



Minnesota

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 Minnesota

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



82,764

Male



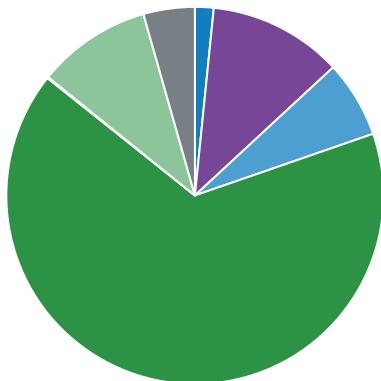
83,918

Female

CTE ENROLLMENT

BY RACE, 2019-2020¹

Secondary



OUTCOMES, 2020-2021 school year²

55%

of Minnesota high school students participating in CTE programs graduated

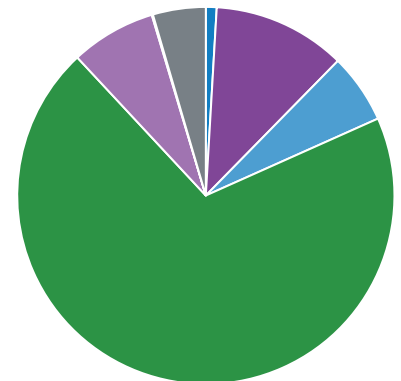
48%

of CTE high school students received Post-Program Placement

51%

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

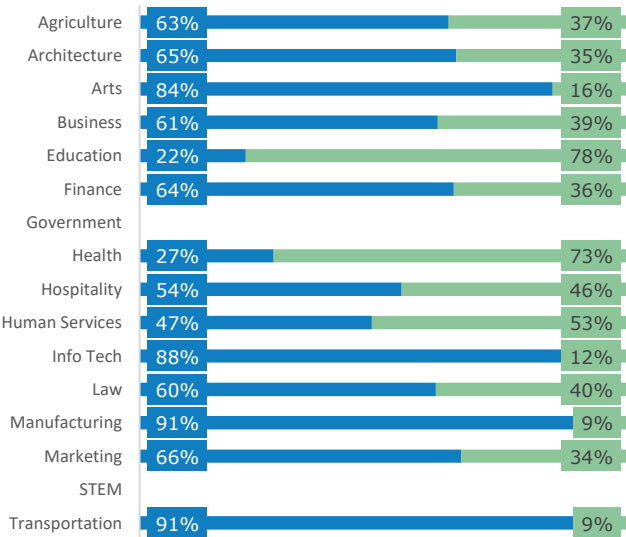
Postsecondary



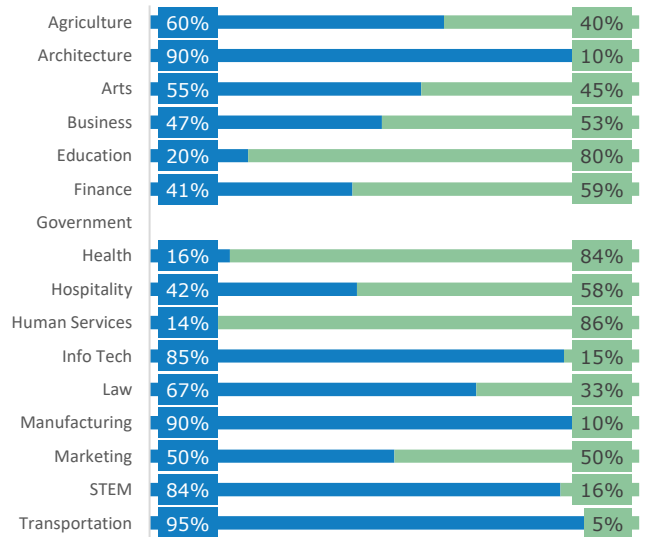
State Concentrator Enrollment by Career Cluster¹

Male Female

Minnesota Secondary Enrollment, 2019-2020**



Minnesota 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

Minnesota
2020-2021³



\$24,853,848
Funds Expended

21,887
Participants*



8,444
Men



10,855
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
Minnesota	132	1,096	2,832	7,495	4,275	2,761	3,344

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
Minnesota	684	992	3,562	435	70	15,654	639

*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

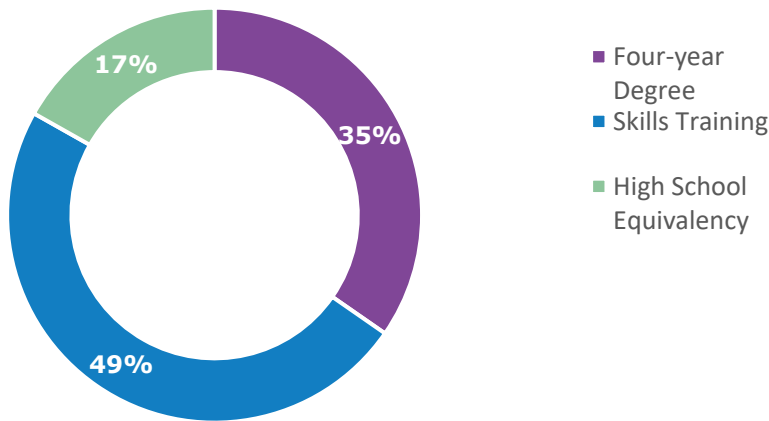
Education and Workforce Development Connections⁴

Minnesota	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?
Minnesota	No	Yes	Yes	Yes	N/A	N/A

Middle Skill Jobs⁵

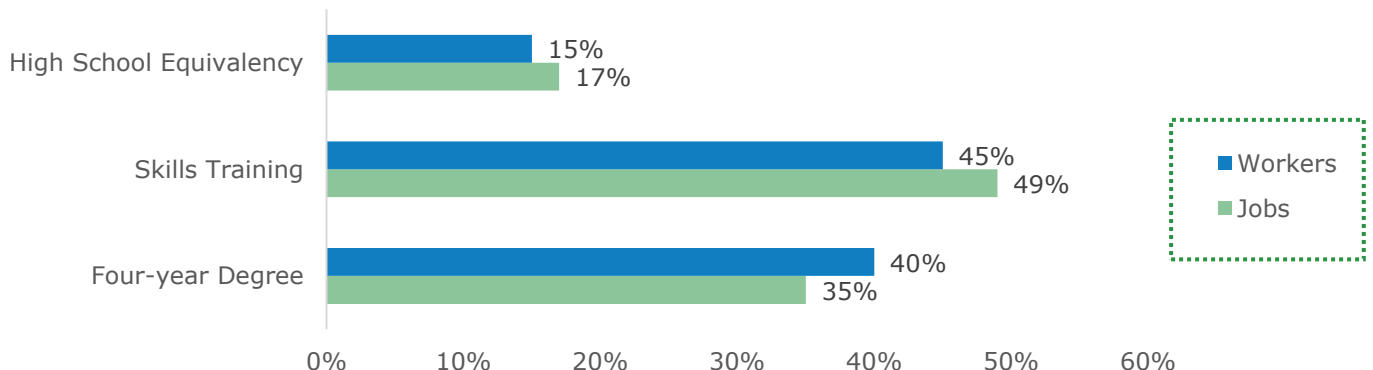
Many in-demand jobs that offer family-sustaining wages in the United States require skills training beyond a high school, but not a 4-year degree. But too few of America's workers have had access to the skills training necessary to fill these jobs.

Minnesota's Jobs by Education Requirement, 2018



49% of jobs require skills training beyond secondary school, but not a degree from a four-year institution.

Minnesota's Jobs and Workers by Education Level, 2018

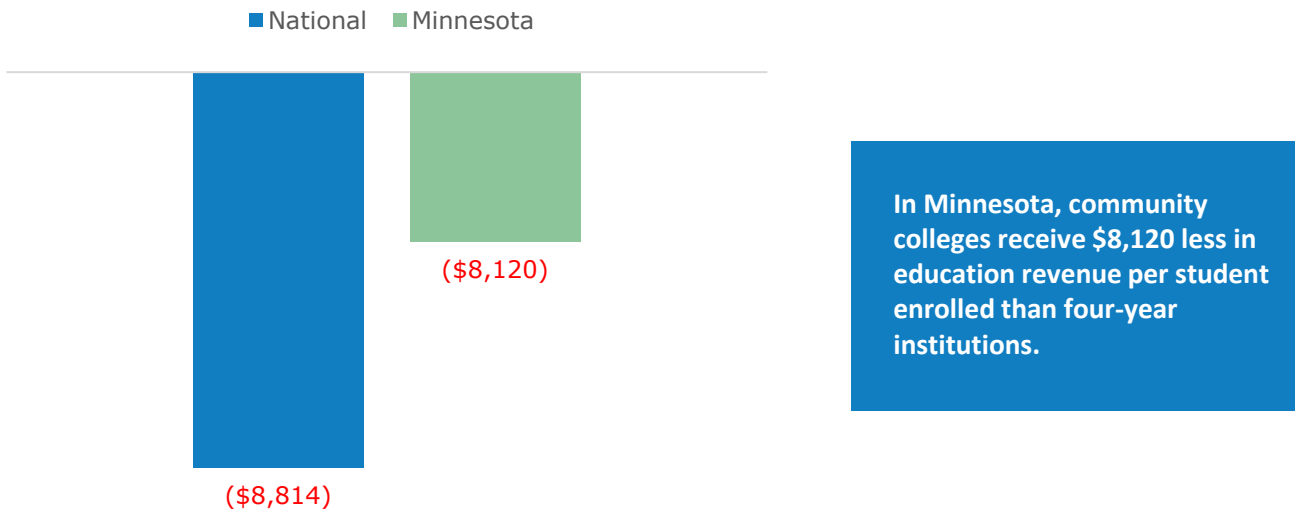


Community College Funding Gap

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	
	Minnesota	United States	Minnesota	United States
Lower income	62%	43%	66%	58%
Higher Income	63%	50%	71%	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 Minnesota plans to spend its funds to support education.

- **\$245 million for addressing operating costs and supporting student, family and educator needs**
- **\$5 million for Incentive Grants for Turning Schools into Community Feeding Hubs**
- **\$5.2 million for supplies for schools; flexibility for critical care supplies**
- **\$6 million to for on-demand saliva testing for public and private school educators, staff and childcare providers the State Board of Education for higher education operating cost increases due to COVID-19**

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.



Minnesota
ESSER Funds received¹⁰
\$1,321,564,450

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 Legislatures, <https://app.powerbi.com/view?r=eyJrIjoiaMTcyNGQ5ZmUtNTY3Mi00YjVlTgyNjMtZjk1NzVkYTUyZGUzIiwidCI6IjM4MmZiOGIwLTRkYzMtNDEwNy04MGJkLTM1OTViMjQzMmZhZSIsImMiOjZ9&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/>