



Higher Education Act

The current version of the Higher Education Act (HEA) was signed into law in 2008 and has been reauthorized eight times total. HEA was originally passed I 1965 to ensure higher education was accessible to all students through increased resources to postsecondary institutions and student financial assistance.

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.

OUTCOMES, 2020-2021 school year²

CTE ENROLLMENT

BY GENDER, 2020-20211



8,361

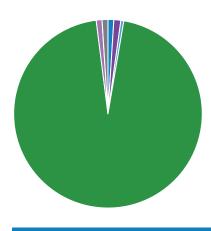


7,129 Female

CTE ENROLLMENT

BY RACE, 2020-2021¹

Secondary

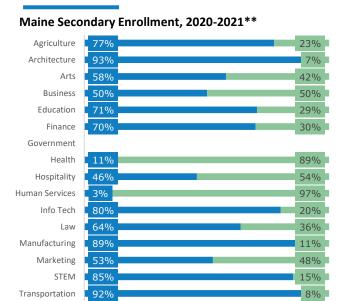


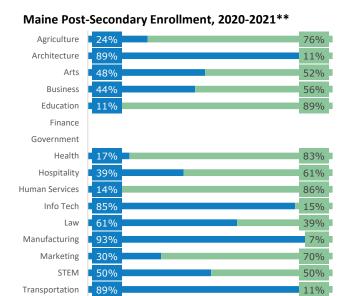
96%	of Maine high school students participating in CTE programs graduated
70%	of CTE high school students received Post-Program Placement

46%	of Maine CTE postsecondary students earned a credential, certificate, or degree

1.0%	AMERICAN INDIAN/ ALASKAN NATIVE	0.9%	Postsecondary
0.5%	ASIAN	0.7%	
1.2%	BLACK	2.8%	
1.0%	HISPANIC/LATINO	1.7%	\bigvee
0.0%	PACIFIC ISLANDER	0.1%	
95.4%	WHITE	88.5%	
1.0%	2+ or OTHER	1.3%	

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



\$2,615,686,395 Funds Expended

3,100,683 Participants*



1,542,930



1,557,753 Women

Maine 2020-2021³



\$8,791,058 Funds Expended **6,633** Participants*



3,249



3,384 Women

PARTICIPATION, by age, 2021-2022³

	Under 16	16-18	19-24	25-44	45-54	55-59	60+
National	6,435	101,012	402,819	1,440,033	556,845	268,062	365,689
Maine		190	484	2,424	1,344	855	1,354

PARTICIPATION, by race and ethnicity, 2021-2022³

	AI/AN	Asian	Black	Hispanic/ Latino	NH/PI	White	More than one
National	79,009	106,536	794,496	600,507	32,676	170,3285	81,571
Maine	101	81	396	97	20	5,708	44

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

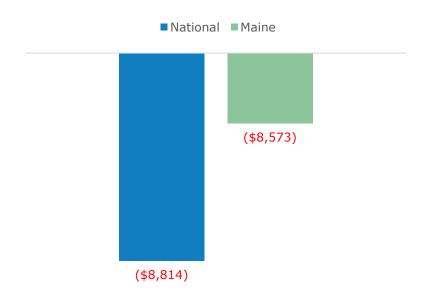
^{**}Secondary and Postsecondary Enrollment data shown reflects data that met DOL and DOE reporting standards

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 commi	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 avialble 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 accomodate new health/safety guidelines; increased need for cleaning supplis and handwashing stations; contracted services to cover custodial needs, tutoring, medical, stafing 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 accomodate 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

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- 3. WIOA Title I and III Annual Report Data: Program Year 2021, 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
 Legislatures, <a href="https://app.powerbi.com/view?r=eyJrljoiMTcyNGQ5ZmUtNTY3Mi00YjViLTgyNjMtZjk1NzVkYTUyZGUzliwidCl6ljM4MmZiOGlwLTRkYzMtNDEwNy04MGJkLTM10TViMjQzMmZhZSlsImMi0jZ9&pageName=ReportSection 10. ARP ESSER State Plans, Office of Secondary Education, https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/stateplans/