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 Montana

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**

- Male: 19,209
- Female: 19,019

**CTE ENROLLMENT**
**BY RACE, 2019-2020¹**

<table>
<thead>
<tr>
<th>Race/Population Status</th>
<th>Secondary</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>9.7%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.2%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Black</td>
<td>0.9%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4.4%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>White</td>
<td>80.8%</td>
<td>72.5%</td>
</tr>
<tr>
<td>2+ or Other</td>
<td>2.8%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

**OUTCOMES, 2020-2021 school year²**

- 90% of Montana high school students participating in CTE programs graduated
- 85% of CTE high school students received Post-Program Placement
- 100% of Montana 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
$2,459,907,065 Funds Expended
2,983,180 Participants*
1,486,250 Men
1,497,458 Women

Montana 2020-2021
$9,846,948 Funds Expended
21,141 Participants*
10,710 Men
10,359 Women

PARTICIPATION, by age, 2020-2021

<table>
<thead>
<tr>
<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>National</td>
<td>6,231</td>
<td>102,903</td>
<td>429,635</td>
<td>1,374,020</td>
<td>529,053</td>
<td>249,042</td>
</tr>
<tr>
<td>Montana</td>
<td>33</td>
<td>421</td>
<td>2,156</td>
<td>9,088</td>
<td>3,694</td>
<td>2,174</td>
</tr>
</tbody>
</table>

PARTICIPATION, by race and ethnicity, 2020-2021

<table>
<thead>
<tr>
<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>National</td>
<td>72,616</td>
<td>94,544</td>
<td>747,805</td>
<td>586,785</td>
<td>28,425</td>
<td>1,670,676</td>
</tr>
<tr>
<td>Montana</td>
<td>2,134</td>
<td>97</td>
<td>264</td>
<td>783</td>
<td>93</td>
<td>10,780</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.

**Montana’s Jobs by Education Requirement, 2018**

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

**Montana’s Jobs and Workers by Education Level, 2018**

- High School Equivalency: 18% (19% Jobs)
- Skills Training: 47% (51% Jobs)
- Four-year Degree: 35% (30% Jobs)

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**Education and Workforce Development Connections**

<table>
<thead>
<tr>
<th>Does the charge of the state workforce board or council that connects education to workforce development go beyond the requirements of WIOA?</th>
<th>Does the state publicly identify and publish high-demand occupations and required credentials for the occupations/jobs?</th>
<th>Does the state provide workforce development funding through...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>The department of labor and/or economic development?</td>
<td>The state education agency?</td>
<td>The state higher education office?</td>
</tr>
</tbody>
</table>

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*Note: The data provided is a summary of the information presented in the document.*
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 national\(^7\)**

*Revenue gap between four-year institutions and two-year institutions per full-time enrolled student, by state (in thousands USD)*

![Revenue gap chart](chart)

In Montana, community colleges receive $5,948 less in education revenue per student enrolled than four-year institutions.

Dual Enrollment Pathways\(^8\)

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><strong>First attended a community college</strong></td>
</tr>
<tr>
<td>Montana</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 Montana plans to spend its funds to support education.

- $75 million is directed to Montana K-12 schools to cover expenses incurred due to COVID-19 and to take precautions to keep students and staff safe this fall. This allocation is not part of the Education Stabilization funds from the Department of Education.

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.

Montana ESSER Funds received

$382,019,236

Sources

5. The Skills Mismatch, National Skills Coalition, [https://nationalskillcoalition.org/skills-mismatch/](https://nationalskillcoalition.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](https://ccrc.tc.columbia.edu/media/k2/attachments/introduction-community-colleges-students.pdf)
9. State Actions on Coronavirus Relief Funds, National Conference of State Legislatures, [https://app.powerbi.com/view?r=eyJrIjoiMTcyNGIwZmUtNTY3Mi00YjViLTgyNjMtZjk1NzVkYTYyZGUzLiwidCI6iM4MmZiOGlwLTRkYzMtNDEwNy04MGJkLTQmMDk5NjQzMmZhZSJsImMiOzJ9&pageName=ReportSection](https://app.powerbi.com/view?r=eyJrIjoiMTcyNGIwZmUtNTY3Mi00YjViLTgyNjMtZjk1NzVkYTYyZGUzLiwidCI6iM4MmZiOGlwLTRkYzMtNDEwNy04MGJkLTQmMDk5NjQzMmZhZSJsImMiOzJ9&pageName=ReportSection)