

## STATE RANKING

Delaware had the 41<sup>st</sup> largest Latino population in the U.S.<sup>1</sup>

## K-12 POPULATION

In Delaware, 11% of the K-12 population was Latino.<sup>2</sup>

## STATE POPULATION

In Delaware, 8% of the state population was Latino.<sup>3</sup> Projections show a continued increase.

## MEDIAN AGE

The median age of Latinos in Delaware was **25**, compared to **42** for White non-Hispanics.<sup>4</sup>

## DEGREE ATTAINMENT

In Delaware, **16%** of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to **37%** of all adults.<sup>5</sup>

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, Delaware 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 Delaware.

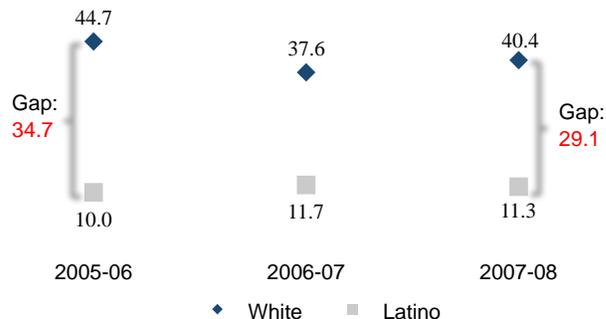
## Equity Gap in Degree Completion

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

Delaware	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	41.0	56.1	15.1
Completions per 100 FTE Students	15.5	19.9	4.4
Completions Relative to the Population in Need	11.3	40.4	29.1

**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



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

<sup>2</sup> 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/)

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

<sup>4</sup> U.S. Census Bureau, 2006-2010 American Community Survey. [www.census.gov/acs](http://www.census.gov/acs)

<sup>5</sup> Lumina Foundation for Education. *A Stronger Nation Through Higher Education. Educational Attainment Levels for the States.* [www.luminafoundation.org](http://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 Delaware increased about 37% from 2006-08, while all other race/ethnic groups increased 2%.
- among the 50 states, Delaware ranked 37<sup>th</sup> 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](http://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*.

### ***Doorway to Success: Latino Male Retention Initiative – Monroe Community College***

Doorway to Success is a Latino male-focused college retention program including academic advising, dual-enrollment courses, peer mentoring program, and Latino male focus groups. Their mission is to improve Latino male study habits and engagement activities, increase retention of Latino male participants by 5%, achieve 80% participation in co-curricular activities and program activities among students and families, and develop internal and external collaborative partnerships for counseling, learning assistance and referral services. One hundred, new and returning, adult Latino male students were served by the program. This represents a 50% increase from the prior year. Retention rates of students participating in the program were 5% higher than for those not participating, and 90% of all participants attending co-curricular and program activities. ([www.monroecc.edu/depts/dstuserv/pdf/Doorways.pdf](http://www.monroecc.edu/depts/dstuserv/pdf/Doorways.pdf))

### ***College-Now, Algebra Transition Program –CUNY-Lehman College***

College-Now is an algebra transition program for 11<sup>th</sup> graders in Bronx high schools aimed at increasing college readiness and enrollment, and has a cooperative design with Bronx Community College. Their mission is to increase the academic performance of 11<sup>th</sup> grade students in the algebra transition cohort, increase efficacy of teachers implementing new algebra curriculum, increase student and parent preparation and readiness for postsecondary education, and improve the alignment of high school and college mathematics curriculum. The project surpassed the objectives: 85% of the students in the cohort completed the algebra transition course, all families received bilingual college materials and introductory letter explaining the purpose of the intervention, five teachers taught six algebra classes, and 85% of the students in the cohort passed the algebra course with 75 or better grade. (<http://www.lehman.edu/college-now/bcti.php>)

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 Delaware:**

Southern Regional Education Board: [www.sreb.org](http://www.sreb.org)