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 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, 2020-2021

129,229
Male

132,340
Female

CTE ENROLLMENT BY RACE, 2020-2021

<table>
<thead>
<tr>
<th>Race</th>
<th>Secondary</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMERICAN INDIAN/ALASKAN NATIVE</td>
<td>1.5%</td>
<td>1.1%</td>
</tr>
<tr>
<td>ASIAN</td>
<td>5.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>BLACK</td>
<td>2.8%</td>
<td>3.7%</td>
</tr>
<tr>
<td>HISPANIC/LATINO</td>
<td>15.6%</td>
<td>8.7%</td>
</tr>
<tr>
<td>PACIFIC ISLANDER</td>
<td>0.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>WHITE</td>
<td>68.9%</td>
<td>59.0%</td>
</tr>
<tr>
<td>2+ or OTHER</td>
<td>5.0%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

OUTCOMES, 2020-2021 school year

94% of Washington high school students participating in CTE programs graduated

N/A of CTE high school students received Post-Program Placement

49% of Washington CTE postsecondary students earned a credential, certificate, or degree

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.
State Concentrator Enrollment by Career Cluster

Washington Secondary Enrollment, 2020-2021**

- Agriculture: 52% Male, 48% Female
- Architecture: 91% Male, 9% Female
- Arts: 52% Male, 48% Female
- Business: 50% Male, 50% Female
- Education: 35% Male, 65% Female
- Finance: 61% Male, 39% Female
- Government: 65% Male, 35% Female
- Health: 30% Male, 70% Female
- Hospitality: 47% Male, 53% Female
- Human Services: 18% Male, 82% Female
- Info Tech: 76% Male, 24% Female
- Law: 61% Male, 39% Female
- Manufacturing: 90% Male, 10% Female
- Marketing: 49% Male, 51% Female
- STEM: 79% Male, 21% Female
- Transportation: 92% Male, 8% Female

Washington Post-Secondary Enrollment, 2020-2021**

- Agriculture: 56% Male, 44% Female
- Architecture: 84% Male, 16% Female
- Arts: 42% Male, 58% Female
- Business: 29% Male, 71% Female
- Education: 7% Male, 93% Female
- Finance: 50% Male, 50% Female
- Government: 16% Male, 84% Female
- Health: 42% Male, 58% Female
- Hospitality: 15% Male, 85% Female
- Human Services: 72% Male, 28% Female
- Info Tech: 49% Male, 51% Female
- Law: 84% Male, 16% Female
- Manufacturing: 38% Male, 62% Female
- Marketing: 65% Male, 35% Female
- STEM: 87% Male, 13% Female

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*
- $2,615,686,395 Funds Expended
- 3,100,683 Participants*
- 1,542,930 Men
- 1,557,753 Women

Washington 2020-2021*
- $72,098,101 Funds Expended
- 97,455 Participants*
- 49,697 Men
- 47,758 Women

PARTICIPATION, by age, 2021-2022*

<table>
<thead>
<tr>
<th>Age Group</th>
<th>National</th>
<th>Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 16</td>
<td>6,435</td>
<td>63</td>
</tr>
<tr>
<td>16-18</td>
<td>101,012</td>
<td>2,803</td>
</tr>
<tr>
<td>19-24</td>
<td>402,819</td>
<td>9,126</td>
</tr>
<tr>
<td>25-44</td>
<td>1,440,033</td>
<td>44,966</td>
</tr>
<tr>
<td>45-54</td>
<td>556,845</td>
<td>19,307</td>
</tr>
<tr>
<td>55-59</td>
<td>268,062</td>
<td>9,723</td>
</tr>
<tr>
<td>60+</td>
<td>365,689</td>
<td>13,789</td>
</tr>
</tbody>
</table>

PARTICIPATION, by race and ethnicity, 2021-2022*

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>National</th>
<th>Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI/AN</td>
<td>79,009</td>
<td>3,131</td>
</tr>
<tr>
<td>Asian</td>
<td>106,536</td>
<td>9,245</td>
</tr>
<tr>
<td>Black</td>
<td>794,496</td>
<td>8,602</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>600,507</td>
<td>14,781</td>
</tr>
<tr>
<td>NH/PI</td>
<td>32,676</td>
<td>2,019</td>
</tr>
<tr>
<td>White</td>
<td>170,3285</td>
<td>61,048</td>
</tr>
<tr>
<td>More than one</td>
<td>81,571</td>
<td>3,415</td>
</tr>
</tbody>
</table>

*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)

![Revenue Gap Diagram]

In Washington, community colleges receive $10,931 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.

<table>
<thead>
<tr>
<th>Percentage of High-School Dual-Enrollment Students Who Completed Any Award</th>
<th>First attended a community college</th>
<th>First attended a 4-year college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>United States</td>
<td>Washington</td>
</tr>
<tr>
<td>Lower income</td>
<td>56%</td>
<td>43%</td>
</tr>
<tr>
<td>Higher income</td>
<td>61%</td>
<td>50%</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 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 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.

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=eyJrIjoiMTcyNGIwLTRkYzmtMi00NjVjLTgyNjMtZjktbWFkYTUtZGUzIiwidCI6IjM4MmZiOGIwLTkzNmNjMTk2NjEtMzIwNy04MGJiLTM1NTM1MDU1NjUxZSIsImMiOjZ9&pageName=ReportSection