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, 2019-2020

82,764
Male

83,918
Female

CTE ENROLLMENT
BY RACE, 2019-2020

Secondary

1.6% AMERICAN INDIAN/ALASKAN NATIVE
6.6% ASIAN
11.5% BLACK
0.1% HISPANIC/LATINO
9.8% PACIFIC ISLANDER
66.0% WHITE
4.4% 2+ or OTHER

Postsecondary

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

50th Anniversary of Title IX
State Concentrator Enrollment by Career Cluster

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

<table>
<thead>
<tr>
<th>Age Group</th>
<th>National</th>
<th>Minnesota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 16</td>
<td>6,231</td>
<td>132</td>
</tr>
<tr>
<td>16-18</td>
<td>102,903</td>
<td>1,096</td>
</tr>
<tr>
<td>19-24</td>
<td>429,635</td>
<td>2,832</td>
</tr>
<tr>
<td>25-44</td>
<td>1,374,020</td>
<td>7,495</td>
</tr>
<tr>
<td>45-54</td>
<td>529,053</td>
<td>4,275</td>
</tr>
<tr>
<td>55-59</td>
<td>249,042</td>
<td>2,761</td>
</tr>
<tr>
<td>60+</td>
<td>322,972</td>
<td>3,344</td>
</tr>
</tbody>
</table>

PARTICIPATION, by race and ethnicity, 2020-2021³

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>National</th>
<th>Minnesota</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI/AN</td>
<td>72,616</td>
<td>684</td>
</tr>
<tr>
<td>Asian</td>
<td>94,544</td>
<td>992</td>
</tr>
<tr>
<td>Black</td>
<td>747,805</td>
<td>3,562</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>586,785</td>
<td>435</td>
</tr>
<tr>
<td>NH/PI</td>
<td>28,425</td>
<td>70</td>
</tr>
<tr>
<td>White</td>
<td>1,670,676</td>
<td>15,654</td>
</tr>
<tr>
<td>More than one</td>
<td>69,622</td>
<td>639</td>
</tr>
</tbody>
</table>

*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.
**Middle Skill Jobs**

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**

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Jobs</th>
<th>Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Equivalency</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>Skills Training</td>
<td>45%</td>
<td>49%</td>
</tr>
<tr>
<td>Four-year Degree</td>
<td>35%</td>
<td>40%</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>National</th>
<th>Minnesota</th>
</tr>
</thead>
<tbody>
<tr>
<td>($8,814)</td>
<td>($8,120)</td>
</tr>
</tbody>
</table>

In Minnesota, community colleges receive $8,120 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 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 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 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 received

$1,321,564,450

Sources

5. The Skills Mismatch, National Skills Coalition, https://nationalskillcoalition.org/skills-mismatch/
9. State Actions on Coronavirus Relief Funds, National Conference of State Legislatures, https://app.powerbi.com/view?r=eyJrIjoiMTcyNGIwLTRkYzMtNDEwNy04MGJkLTM1OTVimjQzMmZhZSlmMiJ9&pageName=ReportSection