

# State Scholars Initiative in Review

## PROMISING PRACTICES & LESSONS LEARNED



STATE SCHOLARS INITIATIVE

## THE SSI CORE COURSE OF STUDY

Courses	Years in High School
<b>English</b> English I, English II, English III, English IV	4
<b>Math</b> Algebra I, Geometry, Algebra II	3
<b>Science</b> Biology, Chemistry, Physics	3
<b>Social Studies</b> Chosen from U.S. History World History World Geography Economics Government	3.5
<b>Languages</b> Language other than English	2

“Education is the most important national investment of time, money, and persistence – or it should be. That’s why the business community is vital to the future success of education. The business community can help school districts drive change faster because it understands the need for a quick response to a changing environment. It also understands that our success in education will affect our business success.”

– Charles Kolb, Committee for Economic Development president and SSI Advisory Board member

Today, more than at any other time in its history, the United States needs creative, well-educated workers – and lots of them. We need them if we are to succeed in new, rapidly evolving industries. We need them if we are to gain ground in a highly competitive global economy. And we need them to help us rebound from the current economic crisis.

In response to the demands of our changing economy and the business community’s need for better-educated, more highly skilled workers, the U.S. Department of Education, through the Office of Vocational and Adult Education (OVAE), developed the State Scholars Initiative (SSI), which encourages students to take a rigorous course of study in high school and engages the business community in

this endeavor. SSI is grounded in research indicating that taking rigorous courses in high school is one of the greatest predictors of students’ postsecondary success. In fact, a national study that tracked the progress of 8th grade students from 1988 through 2000 found that “the academic intensity of their high school curriculum counted more than anything else in their precollegiate history in providing momentum toward completing

## STATE SCHOLARS INITIATIVE PARTNER STATES



a bachelor's degree."<sup>1</sup> But rigorous courses are not just important for college: research shows they're also critical for career success, even for students who don't go to college.

Since 2005 the State Scholars Initiative – administered by the Western Interstate Commission for Higher Education (WICHE), with funds of \$6.6 million from the Carl D. Perkins Vocational and Technical Education Act of 1998 – has worked with business-education partnerships in 24 States (see map on previous page and list on this page) that have engaged 949 school districts in the SSI effort. One of the keys to SSI's success is its use of business volunteers. Drawn from over 600 companies nationwide, these successful role models visit classrooms and talk to students about the types of skills they'll need to be successful in the workplace and about how taking the State Scholars Core Course of Study (see box on previous page) in high school can help them prepare. Another key to SSI's success has been the involvement of parents, teachers, and counselors, who reinforce the initiative's message to students. A third critical element is the national SSI network: created and managed by WICHE, it's a source of effective practices, technical assistance, and resources (training, presentations, databases, and research protocols) for all SSI stakeholders. WICHE also relies on the National State Scholars Initiative Advisory Board, whose members include leaders of business, education, and nonprofits focused on educational reform.

Over the last four years, WICHE and the SSI States have learned a lot about how to make the initiative (and similar efforts) even more effective. Constituent perceptions, student course enrollment behaviors, State and school district data systems, and business participants have yielded several lessons that will be valuable to future efforts utilizing the business community to help prepare students to be productive participants in tomorrow's workforce. Lessons include how to:

- ★ Gather SSI constituent data and use it to inform program activities and implementation.
- ★ Leverage the resources of the business community to transform student perceptions and course-taking behaviors.
- ★ Create effective program communication.
- ★ Align with higher education and P-16 networks.
- ★ Utilize SSI to influence broader State policy.

This report details what has been learned from the experiences of SSI's business-education partnerships and school districts. First, we provide data on the impact that an SSI-type initiative can have on students, schools, and districts. Second, we offer a roadmap for future leaders who are designing programs that leverage the input of the business community to promote a rigorous high school curriculum, including innovative ideas, lessons learned, and promising practices.

## SSI STATE PARTNERS

**Arizona**  
**Arkansas**  
**Connecticut**  
**Indiana**  
**Kentucky**  
**Louisiana\***  
**Maryland**  
**Massachusetts\***  
**Michigan\*\*\***  
**Mississippi**  
**Missouri\*\***  
**Nebraska\*\*\***  
**New Hampshire\*\***  
**New Mexico\*\*\***  
**New Jersey\*\*\***  
**Oklahoma**  
**Rhode Island\*\*\***  
**South Dakota\*\***  
**Tennessee**  
**Utah\***  
**Virginia\***  
**Washington\*\*\***  
**West Virginia\***  
**Wyoming\*\***

\* State joined SSI in March 2006.

\*\* State joined SSI in November 2006.

\*\*\* State SSI program has concluded.

## Data on SSI Impacts

A key aspect that distinguishes SSI is its emphasis on collecting data regarding the program's implementation and impact over time. SSI has made a significant effort to survey students, faculty, parents, counselors, and business community members about the program's effectiveness and impact on attitudes related to the importance of taking a rigorous academic curriculum in high school. In addition, SSI has maintained a challenging effort to gather data that can help identify its impact on student outcomes in the form of actual course-taking and academic performance.

WICHE believes that data collection is absolutely critical to helping policymakers and education leaders understand the strengths and weaknesses of SSI efforts and to moving beyond anecdotal evidence of program effectiveness. By objectively documenting definitive successes and impacts – and the data show these to be numerous for SSI –



Mississippi Scholars display the Scholars seal on their certificates of completion.

programs can make a far stronger case for continued support from schools, businesses, and the policymaking community. Some examples of the findings which have emerged through SSI's data collection are described below.

**Data on the impact of business-education partnerships.** A survey of SSI business partners was conducted in the last quarter of 2007. Employers from 10 SSI States responded. Findings include the following.

- ★ Almost 90 percent of businesses participating in SSI say they intend to continue their involvement with the program.
- ★ Forging personal connections with students is viewed by both employers and SSI program directors as the most effective thing businesspeople can do to influence student course-taking behavior.
- ★ Increasing awareness of the importance of rigorous academic preparation in high school was one of the top identified benefits of the SSI program.<sup>2</sup>

**Coursework completion data.** Data were collected from 47 school districts in 10 SSI States, representing over 1.4 million course enrollments from fall 2006 through fall 2008. Data show that the vast majority of students successfully complete their coursework, including those courses required by the State Scholars Initiative. The more challenging classes included some courses considered “gateways” for math and science preparation, including algebra I and biology.<sup>3</sup>

**Perception survey data.** Surveys were conducted from fall 2007 through early 2009 to gather data on the perceptions and beliefs of students, teachers, parents, guidance counselors, and businesspeople with regard to the importance of taking rigorous courses in high school and the impact of such coursework on postsecondary and workforce success. Surveys were administered in 11 States at 159 different SSI events. Key findings include the following.

- ★ Most students at SSI events plan to take rigorous courses in high school, and for most of them SSI played a positive role in influencing their plans.
- ★ SSI has a positive influence on all adult stakeholder perspectives on the importance of taking rigorous coursework in high school.
- ★ Parents are the biggest influence on whether students take rigorous courses in high school, but other groups – including teachers, other family members, and businesspeople – also impact student decisions.
- ★ Adults predominantly agree that students should begin taking rigorous coursework in 9th grade or earlier.
- ★ Seventy-eight percent of SSI students said that they would tell a friend about State Scholars.<sup>4</sup>

## A Roadmap for Future Leaders

Much has been learned over the past four years about the role the business community can play in influencing student perceptions and actions. Consistent, concerted, well-designed efforts are essential to maximizing business involvement, school district engagement, student success, and policymaker support. This section provides a “roadmap”



“Back in 8th grade I wasn’t really thinking about college. But SSI made me realize that now’s the time to start getting ready. I’ve been keeping up my grades ever since.”

– *Adrienne Hatchett,  
Arkansas Scholar*



Arkansas Scholar sophomores and juniors attend a reception.

“The Mississippi Scholars seal on my transcript will show universities that I’m prepared for the challenges they will be offering.”

– *Kateri Moore,  
Mississippi Scholar*

for future leaders who might benefit from SSI’s experience. It is based on program data from participating States as well as direct input from program directors.

First, we provide a list of innovative ideas and lessons learned, taken from specific, State experiences. While these ideas have not yet been implemented across all SSI States, they offer creative policy options worth considering when implementing or modifying an SSI-type program. Second, we present four promising

practices gleaned from SSI States. These should be considered integral pieces of any future programs.

### **Innovative Ideas and Lessons Learned**

Some of the innovative ideas and lessons that have surfaced from SSI State experiences include the following.

- ★ **Provide tangible student rewards.** Providing recognition and rewards to students who complete the SSI Core Course of Study has been an important part of several State efforts. In Arkansas four higher education institutions agreed to provide financial incentives to students who graduate as Arkansas Scholars, and this has had a significant impact on overall interest and support of the program. In Mississippi some seniors receive college scholarship money, while all students who graduate as Scholars earn a medallion and a seal on their high school transcript; they are also recognized at various awards programs at the end of the school year.
- ★ **Provide supports to ensure students complete the SSI Core.** Connecticut ran a summer academy as well as “just in time” labs that provided math tutoring to students to make sure they did not drop out of courses needed to complete the SSI Core Curriculum. Similarly, Louisiana ran Saturday “boot camps” to help SSI students identify and target learning challenges.
- ★ **Involve parents early.** One county in Kentucky developed “parent-student” agreements to clearly communicate program expectations to students and their families. Signed by the school principal, the

agreements require parents to attend a presentation providing information on the initiative before student class schedules are released.

- ★ **Emphasize rigor over GPA.** Several States, including Arizona and Louisiana, stressed the importance of revising policies or scholarship programs that reward students solely for maintaining a high grade point average rather than for the rigor of their high school coursework. State or college scholarship programs that focus rewards on GPA only can discourage some students from taking more challenging classes.
- ★ **Use data to tell your story.** In States such as Maryland and New Hampshire, data are an important tool in promoting the growth of the program across multiple schools and districts. New Hampshire uses data on math and science course enrollment increases to make a compelling case to bring new schools into its SSI program. Maryland has collected multiple years of course completion data for two of its pilot SSI districts. By making a concerted effort to gather this data early on, the program was able to report on a variety of student impacts, including increases in the number of low-income and minority students completing key math and science courses. Such data tell a compelling story that can generate support for an SSI program. To facilitate data gathering and development, SSI programs would benefit from having at least a part-time staff person dedicated to data collection, in addition to the SSI State director. Identifying school-level data coordinators is also important to ensuring that proper data are collected.
- ★ **Designate key business partners.** The Massachusetts program requires all schools applying to participate in the program to designate a “key business partner.” This helps ensure that each school had an established relationship from the start of their program from which to draw volunteers and to help attract other business partners. Participants from partner companies can also share ideas and expertise in developing ongoing activities at school-business roundtable discussions.

“Increasing student learning expectations is one of the most effective ways I know of to ensure a student’s future success ... and by challenging students to take a more rigorous academic program, we are helping to better equip them with the tools they need to succeed both in college and in work.”

– Mark Huddleston,  
President, University  
of New Hampshire



Volunteers attend a presenter training for Virginia Commonwealth Scholars.



South Dakota Scholars at Sturgis High School display their program's banner.

★ **Consider alternative course access.**

Program leaders in Michigan suggested using the Internet to deliver course content that may not be offered at all schools. Without the ability to access such course content, students in some schools simply may not be able to complete the SSI Core Course of Study.

★ **Understand challenges of urban or rural schools.** Some States, such as West Virginia, have found that it can be challenging for rural schools and districts to recruit enough volunteers from the closest business community. Developing program materials and presentations tailored to the specific economic and cultural backgrounds of students in these areas can be critical to making an impact if fewer in-person presentations are possible. Electronic media

and Websites can also be effective in reaching more students.

★ **Consider “pre-coursework” to stimulate student interest.**

Several SSI sites in Oklahoma have offered “pre-physics” as a class to high school freshman. This has shown promising results in creating interest in physics and science and in developing student confidence, making it more likely they’ll take more rigorous courses in this area later on.

★ **Encourage businesses to offer internships to Scholars.**

Internships, such as those provided in one South Dakota school district, give students a direct opportunity to experience the work environment and learn first-hand the types of job skills they will need to be successful in the workforce.

★ **Incorporate community service.** Including a community-service or service-learning component in an SSI program not only benefits students but also serves to promote SSI and build stronger ties with the community. Utah is partnering with Utah Campus Compact and several colleges to promote Utah Scholars as a service-learning, community-engagement initiative. In Tennessee students must meet Scholars requirements, maintain a GPA of 2.5 or higher, and do at least 40 hours of community service during high school.

★ **Build connections with other SSI efforts.** By sharing experiences and data, States can help each other develop stronger SSI programs. SSI State directors in Tennessee and Virginia have cultivated a working relationship across State lines that makes it easier to collect and share data and to develop common goals, working through



organizations such as the Appalachian Regional Commission, a regional economic development agency representing a partnership of federal, State, and local governments.

★ **Integrate SSI with career and technical education.**

Incorporating student career or technical education goals into an SSI program can help students understand how course choices relate to careers. South Dakota places a strong emphasis on helping students identify their career interests and target one of 16 potential career clusters. The SSI program encouraged students to take elective classes or additional science or math courses that fit with their career interests or goals. The program also developed a series of activities over five years (from 8th through 12th grade) that help students choose their career cluster and create personal learning plans that list the classes they are likely to need in high school to be successful in their career. To help ensure school counselors were aware of the SSI connection, booklets and Web materials were developed that could be shared with counselors and students.

### Four Promising Practices

The following is a list of four overall promising practices that are integral imperatives for any future SSI-related program efforts:

1. Focus on involving the business community.
2. Create effective program communication.
3. Align with higher education and P-16 networks.
4. Utilize SSI to influence broader State policy.

### Involve the Business Community

The success of any SSI program depends on the support provided by the business community. Not only do volunteers from businesses carry the message about the importance of a rigorous curriculum into classrooms, they can also play a key role in providing financial support for program activities and scholarships, as well as offering internship and employment opportunities to Scholars. Some possible practices and lessons learned from SSI States on building strong support from the business community include the following.

**Run the program out of the State chamber of commerce** or statewide business education coalition. States such as Arizona, Indiana, Kentucky, Maryland, Michigan, Mississippi, Oklahoma, South Dakota, and Tennessee have either housed their SSI programs within such

“By locating the SSI program in the State chamber of commerce we were able to more easily gain the participation of most of the smaller chambers across the state. Having the infrastructure in place of local chambers all over the state was a big advantage to our program.”

– *Ruth Woodall, Director,  
Tennessee Scholars*



Utah Governor Jon M. Huntsman speaks at the statewide Utah Scholars kick-off event.



Speakers at the State Scholars Initiative National Summit on Academic Rigor and Relevance, April 2008.

“The State Scholars Initiative, in challenging students to take more rigorous coursework, encourages students to take that critical first step that will ultimately benefit both the students as well as the State’s employers.”

– *Deborah Herndon,  
President, West Virginia  
American Water*

statewide business entities or made them central players in operating the program. This provides access to key business leaders who can drive the success of an SSI program.

**Create a statewide business advisory board** to support and inform the SSI program. The Tennessee SSI program created an advisory board made up of key employers and business leaders from around the State. Board members act as the program’s “eyes and ears” regarding business concerns; identify new businesses coming into the State and likely future employment trends; recruit

other businesses to participate in SSI work; improve fundraising; and provide overall policy and program advice.

**Utilize local chambers of commerce** as launching points for involving businesses close to participating school districts. Programs should establish a key contact person in each local chamber who is willing to be the point person for their county or area in terms of raising money and helping recruit volunteers to conduct student presentations. Local chambers with specific membership can also be used to help reach out to specific student populations. Some SSI programs, like those in Virginia and Utah, have engaged Hispanic chambers of commerce to target Hispanic student populations.

**Allow local flexibility.** Give communities the latitude to creatively design and carry out SSI work. Business participants will become more engaged if given the opportunity to use SSI materials as a launching point to brainstorm and to tailor their SSI message in local schools.

**Encourage all forms of contributions.** Beyond providing volunteers and funding support, businesses can also be encouraged to provide any type of in-kind contributions they are able to afford. Whether it is a print shop that donates materials or time to help print local SSI program materials, a restaurant that donates food to student or parent recognition events, or a company offering internships to SSI students, there are many ways that businesses can contribute to local programs.

**Simplify volunteering.** Encourage business presenters to work in teams, if they find this less intimidating. SSI programs should also consider using Web-based or software applications to organize and track volunteers. Maryland used an online volunteer management system to coordinate the logistics of deploying more than 2,000 speakers into 200 schools and 3,500 classrooms each year. In partnership with Northern

Illinois University, WICHE provided volunteer management software to all SSI States to assist with scheduling and training activities. This software is available to other organizations on the State Scholars Website.

### Create Effective Program Communication

Another essential element to the success of any State-level SSI program is to publicize the benefits of taking rigorous courses in high school and get the attention and participation of key constituencies. This is a challenge for those administering SSI programs because of the ever-widening array of educational initiatives that compete for the attention of superintendents, principals, teachers, parents, and students. To stand out, programs need to use creative communication tactics.

**Participate in meetings of stakeholder groups** to spread the word about the SSI program. This can include making presentations at meetings of the State board of education, local school boards, school and district executives, teachers or guidance counselors, and State and local chambers of commerce. Attending such meetings and conferences also gives SSI program directors a way to identify means of better aligning SSI goals with the concerns of stakeholder organizations.

**Use highly visible spokespersons** to spread the message about SSI and the importance of taking rigorous classes in high school. Over the past several years, numerous SSI program directors have found ways to get State governors, legislators, business leaders, State education commissioners, and local district superintendents to spread the message about their efforts.

**Garner media attention with high-profile kick-off events** that help generate a buzz for the initiative. High-visibility spokespeople can generate attention for these events. Some State directors have even conducted effective “re-launches” of their programs, which helped to remind stakeholders of the program’s presence.

### Strengthen SSI’s reach by cross-marketing with other initiatives.

Any new program should identify State and federal initiatives with similar goals and seek ways to partner with them. The SSI program in Virginia enhanced its reach by partnering with GEAR-UP and the Appalachian Regional Commission, which were priorities of the governor. South Dakota tailored its SSI materials to match the career counseling software used by middle and high school counselors.

**Use electronic communications tools** to spread your program’s message. SSI programs in several States have used Websites, DVDs, electronic presentations, and other tools to reach out to districts, businesses, students, and volunteers across large geographic areas.



“The Show-Me Scholars Initiative is a low-cost, high-impact community-based program to motivate more students in our state to succeed in a challenging course of study in high school.”

– Daniel P. Mehan,  
President, Missouri Chamber of  
Commerce

### STATE LAW CHANGES

A more rigorous curriculum has now become the mandated standard for students in several SSI states, including:

- Indiana
- Michigan
- Oklahoma

“Statewide college scholarships tied to the Core Course of Study can make a big difference in getting the attention of parents and counselors.”

– *Cameron Martin,  
Assistant Commissioner  
for Administration and  
Planning, Utah System of  
Higher Education*

These tools can be made more effective by tailoring them to specific audiences (such as parents, students, businesses, and counselors). Websites that help students move from hearing a businessperson’s presentation to exploring colleges and careers (and what is required to qualify for them) are especially helpful.

**Provide incentives for teachers, counselors,** and other education staff to learn about SSI and participate in the program. For instance, providing opportunities for staff members to earn professional development credits for learning about SSI can be a means of encouraging higher levels of participation from that key audience.

### **Align SSI with the Higher Education Community**

Enhancing program alignment with the higher education community can be critical to ensuring that there is a consistent message regarding the skills students need (and the rigorous curriculum required to produce such skills) if they are to get into college and succeed there. Strategies that SSI programs have taken to create strong ties with the higher education community include the following.

#### **Align the program with broader statewide P-16 initiatives.**

P-16 initiatives – which seek to establish more seamless student advancement from preschool through postsecondary education – typically are connected with top State policymaking agendas and

offer strong synergies with SSI’s goal of preparing high school students for postsecondary and workplace success.

**Form a committee of admissions directors from colleges** around the State to help integrate SSI goals with those in the higher education community and to focus admissions decisions more on rigorous course-taking than on student grade point averages. The SSI program in New Hampshire organized such a committee to examine whether SSI Core courses match up with admissions requirements.



Massachusetts Scholars pose at an awards ceremony where 45 seniors were honored.

**Encourage community college and university partnerships.** SSI programs should encourage local partnerships to take advantage of higher education institutions and resources. Virginia’s SSI program developed five different models that build upon a variety of partners and programs. In one model, for instance, community colleges were the partners, linking business volunteers with participating school districts as well as providing a central location from which to run the program.

**House the program in a higher education partnership.** To ensure a strong connection between an SSI program and the higher education community, some State programs have been housed in or sponsored by higher education–related organizations. The Utah and Wyoming SSI programs, for instance, are sponsored by P-16 councils. New Hampshire’s business-education partnership located their SSI program in a nonprofit consortium of 17 public and private institutions of higher education, which offers the opportunity to receive strong support from the State’s higher education community.

**Target program materials and efforts to school counselors.** Counselors often influence student course-taking, so tying into counselor networks and associations early in a program’s development can be important. Counselors can help students and their parents see the connection between course selection and college admissions and assist them in developing four- and five-year learning plans to ensure the courses they take are aligned with career goals after high school.

**Use college students as mentors.** In Utah a local university established a program that sends college students into schools to share their insights with high school students and parents and to encourage students to visit college campuses. In some cases college student mentors even attend parent-teacher meetings. The program has also tapped into the college alumni association to identify additional volunteer mentors.

### Utilize SSI to Influence Broader State Policy

One goal of any SSI-type program should be to see that the Core Course of Study or its equivalent becomes a permanent fixture in State public policy. Such an effort will help ensure that a rigorous curriculum becomes ingrained in the education system well beyond the life of any program. There are multiple ways to work towards this goal.

**Work through the State board of education** to develop new curriculum requirements that mirror the SSI Core. The Michigan Scholars Program worked with its State board of education, department of education, and legislators to develop new statewide requirements. The Michigan Merit Core, approved by the State board, is almost identical to the SSI Core. In addition, Michigan now requires all students to complete a high school curriculum similar to the SSI Core in order to graduate.

**Work through the State legislature to pass legislation** requiring that all high school freshmen take a college-preparatory curriculum



Louisiana Scholars’ State director Robin Olivier congratulates seniors at the Rapides Parish recognition event.



A student participates in a science experiment at a Missouri Show-Me Scholars kick-off event.

that is closely aligned with the SSI Core Course of Study. Oklahoma and Indiana programs worked through their legislatures to achieve such action. In both States parents must sign an opt-out consent form if they do not wish their children to take the challenging new default curriculum.

**Seek State legislative support** to create statewide college scholarships tied to the SSI Core. Such scholarships, which have been explored in SSI States such as Utah, can make a big difference in getting the attention of parents and counselors regarding the importance of taking rigorous coursework.

**Pursue State policy change** to make the SSI Core a condition for admission to public universities. The Indiana General Assembly has adopted Core 40, which is similar to the SSI Core, as the State's required high school curriculum. Starting in 2011 Indiana residents must be on track to complete a Core 40 curriculum or equivalent as a condition for admission to the State's public universities.

**Pursue State-level program funding.** Securing a more permanent source of support will help SSI programs overcome a key challenge: sustainability. There are many ways to do this. For example, in Virginia, State support was provided by the Virginia Community College System. Another example is found in South Dakota, where the State Scholars program is now housed in the Office of Curriculum, Career and Technical Education at the State's Department of Education. In this way an SSI project can move from a pilot effort to a State program that stresses the importance of a rigorous curriculum and creates connections between the business community, higher education, and the K-12 sector to deliver the message to students.

## Conclusion

Our experience over the last four years has taught us that the SSI model is a sound one. Taking a rigorous curriculum does make a difference to how students' futures will play out, whether they go on to college or straight to work. Having "real world" businesspeople deliver that message to middle schoolers does help ensure students really hear it and act on it. Each SSI State has found distinct ways to realize the State Scholars vision, and – as this paper shows – we've learned much from them. Our hope is that future partnership efforts between education and business will learn something of value from them, too.

## Endnotes

<sup>1</sup> Clifford Adelman, *The Toolbox Revisited: Paths to Degree Completion from High School Through College* (Washington, D.C.: U.S. Department of Education, 2006).

<sup>2</sup> Diana Robinson, "Business-Education Partnerships: Highlights from the Annual State Scholars Initiative Report" (DeKalb, IL: Northern Illinois University's Center for Governmental Studies, 2008); the full evaluation report is available at [www.wiche.edu/statescholars](http://www.wiche.edu/statescholars).

<sup>3</sup> Karen Paulson, "Student-level Outcome Data: Highlights from the Annual State Scholars Initiative Report" (Boulder, CO: National Center for Higher Education Management Systems, 2008); the full evaluation report is available at [www.wiche.edu/statescholars](http://www.wiche.edu/statescholars).

<sup>4</sup> Karen Paulson, "Perception Survey Data: Highlights from the Annual State Scholars Initiative Report" (Boulder, CO: National Center for Higher Education Management Systems, 2008); the full evaluation report is available at [www.wiche.edu/statescholars](http://www.wiche.edu/statescholars).

September 2009

Cover photos (l-r):

Students participate in the Missouri Show-Me Scholars statewide kick-off event.

Kentucky Scholars visit the observatory at the University of Kentucky.

New Hampshire seniors show off their Scholars medallions.



For more information visit:

[www.wiche.edu/statescholars](http://www.wiche.edu/statescholars)

SSI is administered by the Western Interstate Commission for Higher Education (WICHE), based in Boulder, CO, and funded by the U.S. Department of Education under the Carl D. Perkins Vocational and Technical Education Act of 1998 at \$6.6 million. The work reported herein was supported under State Scholars Initiative, PR/Award Number (V051U050006) as administered by the Office of Vocational and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.