

Education Equity in 2022



50th Anniversary of Title IX

June 23, 2022, will mark the 50th anniversary of passage of Title IX of the Education Amendments of 1972. Arguably one of the most significant pieces of civil rights legislation in America's history, Title IX prohibits discrimination on the basis of sex in all programs or activities in all federally funded educational institutions including high schools and middle schools.

Career and Technical Education (CTE) in Maine

CTE provides secondary and postsecondary students with academic and technical skills and knowledge to prepare for the current and future workforce. To realize our business, economic, and human potential, we must close equity gaps by gender, race and ethnicity, and special population status in high-skill, high-wage, programs of study.

CTE ENROLLMENT

BY GENDER, 2019-20201



8,992

Male

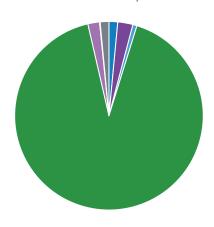


7,519 Female

CTE ENROLLMENT

BY RACE, 2019-20201

Secondary



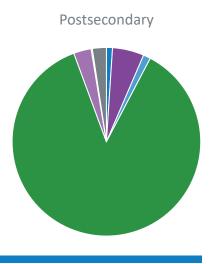
OUTCOMES, 2020-2021 school year²

of Maine high school students participating in CTE programs graduated

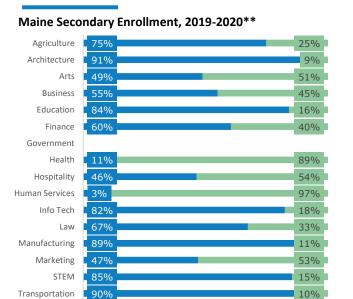
of CTE high school students received Post-Program Placement

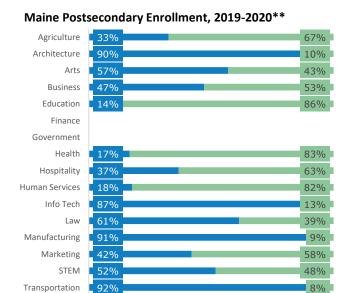
of Maine CTE postsecondary students earned a credential, certificate, or degree

1.5%	AMERICAN INDIAN/ ALASKAN NATIVE	1.0%
0.7%	ASIAN	1.2%
2.6%	BLACK	5.2%
2.0%	HISPANIC/LATINO	2.9%
0.1%	PACIFIC ISLANDER	0.2%
91.7%	WHITE	83.3%
1.5%	2+ or OTHER	2.3%



State Concentrator Enrollment by Career Cluster¹





Male

Female

Workforce Innovation and Opportunity Act (WIOA)

The Workforce Investment Act (P.L. 105-220) was enacted in 1998 and was last reauthorized by the Workforce Innovation and Opportunity Act (WIOA) (P.L. 113-128) in 2014. WIOA is the primary federal legislation governing federal workforce development programs. It is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

United States 2020-2021³



\$2,459,907,065Funds Expended

2,983,180 Participants*



1,486,250



1,497,458

Maine 2020-2021³



\$10,053,183 Funds Expended

3,665 Participants*



1,605



2,176 Women

PARTICIPATION, by age, 2020-20213

	Under 16	16-18	19-24	25-44	45-54	55-59	60+
National	6,231	102,903	429,635	1,374,020	529,053	249,042	322,972
Maine**		130	423	1,309	699	482	754

PARTICIPATION, by race and ethnicity, 2020-2021³

	AI/AN	Asian	Black	Hispanic/ Latino	NH/PI	White	More than one
National	72,616	94,544	747,805	586,785	28,425	1,670,676	69,622
Maine	66	42	251	63	27	3,240	50

^{*}Total participants may not be a sum of Men and Women due to self reporting.

^{**}Secondary and postsecondary enrollment data reflect data that met DOE and DOL reporting standard

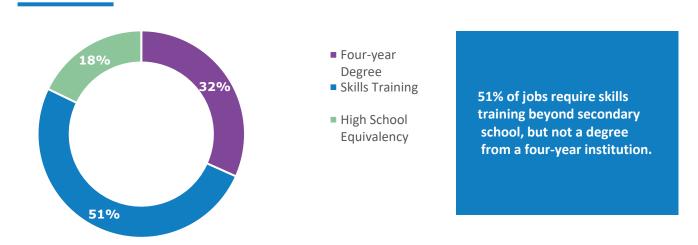
Education and Workforce Development Connections⁴

	Does the charge of the state workforce board	Does the state	Does the state provide workforce development funding through					
	or council that connects education to workforce development go beyond the requirements of WIOA?	publicly identify and publish high- demand occupations and required credentials for the occupations/jobs?	The department of labor and/or economic development?	The state education agency?	The state higher education office?	The community and/or technical college system?		
Maine	Yes	Yes	Yes	Yes	Yes	Yes		

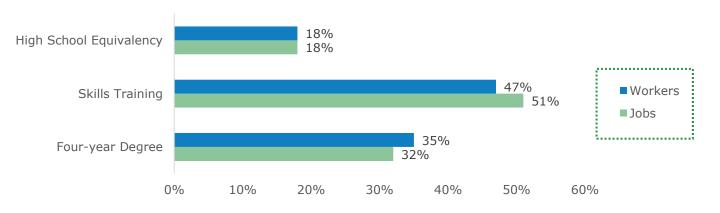
Middle Skill Jobs⁵

Many in-demand jobs that offer family-sustaining wages in the United States require skills training beyond a high school, but not a 4-year degree. But too few of America's workers have had access to the skills training necessary to fill these jobs.

Maine's Jobs by Education Requirement, 2018



Maine's Jobs and Workers by Education Level, 2018

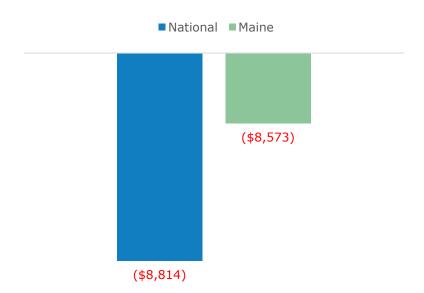


Community College Funding Gap

Community colleges offer a vital and affordable career pathway and vocational training, an entry point to a 4-year degree, and an opportunity for High school students to earn college credits through dual enrollment. Because these colleges disproportionately serve low-income students and students of color, they support social mobility and the health of the U.S. economy. Yet, they receive \$8,800 less in education revenue per student enrolled than 4-year institutions.⁶

REVENUE GAP, state vs national⁷

Revenue gap between four-year institutions and two-year institutions per full-time enrolled student, by state (in thousands USD)



In Maine, community colleges receive \$8,573 less in education revenue per student enrolled than four-year institutions.

Dual Enrollment Pathways⁸

Dual enrollment allows students to try out different career paths, which increases engagement and success. Dual enrollment students, particularly low-income and male students, are more likely to earn a high school diploma, enroll in a bachelor's program, and enroll in college full time. Yet, research shows that student outcomes vary substantially by state and often by income.

Percentage of High-School Dual-Enrollment Students Who Completed Any Award						
	First attended a comm	unity college	First attended a 4-year college			
	Maine United States		Maine	United States		
Lower income	39%	43%	47%	58%		
Higher Income	N/A	50%	N/A	71%		

State Actions on Coronavirus Relief Funds⁹

Coronavirus Relief Funds have infused governments with financial resources to respond and recover from the pandemic and avoid deep budget cuts and depleted reserves. Below is how Maine plans to spend its funds to support education.

- \$9 million to the University of Maine System, Maine Maritime Academy and the Maine Community College for costs associated with COVID-19 testing, screening applications, PPE and quarantine-related costs. Provides funding to Maine Maritime Academy to improve/upgrade ventilation in Curtis Hall
- \$364 million for the state to purchase a three-month supply of Ppe to be available for distribution to K-12 school systems as needed for reopening. Additionally, to provide funding for anticipated unbudgeted expenditures and logistical hurdles including: transportation and facilities modifications to allow for social distancing and to accommodate new health/safety guidelines; increased need for cleaning supplies and handwashing stations; contracted services to cover custodial needs, tutoring, medical, staffing and program oversight; increased need for substitutes, technology, assessments of student learning, communications resources/signage, and professional development for teachers who must become fluent in hybrid and remote learning models in order to accommodate all students

The ESSER Fund of \$122 billion supports efforts to safely and equitably reopen K-12 schools and expand opportunity for students who need it most. These funds were made available to state educational agencies (SEAs) for distribution.



Maine ESSER Funds received¹⁰

\$411,429,361

Sources

- 1. Perkins V Enrollment Data, Perkins Collaborative Resource Network, https://cte.ed.gov/dataexplorer/build_enrollment
- 2. State Profiles, Perkins Collaborative Resource Network, https://cte.ed.gov/
- 3. WIOA Title I and III Annual Report Data: Program Year 2020, U.S. Department of Labor, https://www.dol.gov/agencies/eta/performance/results (National and State Summaries)
- 4. 50-State Comparison: Education and Workforce Development Connections, Education Commission of the States, https://www.ecs.org/50-state-comparison-education-and-workforce-development-connections/
- 5. The Skills Mismatch, National Skills Coalition, https://nationalskillscoalition.org/skills-mismatch/
- 6. An Introduction to Community Colleges and Their Students, Community College Research Center, Teachers College, Columbia University, https://ccrc.tc.columbia.edu/media/k2/attachments/introduction-community-colleges-students.pdf
- 7. The \$78 Billion Community College Funding Shortfall, Center for American Progress, https://www.americanprogress.org/article/78-billion-community-college-funding-shortfall/
- 8. What Happens to Students Who Take Community College "Dual Enrollment" Courses in High School?, Community College Research Center, Teachers College, Columbia University, https://ccrc.tc.columbia.edu/publications/what-happens-community-college-dual-enrollment-students.html
- 9. State Actions on Coronavirus Relief Funds, National Conference of State
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