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DATA SHEET – NEW HAMPSHIRE

- ❖ **Postsecondary education pays.** New Hampshire citizens age 25 and older who drop out of high school can expect to earn on average \$20,138 per year. Those with a high school diploma can expect to earn on average \$27,585 per year. Those with some college (associate's degree, postsecondary certificate) can expect to earn on average \$35,300 per year and, finally, those with a bachelor's degree can expect to earn on average \$53,031 per year.

SOURCE: Institute for Higher Education Policy, The Investment Payoff: A 50-State Analysis of the Public and Private Benefits of Higher Education (Feb. 2005), Appendix, Table 2, p. 24.

- ❖ **The fact that postsecondary education pays is also reflected in the unemployment rates of NH's workforce in the same age range of 25 and older.** In this category, the unemployment rate for workers with less than a high school diploma is 6.1%; for those with a high school diploma, the rate drops to 4.1%; for those with some college, the rate is 3.9% and, lastly, for those with a bachelor's degree, the rate drops to 1.8%.

SOURCE: Institute for Higher Education Policy, The Investment Payoff: A 50-State Analysis of the Public and Private Benefits of Higher Education (Feb. 2005), Appendix, Table 3, p. 26.

- ❖ **A high school diploma cannot be the last educational stop. More than two-thirds of new jobs in America between 2000- 2010 will require some form of postsecondary education.**

SOURCE: Achieve, Inc., Closing the Expectations Gap 2006: An Annual Report on the Alignment of High School Policies with the Demands of College and Work (Feb. 2006), p. 5 (citing Anthony P. Carnevale & Donna M. Desrochers, Standards for What? The Economic Roots of K-16 Reform, Educational Testing Service (2003)).

- ❖ **"Students' high school course-taking patterns are the main predictor of college success. Taking a high level of mathematics in high school, for example, is crucial. Completing a course beyond algebra II more than doubles the odds that a student who enters postsecondary education will complete a bachelor's degree. Research shows that a high-quality, rigorous high school curriculum is especially important for African American and Latino students in terms of their completing a college degree."**

SOURCE: Michael W. Kirst & Andrea Venezia (eds.), From High School to College: Improving Opportunities for Success in Postsecondary Education (Report of the Stanford University Bridge Project) (Jossey-Bass, 2004), p. 300.

- ❖ **A recent ACT study concluded that "whether planning to enter college or workforce training programs after graduation, high school students need to be educated to a comparable level of readiness in reading and mathematics."**

SOURCE: ACT, Inc., Ready for College and Ready for Work: Same or Different?, Executive Summary (May 2006), p. 1; see also Lynn Olson, Skills for Work, College Readiness are Found Comparable, Education Week (May 10, 2006), p. 1.

- ❖ **"Knowing what they know now, high school graduates would have worked harder and chosen a more rigorous curriculum. Based on what they know now about the expectations of college and the work force, a majority of high school graduates, including 65% of college students and 77% of non-college students, now say that they would have worked harder and applied themselves more in high school, even if it had meant less time for other activities."**

SOURCE: Peter D. Hart Research Associates/Public Opinion Strategies, Rising to the Challenge: Are High School Graduates Prepared for College and Work? (study conducted for Achieve, Inc.) (Feb. 2005), p. 11.



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