



Maine

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



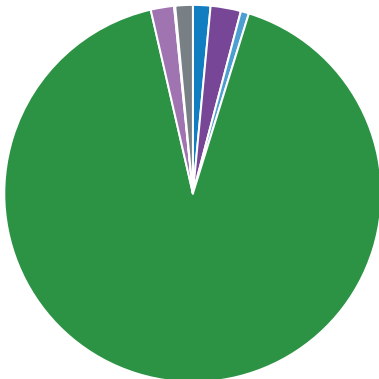
8,992
Male



7,519
Female

CTE ENROLLMENT BY RACE, 2019-2020¹

Secondary



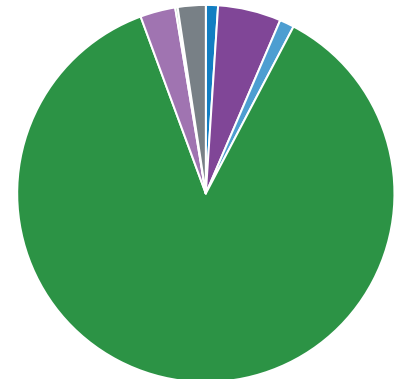
OUTCOMES, 2020-2021 school year²

93% of Maine high school students participating in CTE programs graduated

50% of CTE high school students received Post-Program Placement

51% of Maine CTE postsecondary students earned a credential, certificate, or degree

Postsecondary

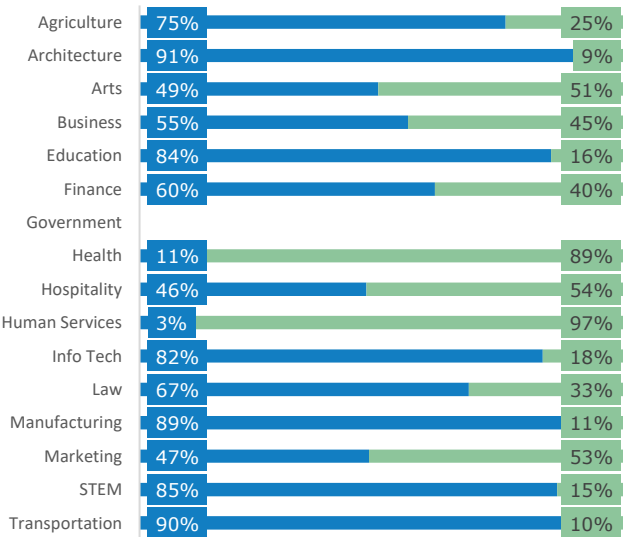


1.5%	AMERICAN INDIAN/ ALASKAN NATIVE	1.0%
0.7%	ASIAN	1.2%
2.6%	BLACK	5.2%
2.0%	HISPANIC/LATINO	2.9%
0.1%	PACIFIC ISLANDER	0.2%
91.7%	WHITE	83.3%
1.5%	2+ or OTHER	2.3%

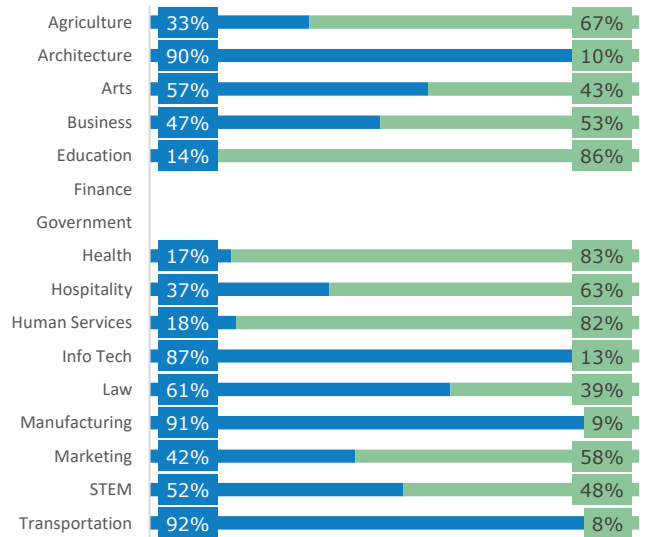
State Concentrator Enrollment by Career Cluster¹

Male Female

Maine Secondary Enrollment, 2019-2020**



Maine Postsecondary Enrollment, 2019-2020**



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



\$2,459,907,065
Funds Expended

2,983,180
Participants*



1,486,250
Men



1,497,458
Women

Maine
2020-2021³



\$10,053,183
Funds Expended

3,665
Participants*



1,605
Men



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

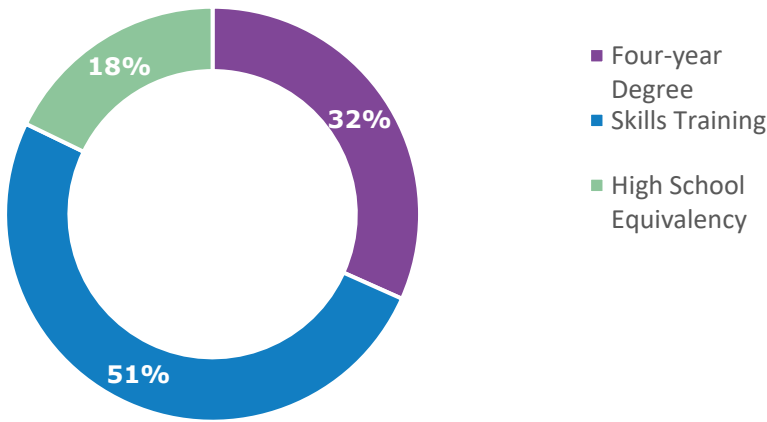
Education and Workforce Development Connections⁴

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

Middle Skill Jobs⁵

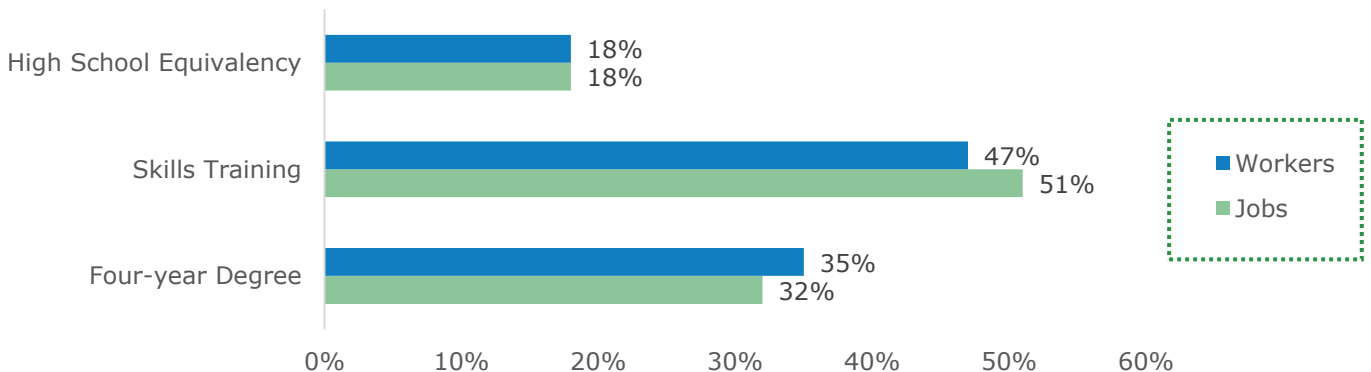
Many in-demand jobs that offer family-sustaining wages in the United States require skills training beyond a high school, but not a 4-year degree. But too few of America's workers have had access to the skills training necessary to fill these jobs.

Maine's Jobs by Education Requirement, 2018



51% of jobs require skills training beyond secondary school, but not a degree from a four-year institution.

Maine's Jobs and Workers by Education Level, 2018

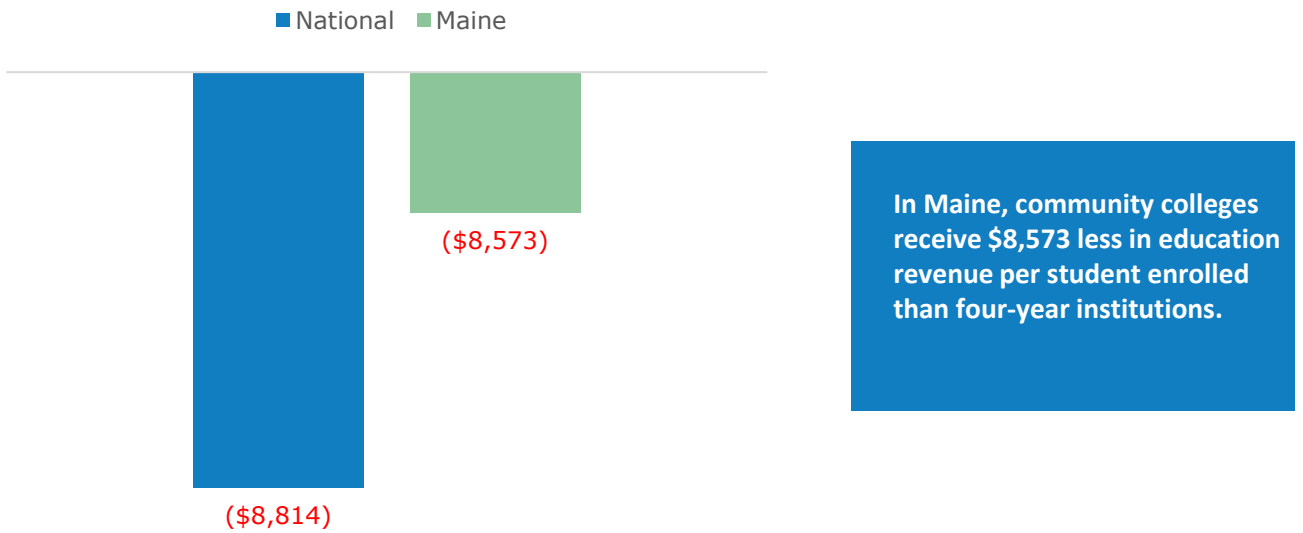


Community College Funding Gap

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)



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 community 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%

