



Washington

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 Washington

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

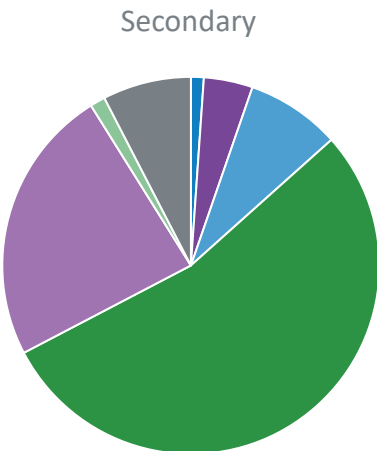


145,640
Male



144,814
Female

CTE ENROLLMENT BY RACE, 2019-2020¹



OUTCOMES, 2020-2021 school year²

84%

of Washington high school students participating in CTE programs graduated

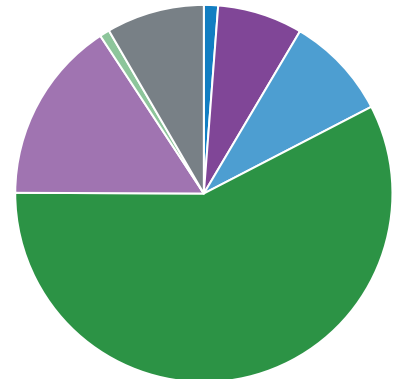
67%

of CTE high school students received Post-Program Placement

57%

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

Postsecondary



1.1%

AMERICAN INDIAN/
ALASKAN NATIVE

1.0%

8.1%

ASIAN

7.3%

4.2%

BLACK

6.0%

23.8%

HISPANIC/LATINO

12.9%

1.3%

PACIFIC ISLANDER

0.7%

54.0%

WHITE

47.4%

7.6%

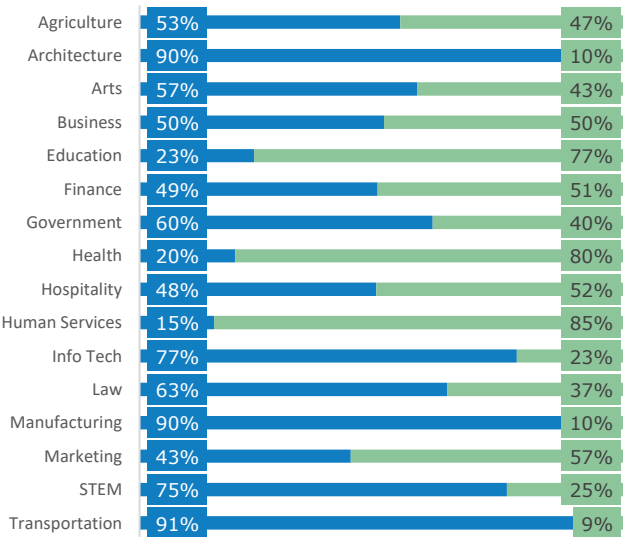
2+ or OTHER

6.9%

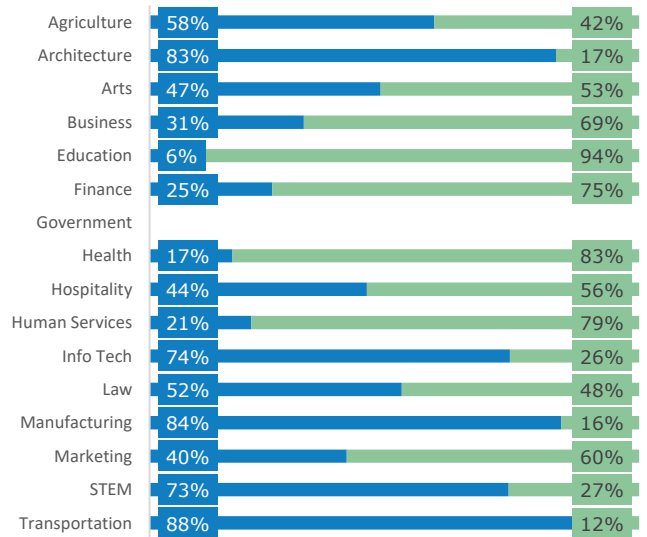
State Concentrator Enrollment by Career Cluster¹

Male Female

Washington Secondary Enrollment, 2019-2020**



Washington 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

Washington
2020-2021³



\$69,124,665
Funds Expended

61,581
Participants*



31,786
Men



30,406
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
Washington	49	2,693	7,595	28,161	11,788	5,937	7,331

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
Washington	1,905	6,190	5,489	8,912	1,257	38,817	2,150

*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 standards

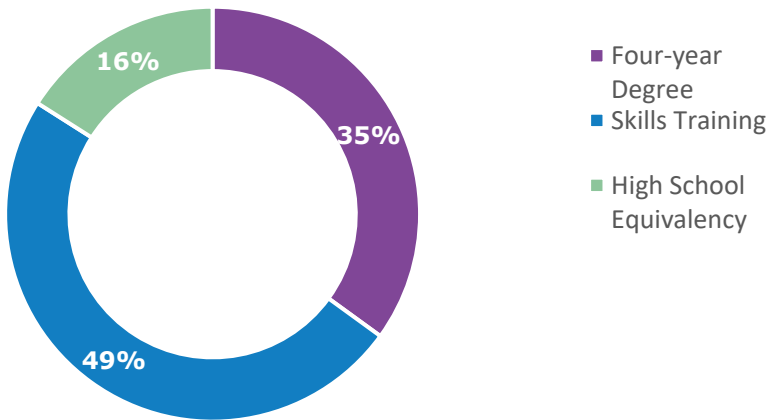
Education and Workforce Development Connections⁴

Washington	Does the charge of the state workforce board or council that connects education to workforce development go beyond the requirements of WIOA?	Yes	Does the state publicly identify and publish high-demand occupations and required credentials for the occupations/jobs?	Yes	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?
Washington	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Middle Skill Jobs⁵

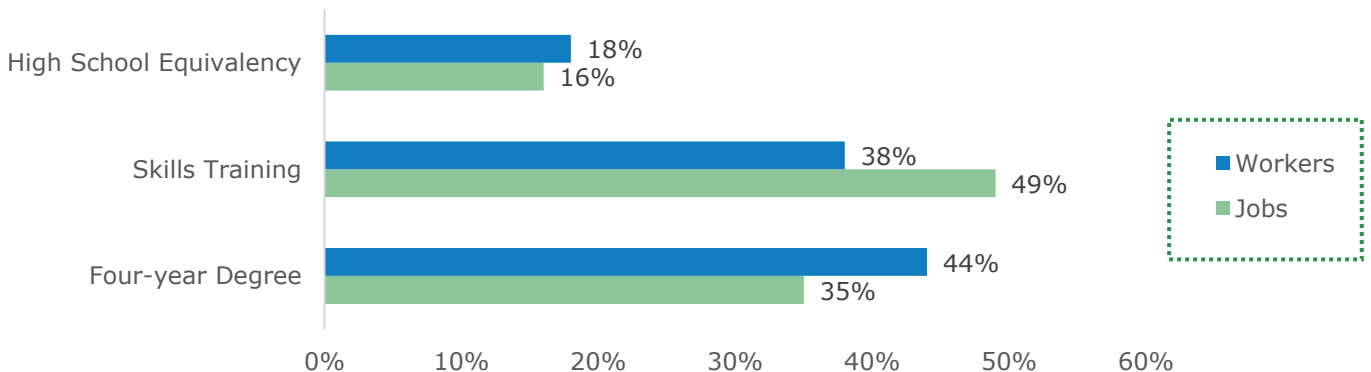
Many in-demand jobs that offer family-sustaining wages in the United States require skills training beyond a high school, but not a 4-year degree. But too few of America's workers have had access to the skills training necessary to fill these jobs.

Washington's Jobs by Education Requirement, 2018



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

Washington's Jobs and Workers by Education Level, 2018

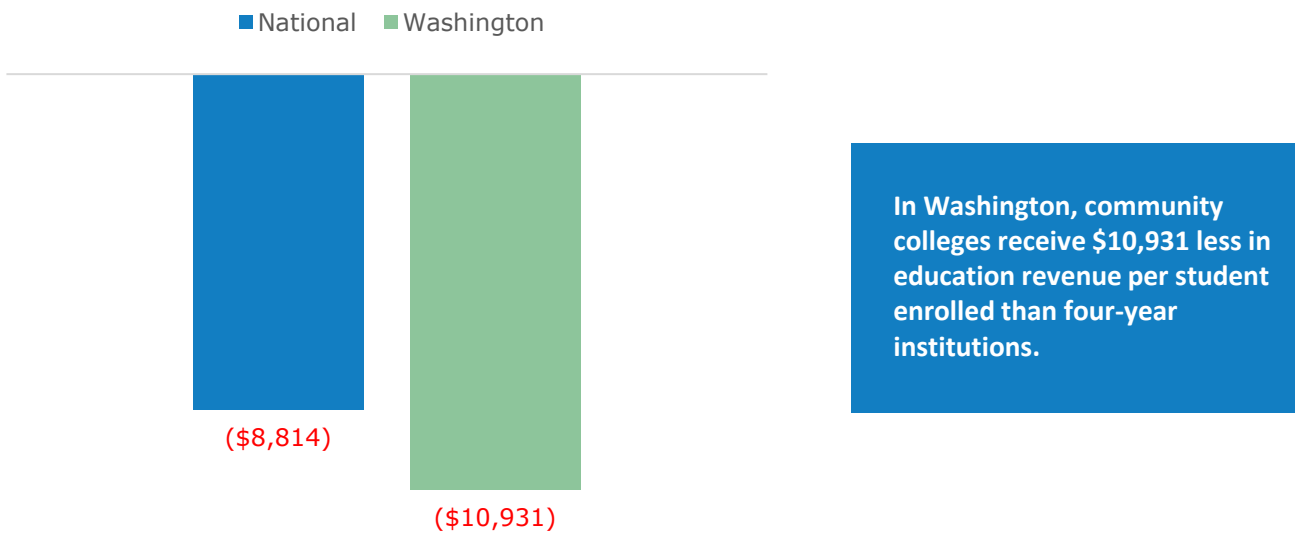


Community College Funding Gap

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	
	Washington	United States	Washington	United States
Lower income	56%	43%	56%	58%
Higher Income	61%	50%	66%	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 Washington plans to spend its funds to support education.

- **\$1.3 million to Washington State University to support continued operations, and emergency support funds**
- **\$44 million to the State Board for Community and Technical Colleges to support continued operations, emergency support funds, and restart professional technical programs**
- **\$50.8 million to the University of Washington to pay for testing expenditures, including test development, triage and testing sites, and public health partnerships for contact tracing**
- **\$195.2 million to the Office of the Superintendent of Public Instruction to provide emergency relief funds to local education agencies to address the impact of COVID-19 on elementary and secondary schools**
- **\$8.1 million to the Office of Superintendent of Public Instruction for competitive grants to community-based organizations (CBOs) to support student learning in partnership with school districts**
- **\$8.8 million to the Office of Superintendent of Public Instruction for internet access contracts and connectivity needs**

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.



Washington
ESSER Funds received¹⁰

\$1,852,501,071

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=eyJrIjojMTcyNGQ5ZmUtNTY3Mi00YjVlTGYjMTZk1NzVlYUyZGUzIiwidCI6IjM4MmZiOGIwLTRkYzYtNDEwNy04MGJkLTM1OTViMjQzMmZhZSIsImMiOjZ9&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/>