



Utah

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 Utah

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, 2020-2021¹



136,383

Male



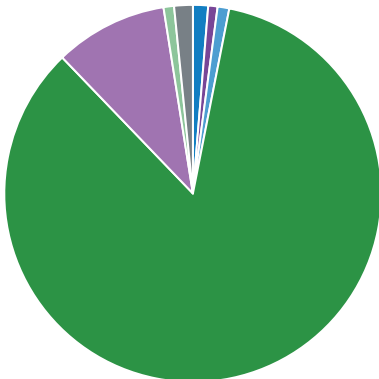
128,795

Female

CTE ENROLLMENT

BY RACE, 2020-2021¹

Secondary



OUTCOMES, 2020-2021 school year²

96%

of Utah high school students participating in CTE programs graduated

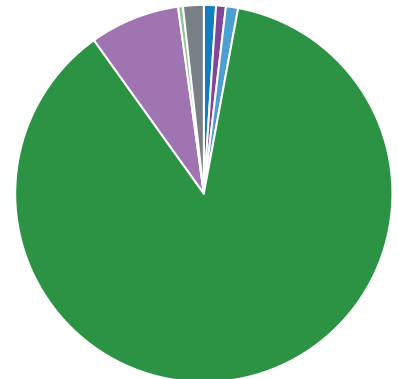
65%

of CTE high school students received Post-Program Placement

64%

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

Postsecondary



1.3%

AMERICAN INDIAN/
ALASKAN NATIVE

1.0%

1.0%

ASIAN

1.0%

0.8%

BLACK

0.8%

9.7%

HISPANIC/LATINO

7.4%

0.9%

PACIFIC ISLANDER

0.4%

84.8%

WHITE

83.7%

1.6%

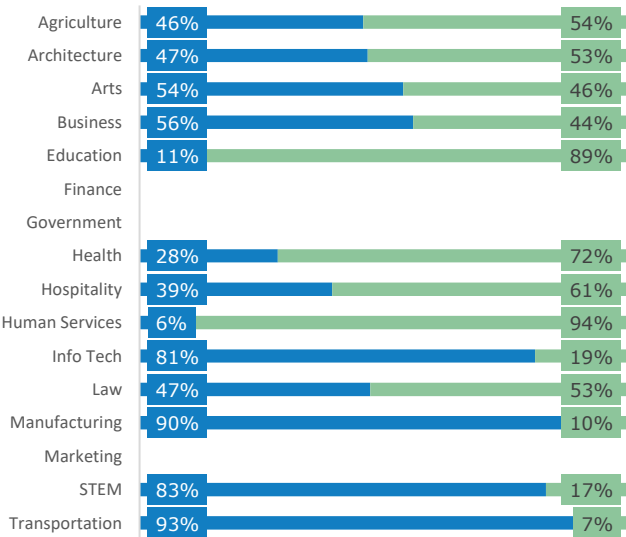
2+ or OTHER

1.7%

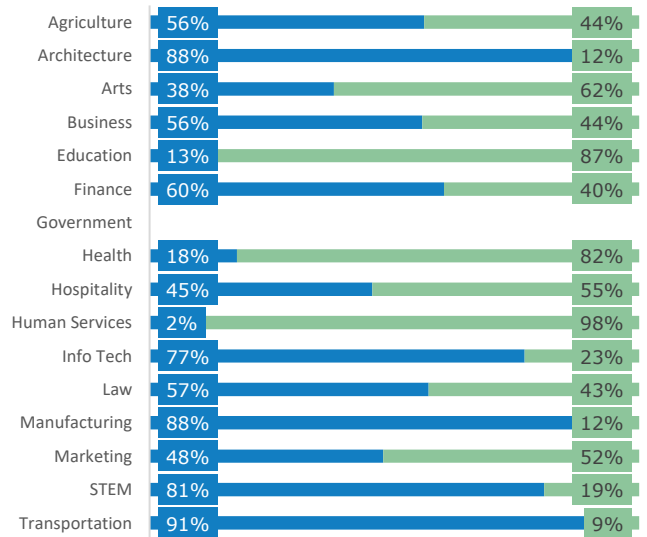
State Concentrator Enrollment by Career Cluster¹

Male Female

Utah Secondary Enrollment, 2020-2021**



Utah 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
2020-2021³



\$2,615,686,395
Funds Expended

3,100,683
Participants*



1,542,930
Men



1,557,753
Women

Utah
2020-2021³



\$16,567,414
Funds Expended

417,914
Participants*



211,891
Men



206,023
Women

PARTICIPATION, by age, 2021-2022³

	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
Utah	158	4,121	50,025	221,116	73,532	29,211	45,689

PARTICIPATION, by race and ethnicity, 2021-2022³

	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
Utah	13,282	11,904	16,113	60,362	9,879	306,435	9,574

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

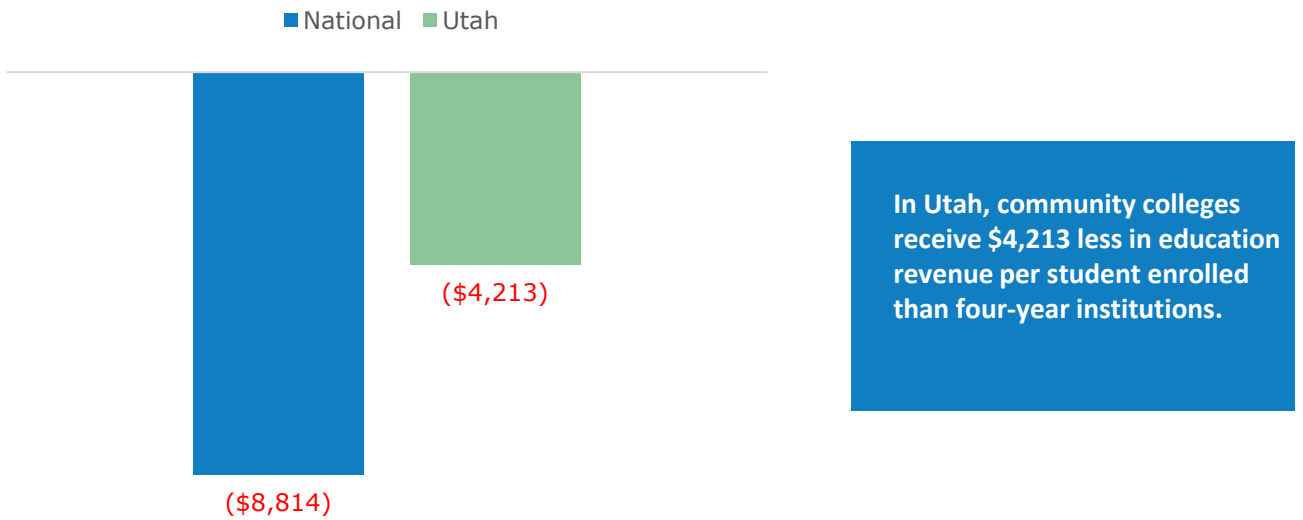
**Secondary and Postsecondary Enrollment data shown reflects data that met DOL and DOE reporting standards

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, 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	
	Utah	United States	Utah	United States
Lower income	N/A	43%	N/A	58%
Higher Income	N/A	50%	N/A	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 Utah plans to spend its funds to support education.

- **\$19 million to the State Board of Education for classroom supplies, enhancements and equipment. \$3.9 million of the \$19 million coronavirus relief funding distributed to the Board to pay for personal protective equipment and other allowable expenses for schools**

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.



Utah
ESSER Funds received¹⁰

\$615,292,016

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 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/>