

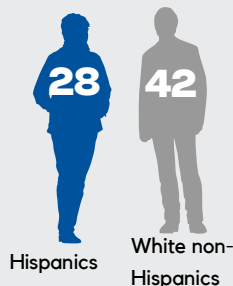
FAST FACTS

45th largest Latino population in the U.S.

5% of the population was Latino ¹

7% of the K-12 population was Latino ¹

The median age of Hispanics in Montana was **28**, compared to **42** for White non-Hispanics. ¹



21% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **20%** of White non-Hispanics. ¹

33% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **47%** of White non-Hispanic adults. ¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Montana ¹

\$36,748

\$55,502

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN MONTANA ²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Montana State University	4-Pub	6% Latino 834 14,472	5% Latino 123 2,659
2	The University of Montana	4-Pub	6% Latino 433 7,079	6% Latino 92 1,432
3	Montana State University Billings	4-Pub	8% Latino 212 2,710	6% Latino 36 586
4	Carroll College	4-Priv	8% Latino 79 1,052	4% Latino 11 279
5	Montana Technological University	4-Pub	5% Latino 68 1,428	2% Latino 5 284

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

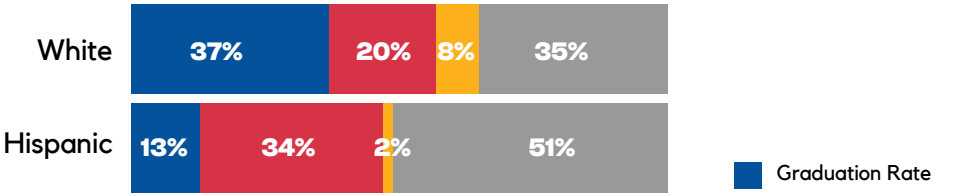
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

MONTANA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

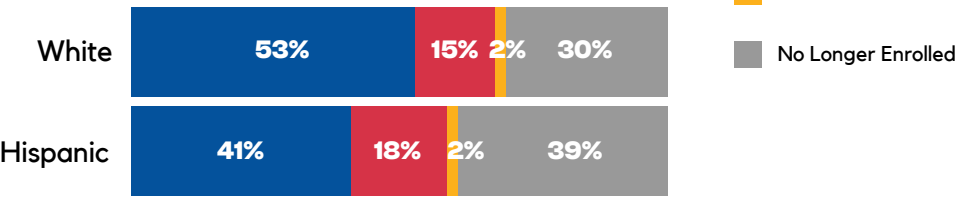
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 24%-points lower than that of their White non-Hispanic peers in Montana.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 12%-points lower than that of their White non-Hispanic peers in Montana.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Preparing Underrepresented Educators to Realize their Teaching Ambitions (PUERTA) Project at Sonoma State University (SSU) aims to increase Hispanic and Latina/o student persistence and graduation rates, increase the number of Hispanic and Latino students who earn a teaching credential, and increase the number of students who transfer to SSU from a two-year Hispanic-Serving Institution. PUERTA addresses the high need for educators of color in California by seeking to increase teachers of color who are also linguistically competent. PUERTA has implemented the following activities at SSU that focus on achieving project goals such as implementing a continuum of academic and student support services, Summer Bridge programming, outreach and career development support, improving first-year Latino students' access to General Education (GE) courses, and providing professional development

for aspiring teachers. The program has demonstrated a positive impact on transfer rates, earning of credentials, and first-year credit completion. Between 2019-20 and 2020-21, the number of Latino students transferring to SSU from a community college increased by 40%, rising from 234 to 327. During the same period, enrollment in SSU's credential program grew from 15 to 52, and the number earning a teaching credential increased from 6 to 34. In terms of academic momentum, 50% of Latino students and 59% of PUERTA students overall completed 30 units in their first year of college between Fall 2019 and Fall 2020. Retention also increased: the rate for Latino students rose from 83% to 90%, with 100% of PUERTA transfer students returning the following year.