

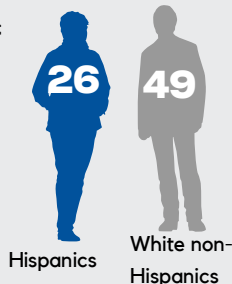
FAST FACTS

40th largest Latino population in the U.S.¹

11% of the population was Latino¹

18% of the K-12 population was Latino¹

The median age of Hispanics in Delaware was **26**, compared to **49** for White non-Hispanics.¹



14% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **25%** of White non-Hispanics.¹

26% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **48%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. with a college degree in Delaware¹

\$35,427

\$65,018

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 DELAWARE²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Delaware Technical Community College-Terry	4-Pub	18% Latino 1,940 11,012	14% Latino 219 1,591
2	University of Delaware	4-Pub	10% Latino 1,859 18,812	9% Latino 390 4,545
3	Wilmington University	4-Priv	16% Latino 1,376 8,497	11% Latino 160 1,499
4	Delaware State University	4-Pub	8% Latino 393 4,630	10% Latino 70 672
5	Goldey-Beacom College	4-Priv	17% Latino 105 634	9% Latino 15 167

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

Legend

■ Latino Enrollment	■ Latino Completions
■ All Enrollment	■ 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.

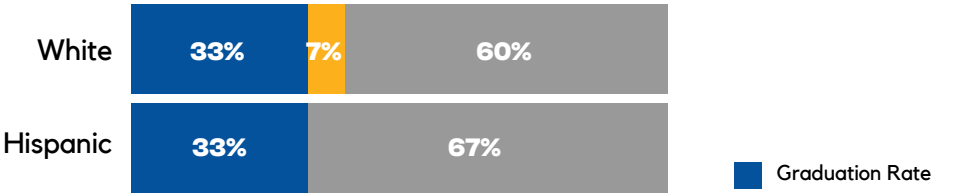
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

DELAWARE 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.

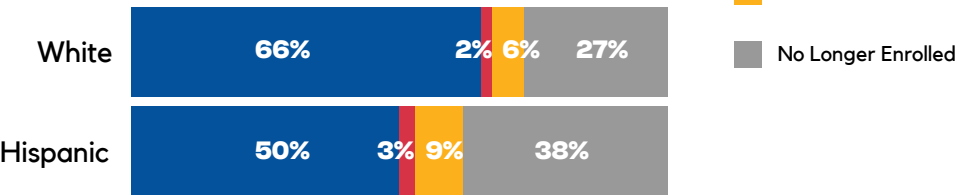
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was equal to that of their White non-Hispanic peers in Delaware.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 16%-points lower than that of their White non-Hispanic peers in Delaware.



*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*.

The **Educational Opportunity Fund (EOF) at County College of Morris (CCM)** provides a gateway to higher education for students who need academic and financial support. EOF is committed to transforming incoming students into scholars. The goals for the program are to: (1) encourage students to continue their post-secondary education and/or to become successful professionals in a diverse society, (2) consistently accomplish high retention and transfer rates, and (3) strive towards timely graduation rates (within 3 years) of students served. Through the years, EOF at CCM has grown into a comprehensive, holistic support system that provides bilingual, first-generation/low-income predominantly Latino college students with customized academic support that fosters persistence to graduation, academic achievement, and personal and leadership development. Today, services include recruitment, a summer bridge/college readiness program, parent orientations,

individual academic/social counseling, pre-advisement, academic planning, transfer assistance, workshops, professional mentorship, online academic support, and a scholarship. The program meets students where they are, regardless of their background, academic aptitude, social challenges, and/or needs, and customizes the support for students individually to help them fulfill their academic and professional goals.

Consider the following program outcomes:

- For the 2018 cohort, the overall program graduation rate was 38%, surpassing the institutional graduation rate of 32%.
- The EOF Latino graduation rate reached 52%, nearly double the institutional graduation rate of 27%.
- EOF has outperformed the college's overall retention rates, with an EOF Latino (First-Time, Full-Time) retention rate of 76% in academic year 2019-20, compared to 71% for the institution's overall rate.