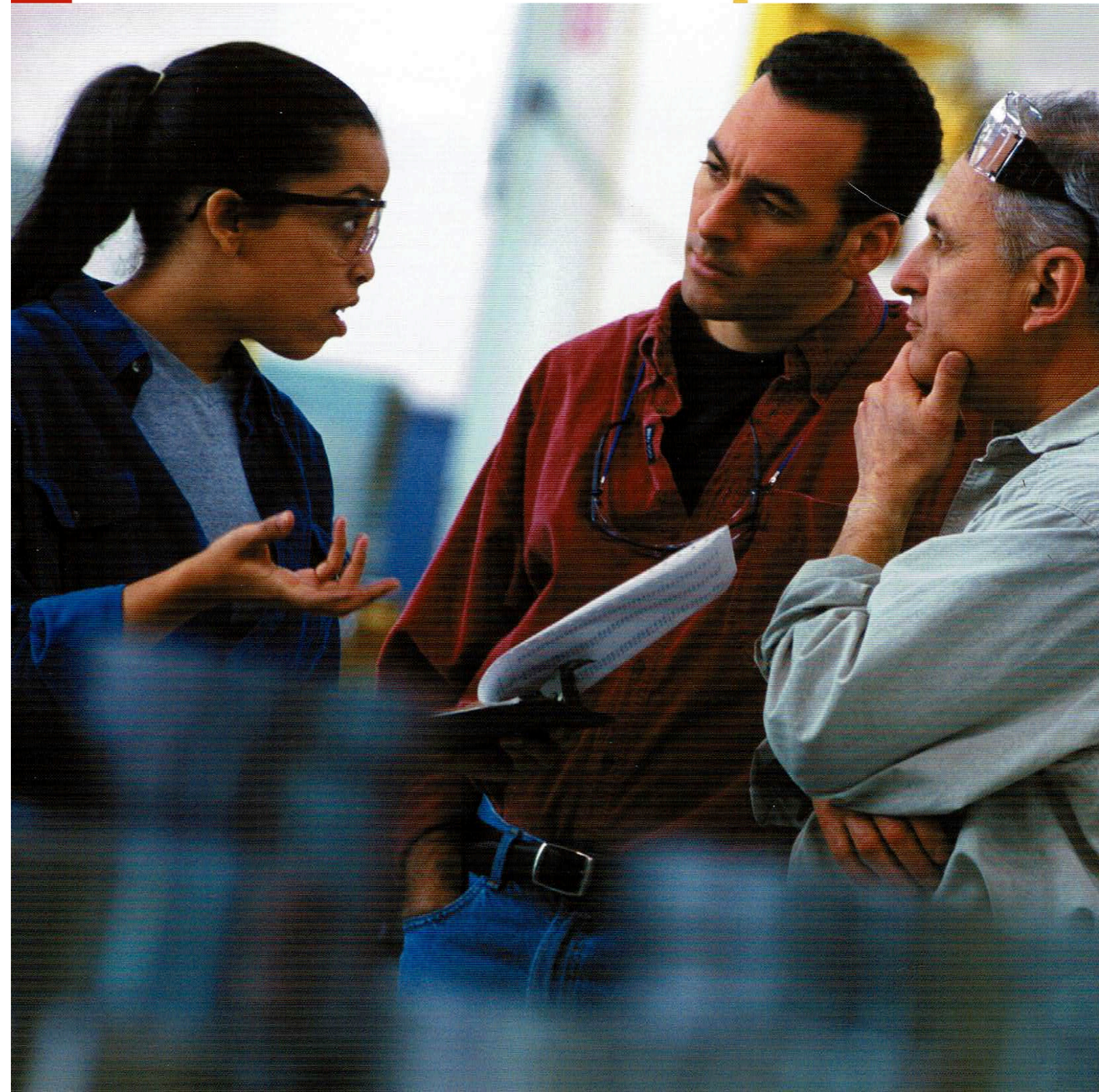
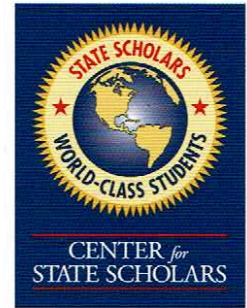


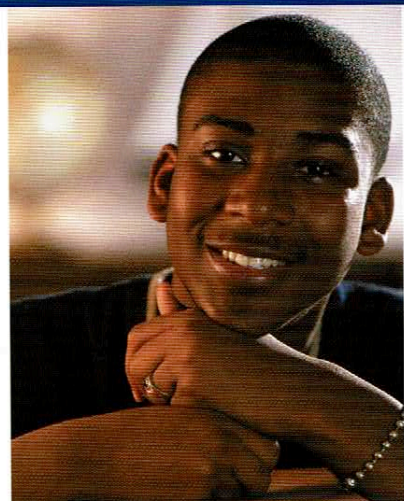
Introducing the State Scholars Initiative

Preparing young people.
Creating economic vitality.



Today's students are tomorrow's employees

In a knowledge economy, education beyond high school is essential. Whether students are going into college, the military, or an employer training program, a solid high school academic foundation is crucial to their success in postsecondary instruction. Students who complete the Scholars Core Course of Study are more successful in college and careers than those who simply meet minimum graduation requirements. The State Scholars Initiative is helping dramatically increase the percentage of high school students completing the Scholars Core Course of Study.



The future demands more of workers

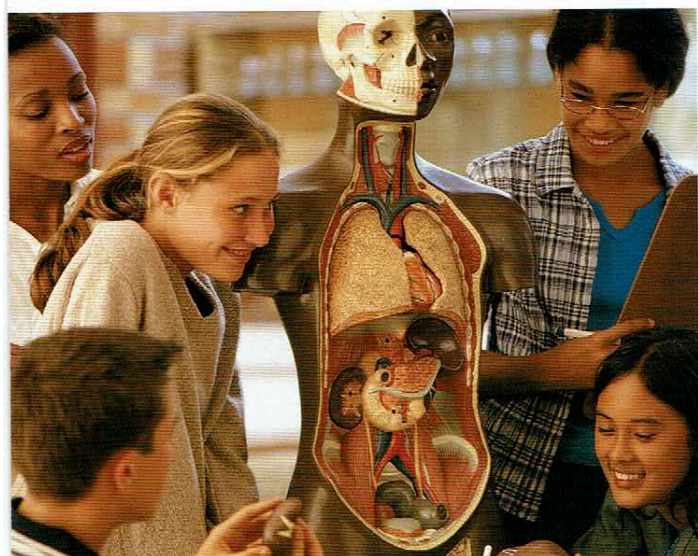
According to the Bureau of Labor Statistics, 80 percent of the top 50 fastest growing occupations will require some education after high school.¹ Analysts predict that the United States will have a shortage of 12 million college-educated workers in the next decade.² Many employers already say they can not find qualified candidates for hourly positions, citing poor math, reading, writing, and basic employment skills.³

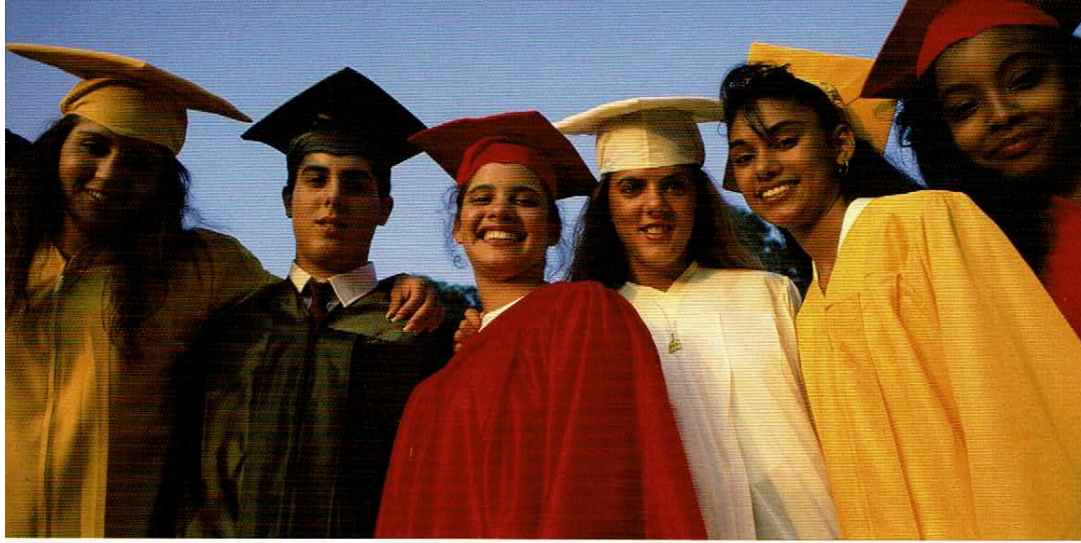
Merely enrolling more people in college won't solve the problem because almost half of the students entering college today are ill-prepared for the demands of higher education. They require remedial courses that are costly in both time and money before they can take classes that apply to their degrees. Remedial college students often become discouraged and are six times less likely to complete a degree than other students.⁴

Coursework is the bedrock for higher learning and job performance

Based on research that shows a direct relationship between challenging high school courses and college completion rates, State Scholars promotes a core course of study that emphasizes math, science, language arts, and social studies.

Sponsored in part by the U.S. Department of Education's Office of Vocational and Adult Education, State Scholars is unique because business leaders deliver the message directly to students that high school coursework matters to future academic and career success. With information provided by employers about the education and skills needed to be viable in the job market over the long term, students are better equipped to choose their courses wisely.





Data supports State Scholars Core Course of Study

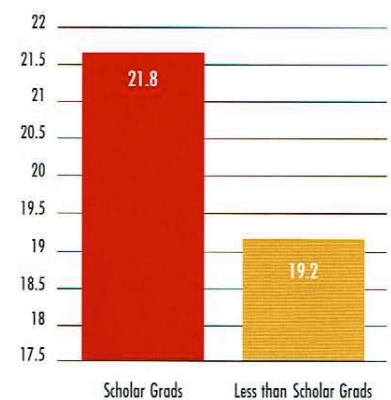
When the U.S. Department of Education examined the records of 13,000 students from 10th grade in 1980 to age 26 in 1990, it found that coursework was a more accurate predictor of student success than grades, test scores, or class rank, especially among minority students.⁵ Additional studies have shown that students who completed a more ambitious course of study scored an average of 2.6 points higher on the ACT⁶ and 102 points higher on the SAT.⁷ The Department's long-term study showed that students who completed more challenging courses also were more likely to earn college degrees and earned better pay whether they attended college or not.⁸

State Scholars Core Course of Study

COURSES	CREDITS
English (English I, English II, English III, English IV)	4
Mathematics (Algebra I, Geometry, Algebra II)	3
Science (Biology, Chemistry, Physics)	3
Social Studies (Chosen from U.S. History/1.0, World History/1.0, World Geography/1.0, Economics/0.5, Government/0.5)	3.5
Languages other than English (Two credits of the same language)	2
TOTAL CREDITS	15.5*

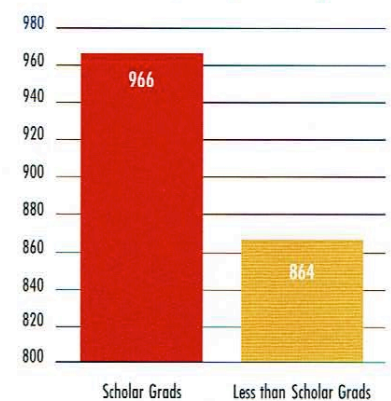
*Each state may specify additional credits

State Scholars' Difference on the ACT: 2.6 points



ACT, High School Profile Report, 2002

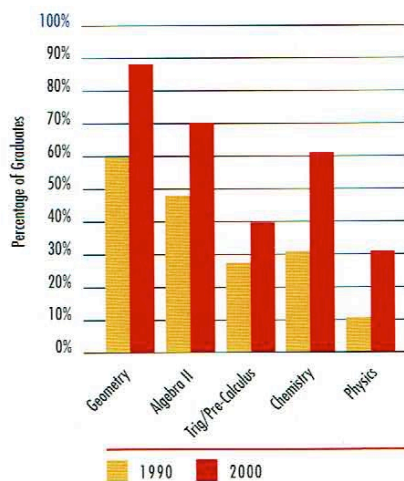
State Scholars' Difference on the SAT (Texas): 102 points



College Board 2000, 2000 Profile of College-bound Seniors: Texas, Princeton, N.J.

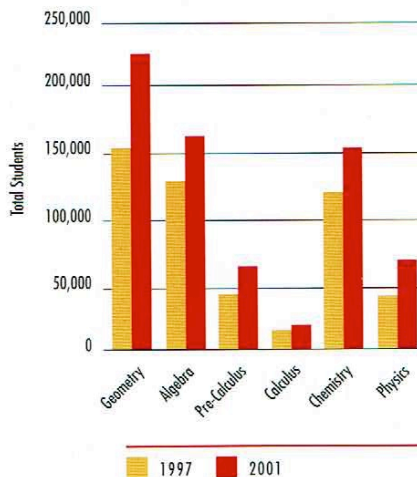
With State Scholars, more kids complete more math and science courses

Arkansas Course Completion



CCSSO, State Indicators of Science and Mathematics Education: 2001

Texas Course Completion



Texas Education Agency
AEIS Data, 2001-2002

Business and educators work together to encourage scholars

In a Scholars Initiative, local educators and employers:

- Define a "Scholars" high school graduation plan.
- Commit to encouraging all high school students to agree to complete the Scholars Core Course of Study.
- Establish goals for graduation plan completion.
- Create community-wide incentives and support mechanisms to help students stay on track to graduate as Scholars.
- Arrange Scholar recognition.
- Advocate aligning financial aid, college admissions, and other relevant state policy with Scholars graduation plan completion.

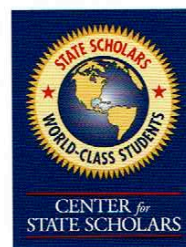
Building a local coalition

The first step in implementing a Scholars Initiative is identifying the key individuals who are critical to the success of the program and forming a steering committee. The committee oversees all aspects of the program, from presentations to students about to select graduation plans, to support and recognition activities throughout high school and upon graduation. Committee members may include

business leaders, members of civic organizations, district administrators, school counselors, community relations representatives, and other volunteers. Each participating state establishes two local Scholars Initiatives in its first 24 months. If your state is not participating and you would like to establish a local Scholars program, contact the Center directly.

You can help

The Center for State Scholars provides implementation guidelines and counsel, training, evaluation assistance, and more. For more information, log on to www.centerforstatescholars.org or call 877-475-7827.



400 West 15th Street, Suite 408 • Austin, Texas 78701

The work reported herein was supported under the Center for State Scholars Program, PR/Award (No. V051U020001) as administered by the Office of Vocational and Adult Education, U.S. Department of Education.

1 Occupational Outlook Survey 2002-03, Bureau of Labor Statistics, U.S. Department of Labor.

2 "Occupational Employment Projections to 2010," Monthly Labor Review, November 2001, Bureau of Labor Statistics, U.S. Department of Labor.

3 Center for Workforce Success of the Manufacturing Institute, The Educational and Research Affiliate of the National Association of Manufacturers, National Center on Education and the Economy, *The Economic and Demographic Roots of Education and Training*, 2001.

4 Clifford Adelman, U.S. Department of Education, *Answers in the Tool Box*, 1999.

5 Ibid.

6 ACT, High School Profile Report, 2002. ACT compared student performance on their college-preparation exam to the academic course of study they completed. Students who completed the courses ACT defines as the "core" scored 2.6 points higher than those who completed less than the "core." Score Scale: 1-36. Does not include foreign language.

7 College Board, 2001. Source scale 400-1600.

8 Adelman, 1999.