



# New Hampshire

## Education Equity in 2023



### 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 New Hampshire

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<sup>1</sup>



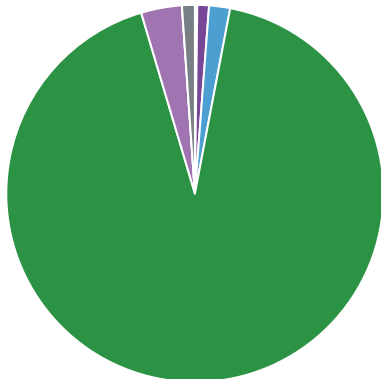
**9,198**  
Male



**10,384**  
Female

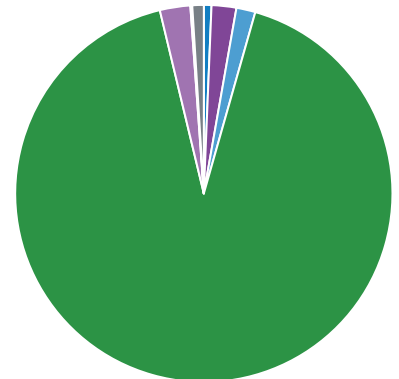
#### CTE ENROLLMENT BY RACE, 2020-2021<sup>1</sup>

Secondary



<b>0.2%</b>	AMERICAN INDIAN/ ALASKAN NATIVE	<b>0.4%</b>
<b>1.8%</b>	ASIAN	<b>1.0%</b>
<b>1.0%</b>	BLACK	<b>1.3%</b>
<b>3.5%</b>	HISPANIC/LATINO	<b>1.6%</b>
<b>0.0%</b>	PACIFIC ISLANDER	<b>0.1%</b>
<b>92.4%</b>	WHITE	<b>56.3%</b>
<b>1.1%</b>	2+ or OTHER	<b>0.6%</b>

Postsecondary



#### OUTCOMES, 2020-2021 school year<sup>2</sup>

**96%**

of New Hampshire high school students participating in CTE programs graduated

**55%**

of CTE high school students received Post-Program Placement

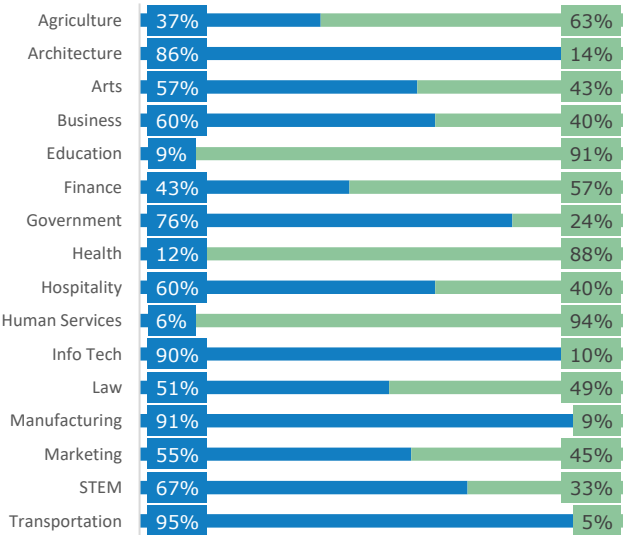
**89%**

of New Hampshire CTE postsecondary students earned a credential, certificate, or degree

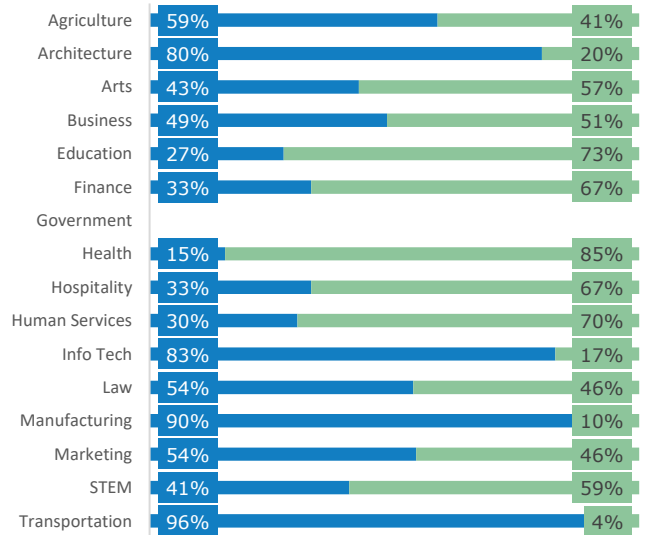
## State Concentrator Enrollment by Career Cluster<sup>1</sup>

Male Female

### New Hampshire Secondary Enrollment, 2020-2021\*\*



### New Hampshire Post-Secondary Enrollment, 2020-2021\*\*



## 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<sup>3</sup>



**\$2,615,686,395**  
Funds Expended

**3,100,683**  
Participants\*



**1,542,930**  
Men



**1,557,753**  
Women

**New Hampshire**  
2020-2021<sup>3</sup>



**\$3,147,583**  
Funds Expended

**5,980**  
Participants\*



**2,743**  
Men



**3,237**  
Women

### PARTICIPATION, by age, 2021-2022<sup>3</sup>

	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
New Hampshire	4	187	585	2,500	1,114	629	973

### PARTICIPATION, by race and ethnicity, 2021-2022<sup>3</sup>

	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
New Hampshire	63	112	273	307	8	5,225	80

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

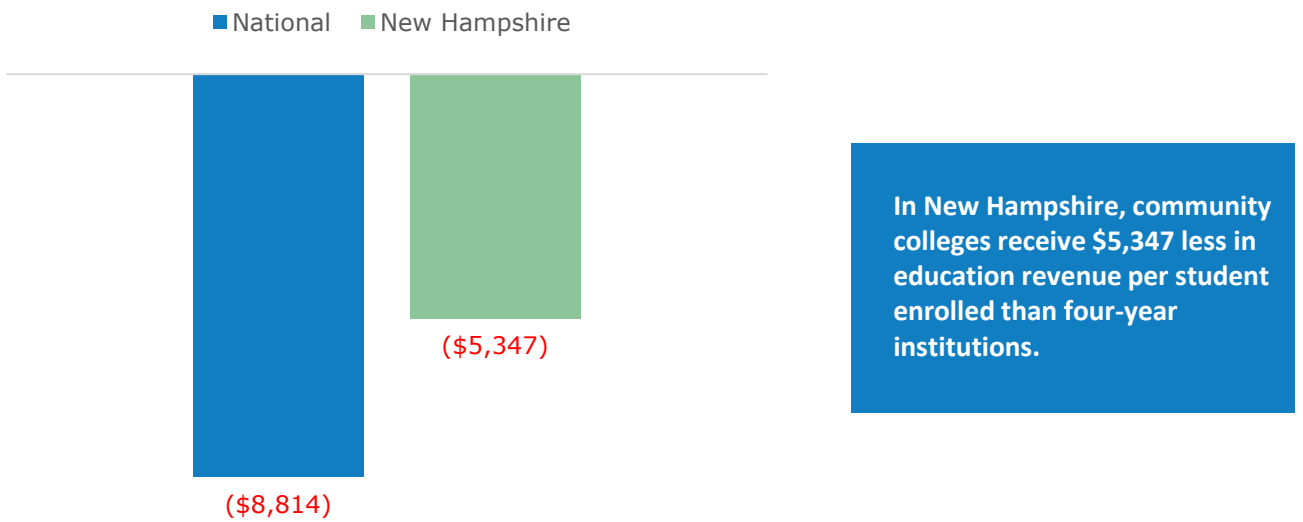
\*\*Secondary and Postsecondary Enrollment data shown reflects data that met DOL and DOE reporting standards

## 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.<sup>6</sup>

### REVENUE GAP, state vs national<sup>7</sup>

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



## Dual Enrollment Pathways<sup>8</sup>

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	
	New Hampshire	United States	New Hampshire	United States
Lower income	37%	43%	64%	58%
Higher Income	44%	50%	75%	71%

## State Actions on Coronavirus Relief Funds<sup>9</sup>

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 New Hampshire plans to spend its funds to support education.

- **\$41 million to the New Hampshire Education COVID-19 Response Fund for the University System of New Hampshire and the Community College System of New Hampshire**
- **\$9.7 million to the Safer Scholars COVID-19 Campus Modification program**
- **\$10 million to the New Hampshire Invest in the Future Fund for programs like: the Empowering Youth Program to increase summer programming for middle and high school-aged children across the Granite State and the Education Enrichment Provider Program to use \$1.5M for grants to student programs that provide enrichment opportunities to K-12 students**
- **\$44.7 million to the Public School COVID-19 Support Fund**

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.



**New Hampshire  
ESSER Funds received<sup>10</sup>**

**\$350,561,159**

## Sources

1. *Perkins V Enrollment Data*, Perkins Collaborative Resource Network, [https://cte.ed.gov/dataexplorer/build\\_enrollment](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 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, <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/>