

STATE RANKING

Connecticut had the 17th largest Latino population in the U.S.¹

K-12 POPULATION

In Connecticut, 17% of the K-12 population was Latino.²

STATE POPULATION

In Connecticut, 13% of the state population was Latino.³

Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Connecticut was 27, compared to 42 for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Connecticut, 20% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 46% 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, Connecticut 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 Connecticut.

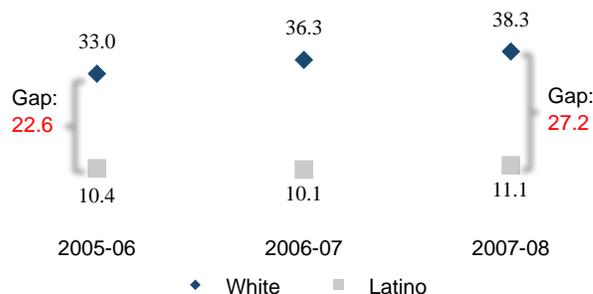
Equity Gap in Degree Completion

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 Connecticut in a single year (2007-08) and the persistence of the gap over time (2006-08).

Connecticut	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	34.8	53.6	18.8
Completions per 100 FTE Students	14.2	18.8	4.6
Completions Relative to the Population in Need	11.1	38.3	27.2

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: Connecticut. <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 Connecticut increased about 14% from 2006-08, while all other race/ethnic groups increased 2%.
- among the 50 states, Connecticut ranked 16th 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 in Connecticut showing success in enrolling, retaining, and graduating Latino students. The following are examples of institutional programs with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Dual Enrollment Program – Eastern Connecticut State University

With assistance from the educators from Hartford Public High School, Eastern Connecticut State University and its community college partner, Quinebaug Valley Community College, developed the Dual Enrollment transfer initiative to recruit, retain, and graduate underrepresented students from disadvantaged backgrounds in Hartford's inner-city, especially Latinos. The programs missions is to increase the number of Latino high school students enrolled and retained in dual enrollment program in collaboration with local community college, increase the academic success of dual enrollment students, and eliminate housing barriers for ten students. Of the ten students selected to enroll in the Dual Enrollment Initiative in fall 2009, nine (90%) returned to Eastern as second year students. Moreover, six students successfully matriculated full-time to Eastern in spring 2010 after just one semester of developmental work; while the other three spent one full year enrolled at the community college. The key to helping these students succeed is "to take them out of the environment," thus having them live in university housing is an essential component of the dual enrollment program. (<http://www.easternct.edu/interculturalcenter/>)

¡Adelante! Certificate in Bilingual Career Development – Saint Joseph College

Adelante is a college entry program designed specifically for bilingual Latino health and human services personnel interested in earning a bachelor's degree. The programs mission is to enroll bilingual Latino health and human services personnel, prepare students for career advancement, and encourage and empower educational advancement. Eleven students were enrolled in the 2009-10 cohort. All students completed the courses with grades of B or better indicating their proficiency in the diversity-related course objectives. All students completed 12 college credits with B or better. 100% of the students matriculated into bachelor's degree programs. (<http://www.sjc.edu/academics/schools/school-of-graduate-and-professional-studies/social-work/latino-community-practice/adelante-bilingual-career-development.html>)

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>

Ensuring America's Future partners in Connecticut:

The ASPIRA Association: www.aspira.org