

STATE RANKING

Vermont had the smallest Latino population in the U.S.¹

K-12 POPULATION

In Vermont, 1% of the K-12 population was Latino.²

STATE POPULATION

In Vermont, 2% of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Vermont was 26, compared to 42 for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Vermont, 41% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 44% of all adults.⁵

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 5.5 million degrees by 2020.

To reach the degree attainment goal by 2020, Vermont can: 1) close the equity gap in college completion; 2) increase the number of degrees conferred; and, 3) scale up programs and initiatives that work for Latino and other students. The following is a framework for tracking Latino degree attainment in Vermont.

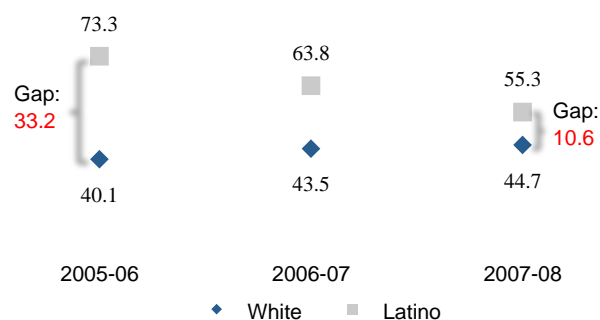
Equity Gap in Degree Completion

Closing the equity gap in college completion can be tracked by the 3 measures provided below. Alone, none of these measures capture the entire “story” of equity in degree completion. However, in combination, they provide a useful picture of the equity gap in degree attainment between Latino and white cohorts in Vermont in a single year (2007-08) and the persistence of the gap over time (2006-08).

Vermont	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	49.1	63.3	14.2
Completions per 100 FTE Students	17.7	18.7	1.0
Completions Relative to the Population in Need	55.3	44.7	(10.6)

Graduation rates - Total graduation within 150% percent of program time for first-time, full-time freshman
Completions per 100 FTE students – Total undergraduate degrees and certificates awarded per 100 full-time equivalent students (incorporates part-time students)
Completions Relative to the Population in Need – Total undergraduate degrees and certificates awarded per 1,000 adults aged 18 to 44 relative to the adult population with no college degree

Completions Relative to the Population in Need: 2006 to 2008



¹ U.S. Census 2010, American Fact Finder, Demographic Profile Summary. <http://factfinder2.census.gov>

² U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Public Elementary/Secondary Education Survey", 2009-10, v.1b. [www.nces.ed.gov/ipeds/data](http://nces.ed.gov/ipeds/data)

³ U.S. Census 2010: Vermont. <http://2010.census.gov/2010census/data/>

⁴ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs

⁵ Lumina Foundation for Education. *A Stronger Nation Through Higher Education. Educational Attainment Levels for the States.* www.luminafoundation.org

Degrees Conferred

Another metric to benchmark college completion is to track the progress of total degrees awarded over time. This measure may be the result of an increase in overall enrollment numbers rather than an increase in rates of completion. From 2005-06 to 2007-08,

- the number of Hispanics who earned an undergraduate degree in Vermont increased about 49% from 2006-08, while all other race/ethnic groups decreased 7%.
- among the 50 states, Vermont ranked 42nd for the increase in degrees conferred to Latinos over 3 years.

For more information on these metrics, download *Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020* and *Degrees Conferred to Latinos: 2006-2008* at www.EdExcelencia.org/research/EAF/Benchmarking

Examples of What Works for Latino Students

There are institutions that are showing success in enrolling, retaining, and graduating Latino students. The following are examples of institutional programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Department of Dietetics and Nutrition Coordinated Program – Florida International University

The Department of Dietetics and Nutrition provides students with the opportunity to major in Dietetics through undergraduate and graduate level coursework. Students apply to coordinated program where they complete a supervised practicum and then are eligible to sit for the Registered Dietitian exam. The CP program is unique since students from BS, MS and PhD levels can apply. The goals of the Department are to provide quality Dietetics educations for a multiethnic multicultural population in the state of Florida. The program is comprised of over 55% of Latino students. In the last 5 years the department has graduated approximately 250 students, with 110 following the pathway laid out by the program and nearly all of the graduates find suitable jobs in health care. (<http://rscphsw.fiu.edu/>)

The First Year for the First Generation Project – Palm Beach State College

The First Year for the First Generation Project is a college access program whose goals are to increase Latino participation in the dual-enrollment program, award 24% of first-generation scholarships to entering Latino students, improve Latino first-year student retention, and to ensure 90% of Latino students will access components of the First Experience Program. The First Year for the First Generation Project has a record of success with outreach to first-generation students, many of whom are Latinos. The project met or surpassed the goals detailed above except that the college awarded 19% of first-generation scholarship instead of 24%. (<http://www.palmbeachstate.edu/>)

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education's Growing What Works database at <http://www.edexcelencia.org/examples>