



NH Scholars Scoop

Summer is the Time for Expansion and Planning

New Hampshire Scholars currently supports ten active school districts. As many as ten more districts will be added in the next academic year. Interested school districts may consider launching the program this fall. A good strategy for some schools has been to incorporate the State Scholars message with their freshman orientation days. Please call Scott Power, 603.225.4199 x300 to schedule a "new school" meeting.

For active participants, August is a good opportunity to plan for the coming year. A few things to put on your to-do list may include:

- Scheduling outreach presentations
- Contact potential business partners/supporters
- Strategize ways to encourage upperclassmen to sign on
- Incorporate the State Scholars message with parent events to ensure awareness and student/parent communication



Stevens High School recognized 14 scholars in Claremont at the June 5th award luncheon. Nearly 150 seniors statewide were recognized this June at graduation. This number more than doubled from the 72 New Hampshire Scholar graduates in June 2007. Congratulations to all of this year's participating schools, coordinators and students.

Data for Spring 2008 Due August 1st

Thank you to the schools who have already submitted their data. Your promptness is much appreciated. New Hampshire Scholars continues to work with NCHEMS (National Center for Higher Education Management Systems) on data collection and should have trends to show you relatively soon.

College Access Initiative

New Hampshire Scholars has partnered with the College Access Initiative, a program administered by the NH College & University Council and Campus Compact for New Hampshire.

The initiative provides services and programming for underserved and underrepresented students. Activities include Access Convention, Access Showcase, College Mini Fairs, etc.

The initiative aims to bring K-12, Higher Ed and community organizations together creating partnerships to assist underrepresented students with greater access to college.

Beware of Scholarship Scams

"CONGRATULATIONS! You won a \$10,000 scholarship for college. To obtain your award, please forward a \$100 processing fee to..." Sounds good! But is it real?

Every year thousands of students and their parents get scammed out of millions responding to fake scholarship offers. There are certain telltale signs that can help you identify possible scholarship scams. If any organization exhibits these signs, be careful.

- Application fee
- Guaranteed winnings
- We apply on your behalf
- Unusual requests for personal information
- Claims of unclaimed scholarship money
- "You can't get this information anywhere else"
- "You really need a financial aid consultant"
- Free seminar/dinner

There are no real tricks to the system. Visit www.nhscholars.org/career.cfm for safe and helpful financial aid and scholarship links.



State Scholars Initiative

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College Ready, Work Ready, Ready for Life.



Visit www.NHscholars.org for more information.
Click on the "Resources" tab for archived newsletters.

New Hampshire Scholars is part of the State Scholars Initiative, a national program that partners with local school districts and uses business leaders to motivate students, beginning in Grade 8, to complete a rigorous course of study in high school—one that will give them a boost in college and careers. New Hampshire Scholars encourages and motivates **ALL** high school students to complete a rigorous course of study that prepares them for college and careers.

A MEMBER OF THE STATE SCHOLARS INITIATIVE NATIONAL NETWORK



This is a Federal grant-funded program developed and administered through a partnership between the New Hampshire College and University Council, Campus Compact for New Hampshire, the New Hampshire Forum on the Future, the New Hampshire Department of Education and the National State Scholars Initiative Network.

Free Tools to Assist with Benchmarks for Math

Achieve, Inc., and the Charles A. Dana Center at The University of Texas at Austin launched new web-based tools to help states and school districts establish mathematics coursework aligned with entry requirements for higher education and the workplace. The "Mathematics Benchmarks, Grades K-12" website at www.utdanacenter.org/k12mathbenchmarks makes the tools available at no charge to educators nationwide.

Gaming helps students hone 21st century skills

Online gaming helps students develop skills they'll be required to use upon leaving school, such as critical thinking, problem solving, and creativity.

Studies of the brain have pointed to data suggesting that repeated exposure to video games reinforces the ability to create mental maps, inductive discovery such as formulating hypotheses, and the ability to focus on several things at once and respond faster to unexpected stimuli.

A 2006 NCES and University of Michigan study

found that by age 21, the average youth has watched 20,000 hours of TV and played 10,000 hours of video games, said Ntiedo Etuk, CEO at Tabula Digita, which offers games centered on pre-algebra and algebra.

"The reason that [gaming] is successful is that it's relevant to students; it allows for the notion of competition, which gets students going; there's an opportunity for socialization, and there is instant feedback on what they're doing right or wrong," Etuk said.

Video games also foster

collaboration, because instead of a teacher standing in front of a classroom, students begin to help one another and become teachers themselves, he added.

Tabula Digita offers a web site, DimensionM, which is an immersive video game that lets students work alone or in multi-player games to answer math questions, build skills, and earn points.

IBM is now using games to train its employees, so we see simulations and games emerging outside of K-12 education.

Today's youth go back and fail 100 or 1,000 times before they finally succeed, but they will spend money to get gaming guides, go to web sites, and ask friends," Etuk said.

"If you had a system that could compel a student or child to do so much to make it work, but instead it was teaching them about algebra, science or calculus, I think that educators would--and should--fall all over themselves to understand as much as possible about why that works and how that happens."

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