

# VERMONT

20<sup>th</sup>

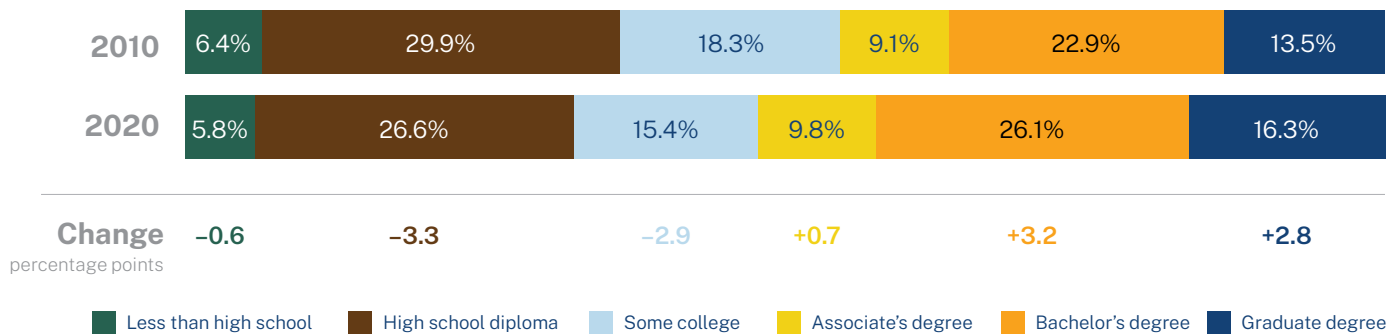
In growth of **associate's degree** or higher attainment, 2010–20

18<sup>th</sup>

In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Vermont increased by 6.8 percentage points.**
- Due to this increased attainment, the state will experience **\$16 billion in net lifetime earnings gains.**

## Attainment



## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
White	\$14B	\$1B	\$4B	\$8B
Men	\$5B	\$2B	\$3B	<\$1B
Women	\$13B	-\$1B	\$3B	\$11B

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Asian/Asian American, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and other/multiracial adults. The attainment gaps with white adults and the potential net lifetime earnings gains charts are missing due to insufficient sample sizes for all groups other than white adults at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.