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 in 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.

CTE enrollment by gender, 2020-2021:

- Male: 8,361
- Female: 7,129

CTE enrollment by race, 2020-2021:

- AMERICAN INDIAN/ALASKAN NATIVE: 1.0%
- ASIAN: 0.5%
- BLACK: 1.2%
- HISPANIC/LATINO: 1.0%
- PACIFIC ISLANDER: 0.0%
- WHITE: 95.4%
- 2+ or OTHER: 1.0%

Outcomes, 2020-2021 school year:

- 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
**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**

- **2020-2021**
  - Funds Expended: $2,615,686,395
  - Participants*: 3,100,683
  - Men: 1,542,930
  - Women: 1,557,753

**Maine**

- **2020-2021**
  - Funds Expended: $8,791,058
  - Participants*: 6,633
  - Men: 3,249
  - Women: 3,384

**PARTICIPATION, by age, 2021-2022**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Under 16</th>
<th>16-18</th>
<th>19-24</th>
<th>25-44</th>
<th>45-54</th>
<th>55-59</th>
<th>60+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National</strong></td>
<td>6,435</td>
<td>101,012</td>
<td>402,819</td>
<td>1,440,033</td>
<td>556,845</td>
<td>268,062</td>
<td>365,689</td>
</tr>
<tr>
<td><strong>Maine</strong></td>
<td>190</td>
<td>484</td>
<td>2,424</td>
<td>1,344</td>
<td>855</td>
<td>1,354</td>
<td></td>
</tr>
</tbody>
</table>

**PARTICIPATION, by race and ethnicity, 2021-2022**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>AI/AN</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic/Latino</th>
<th>NH/PI</th>
<th>White</th>
<th>More than one</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National</strong></td>
<td>79,009</td>
<td>106,536</td>
<td>794,496</td>
<td>600,507</td>
<td>32,676</td>
<td>170,3285</td>
<td>81,571</td>
</tr>
<tr>
<td><strong>Maine</strong></td>
<td>101</td>
<td>81</td>
<td>396</td>
<td>97</td>
<td>20</td>
<td>5,708</td>
<td>44</td>
</tr>
</tbody>
</table>

*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 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.

<table>
<thead>
<tr>
<th>Percentage of High-School Dual-Enrollment Students Who Completed Any Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>First attended a community college</td>
</tr>
<tr>
<td>Maine</td>
</tr>
<tr>
<td>Lower income</td>
</tr>
<tr>
<td>Higher Income</td>
</tr>
</tbody>
</table>
State Actions on Coronavirus Relief Funds

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 received

$411,429,361

Sources

5. The Skills Mismatch, National Skills Coalition, https://nationalskillscoalition.org/skills-mismatch/
9. State Actions on Coronavirus Relief Funds, National Conference of State Legislatures, https://app.powerbi.com/view?r=eyJrIjoiMTcyNGIwLTRkY2EtMDEwYTU1NTY4MjMzYmI2NiIsImQiOiJwZGhoa3R8em9ub3JlcyBhZGlzcyBsaXZlIiwidCI6IjM4MmZiOGIwLTRkY2EtMDEwYTU1NTY4MjMzYmI2NiIsImMiOiJwZGhoa3R8em9ub3JlcyBsaXZlIiwiaCI6IkFhZGlzcyBsaXZlIiwiajQiOiJwZGhoa3R8em9ub3JlcyBsaXZlIiwiaXQiOiJwZGhoa3R8em9ub3JlcyBsaXZlIiwic1QiOiJwZGhoa3R8em9ub3JlcyBsaXZlIiwic3QiOiJwZGhoa3R8em9ub3JlcyBsaXZlIiwibCI6IjM4MmZiOGIwLTRkY2EtMDEwYTU1NTY4MjMzYmI2NiIsImF1ZCI6IjQwZGUzZjIwMmFmZmFkN2IzY2U5ZjQ5ZjEwMzYyZTk4ZjE2ZTYzIiwid2lkdGgiOiJwZGhoa3R8em9ub3JlcyBsaXZlIiwidXJsIjoiaHR0cHM6Ly90cmFuc3RhZ2luLmNvbS9tYXJyZXMvdG9rZV92Ml9zPW1ldHMvZGhoa3R8em9ub3JlcyBsaXZlIiwicHJvcmlhdGUiOjEwOTQ3MDc5Miwic2Vzc2lvblMiOiIwIiwiaWQiOiJwZGhoa3R8em9ub3JlcyBsaXZlIiwidmlldCI6MjQwMDQ5M30=