **seven times greater** in 2024 than in 2023.

APS BY RACE AND ETHNICITY:

APS ELIGIBILITY & USE

- APS eligibility and usage rates increased across most racial and ethnic groups. Eligibility rates in 2024 were led by Asian (**56%**), White (**52%**), and Hispanic (**45%**) students.
- Alaska Native/American Indian students, despite a rise in eligibility to **27%** in 2024, had one of the lowest usage rates at **9%**.
- Usage rates among Asian students in 2024 decreased to **33%** (from **40%** in 2023), but remained among the highest rate of use across racial groups.

APS Survey Results

AWARENESS OF APS PROGRAM CHANGES:

- **60%** of respondents were unaware of legislative changes to the APS program in summer 2024, highlighting the need for improved communication and outreach efforts.
- Only **40%** of respondents were aware of the changes, despite the potential impact on their decision-making regarding scholarship utilization.

AWARENESS OF APS AWARD:

- The majority (**82%**) of survey respondents were aware of their APS eligibility status.
- Of the respondents that were not aware of their eligibility status (**18%**), **11%** were unsure of their status, **5%** had never heard of APS, and **2%** didn't qualify but were aware of the award.

INFLUENCE OF APS ON DECISIONS:

- APS significantly influenced high school behaviors, with **79%** of respondents reporting improved grades and **76%** indicating increased likelihood of taking placement exams.
- The scholarship also impacted postsecondary choices, with **72%** citing APS as either a major or minor factor in attending an in-state Alaska school. **65%** reported APS as an influence on borrowing decisions.

REASONS FOR NOT USING APS:

- The top reason for non-utilization in 2024 was a preference to attend an out-of-state institution (**45%**), though this declined from **51%** in 2023.
- In 2024, **26%** reported not knowing their eligibility status as a reason for not using APS, an increase from **12%** in 2023.

IMPACT OF COVID-19 ON POSTSECONDARY PLANS:

- For **63%** of respondents, COVID-19 had no impact on their postsecondary plans. However, **24%** decided to stay in Alaska due to the pandemic, and **9%** chose to leave the state.
- Challenges with online learning, delays in education, and mental health issues were common themes among those affected.

Alaska Residency & Workforce Outcomes

HIGHER RESIDENCY RATES AMONG APS RECIPIENTS:

- APS recipients consistently show higher residency rates in Alaska compared to non-recipients. Residency for APS recipients in 2024 was **97%**.
- Recent graduates (class of 2019–2023) are retained in Alaska at higher rates (**98-85%**) than both their APS ineligible (**90-72%**) and non-recipient, APS-eligible (**92-51%**) counterparts.

APS RECIPIENTS IN THE ALASKA WORKFORCE:

- APS recipients have higher employment rates (**69%-72%** for the classes of 2016-2018) than non-recipient, APS-eligible graduates (**39%-43%**) in Alaska six years post-graduation.
- APS recipients have higher average annual wages than non-recipient, APS-eligible graduates, with APS recipient wages increasing from **\$32,489** in 2016 to **\$39,403** in 2018.
- APS-eligible, enrolled out-of-state graduates six years post-graduation have the lowest employment rates in Alaska (**26%-33%**), but experience steady wage growth. Similar patterns are seen for non-recipient, APS-eligible graduates, who show slightly higher employment rates and wages in Alaska than those who enrolled out-of-state.

TOP OCCUPATIONS:

- APS recipients are more likely to work in higher-skilled fields, including healthcare (**6%**), engineering (**4%**), and computer-related roles (**3%**).
- Non-recipients and ineligible graduates are more concentrated in retail sales, food service, and manual labor roles, indicating a skills gap in career outcomes between groups.

APS Eligibility Requirements



APS Program Updates

Due to legislative action in June 2024, the Alaska Performance Scholarship (APS) has undergone a variety of changes related to eligibility requirements, award amount, term of use, and more.

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

APS Eligibility (Class of 2024 & Beyond)

- 1 **Removal of standardized test score requirement**
*Students must meet a minimum GPA requirement **OR** minimum test score requirement*
- 2 **Increased award amount for each APS award level**
- 3 **Expansion of qualifying rigorous high school curriculum options**
- 4 **Delivery of award notification by mid-Junior year**
- 5 **Elimination of separate "Collegiate" and "CTE" award tracks/types**
- 6 **Extended term of use from six to eight years***
- 7 **Creation of step-up provision for continuing students to increase award level after 2 terms/semesters**

To become APS eligible, a high school student must:

- Complete a specified rigorous curriculum during high school (**EXHIBIT 1**)
- Meet a qualifying GPA **or** qualifying test score (**EXHIBIT 1**)
- Graduate high school
- Enroll in a participating Alaska postsecondary institution
- Complete the FAFSA (Free Application for Federal Student Aid) or Alternative Application for Non-Title IV Schools

**Current continuing students enrolled at a participating Alaska postsecondary institution are eligible to receive the increased APS award amount and step-up provision, by meeting step-up qualifying criteria. Only students whose APS eligibility had not expired by June 30, 2024 will receive the term of use extension from 6 to 8 years.*

EXHIBIT 1	New APS Requirements for Class of 2024 and Beyond	LEVEL 1	LEVEL 2	LEVEL 3
		AWARD AMOUNT (\$):	UP TO \$7,000 PER YR	UP TO \$5,250 PER YR
MINIMUM GPA:	3.5 OR GREATER	3.0 OR GREATER	2.5 OR GREATER	
TEST SCORE:	ACT 25 SAT 1210 WorkKeys .. 18 PLATINUM (no score below 6)	ACT 23 SAT 1130 WorkKeys .. 15 GOLD (no score below 5)	ACT 21 SAT 1060 WorkKeys .. 12 SILVER (no score below 4)	
NOTE: Receive a qualifying score from one of the following tests: ACT, SAT, or WorkKeys				

Visit the link below to view the full APS checklist:
aps.alaska.gov

REQUIRED HIGH SCHOOL CURRICULUM:	OPTION A:	OPTION B:	OPTION C:
Students can choose curriculum option A, B, or C <i>The number of credit substitutions possible are indicated by [▲]</i>	Science 4 credits [▲▲] Math 4 credits [▲] Language Arts . . . 4 credits [▲] Social Studies . . . 4 credits [▲▲] ¹	Science 3 credits [▲] Math 3 credits [▲] Language Arts . . . 4 credits [▲] Social Studies . . . 4 credits [▲] ² Other 2 credits [▲] ³	Science 3 credits [▲] Math 3 credits [▲] Language Arts . . . 4 credits [▲] Social Studies . . . 4 credits [▲] ² Other 2 credits [▲] ⁴

NOTES: 1 - One of the two credits can be either substitution **or** World Language, Alaska Native Language, Fine Arts, Cultural Heritage, or CTE. 2 - One credit substitution **or** CTE. 3 - From the **SAME** subject: World Language, Alaska Native Language, Fine Arts, Cultural Heritage, or CTE (1 year of which includes 2 semesters of sequentially more rigorous content within a career cluster). 4 - From **ANY** subjects: World Language, Alaska Native Language, Fine Arts, or Cultural Heritage

APS Awards

The Alaska Performance Scholarship (APS) program has awarded over \$126 million from FY2012 to FY2025.

The number of recipients peaked at 3,423 in 2017 and total awards surpassed \$11 million annually between FY2016 and FY2018.

Following a decline in both recipients and total awarded funds from FY2019 to FY2024, estimated awards rebounded to approximately **\$13 million in FY2025** (EXHIBIT 2). This resurgence aligns with recent legislative changes aimed at improving accessibility and promoting student success (EXHIBIT 3). These changes likely contributed to a renewed interest in the program and may increase APS utilization among eligible students.

EXHIBIT 2

APS Total Dollars Awarded & Recipients, FY2012-2025

AWARD YEAR (AY)	TOTAL DOLLARS AWARDED	RECIPIENTS (EACH AY)
2012	\$2,982,449	929
2013	\$5,653,223	1,717
2014	\$7,823,335	2,330
2015	\$10,046,899	2,976
2016	\$11,055,641	3,358
2017	\$11,285,711	3,423
2018	\$11,079,588	3,358
2019	\$10,156,663	3,089
2020	\$9,371,849	2,835
2021	\$9,334,253	2,798
2022	\$9,194,559	2,689
2023	\$7,822,721	2,281
2024	\$7,299,882	2,119
2025*	\$13,018,746	2,252
TOTAL:	\$126,125,518	<i>n/a</i>

*2025 award and recipient totals are projections based on Fall award amounts (as of Oct 2024).

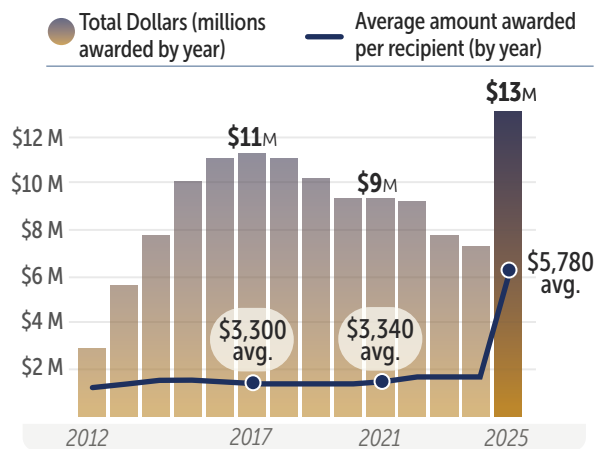
\$13 Million in FY25

Award amounts across all three award levels increased in 2024, attributing to the higher total dollars awarded in FY25

The 2024 legislative updates introduced significant adjustments to APS eligibility and award structures. Students in the class of 2024 and beyond can qualify for APS by meeting **either a minimum GPA or test score requirement**, eliminating the prior requirement of both a minimum GPA and test score.

EXHIBIT 3

Total APS Dollars Awarded (in Millions) & Average Amount Disbursed per Recipient, FY2012-2025



1,171 fewer recipients in 2025 compared to 2017, but higher average award dollars due to program changes

Data Source: (EXHIBIT 2 & 3) Alaska Commission on Postsecondary Education (ACPE) Alaska Student Aid Portal data and Resource Data calculations.

*Dollars awarded total for FY2025 were estimated based on twice the fall disbursed amount and number of APS recipients as of October 2024.

Additionally, a **“Step-Up” provision** allows continuing students to raise their award level by achieving a qualifying GPA after two consecutive semesters of full-time enrollment. The legislation also extends the usage period for APS funds from **six to eight years** post-graduation.

Moreover, award amounts were increased in 2024, with **Level 1** recipients eligible for up to **\$7,000**, **Level 2** up to **\$5,250**, and **Level 3** up to **\$3,500**, compared to lower amounts in previous years.

APS-Eligible Graduates & Recipients

Overall APS Trends in Eligibility & Use

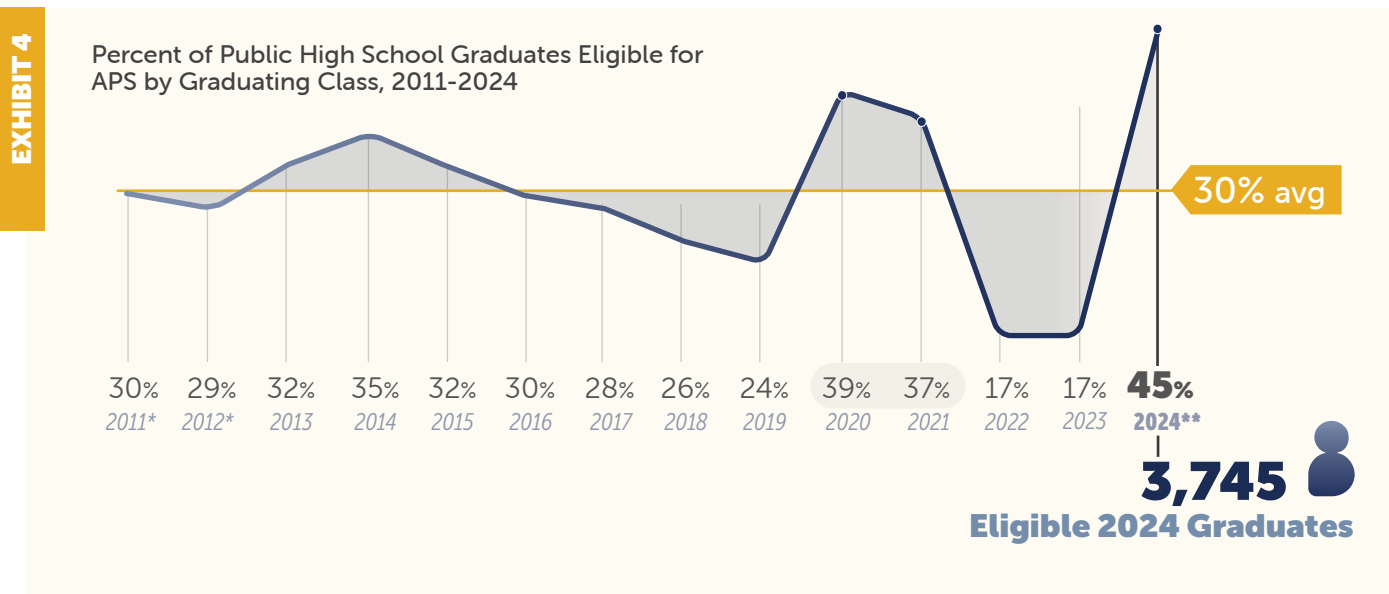
APS ELIGIBILITY

The percentage of public high school graduates in Alaska eligible for the Alaska Performance Scholarship (APS) has fluctuated from 2011 to 2024, reflecting shifts in both APS eligibility criteria and student academic performance.

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

Notably, eligibility surged to **39%** in 2020 and remained relatively high in 2021 at **37%**, influenced by temporary eligibility adjustments in response to the pandemic.

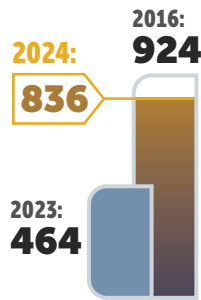
However, eligibility dropped sharply to **17%** in 2022 and 2023 with the reintroduction of standardized testing requirements. APS eligibility rebounded dramatically to **45% in 2024**, coinciding with recent legislative changes expanding eligibility criteria (**EXHIBIT 4**).



Data Source: (EXHIBIT 4) Dept. Education & Early Development (DEED), ACPE Alaska Student Aid Portal data, and Resource Data calculations.

* Total Graduates and APS Eligible counts calculated only from ACPE Data. All other Graduation Years include DEED source data. **HB148 changes

45% of public high school graduates in the class of 2024 qualified for the APS — the highest rate of eligibility in the program’s history.



Class of 2024 had 1.8x more students using the award in fall than class of 2023.

APS USE RATES

The percentage of APS-eligible graduates using APS funding in the fall immediately after high school graduation has varied from 2011 to 2024, with early year usage rates at **37%** in 2011 and **39%** in 2012. Between 2013 and 2019, usage ranged from **32-35%** (EXHIBIT 5).

In recent years, APS usage in the fall has declined, particularly with a drop to **24%** in 2020 and **25%** in 2021, due primarily to pandemic-related disruptions. There was an increase in use to **28%** and **33%** in 2022 and 2023 respectively, with a rate of **22%** in 2024.

It should be noted that this decreased percentage in 2024 is due in part to the substantial increase in APS-eligible graduates. The larger APS-eligible population was accompanied by an increase in the number of students using APS that fall, with **836** students receiving

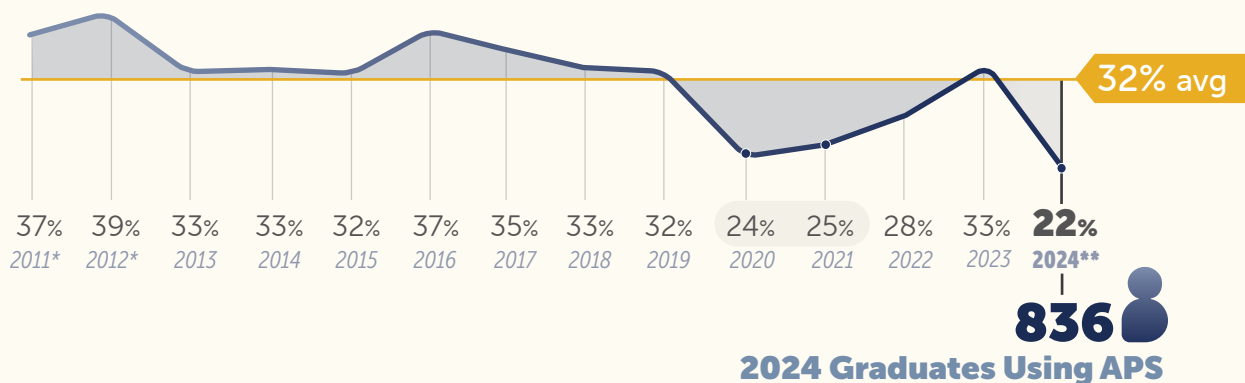
the award fall 2024 compared to **464** students in fall 2023 (EXHIBIT 6).

Students using the award at these levels last occurred in 2017, when **854** students utilized APS; it is noted that in 2017, the rate of use was **35%**. Since 2024 marks the first significant change to APS eligibility requirements (aside from temporary adjustments in 2020 and 2021), further analysis in the coming years will be necessary to understand the impact of these changes.

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

EXHIBIT 5

Percent of Public APS-Eligible Graduates Using APS the Fall After High School Graduation, 2011-2024



Data Source: (EXHIBIT 5) Dept. Education & Early Development (DEED), ACPE Alaska Student Aid Portal data, and Resource Data calculations.

* Total Graduates and APS Eligible counts calculated only from ACPE Data. All other Graduation Years include DEED source data. **HB148 changes

EXHIBIT 6

Count of Public APS-Eligible Graduates Using APS the Fall After High School Graduation, 2011-2024

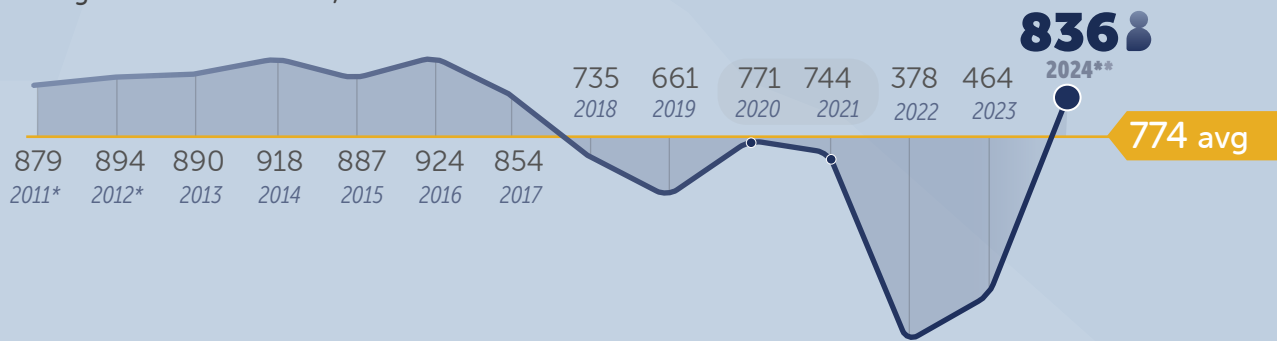


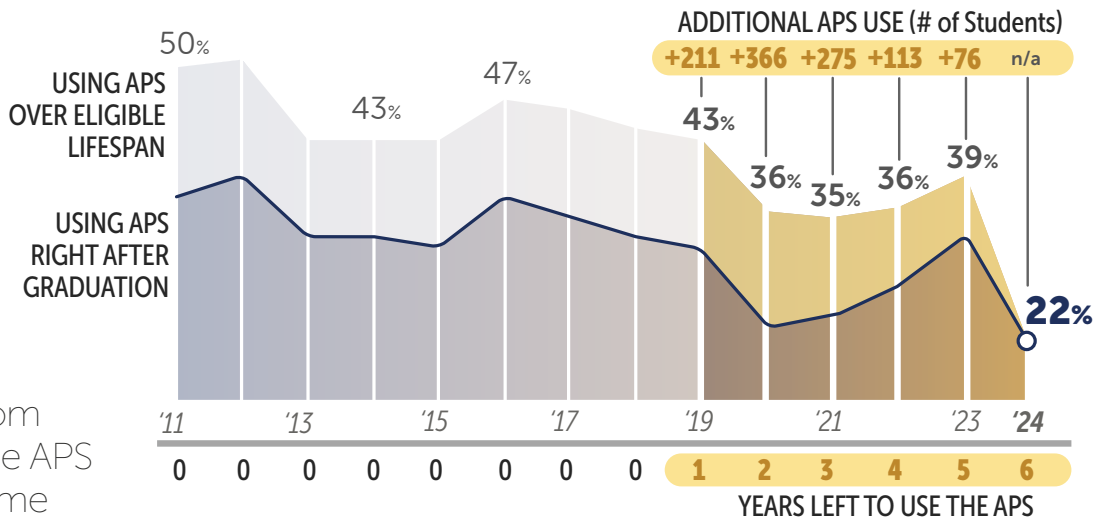
EXHIBIT 7

Percent of Public APS-Eligible Graduates Using APS the Fall After High School Graduation vs. Using APS Over Eligible Lifespan, 2011-2024

NOTE: Class of 2024 marks the first cohort that will have 8 years to use the APS award.

2,382

additional students from 2011-19 have used the APS within 6-year time frame



APS By Award Type

APS eligibility levels among Alaska public high school graduates have varied from 2011 to 2024, with notable trends across eligibility levels (1, 2, 3) and the CTE (Career and Technical Education) track.

Level 1 eligibility saw annual counts between **823-971** from 2011 through 2019, before surging to **1,910** in 2020 and **2,180** in 2024, reflecting recent expansions in eligibility (**EXHIBIT 8 & EXHIBIT 9**). Similarly, **Levels 2 and 3** displayed stable participation through 2019, with eligibility counts typically between **500 and 700** annually. Increases in **Level 2** and **Level 3** in 2020 and 2024 suggest greater accessibility to APS support.

The CTE-only track, which allowed students to qualify for APS with a Career & Training Education (CTE) focus, saw highly variable annual counts between **66-666** between 2011 and 2019, peaking in 2014 with **666** students. **Starting In 2024, the CTE-only track has been phased out.**

The temporary eligibility adjustments in 2020-2021 in response to COVID-19 further underscores how external factors have influenced APS. The overall rise in APS eligibility in 2024 to **3,745 students** – the highest in the program’s history – highlights the impact of policy changes aimed at broadening access to scholarship opportunities for Alaska students.

Data Source: (EXHIBIT 6 & 7) Dept. Education & Early Development (DEED), ACPE Alaska Student Aid Portal data, and Resource Data calculations.

* Total Graduates and APS Eligible counts calculated only from ACPE Data. All other Graduation Years include DEED source data. **HB148 changes

EXHIBIT 8

Public High School APS Eligibility by Graduating Class and Level, 2011-2024

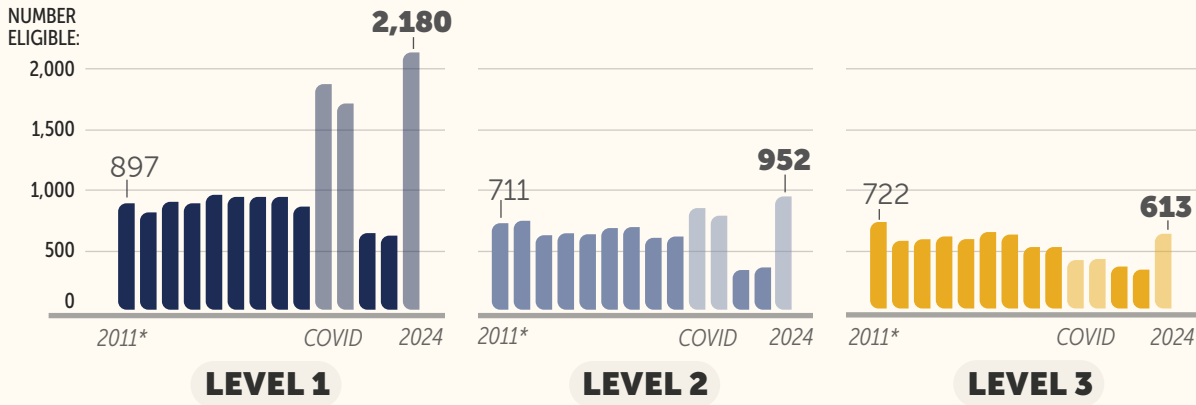
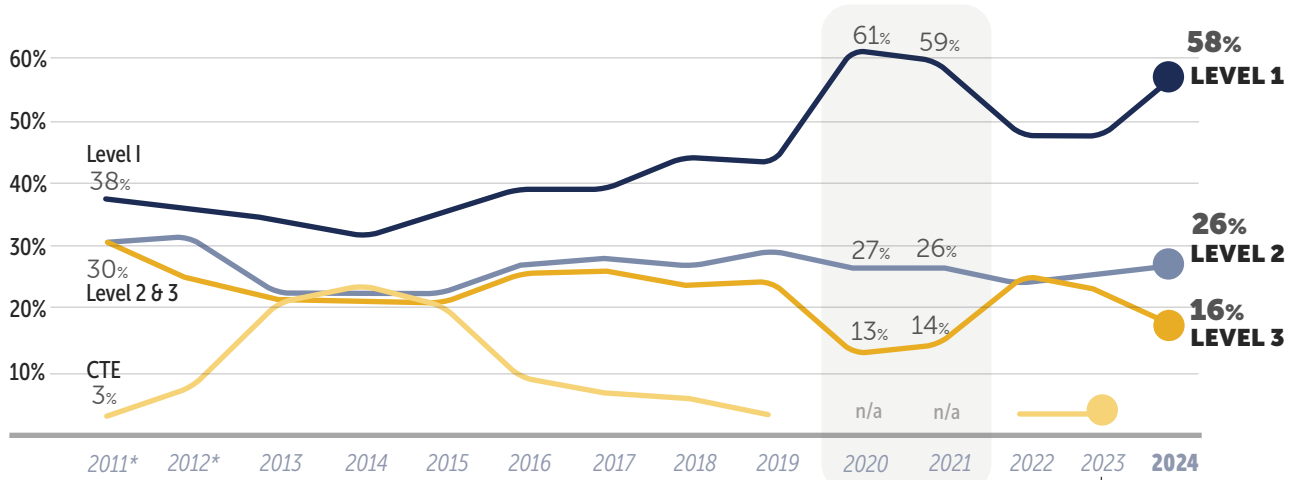


EXHIBIT 9

Public High School APS Eligibility by Graduating Class and Level as a Percentage of Total Eligible Graduates, 2011-2024

2024 **58% LEVEL 1** **26% LEVEL 2** **16% LEVEL 3**



* Total Graduates and APS Eligible counts calculated only from ACPE Data. All other Graduation Years include DEED source data.
 **CTE Only. Graduation Years 2020, 2021, and 2024+: For 2020-21, Eligibility Criteria modified in response to COVID-19. Beginning 2024, the CTE only track has been retired.

**CTE only track retired

APS By Region

REGIONAL ELIGIBILITY¹

APS eligibility rates among Alaska’s public high school graduates show considerable variation by region from 2011 to 2024. **Southcentral** and **Southeast** regions consistently had higher eligibility rates, peaking in 2024 at **47%** and **55%**

respectively, indicating strong APS participation in these areas.

Both regions saw increases in 2020 and 2021, reaching **44%** in **Southcentral** and **42%** in **Southeast**, followed by a temporary dip in 2022-2023 before rebounding significantly in 2024, likely influenced by recent changes in eligibility criteria (**EXHIBIT 10**).

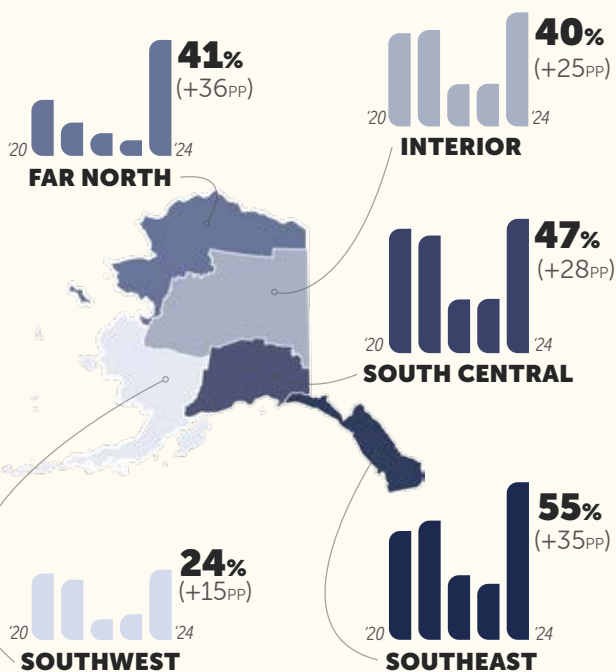
Data Source: (EXHIBIT 8 & 9) Dept. Education & Early Development (DEED), ACPE Alaska Student Aid Portal data, and Resource Data calculations.

¹ Region counts and figures may differ from previous year reports. This report uses the 2022 Interim Proclamation District and Regional Maps to categorize schools into regions. Division of Elections – 2022 District Maps – Division of Elections. (2022). Alaska.gov. <https://www.elections.alaska.gov/research/district-maps/>

EXHIBIT 10

Public High School Graduate APS Eligibility Rates by Region (2020-2024) & Change from 2023-24

(+/- Percentage Point (PP) Change from 2023)



Other regions displayed more fluctuation. The **Far North** region, typically with lower eligibility rates (**5%** in 2023), experienced a substantial rise to **41%** in 2024. Similarly, the **Interior and Southwest** regions saw eligibility rates rise in 2024 to **40%** and **24%** respectively after fluctuating in prior years.

Class of 2024 regional increases in eligibility:

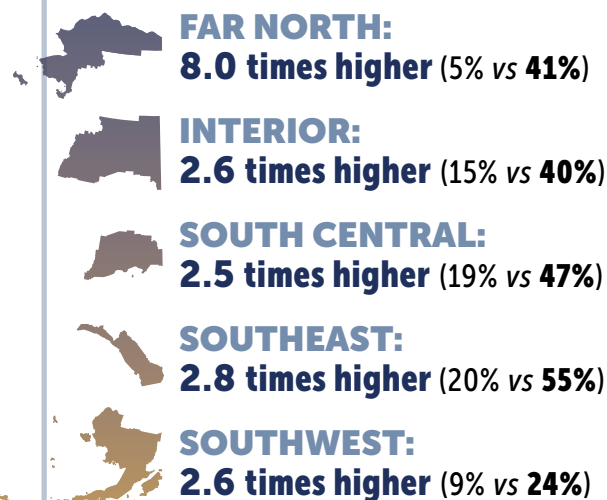
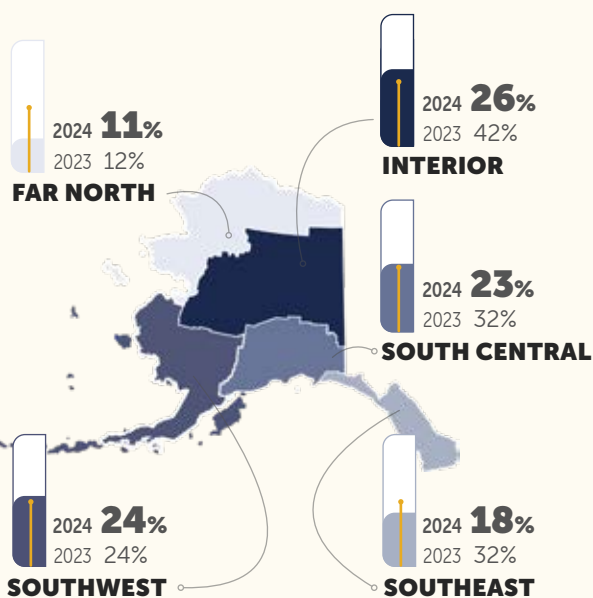


EXHIBIT 11

Percent of APS-Eligible Students Using APS in the Fall After High School Graduation by Region (2024 vs. 2023), Compared to Statewide Average (22%)

TOTAL ELIGIBLE STUDENTS (45%)
 RATE OF USE BY REGION | STATEWIDE RATE OF USE



These regional trends underscore the impact of the 2024 policy adjustments, which appear to have broadened access to APS funding across the state, particularly benefiting regions that previously had lower eligibility rates.

REGIONAL USE²

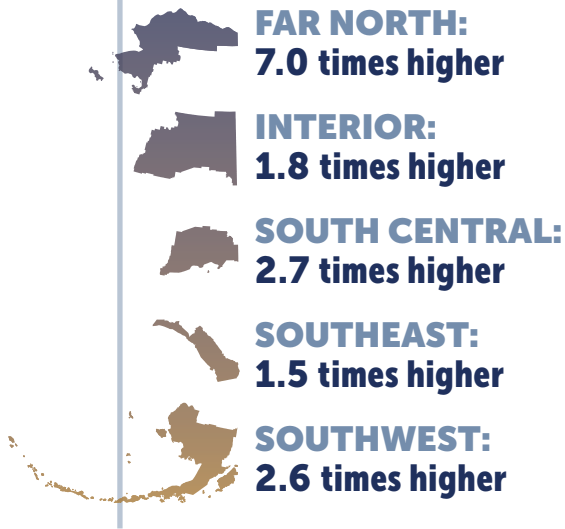
APS usage rates among 2024 eligible students the fall after high school graduation were lower than previous years, due to the significant increase in eligibility numbers (**EXHIBIT 11**). It is important to note that lower rates of use were accompanied by **increases in the number of students using APS across all regions**.

Data Source: (EXHIBIT 10 & 11) Dept. Education & Early Development (DEED), ACPE Alaska Student Aid Portal data, and Resource Data calculations.

* Total Graduates and APS Eligible counts calculated only from ACPE Data. All other Graduation Years include DEED source data.

² Region counts and figures may deviate from reports prior to FY2024. Starting FY 2024 the APS report uses the latest Interim Proclamation District and Regional Maps to categorize schools into regions. Division of Elections – 2022 District Maps – Division of Elections. (2022). Alaska.gov. <https://www.elections.alaska.gov/research/district-maps/>

Regional increases in use by number of students:



In the *Interior region*, APS utilization has consistently been higher than in other areas, with rates ranging from **40%-52%** in most years. In 2024, the usage rate dropped to **26%**, but **1.8 times** the number of students used the award.

The *Southcentral* region, which has the largest pool of eligible students, historically has lower utilization rates, fluctuating between **23%-37%**. In 2024, the rate of use was **23%**, with an increase of **2.7 times** the number of eligible graduates using the award.

In other regions, usage rates historically have been lower and more variable. The *Far North* and *Southwest* regions saw sporadic utilization patterns, ranging between **25%** and **47%**; 2024 saw this rate drop to **11%** and **24%** respectively. Again, this drop in rate was accompanied in the *Far North* by a substantial increase of **7.0 times** the number of students using APS and **2.6 times** increase in the number of students in the *Southwest*. The *Southeast* maintained rates around **20%-32%**. In 2024, the rate of use was **18%**, with the smallest increase of students using APS than other regions (**1.5 times**).

This regional data highlights how APS uptake varies across Alaska, with overall increases in eligibility rate and number of students using the award across all regions. Further observation is needed to determine if the 2024 eligibility changes will increase utilization rates over time.

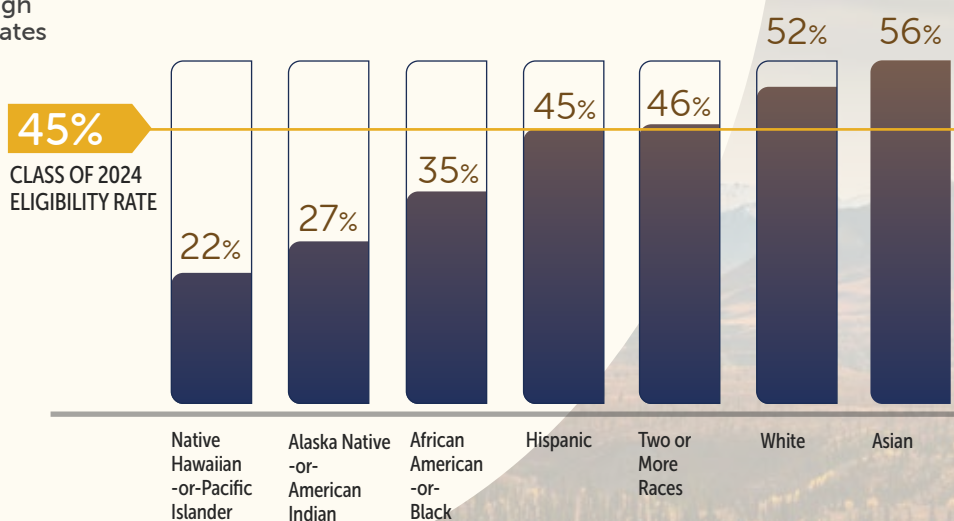
APS By Race/Ethnicity

RACE/ETHNICITY ELIGIBILITY³

Class of 2024 APS eligibility rates by race/ethnicity relative to one another are shown in **EXHIBIT 12**. APS eligibility rates among Alaska public high school graduates reveal

EXHIBIT 12

Class of 2024 Public High School APS Eligibility Rates by Race/Ethnicity

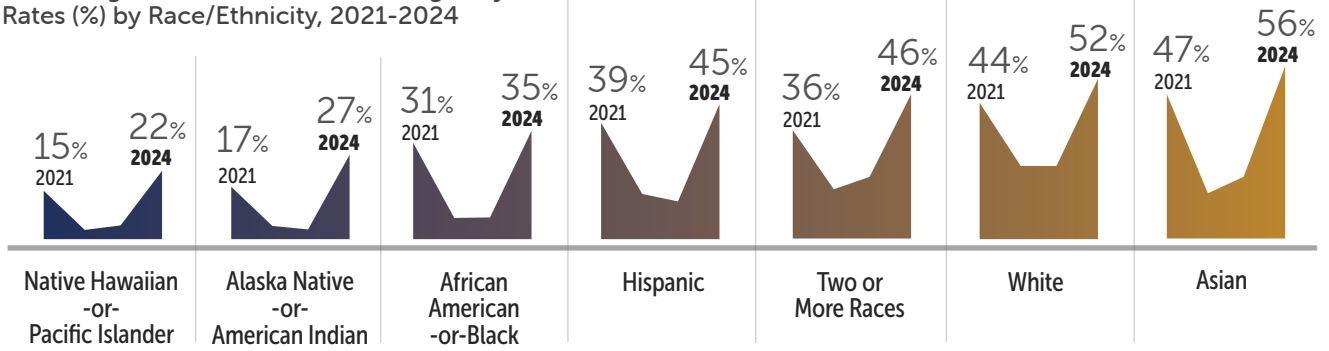


Data Source: (EXHIBIT 12) ACPE Alaska Student Aid Portal data, Alaska Department of Education and Early Development, and Resource Data calculations. Unknown Race / Ethnicity Observations < 30 for 2023 & 2024.

3 The consistent collection and tracking of Race/Ethnicity data by the Alaska Dept. of Education & Early Development (DEED) most recently began in 2021.

EXHIBIT 13

Public High School Graduate APS Eligibility Rates (%) by Race/Ethnicity, 2021-2024



significant variation by race and ethnicity from 2021 to 2024, with marked increases in the rate of use across most groups in 2024 (**EXHIBIT 13**).

Asian students consistently held high eligibility rates, peaking at **56%** in 2024, up from **47%** in 2021. **White students** also showed substantial eligibility, increasing from **44%** in 2021 to **52%** in 2024. **Hispanic** and **“Two or More Races”** students experienced notable gains, with eligibility rates in 2024 reaching **45%** and **46%** respectively, compared to mid-teen percentages in 2022 and 2023.

Other racial and ethnic groups, including **African American/Black, Alaska Native/American Indian,** and **Native Hawaiian/Other Pacific Islander** students, saw lower eligibility rates in 2021–2023 but rebounded significantly in 2024. African American students’ eligibility rose from **7%** in 2022–

2023 to **35%** in 2024, while Alaska Native/American Indian students increased from **4%** in 2023 to **27%** in 2024.

These increases align with recent legislative changes aimed at expanding access, suggesting that the updated eligibility criteria positively impacted APS accessibility across diverse racial and ethnic groups.

RACE/ETHNICITY USE

In 2024, the percentage of use dropped for all race/ethnicity groups, **but was accompanied by increases in the number of students using APS among each group** (**EXHIBIT 14**).

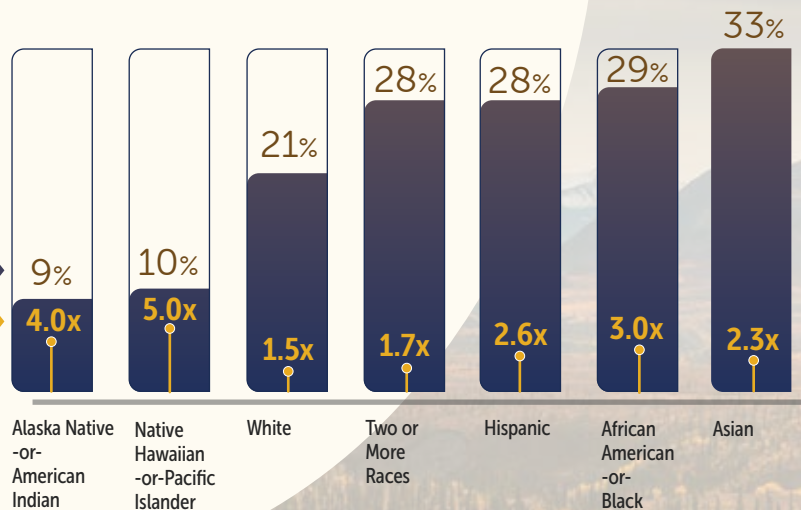
APS usage rates among eligible students in the fall after high school graduation vary by race and ethnicity from 2021 to 2024. Asian and Hispanic students consistently have the

EXHIBIT 14

Percent and Increase in the Number of Public APS-Eligible Students Using APS in the Fall after High School Graduation by Race/Ethnicity, 2024

FOUR TIMES
the number of 2024 Alaska Native/American Indian graduates used APS than 2023

2024 Rate of Use
Increase in Number of Students Using APS since 2023



Data Source: (EXHIBIT 13 & 14) ACPE Alaska Student Aid Portal data, Alaska Department of Education and Early Development, and Resource Data calculations.

*EXHIBIT 13: Unknown Race / Ethnicity Observations < 30 for 2023 & 2024.

EXHIBIT 15

Breakdown of Class of 2024 Public High School Graduates by Race/Ethnicity: APS-Eligible Graduates relative to 2024 Graduates

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

Relative to the graduating class of 2024 as a whole, **Asian and White students were overrepresented among the APS-eligible population, while Native Hawaiian/Pacific Islander and Alaska Native/American Indian students were underrepresented.**

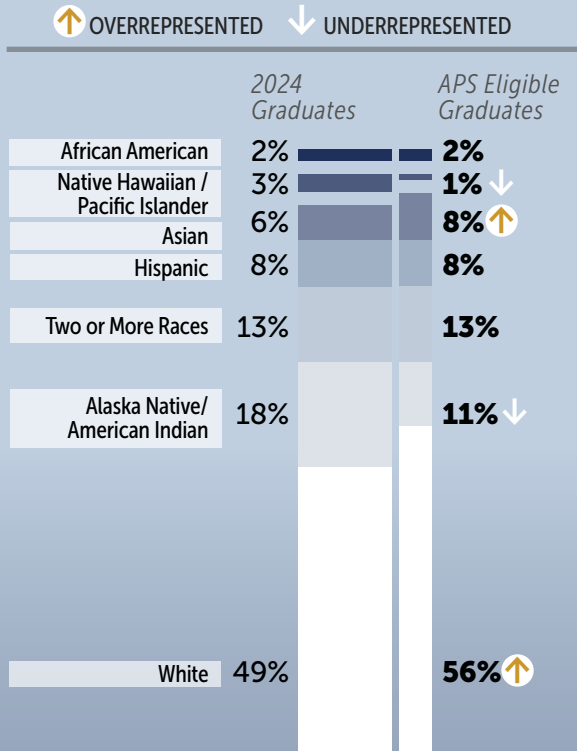
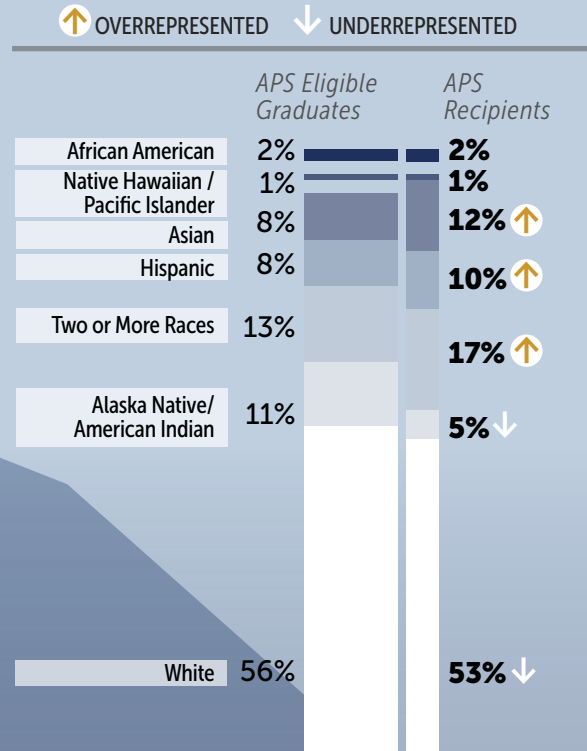


EXHIBIT 16

Breakdown of Class of 2024 Public High School Graduates by Race/Ethnicity: Recipients relative to APS-Eligible Graduates

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

Relative to the graduating class of 2024 APS-eligible graduates, **Asian, Hispanic, and Two or More Race students were overrepresented among the APS recipient population, while Alaska Native/American Indian and white students were underrepresented.**



highest APS usage rates, with **40%** of Asian students using the award in 2021 and **33%** in 2024, with an increase of **2.6 times** the number of students using APS. **Hispanic** use reached **47%** in 2022 and **28%** in 2024, with an increase of **2.6 times** the number of students using APS.

Students identifying as **Two or More Races** also showed relatively high usage, peaking at **42%** in 2023; this percentage dropped to **28%** in 2024 with an increase of **1.7 times** the number of students using APS. Similarly, **White** student usage peaked at **31%** in 2023 and declined to **21%** in 2024, with an increase of **1.5 times** the number of students using APS.

Other groups exhibited lower and more variable usage rates. **Alaska Native/American Indian students**, for instance, saw a steady decline from **20%-16%** from 2021-2023, and **9%** in 2024. This rate was accompanied by one of the greatest increases in the number of students using APS, at **4 times** the number from the previous year.

These trends showcase that, while expanded APS eligibility has seen significant increases in the total number of students using the APS, due to the increased pool of eligible graduates across racial and ethnic groups there is not a uniform increase reflected in immediate usage rates (**EXHIBIT 15 & 16**).

Fall 2024 Survey

(APS-Eligible Students)

To gather insights regarding student's perceptions of the program, ACPE administers an annual survey to all recent high school graduates meeting the eligibility criteria for the Alaska Performance Scholarship (APS). The online fall 2024 survey targeted eligible members of the high school class of 2024, this section of the report contains selected responses from this survey.

Awareness of APS Program Changes

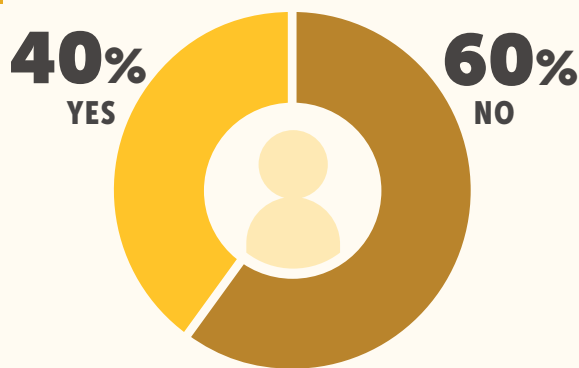
The 2024 APS survey revealed that a majority of APS respondents, **60%**, were unaware of the changes to the Alaska Performance Scholarship program resulting from legislation passed in the summer of 2024 (**EXHIBIT 17**).

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

EXHIBIT 17

CLASS OF 2024 APS SURVEY:

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



Data Source: (EXHIBIT 17) ACPE APS-Eligible Student Survey 2024.

Awareness of APS Award

The 2024 APS survey responses indicate continued improvement in awareness of the Alaska Performance Scholarship (APS) among eligible high school graduates, though gaps in understanding remain.

Among the **447 respondents**, **60% (269)** reported receiving the APS, and an additional **22% (98)** reported qualifying for the scholarship but not using it. **11% (51)** of respondents expressed uncertainty about their eligibility despite having heard of the program, while **5% (21)** indicated no prior knowledge of the APS. A small percentage (**2%, 8** respondents) reported being aware of the APS but knowing they did not qualify (**EXHIBIT 18**).

Compared to previous years, the 2024 survey suggests **gradual progress in communicating APS eligibility**, with the proportion of respondents unaware of their eligibility slightly decreasing from 2023. However, a notable portion of eligible graduates remain uninformed about their status, particularly among those not using the scholarship.

As in prior surveys, the overrepresentation of APS recipients (**60%** of respondents) suggests that the actual percentage of students unaware of their eligibility may be higher among the broader population

of eligible graduates. These findings highlight the ongoing need for targeted outreach and communication efforts to ensure all eligible students are fully informed about the APS and its benefits.

Influence of APS on Decisions

The 2024 survey asked about the impact of the Alaska Performance Scholarship (APS) on students' decisions throughout their high school years and subsequent choices in postsecondary education (EXHIBIT 19-23).

INFLUENCE ON HIGH SCHOOL DECISIONS

The 2024 APS survey results indicate that the Alaska Performance Scholarship (APS) continues to influence student decision-making and behaviors in high school, particularly in areas tied to **academic achievement and postsecondary preparation (EXHIBIT 19)**.

The most significant impact was observed in encouraging students to **take placement exams**, with **76%** of respondents indicating that the APS made them "much more likely" (202 respondents) or "somewhat more likely" (87 respondents) to take the SAT, ACT, or WorkKeys exams.

Similarly, **78%** of respondents reported the scholarship increased their likelihood of **achieving better grades**, with

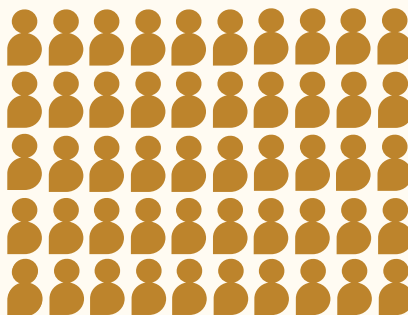
EXHIBIT 18

CLASS OF 2024 APS SURVEY:

"The Alaska Performance Scholarship is a scholarship program offered to Alaska high school graduates who met eligibility requirements in high school or with qualifying GPA and test scores. Which of the following best describes you?"

AWARE OF APS ELIGIBILITY: 82%

60% Received the APS



22% Qualified for the APS but did not use it



NOT AWARE: 18%

11%

I've heard of the APS but did not know if I was eligible



5%

I've never heard of the APS



2%

I don't qualify for the APS but I am aware of it

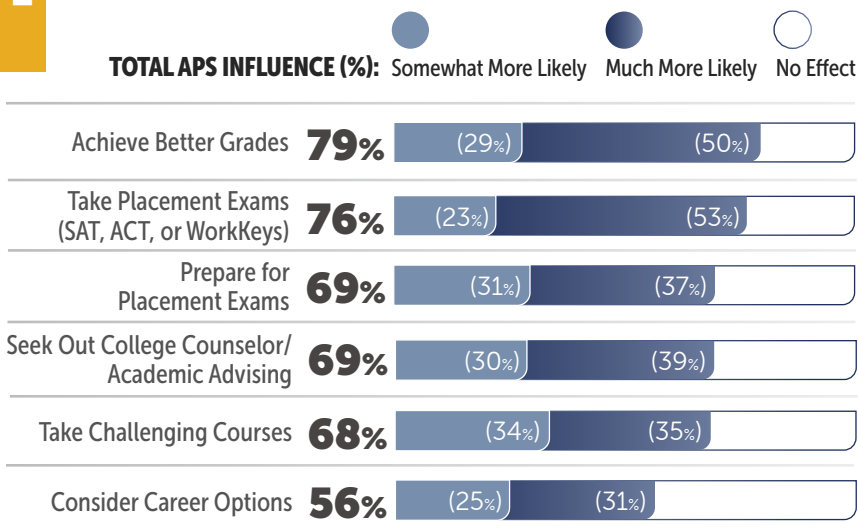


EXHIBIT 19

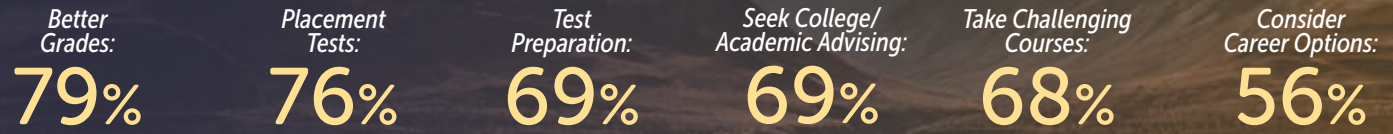
CLASS OF 2024 APS SURVEY:

"Due to APS availability, how likely were you to do any of the following in high school?"

NOTE: Totals may not sum to 100% due to rounding. "Don't Know" responses were omitted.



APS Influence on High School Decisions



50% (190 respondents) specifying they were “much more likely” to improve academically. Preparing for placement exams and seeking college or academic advising were also notable areas of influence, with **69%** and **69%**, respectively, indicating the APS had a positive effect on their behaviors.

The APS had a more moderate impact on encouraging students to take challenging courses, with **68%** (259 respondents) reporting increased likelihood, and the lowest influence was on considering career options, where only **56%** (211 respondents) reported being “much more likely” or “somewhat more likely” to explore career paths. This continues the trend from prior surveys, where APS has consistently shown greater influence on academic preparation and advising over career exploration.

These findings highlight the scholarship’s role in motivating students to achieve academically and plan for postsecondary success while suggesting room for

improvement in fostering earlier career exploration among high school students.

INFLUENCE ON POSTSECONDARY DECISIONS

The 2024 APS survey results reveal the scholarship’s continued impact on postsecondary decisions, with notable changes compared to the previous year.

The most significant influence remains the decision to attend an in-state school, with **72%** of respondents indicating the APS was a major (**53%**) or minor (**19%**) factor (**EXHIBIT 20**). This is consistent with the 2023 survey, where **73%** reported similar influence. The scholarship’s effect on borrowing decisions also remained substantial, with **65%** of respondents noting *APS influenced whether to take out student loans or how much to borrow* (an increase from **62%** in 2023).

Top APS Influences

On All Student Decisions:

ACHIEVE BETTER GRADES

TAKE PLACEMENT TESTS

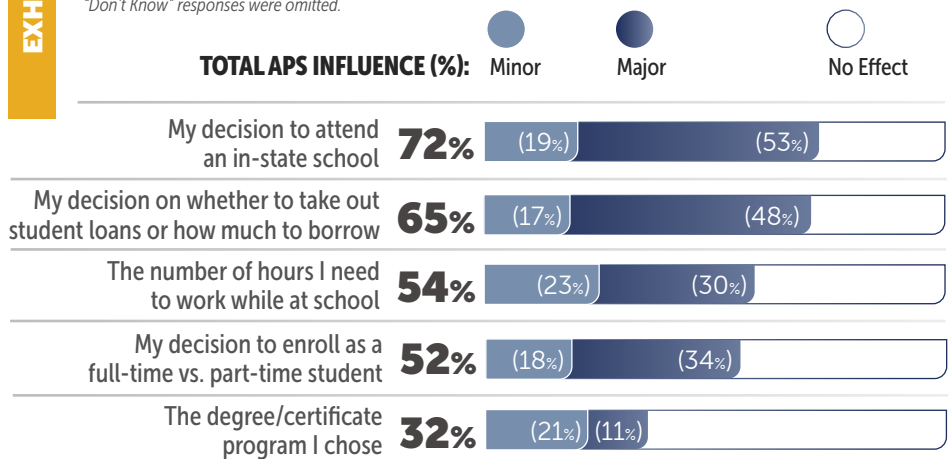
ATTEND ALASKA SCHOOL

EXHIBIT 20

CLASS OF 2024 APS SURVEY:

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

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



APS Influence on Postsecondary Decisions

Attend Alaska School:

72%

Amount Borrowed:

65%

Hours Worked:

54%

Full-time Enrollment Instead of Part-time:

52%

Degree/Certificate Program Choice:

32%

Other areas saw growth in APS influence. For the decision to enroll full-time versus part-time, **52%** reported APS as a factor in 2024, up from **42%** in 2023. Similarly, the APS influenced the number of work hours needed while in school for **54%** of respondents, compared to **44%** the prior year. Influence over the choice of degree or certificate program also rose, with **32%** of respondents identifying APS as a factor in 2024, compared to **19%** in 2023.

These results indicate that the APS plays an increasingly important role in facilitating full-time enrollment and reducing work and borrowing burdens, while continuing to encourage in-state education among Alaska's high school graduates.

REASONS STUDENTS DID NOT USE THE APS

The top factor for non-utilization in 2024 was the *preference to not attend an Alaskan institution*, reported by **45%** of respondents, though this represents a **6%** decline from 2023 (**EXHIBIT 21**).

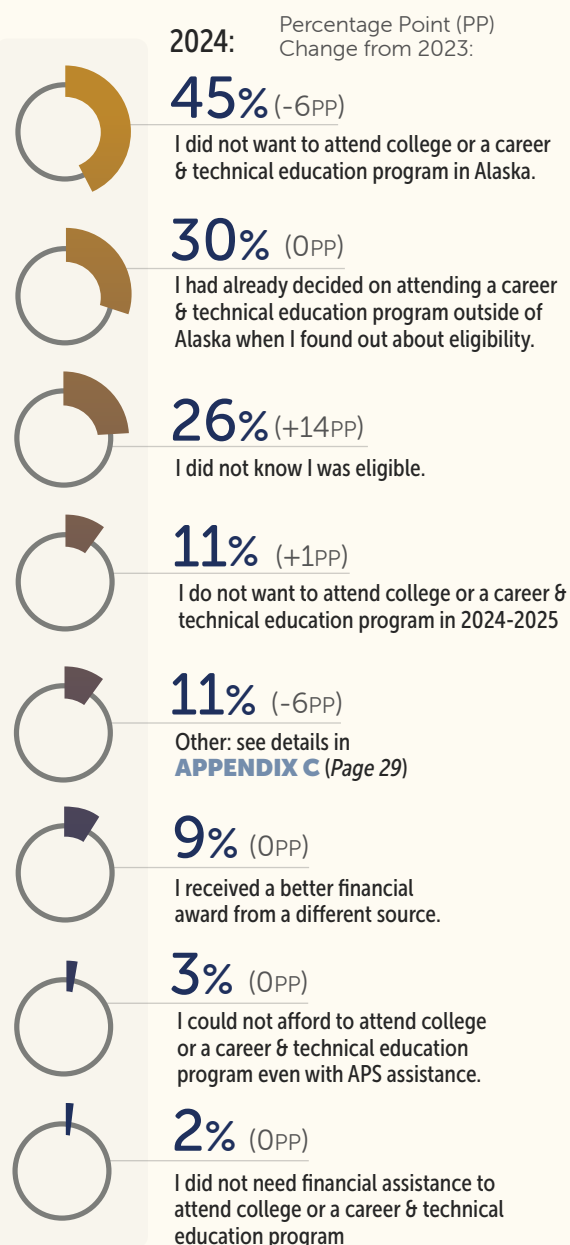
A significant shift occurred in the percentage of students unaware of their eligibility, which rose to **26%** in 2024 from **12%** in 2023. This increase may be associated with the net count of APS eligible students increasing more than **2,300**. Additionally, **30%** of students had already committed to an out-of-state program before learning about their eligibility, a figure consistent with prior years.

These findings suggest continued efforts to improve awareness and outreach efforts to

EXHIBIT 21

CLASS OF 2024 APS SURVEY:

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



ensure that eligible students are informed of and encouraged to utilize the APS.



There were 6 weeks between the effective date of the APS legislation and implementing these changes prior to the start of the 2024 fall semester.

In collaboration with education partners across the state, notification of APS changes were sent broadly to students, parents, educators, and school districts. Ongoing and consistent APS-related communications will be sent to improve awareness and access to APS.

The “Other” responses highlight a variety of reasons why students chose not to use the Alaska Performance Scholarship (APS) this academic year. A significant number of students cited program or location preferences, such as attending out-of-state schools for better academic programs or specialized fields like helicopter flight training, which are not covered by APS. Some students plan to use the scholarship in the future, either after a gap year, military training, or starting school later in 2025.

Other students pointed to eligibility and application issues, including confusion with the FAFSA or ACPE forms, being

uninformed on how to apply, or mistakenly believing they did not qualify. Additionally, situational factors such as part-time enrollment, tuition being covered by external sources (e.g., family or the GI Bill), or being busy with a recent move also influenced decisions. These responses highlight the importance of clearer communication, expanded program coverage, and flexibility to accommodate diverse student pathways.

IMPACTS OF COVID-19 ON POSTSECONDARY EDUCATION PLANS

The 2024 APS survey data shows that for the majority of respondents (**63%**), **the COVID-19 pandemic had no discernible impact on their postsecondary education plans**. However, for those who reported an impact, the most common change was a decision to stay in Alaska for their education, reported by **24%** of respondents (**EXHIBIT 22**).

Conversely, **9%** indicated that they chose to leave Alaska due to the pandemic, while **8%** decided to pursue a different program. A smaller proportion of students opted for online-only learning (**5%**),

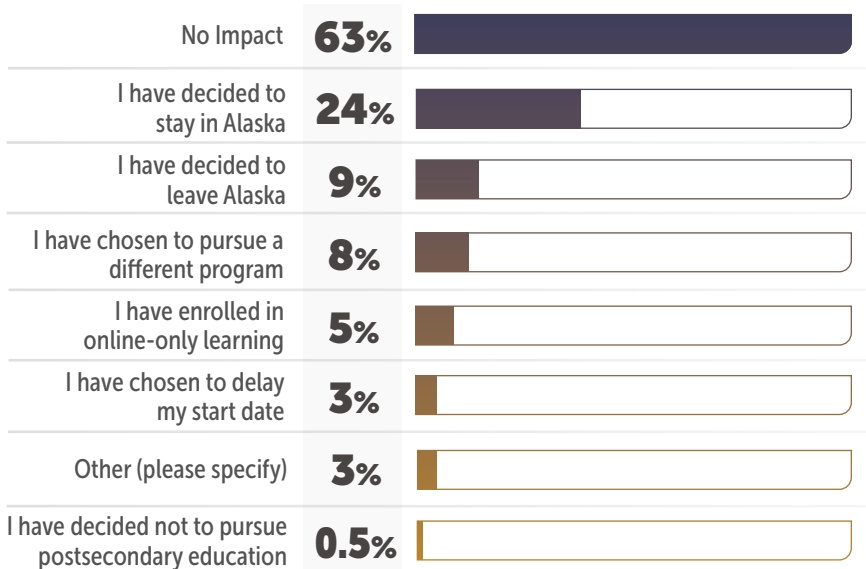
EXHIBIT 22

CLASS OF 2024 APS SURVEY:

“Describe how the COVID-19 pandemic has impacted your postsecondary education plans. (Check all that apply)”

63%

The majority respondents reported that the pandemic had **no impact** on their education plans.



Data Source: (EXHIBIT 22) ACPE APS-Eligible Student Survey 2024. Percent total over 100% because respondents can select more than 1 option.

delayed their start date (**3%**), or decided not to pursue postsecondary education altogether (**0.5%**). These findings suggest that while the pandemic influenced some students' decisions, the majority reported being unaffected in their plans for higher education.

The "Other" responses to the survey question highlight a variety of ways the COVID-19 pandemic impacted students' postsecondary education plans. Several respondents noted **challenges with online learning**, such as a preference for in-person classes that were unavailable or difficulties performing in online settings. Others mentioned **delays in their education**, including being set back on courses or feeling behind in social skills and knowledge.

The pandemic also **impacted mental health and academic performance**, with

some respondents reporting depression, lower grades, and reduced eligibility for scholarships like APS. Additionally, some students expressed uncertainty in their postsecondary plans due to the pandemic's disruptions.

COMMENTS ABOUT APS

Survey respondents were asked to share any additional comments regarding how the APS has met their needs and/or how it could be improved.

A small sampling of these responses are below (**EXHIBIT 23**). Comments are grouped by topic and edited for clarity. Verbatim responses can be found in **APPENDIX C: VERBATIM SURVEY RESULTS** (Page 33).

EXHIBIT 23

CLASS OF 2024 APS SURVEY: Comments

Positive Feedback



FINANCIAL SUPPORT: Respondents emphasized how the APS provides significant financial relief for college education.

APS really helps cover my costs of college at UAF.

The Alaska Performance Scholarship helped reduce the amount of debt that I could have gotten from college.

I may have had to take out some loans later in college if not for the APS.

Without the help from APS, I couldn't be able to afford schooling, and other programs/skill set classes to earn my degree.

APS helps ensure that I can get through school without stressing about student debt. Nearly covers a full-time term, so I can focus on school, not finances.

ENCOURAGEMENT & MOTIVATION: APS was cited as an inspiration to stay in-state and improve academic performance.

With this scholarship, I was inspired to stay in-state and pursue not only my bachelor's but my doctorate after that!

The APS is a great way to encourage better performance in school. It was a big factor in how motivated I was in school.

The APS scholarship has definitely helped make my decision to go to college much easier.

ACCESSIBILITY & FLEXIBILITY: Respondents appreciated the extended eligibility period and policy changes.

I like that it's available for up to 8 years after my high school graduation, so if I decide to go back to school after graduating from college out of state, it feels like an available option to me.

The extension of 6 years to 8 years was fantastic and super helpful and gives me a lot more options for master's programs.

Now that I am eligible without the standardized test scores, I can now go attend college and work towards a Spanish degree.

EDUCATIONAL IMPACT: APS made college more manageable and allowed students to focus on their education.

The APS scholarship has allowed me to work part-time and be able to focus on my studies.

APS allows me not to worry about my tuition and relax a little more on coming up with money!

It meets my needs perfectly and inspired me to work even harder.

“WITHOUT THE HELP FROM APS, I WOULDN'T BE ABLE TO AFFORD SCHOOLING, AND OTHER PROGRAMS/SKILL SET CLASSES TO EARN MY DEGREE.”

Negative Feedback

AWARENESS & OUTREACH: Some respondents felt that APS is not well-advertised or explained to students.

Make it more talked about for freshmen and people entering high school in Alaska so they can be better set up for success.

I had no idea about anything dealing with APS – this may be the fault of my own, but also fault of any informers I may have encountered along the way.

Bringing in APS representatives to freshman orientations would be an amazing way to get students informed and on the path to qualifying.

APPLICATION & PROCESS CHALLENGES: Issues with understanding the application process and delays were noted.

I just had a hard time figuring out the FAFSA and APS forms.

The scholarship came a week after the payment deadline, and I paid a fee for it.

I would like it if there was a more straightforward way to check what level I was getting

CLASS OF 2024 APS SURVEY: Comments Continued...

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

If I could use this scholarship for schools out of state, then I would value it more.

It'd be phenomenal if it applied to nationwide universities, as I plan to return to Alaska.

For someone who needs aid, the scholarship could be improved by offering more support for living expenses and other costs associated with college, like books and supplies.

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

Taking the SAT was a struggle—I had to fly out of the city to get a seat to retake for a qualifying score.

The GPA requirement in college could be lower to help students retain eligibility.

I turned down taking some more difficult classes I would like to have taken solely to maintain a higher GPA.

Neutral Feedback

GENERAL OBSERVATIONS: *Neutral comments were primarily about the program's benefits without any major praise or criticism.*



It's a great option for aid, but being out of state, I can't use it.

The APS meets my needs by helping me fund my education.

The scholarship is very helpful, but I am unsure how it could be improved.

SUGGESTIONS FOR IMPROVEMENT: *Constructive feedback focused on specific enhancements or clarifications.*

A better, easier-to-access website with clear eligibility information would help.

More communication on when it is going to be awarded, like sending an email instead of just updating the portal.

Information on the scholarships that APS is also affiliated with would be nice to know about.

FEEDBACK SUMMARY

The Alaska Performance Scholarship has been a significant financial and motivational tool for many students, helping reduce debt and allowing them to focus on their education. However, areas for improvement include **better outreach and awareness efforts, simplifying the application process, addressing eligibility barriers, and expanding coverage.**

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

"Other" Responses:

See Appendix C on Page 33

APS & Alaska Postsecondary Outcomes

From FY2012 to preliminary FY2025, the distribution of APS recipients attending postsecondary institutions in Alaska has remained relatively stable (**EXHIBIT 24**).

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

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

Preliminary FY2025 Distribution of APS Recipients in Alaska:

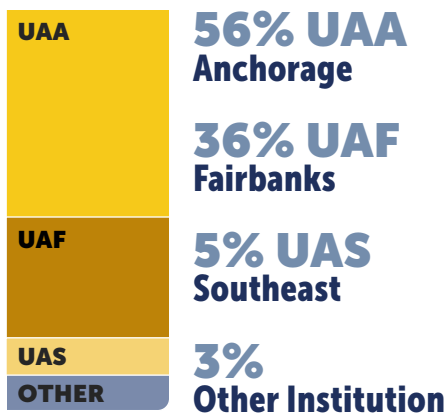
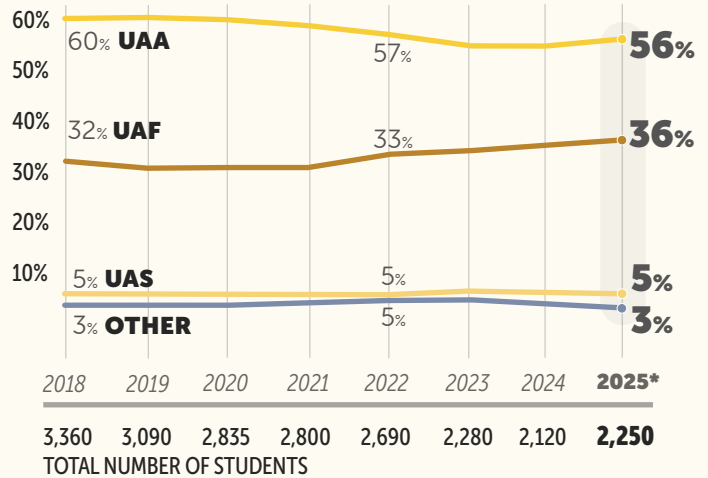


EXHIBIT 24

APS Recipients Attending Postsecondary in Alaska by Institution, FY2018-FY2024 and Preliminary FY2025

DISTRIBUTION OF STUDENTS AT ALASKA INSTITUTIONS:



APS Recipients at the University of Alaska

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



NEED FOR DEVELOPMENTAL COURSEWORK

From 2013 to 2024, the percentage of APS recipients among first-time freshmen at UA requiring developmental coursework has generally remained low, with occasional fluctuations.

The increase in 2024 for APS Recipients may, in part, be attributed to the **modifications of eligibility standards**. In contrast, non-APS students consistently show a much higher need for developmental coursework, though their

Data Source: (EXHIBIT 24) ACPE Alaska Student Aid Portal data and Resource Data calculations.

*Note: FY2025 based on preliminary fall 2024 ASAP data

Student Outlooks at UA: Fall 2024 APS Recipients

Developmental Coursework Needs:
2x less

% Credit Hours Completed:
1.3x more

Persistence (1st-2nd Year):
1.3x more

Completion Rate (Any Undergrad Award):
1.9x more

percentage has gradually decreased from **42%** in 2013 to **25% in 2024** (EXHIBIT 25).

TYPE OF DEVELOPMENTAL COURSEWORK

From 2013 to 2024, the need for developmental coursework among APS recipients at UA has remained low, particularly in English, where rates hover around **0-2%**. Developmental needs in Math for APS recipients show more fluctuation, peaking at **11% in 2024**, possibly reflecting recent changes in eligibility standards.

CREDIT COMPLETION

From 2013 to 2023, APS recipients consistently attempted more credit hours than other first-time freshmen, averaging **26-28 credits** annually compared to **20-22 credits** for non-APS students (EXHIBIT 26).

APS recipients also completed a higher percentage of their attempted credits, with completion rates ranging from **79% to 87%** (EXHIBIT 27). In contrast, other freshmen had lower completion rates, improving gradually from **61%** in 2014 to **66%** by 2023. These figures indicate that APS recipients generally take on and successfully complete more credits than their non-APS counterparts.

Math

needs accounted for **11%** of the total 12% of students needing developmental coursework.

For non-APS students, the need for developmental Math and English has consistently been higher than for APS students, though both have declined over time. Non-APS Math developmental needs decreased from **35%** in 2013 to **24%** in 2024, and English needs dropped significantly, from **18%** in 2013 to just **3%** in 2024 (EXHIBIT 25).

EXHIBIT 25

Percent of Enrolled First-Time Freshmen at UA Needing Developmental Coursework, APS & Non-APS, Fall 2024

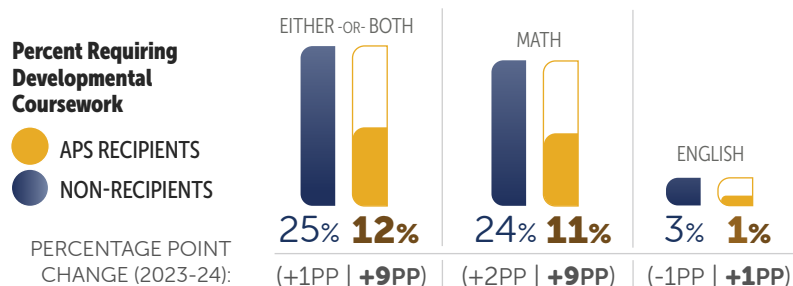
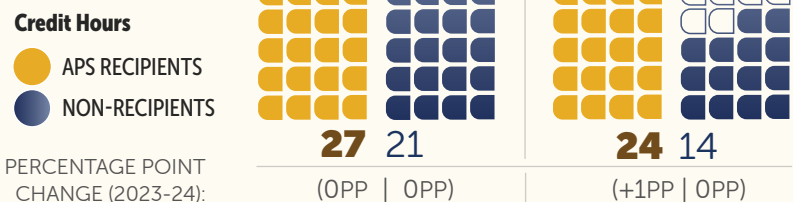


EXHIBIT 26

Average Credit Hours Attempted and Completed, High School Class of 2023



Data Source: (EXHIBIT 25-26) Data supplied by universities via UA Information Systems: UA Decision Support Database, Fall 2013 - Fall 2024. Compiled by UA Data Strategy & Institutional Research Department.



PERSISTENCE

From 2012 to 2023, first-year persistence rates at the University of Alaska (UA) consistently showed higher retention among APS recipients compared to non-recipients (**EXHIBIT 28**). APS recipients maintained an average persistence rate of **84%**, peaking at **87%** in 2012 and 2014, while non-APS students averaged **58%** over the same period.

Persistence among non-APS students declined from **62%** in 2012 to a low of **53%** in 2022, with a slight recovery to **61%** in 2023. Meanwhile, APS recipient persistence, though declining to **78%** in 2022, rebounded to **85%** in 2023, reinforcing the positive role of the scholarship in supporting student retention.



COMPLETION RATES

The six-year graduation rates at the UA reveal notable trends across different student categories. For **undergraduate degree-seeking students pursuing any degree, certificate, or endorsement**, APS recipients show consistently higher graduation rates, ranging from **51% to 62%** between 2014 and 2018; comparatively, non-APS students had graduation rates of **28% to 29%** (**EXHIBIT 29**).

Similarly, for **bachelor's degree-seeking students** within the same timeframe, APS recipients achieved graduation rates between **44% and 55%**, whereas non-APS students graduated at rates between **21%**

and 25% (**EXHIBIT 29**). These statistics highlight that APS recipients generally have higher completion rates across various program types at UA. Comparable national six-year graduation rates are **28%**.⁴

The three-year graduation rates for **students in two-year or shorter programs** show that APS recipients also maintain higher graduation rates than their non-APS peers, although the gap is narrower. APS recipients in two-year programs had graduation rates of **30% to 37%** from 2014 to 2020, with a slight dip to **25%** in 2021. In contrast, non-APS students' rates ranged from **18% to 26%** over the same period (**EXHIBIT 30**).

EXHIBIT 27

Percent of Attempted Credit Hours Completed, High School Class of 2015-2023

Percent of Attempted Credit Hours Completed

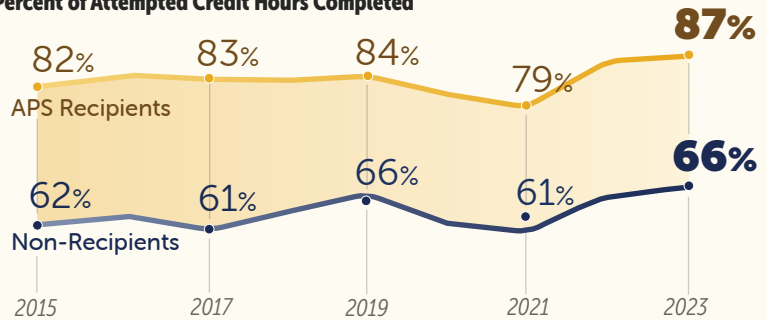
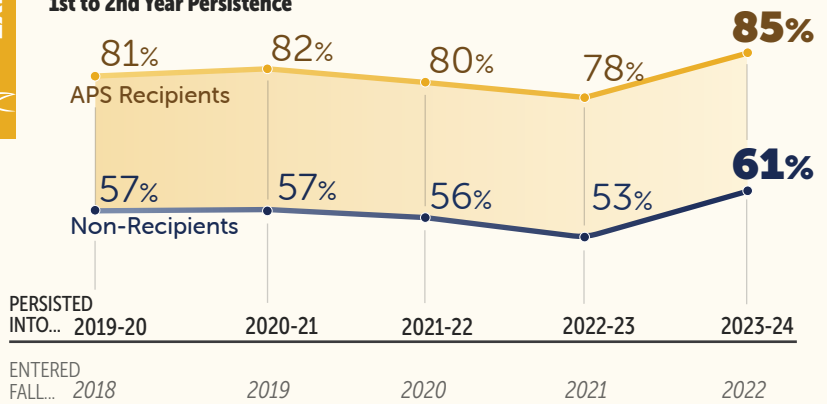


EXHIBIT 28

Percent of First-Time Freshmen at UA who Persisted into a Second Year, 2016-2020

1st to 2nd Year Persistence



Data Source: (EXHIBIT 27-28) Data supplied by universities via UA Information Systems: UA Decision Support Database, Fall 2013 - Fall 2024. Compiled by UA Data Strategy & Institutional Research Department.

4 National Center for Education Statistics. (2022). Undergraduate retention and graduation rates. U.S. Department of Education, Institute of Education Sciences. https://nces.ed.gov/programs/coe/pdf/2022/ctr_508.pdf

EXHIBIT 29

Percent of First-Time, Full-Time Freshmen Six-Year Graduation Rates by High School Class, 2013-2018

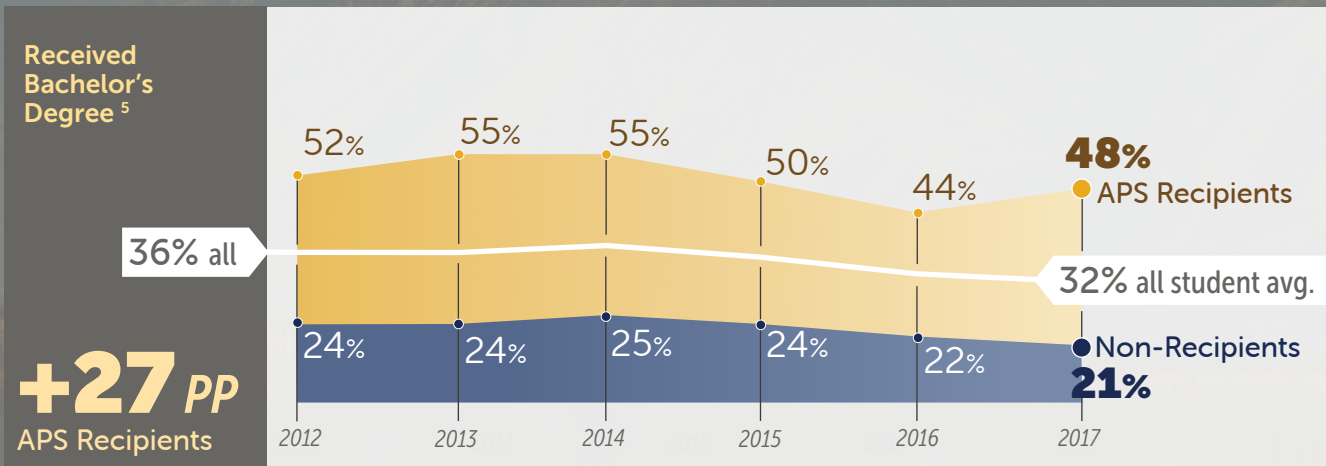
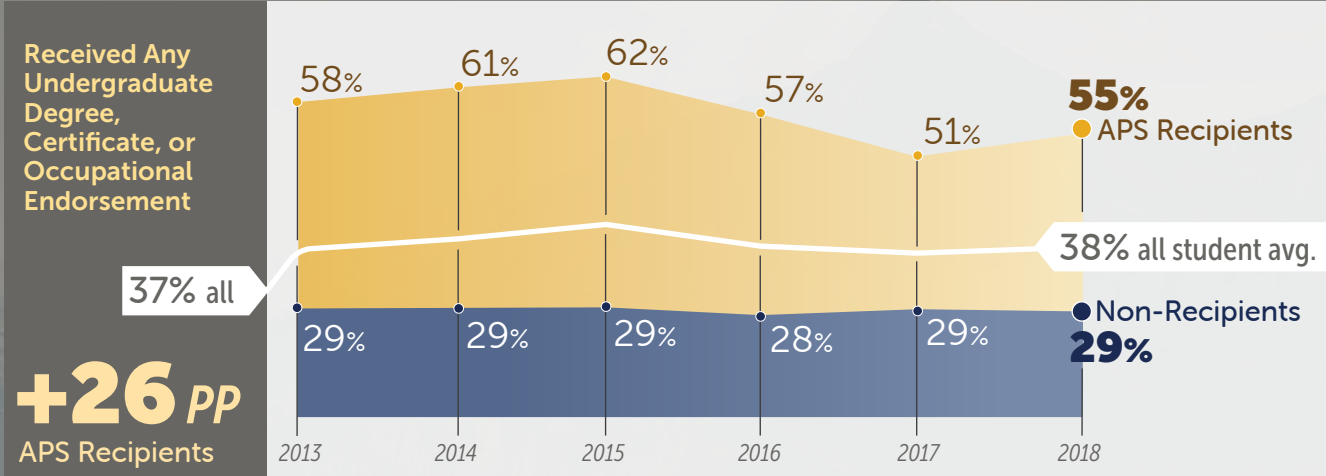
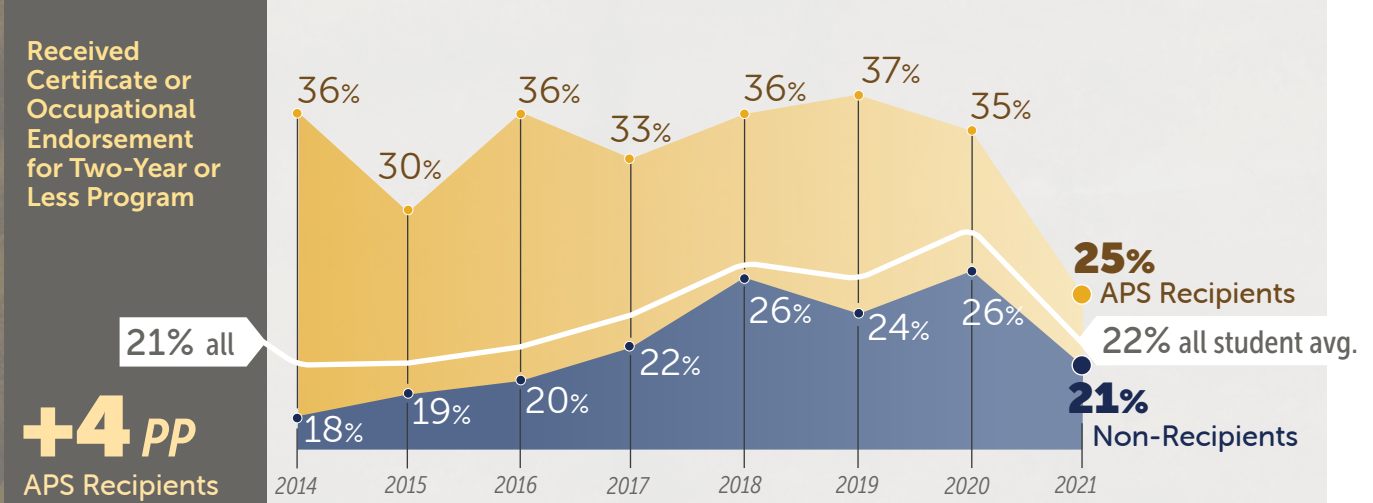


EXHIBIT 30

Percent of First-Time, Full-Time Freshmen Three Year Graduation Rates for Two-Year or Less Programs by High School Class, 2014-2021



Data Source: (EXHIBIT 29-30) Data supplied by universities via UA Information Systems: UA Decision Support Database, Fall 2013 - Fall 2024. Compiled by UA Data Strategy & Institutional Research Department.

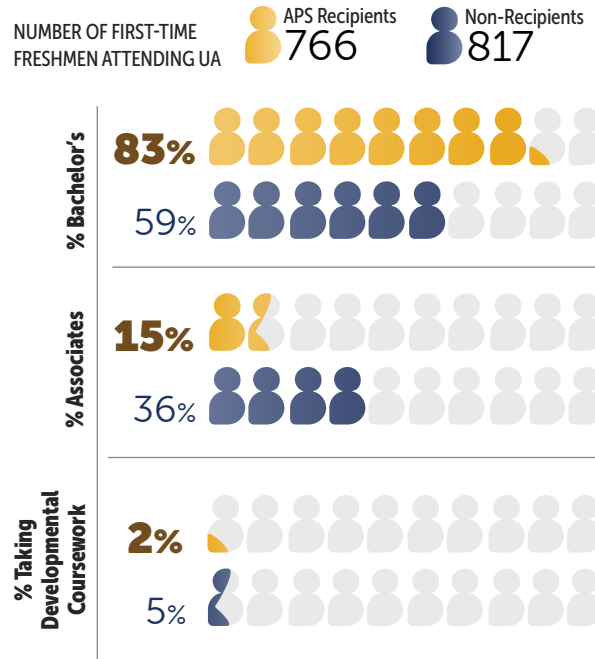
⁵ Based on bachelor's degree-seeking first time, full-time students

This data underscores that while APS recipients tend to complete their studies at a higher rate across UA programs, non-APS students also demonstrate consistent improvement over the years in both shorter and traditional degree programs. While not directly comparable, national 3-year graduation rates at public 2-year institutions are **29%**.⁵

Data regarding Alaska high school graduates from the Class of 2024 entering UA by degree level sought is given in **EXHIBIT 31**.

EXHIBIT 31

Percent Recent Alaska High School Graduates Entering University of Alaska by Degree Level Sought & Percent Taking Developmental Coursework, Class of 2024



APS & Alaska Residency Outcomes

APS Recipients consistently maintain higher residency rates (95-85%) than both their APS ineligible (83-72%) and APS-eligible, non-recipient (83-51%) counterparts (Class of 2022-2019). — See EXHIBIT 32

It is important to note that recent graduates (Classes 2022–2024) naturally show higher residency rates simply due to the limited time since graduation, as they may still be determining their future plans.

The APS helps retain high-achieving, skilled Alaska graduates:

APS RECIPIENTS HAVE **12-13%**

HIGHER RESIDENCY RATES than ineligible students 2 to 5 years after college graduation

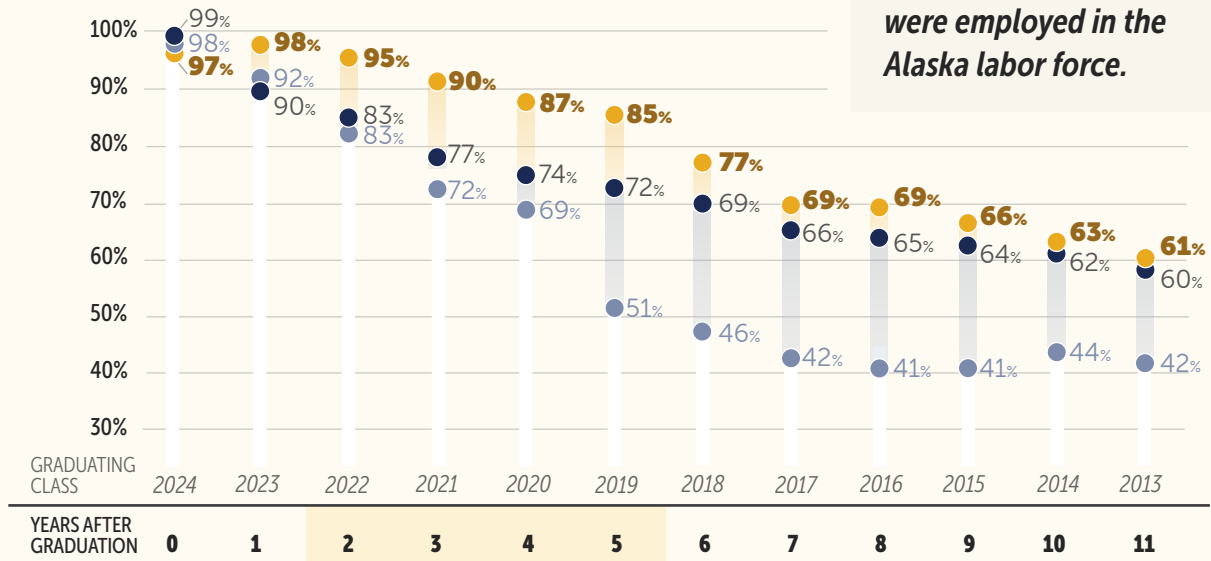
Data Source: (EXHIBIT 31) Data supplied by universities via UA Information Systems: UA Decision Support Database, Fall 2013 - Fall 2024. Compiled by UA Data Strategy & Institutional Research Department.

⁵ National Center for Education Statistics. (2023). Undergraduate retention and graduation rates. U.S. Department of Education, Institute of Education Sciences. <https://nces.ed.gov/programs/coe/indicator/ctr/undergrad-retention-graduation>

Percentage of Alaska High School Graduates Who Reside in Alaska, by Class and APS Eligibility Status, Classes of 2013-2024

APS Influence:

- APS RECIPIENTS
- APS INELIGIBLE
- APS ELIGIBLE, NON-RECIPIENT



Five years post-high school graduation, **85%** of APS recipients from the Class of 2019 were employed in the Alaska labor force.

Alaska Department of Revenue Permanent Fund Dividend (PFD) Applicant Database 2023⁶, Dept. Education & Early Development (DEED), ACPE Alaska Student Aid Portal data, and Resource Data calculations.

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

APS Recipients in the Alaska Workforce

APS recipients earned the highest average annual wages compared to other graduates (ineligible; APS-eligible, non-recipients; and APS-eligible, enrolled out-of-state). APS recipients in Alaska six years after graduation had annual wages from **\$32,490** in 2016 to **\$39,400** in 2018 (EXHIBIT 33).

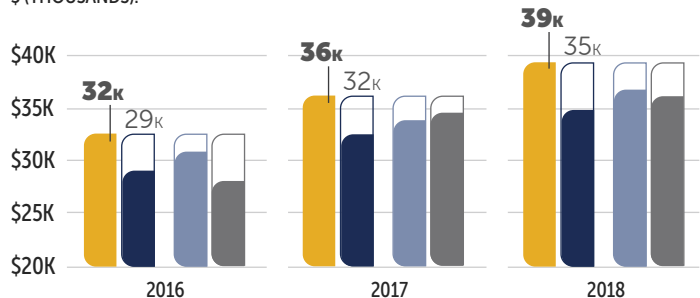
APS recipients also had the highest employment rates in Alaska six years after graduation, ranging from **69% to 72%** for the classes of 2016, 2017, and 2018 (EXHIBIT 34).

Average Annual Wages Six Years after Graduation by APS Eligibility Status, Classes of 2016, 2017 and 2018

Eligibility Status

- APS Recipients
- APS-Eligible, Non-Recipient
- Ineligible for APS
- APS-Eligible, Enrolled Out-of-State

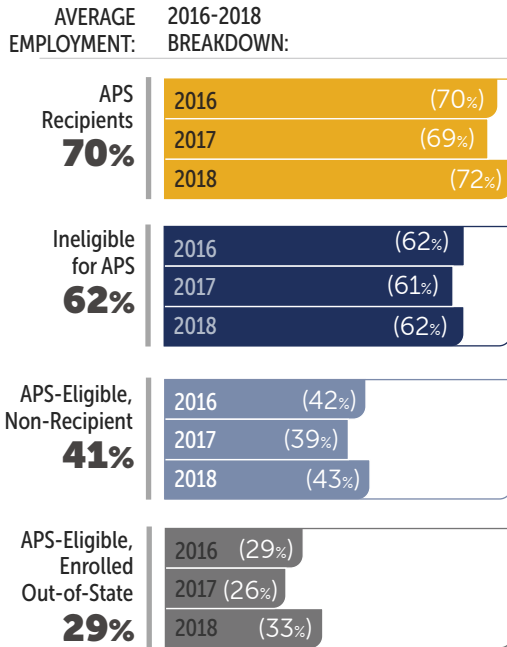
AVG. ANNUAL WAGES \$ (THOUSANDS):



Data Source: (EXHIBIT 33) Alaska Department of Labor and Workforce Development, Research and Analysis Section

⁶ Alaska residency rates are based on whether or not a matching student record applied for the PFD. This is only an indication of the student record's residency and does not take into account PFD eligibility or if the person was an eligible resident and did not apply for the PFD.

Percent of Graduates Employed in Alaska Six Years after Graduation by APS Eligibility Status, Classes of 2016, 2017 and 2018

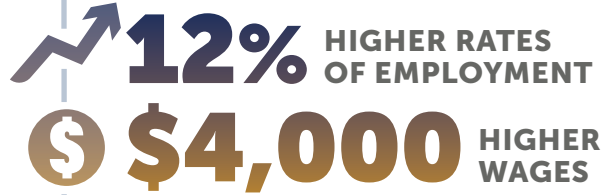


APS-eligible graduates who did not receive an award had lower Alaska employment rates (**39% to 43%**) and slightly lower wages, while graduates who enrolled out-of-state had the lowest employment rates (**26% to 33%**) but saw significant wage growth over the period.

EXHIBIT 35 (on Page 29), shows APS recipients most commonly worked in office and administrative support roles (**6%**), healthcare diagnosing and treating practitioners (**6%**), and retail sales (**5%**), with a notable presence in engineering (**4%**) and computer occupations (**3%**).

APS Recipients in Alaska have higher rates of employment & earn higher wages:

Class of 2016-2018 Average



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

APS-ineligible graduates were concentrated in retail sales (**10%**), construction trades (**7%**), and material moving (**5%**), with a diverse array of other occupations, including building cleaning, healthcare support, and vehicle repair.

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

See Pg. 30-37 for **Appendices A-D**

- Page 30 | **Appendix A: Methodology**
- Page 31 | **Appendix B: School District Data**
- Page 33 | **Appendix C: Verbatim Survey Responses**
- Page 37 | **Appendix D: Regional Mapping**

Top Occupations in Alaska among High School Graduates in FY2025 by APS Eligibility Status, Classes of 2016-2018 Combined

APS RECIPIENTS		APS ELIGIBLE, NON-RECIPIENT		APS INELIGIBLE	
%	OCCUPATION	%	OCCUPATION	%	OCCUPATION
6%	Other Office & Admin. Support Workers	7%	Retail Sales Workers	10%	Retail Sales Workers
6%	Healthcare Diagnosing or Treating Practitioners	6%	Food & Beverage Serving Workers	7%	Construction Trades Workers
5%	Retail Sales Workers	5%	Other Office & Admin. Support Workers	5%	Material Moving Workers
5%	Information & Record Clerks	5%	Information & Record Clerks	5%	Food & Beverage Serving Workers
5%	Food & Beverage Serving Workers	4%	Construction Trades Workers	5%	Information & Record Clerks
4%	Engineers	3%	Other Healthcare Support Occupations	4%	Other Office & Admin. Support Workers
3%	Computer Occupations	3%	Healthcare Diagnosing or Treating Practitioners	4%	Home Health & Personal Care Aides; & Nursing Assistants, Orderlies, & Psychiatric Aides
3%	Construction Trades Workers	3%	Secretaries & Admin. Assistants	3%	Other Healthcare Support Occupations
3%	Health Technologists & Technicians	63%	Other Occupations	3%	Building Cleaning & Pest Control Workers
3%	Secretaries & Admin. Assistants			3%	Cooks & Food Preparation Workers
3%	Other Healthcare Support Occupations			2%	Vehicle & Mobile Equipment Mechanics, Installers, & Repairers
3%	Counselors, Social Workers, & Other Community & Social Service Specialists			2%	Secretaries & Admin. Assistants
2%	Financial Clerks			2%	Other Installation, Maintenance, & Repair Occupations
2%	Drafters, Engineering Technicians, & Mapping Technicians			2%	Motor Vehicle Operators
2%	Financial Specialists			41%	Other Occupations
43%	Other Occupations				

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

Appendix A

The Alaska Performance Scholarship (APS) recognizes Alaska students' high school achievements by providing scholarships for in-state postsecondary education. The Alaska Commission on Postsecondary Education (ACPE) partnered with Resource Data, Inc. to report on the program's outcomes for the 2024 fiscal year.

Data Sources:

This report utilizes multiple data sources. The Alaska Commission on Postsecondary Education (ACPE) manages student-level data from the Alaska Student Aid Portal (ASAP), which **Resource Data, Inc. (RDI)** analyzed to assess student eligibility and APS program use from 2011 to 2024 (Fiscal Years 2012-2025). ASAP data for the 2024-2025 academic year (FY 2025) is preliminary, based on October 2024, the latest available data.

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

Additionally, ACPE surveys APS-eligible students annually to understand APS's impact on high school decisions and post-secondary choices, sending approximately 2,869 invitations to 2024 APS-eligible graduates, with 463 responses received. Each year, ACPE also receives summary data on educational persistence, credit hours attempted and completed, and related characteristics from the University of Alaska (UA), with analysis by UA's Data Strategy and Institutional Research Department.



Appendix B

Public High School Class of 2024 APS Headcounts, by School District:

SCHOOL DISTRICT	TOTAL GRADUATES	TOTAL APS ELIGIBLE	TOTAL FALL RECIPIENT	TOTAL AWARD (\$)
Other (Private/Home School)	18	18	5	\$17,500
Alaska Gateway Schools	18	4	1	\$1,750
Aleutians East Borough Schools	18	16	8	\$25,375
Anchorage Schools	2,672	1,323	308	\$911,319
Annette Island Schools	21	14	1	\$3,500
Bering Strait Schools	84	39	7	\$21,000
Bristol Bay Borough Schools	12	6	-	\$0
Chatham Schools	7	-	-	\$0
Chugach Schools	34	30	4	\$10,461
Copper River Schools	30	9	5	\$15,750
Cordova City Schools	24	20	1	\$3,500
Craig City Schools	34	17	3	\$9,625
Delta/Greely Schools	50	32	5	\$15,750
Denali Borough Schools	61	54	4	\$14,000
Dillingham City Schools	24	15	4	\$13,125
Fairbanks North Star Borough Schools	664	369	128	\$378,981
Galena City Schools	562	219	28	\$87,500
Haines Borough Schools	16	6	1	\$2,625
Hoonah City Schools	5	-	-	\$0
Hydaburg City Schools	6	-	-	\$0
Iditarod Area Schools	9	1	-	\$0
Juneau Borough Schools	301	177	45	\$132,564
Kake City Schools	6	2	-	\$0
Kashunamiut Schools	21	-	-	\$0
Kenai Peninsula Borough Schools	585	309	49	\$146,156
Ketchikan Gateway Borough Schools	122	36	4	\$13,125
Klawock City Schools	10	6	-	\$0
Kodiak Island Borough Schools	152	116	25	\$65,688
Kuspuk Schools	9	3	-	\$0

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

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

APPENDIX B – Continued

**Public High School Class of 2024
APS Headcounts, by School District:**

SCHOOL DISTRICT	TOTAL GRADUATES	TOTAL APS ELIGIBLE	TOTAL FALL RECIPIENT	TOTAL AWARD (\$)
Lake and Peninsula Borough Schools	19	-	-	\$0
Lower Kuskokwim Schools	202	27	6	\$21,000
Lower Yukon Schools	123	17	2	\$5,250
Mat-Su Borough Schools	1,265	411	124	\$383,493
Mount Edgecumbe	74	69	9	\$28,385
Nenana City Schools	240	41	9	\$28,875
Nome Public Schools	37	15	4	\$13,125
North Slope Borough Schools	111	56	5	\$15,750
Northwest Arctic Borough Schools	103	54	3	\$10,500
Petersburg Borough Schools	23	12	3	\$10,500
Saint Mary's Schools	13	13	-	\$0
Sitka Borough Schools	83	54	5	\$13,125
Skagway Schools	7	3	1	\$3,500
Southeast Island Schools	12	6	-	\$0
Southwest Region Schools	33	2	-	\$0
Tanana Schools	1	-	-	\$0
Unalaska City Schools	23	20	3	\$10,500
Valdez City Schools	25	18	3	\$10,500
Wrangell City Schools	11	4	-	\$0
Yakutat City Schools	2	-	-	\$0
Yukon Flats Schools	10	2	-	\$0
Yukon-Koyukuk Schools	302	80	23	\$68,688
Yupit Schools	16	-	-	\$0
TOTAL:	8,310	3,745	836	\$2,512,485

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

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

Appendix C

Verbatim Comments Submitted by Respondents to the 2023 APS-Eligible Student Survey:

Comments are alphabetized and lightly edited for spelling and clarity.

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

The Alaska Performance Scholarship has been instrumental in supporting my decision to stay in Alaska for college and pursue a degree in engineering. As someone born and raised in Alaska, I feel a strong connection to this state and want to contribute to its growth, especially in areas like engineering that are vital for our infrastructure and communities. The scholarship has alleviated some of the financial burden of college, making it more feasible for me to stay close to home while pursuing my career goals.

The Alaska Performance Scholarship helps me stay less stressed knowing that I don't have to worry as much about finances, allowing me to focus more on my school work. APS continues to help my family's finances in general because both my sister and I are in college and with APS my parents can support us both. Also, APS helps me stay motivated to achieve my goals and makes me work harder knowing that Alaska needs students like me who are going to lead the future.

Advertise more for people who have just started high school

Advertise that you have to apply for it and it's not automatic

APS allows me not to worry about my tuition and relax a little more on coming up with money!

APS allows me to think more about courses I want to take rather than about how I will pay for them.

APS gave me the ability to attend college for free, which has been a huge financial benefit. I will be able to attend all four years of my undergraduate program debt free.

APS helped me pay for college, which is a big reason why I am going to UAF currently.

APS helps ensure that I can get through school without stressing about student debt. Nearly covers a full time term, so I can focus on school, not finances.

APS is doing great job in offering scholarship to eligible students.

APS really helps cover my costs of college at UAF

Basically gave me a full ride.

Be more advertised to high schoolers, especially graduating seniors

Because of the increase in award amount this year, I was able to attend university completely free which was a game changer for me.

Because of the increase to the payout, APS fully covers my tuition to attend UAA. I don't know if there's any way it could be improved.

Being able to have such an attainable scholarship helped me strive to attend College and gave me the financial freedom to do so. And with the increase in award amounts this year, it completely changed mine and my family's financial situation, letting me go to school practically for free.

Better information on what higher education it's applicable to

Bringing in APS representatives to freshman orientations would be an amazing way to get students informed and on the path to qualifying, if they don't already know about it. The boost in funds has helped me tremendously, and I didn't have to take out any loans this semester, with my part time job and second level qualifications. Taking the SAT was a bit of a struggle, we had to fly out of city to get a seat to retake for a qualifying score. I wish ACPE coordinated more with upper level students and the testing facilities to make it easier.

Considering that I can work minimal hours and only pay a small amount of money to get a good education, APS meets all of my needs.

Definitely a easier to access website with easier information layout

Due to the Performance Scholarship I am able to pursue college education. I wouldn't have gone to college without it due to money being tight.

For someone who needs aid, the scholarship could be improved by offering more support for living expenses and other costs associated with college, like books and supplies. This way, it would be more comprehensive in addressing the financial needs of students.

Gives extra help towards being able to continue my education without taking out extra loans. More time to know whether or not I will receive it would

be helpful because the funds were sent to UAF and I didn't know I had that and was about to take out extra loans I didn't need to take out.

Good

Great program

Great scholarship opportunity, unfortunately I was unable to use it because I chose an out of state school.

Helped with financial needs. Had a domino effect of me applying for AVTEC.

Helps pay for college

However, expanding the scholarship's coverage for educational materials and additional expenses would make it even more beneficial for students like me. I'm grateful for the support but believe there's room for improvement to make higher education more accessible and affordable for Alaskan students."

I am able to focus on school instead of trying to work a bunch of different jobs.

I am extremely grateful for the Alaska Performance Scholarship. It was a huge help in paying for my college program and I would have had much more difficulty attending without APS.

I am grateful for APS, and the opportunity it provides for so many people. There should be a higher awareness of the scholarship in high school settings though.

I am so grateful for APS it's really helping me get through my program

I am very grateful for the APS.

I believe that the new requirements could be posted more clearly, however I am very happy with this program. I'm extremely grateful that some of the requirements were relaxed it has helped me to afford college.

I believe that to encourage students to take on the APS scholarship, more efforts need to be done to improve standardized test scores such as publicizing study options and materials. If Alaska does not make efforts in improving student readiness for standardized tests, the requirement

APPENDIX C — Continued

for testing should be removed as it creates an unfair gap between students who can afford study materials and who cannot.

I can't think of any ways it could be improved, and it's helped me a lot.

I could use more information on continuing eligibility for APS

I didn't even know this was a thing I just got good grades.

I don't currently need it due to my parents GI bill but it will be a huge help when I run out of months

I enjoyed the extra help into college.

I feel that APS is a massive help for many students, myself included. My scholarships (including but not limited to APS) allowed me to complete this and future semesters without accumulating debt before entering the workforce.

I had no clue that I would receive it until the very day that it was entered into my college bill. This was most likely due to the change in legislation.

I had no idea about anything dealing with APS that may be fault of my own, but also fault of any informers I may have encountered along the way.

I have none you guys have been a great help to my secondary education.

I just had a hard time figuring out the FAFSA and ACPS forms

I like that it's available for up to 8 years after my high school graduation, so if I decide to go back to school after graduating from college out of state, it feels like an available option to me.

I like that they are helping Alaskan students

I plan to return to Alaska after receiving my undergraduate and pursue a career in healthcare. Without this scholarship, I wouldn't be returning to Alaska. I will be able to afford graduate school and go on to help my community that I grew up in.

I probably could not afford college without it, though maybe post more updates on the website to tell people where they're at when their FAFSA is getting processed? Like more description on what is happening with their eligibility and stuff

I really appreciated the APS as it helped me with the funds and the grants I received. I believe this tool is necessary for students to be eligible and want to pursue their career goals. I definitely recommend this program to others!

I think APS is great the way it is, I guess how it can improve is by sending emails about updates on scholarship eligibility and adjustments to the scholarship, especially since college students

might get too busy with school work to search for the changes in scholarship, such as the summer 2024 changes mentioned earlier in the survey.

I think having more discussions about it during 9th and 10th grade would have been helpful. I was not planning on taking the SATs because it's not required to get into colleges in Alaska but I ended up taking it for the APS requirements.

I think it could be nice to have little something for kids who are going out of state, but I do think it should be less than the kids who stay in state.

I think it does well but I am still paying a significant amount to go to an in state college. The cost of college keeps rising along with everything else in our economy and it is going to be a struggle financially for me to make it to the end of my degree.

I think it is a great and affordable option for me that I plan on using to get my masters at an Alaska School. The only reason I didn't take it is because I wanted to get out of Alaska

I think it is a great resource for people who want to go to college in Alaska, but for people like me who have to attend an out-of-state university because my major is not in any universities in Alaska, the scholarship doesn't help unless I decide to switch majors and return to Alaska.

I think it would meet my needs if I do end up attending an Alaskan College, which is somewhat likely, at least for certain credits

I think that it would be nice if the APS had a lower GPA requirement in college than in high school

I think this is great and very useful it saved me just in time.

I think you guys are doing a really good job, so I can't really think of anything to change.

I think you guys do great stuff for students!

I thought that I meet requirements for the APS Scholarship. Nonetheless I saw a statement in my student finances where APS was listed. I'm deeply grateful for the support but I don't understand why I received it. I had heard there was a change in policy and requirements.

I turned down taking some more difficult classes I would like to have taken solely to maintain a higher gap. For example physics was interesting and challenging and helpful for my career choices but I likely would have made a b or c in the course so I had to drop it in the second semester.

I would like it if there was a more straightforward way to check what level I was getting. I was not sure what forms I needed to fill out or what accounts I needed to make. I eventually figured it out but I was still unsure of all of it.

I would like to go to college but I am unsure what I want to do yet.

I would not be able to attend post-secondary education without the APS. The APS was my deciding factor in enrolling in UAF.

I would not be attending college without my APS.

I would say be clear about what it is, where you can use it, and the requirements outside of high school.

I wouldn't have considered going to post graduate school if it wasn't for the funds from the APS.

I'm extremely grateful for the APS scholarship as it has given me the ability to afford college tuition

I'm just thankful I qualified for the highest level of APS.

If I could use this scholarship for schools out of state, then I would value it more

If really helps pay for some of my college tuition so that it very helpful.

If there was a way to know when I need to meet those requirements

In my opinion, if the Alaska Performance Scholarship sought to improve and support the lives of young residents within the state, it would extend its limitations beyond Alaskan institutions. Despite being grateful for providing the scholarship, I was certain I wanted to leave the state for education that would better suit my needs. The scholarship could better support the future of the state if it extended its help beyond in state institutions.

Inform people about it

Information on the scholarships that APS is also affiliated with would be nice to know about

It allows me to be a full-time student. I was able to pay for a meal plan. The only thing that needs to be improved is clarification that only 1 credit worth of school district sanctioned classes count. The rest all have to be the state approved ones. I had to take a last minute math course because my business math and personal finance class were only district approved.

It allows me to have many options for programs that meet my financial needs

It became a big help with paying for my college, it lessened the stress and pressure that's already with me before getting into college. I actually appreciate being given this scholarship, a lot of my other friends are also really happy even though they didn't do this survey. It was such a big help that the APS changed it to no SAT needed because it was one of the only things that I was lacking which stressed me out enrolling for college.

APPENDIX C — Continued

It could be more clear on qualifications

It could improve with more word spread about APS, teachers/counselors could talk or recommend about APS more

It covers a majority of the cost for my college

It definitely made college more accessible and attainable

It does wonderfully. It made it so I was able to have a laptop for class and iPad which has made my learning a lot easier.

It gives me more money so I don't have to take out as much loans.

It gives me the option to come back to Alaska for Grad school.

It has been extremely helpful to not have to worry about loans.

It has been really helpful honestly. My advice would be to do an annual visit to high school to remind students you exist

It has given me the ability to continue my education.

It has helped me so much with affording college, and because of it I am able to live in the dorms next semester because I have enough saved up! I am excited to get the chance to be more social and do more networking, and I absolutely could not have afforded it without help from the APS.

It has made it so I don't have to be stressed about money or tuition or what classes I have next semester

It has met my needs very well, and I think it incentivizes working for better grades in high school.

It has met my needs, for me personally I wasn't very aware of the program itself until it was shared to me quite late. However thankfully it wasn't too late.

It helped me not need to take non-government loans

It helps a lot

It helps me keep a lot of my college savings to hopefully be used for something even bigger in the future

It helps me pay for classes that I would not be able to afford otherwise.

It helps me to afford going to college and avoiding debt. I am not very familiar with the changes but I think if the scholarship could apply to summer courses it could benefit more students.

It is helping with college costs in a big and impactful way! Thank you!!!

It is very helpful and I like how you can have an act score or sat score, because some people are better at one or a another

It makes me able to go to college without any debt.

It makes school affordable. I don't have any debt from school so far

It meets all my needs

It meets my needs perfectly and inspired me to work even harder. Working harder also got me other scholarships I had no idea about, like the UA Scholar.

It meets my needs!

It met my needs perfectly and has helped me out tremendously

It needs to be talked about more as an option. It is very helpful with the extreme costs of college.

It reduced my need to take out loans. I dint have to take out any.

It should really emphasize the importance of taking the SAT or ACT.

It was difficult trying to get exam scores especially since I came from a smaller town with a lower education quality and then moved to a high quality high school later in my academic career and I haven't done a lot of standardized testing previously.

It was enough to help pay for my classes and I am extremely happy for that but in terms of exacts I don't know what I can give you. It seems like a simple system in abstract and I don't know what idea I could offer to improve it.

It was extremely beneficial, and the main factor for me being able to pay for college without loans.

It was very helpful, for the degree I'm going for I need lots of credits and the APS helps cover quite a bit of the cost of classes.

It will help fund my next year of college.

It would be wonderful to be able to find more information directly about the scholarship. Being able to find the info on the website

It would have been nice to have more information on it sooner.

It's a great option for aid but, being out of state, I can't use it.

It's great.

It's helps me pay for school

It's pretty Good, I don't think it needs much change

It'd be phenomenal if it applied to nationwide universities, as I plan to return to Alaska.

It's good.

I've always loved Alaska and kind of wanted to stay here for school and it has given me a very good reason to do so. My parents had college savings that would have paid for school but now I can use them to fund other things. For example, you can transfer them over to a Roth IRA, etc.

Just would like to understand it better and learn about it sooner

Little more communication on when it is going to be award like maybe send out an email instead of just updating portal.

Make it clearer to the high school students that they can earn free money for college or any secondary education at the beginning of their senior year or earlier.

Make it more talked about for freshmen and people entering high school in Alaska so they can be better set up for success.

Meets my needs by my GPA.

Money for out of state tuition

More Clear define applications, how to use it

More info letters even after starting college out of state. That would be huge.

More money overall

No improvements needed. Provides substantial amount of money with fair requirements.

No one informed me of aps

Now that I am eligible without the standardized test scores I can now go attend college and work towards a Spanish degree

Other than the severe delay in getting the actual money for the current school year, I have no other comments!

Overall a great program and super helpful!

Personally, if I had stayed in Alaska to continue my undergraduate education it would have been a wonderful resource to use. I decided to attend school out of state where costs actually turned out to be less for me. I think it's a great Scholarship and wonderful opportunity for those to be awarded for their hard work and who choose to stay in Alaska.

Saved me a lot of money and time. I didn't have to apply to other scholarships. I think filling the FAFSA out every year is stupid and should be changed. No effect on what the APS pays

APPENDIX C — Continued

Sending eligible participants emails of availability

Sharing information better

Some of my other scholarships do not cover specific classes, the APS helped to cover the cost of those.

Students should meet the SAT, ACT, or WorkKeys tests along with the GPA requirements. Having two requirements would motivate the harder working students to continue doing their best.

Thank You for allowing me to apply.

Thank you for providing this opportunity!!

The Alaska Performance Scholarship helps me so much. Being in a family with a single mother, who is working hard every day, the Alaska Performance Scholarship helps to take stress off of me and my family. It helps me take on classes which will be more expensive and take exams that will cost a sum amount of money as well.

The Alaska performance scholarships is going to drastically reduce the amount of debt I go into to pursue my education goals and has opened a world of possibilities for my life.

The Alaska Performance Scholarship allows me to be a full-time student without having to seek employment during the school year.

The Alaska Performance Scholarship had a big impact on my decision to go to a school in state as opposed to going to an out of state school. Because of the Alaska Performance Scholarship I am expecting to graduate college without any student loans.

The Alaska Performance Scholarship has allowed me to pursue my college degree without taking out any loans. This has allowed me to decrease the amount of hours I have to work a week at my job, which enables me to spend more time learning and completing my school work.

The Alaska performance scholarship has been a great opportunity for me and has allowed me to take many classes to pursue my future career

The Alaska Performance Scholarship has eased my worries regarding paying for my college tuition

The Alaska Performance Scholarship has helped open up more opportunities for my education experience.

The Alaska Performance Scholarship has really helped my college career, but it could benefit in better outlining the eligibility requirements and spreading information about the program to high school students.

The Alaska performance scholarship has really made my college career more affordable and I am very grateful for that. It lowers my stress load a ton.

The Alaska Performance Scholarship helped me be able to further my education by helping me pay for my tuition significantly especially being a first generation in my family to go to college.

The Alaska Performance Scholarship helped pay off most of my tuition

The Alaska Performance Scholarship helped reduce the amount of debt that I could have gotten from college.

The Alaska Performance Scholarship helps me cover needs to be successful in a postsecondary institution. I've applied it to my fees and other costs so I can be financially stable while in college.

The Alaska Performance Scholarship helps meet my needs by providing substantial financial support for my post-secondary education especially with the change in requirements for the levels of aid as I do not do well on standardized tests but excel elsewhere. This allowed me the opportunity for a higher level in the scholarship.

The Alaska Performance Scholarship is a really solid scholarship for Alaskans who want to pursue higher education in Alaska.

The Alaska Performance Scholarship is what allows me to receive a higher education. I am Alaska Native and I grew up here my whole life. Due to my family's situation I was unsure if I was even able to afford schooling which was highly disappointing as I dreamed about it my whole life. I believe that everyone should be able to afford at least schooling in state. The APS allowed me to do this, debt free. If it were higher that would be even better. I'm thankful that it is something we have.

The Alaska Performance Scholarship made me decide to stay in Alaska for school because of how much it lowered my tuition. It has given me a lot more freedom with my education and career goals and it helps cover a significant amount of my tuition.

The Alaska Performance Scholarship meets my needs by providing financial assistance to help cover the rest of my tuition here at UAS.

The Alaska Performance Scholarship meets my needs by providing financial support for my postsecondary education journey towards my degree.

The Alaska Performance Scholarship really really helps me financially and it's just one less thing I have to stress about.

The APS covers all of my costs for attending school this year, and will cover more than half the next few years!

The APS encouraged me to go to college right after graduation as paying for school was a major concern for me and it has helped me enroll for certain credits each semester.

The APS greatly meets my needs in providing me with a strong start to my freshman year.

The APS has been great and is letting me get my associates with little to no cost.

The APS is a fantastic opportunity and benefit for resident HS students choosing to seek a higher education. Grateful for the new changes in award amounts and feel that the requirements aren't so rigorous as to deter students from trying to attain the APS (as long as curriculum planning begins in the 9th grade). I also feel that there should be more emphasis on homeschooling families now more than ever who tend to have a more difficult time in navigating state approved curriculum. A proper and continually updated data base would be helpful to ensure requirements are met.

The APS is great way to encourage better performance in school. It was a big factor in how motivated I was in school.

The APS meets my needs by helping me fund my education.

The APS scholarship has definitely helped make my decision to go to college much easier

The APS scholarship has allowed me to work part-time and be able to focus on my studies. It has greatly improved my educational experience and has greatly helped me continue my schooling.

The APS scholarship immensely helped me start my education here at UAF without it I would have been in insane debt and would not have wanted to go into undergraduate education.

The APS scholarship is amazing. It has given me an almost full ride to college, without it, I would be riddled with debt!

The APS significantly improved my plans to attend college.

The APS would fill my need for funding for school.

The extension of 6 years to 8 years was fantastic and super helpful and gives me a lot more options for masters programs and makes it much more likely that I will return to in state for a masters or PhD

The increase has definitely met some of my needs, which I am very grateful for, however college in Alaska is very expensive, even for students in state, like myself.

The increase in funds makes me way more likely to stay in state.

The last time I heard about APS was junior year of high school.

The new legislation greatly helped my financial needs

APPENDIX C — Continued

The scholarship came a week after the payment deadline and I paid a fee for it

The scholarship has help greatly, thank you

There could be more information about what it could be send how much it can give you

There is some class that I would like and love to go to but cannot because of the price. The Alaska performance scholarship will help me on this. Also the aps will help me balance/cut my money to save and earn on money savings for cases. Sorry if this sentence does not make sense my computer won't let me type the 12 letter in the alphabet.

There was some confusion regarding what types of classes are considered as alternative classes to fulfill requirements such as sciences and fine arts.

This scholarship did not meet my needs because I was attending a university outside of Alaska. I would love to see the scholarship extended to out of states schools like in Washington for example

Using the APS was an easy choice because it made my cost to go to college so much cheaper. If I would have known about it earlier, I would have tried for the highest level. Also, it persuaded me to stay in state for my undergrad and overall it encouraged me to continue my education.

Very helpful

With this scholarship I was inspired to stay in state and pursue not only my bachelors but my doctorate after that!

Without APS I would've had to take out loans, which would have prevented me from enrolling. I am extremely grateful for APS.

Without the help from APS, I couldn't be able to afford schooling, and other programs/skill set classes to earn my degree.

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

Although I wanted to attend, Alyeska Helicopter Flight School and use the scholarship to do so. The Alaska Performance scholarship would not pay for such a trade school. Leaving me forced to pursue other options.

Attending college in a different state.

Attending part time

Better academic programs available outside of Alaska

Doing the FAFSA form and the ACPS form was confusing and I was unsure how to apply

Gap Year Bible school

GI bill

I am enrolled to start college spring of 2025; so I have not needed it yet.

I am using the APS after I finish tech school training in the Air Force

I have met the qualifications but not applied yet. I also have just moved so I am very busy right now.

I thought I was not on track to receive it, but later in the summer got an email saying that I did qualify and could have used it. Alaska does not have any music composition majors however, so I had to go out of state regardless.

I was not informed on how to use it.

I will be a part time student taking online classes

I'm going to use it later on in my college career

My tuition this year was paid for by my grandparents

Appendix D

Region Mapping:

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

SENATE DISTRICT

T

P, Q, R

S

C, D, E, G, H, I, J, K, M, N, O

A, B

REGION

Far North

Interior

Southwest

Southcentral

Southeast