



# Alabama

## Education Equity in 2021



### 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 Alabama

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



**105,414**  
Male



**103,053**  
Female

#### OUTCOMES, 2018-2019 school year

**90%**

of Alabama high school students participating in CTE programs graduated

**92%**

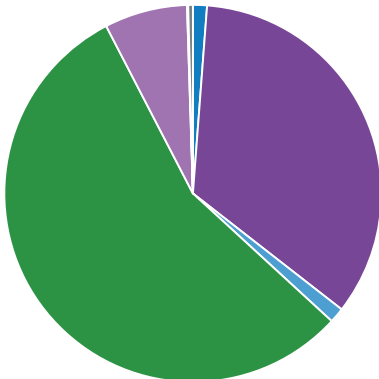
of CTE high school students met performance goals for technical skills

**69%**

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

#### CTE ENROLLMENT BY RACE

##### Secondary



**1.2%**

AMERICAN INDIAN/  
ALASKAN NATIVE

**0.9%**

**1.3%**

ASIAN

**1.2%**

**34.3%**

BLACK

**27.8%**

**7.1%**

HISPANIC/LATINO

**4.2%**

**0.1%**

PACIFIC ISLANDER

**0.1%**

**55.5%**

WHITE

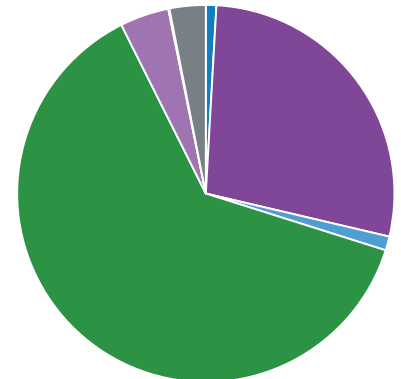
**62.8%**

**0.4%**

2+ or OTHER

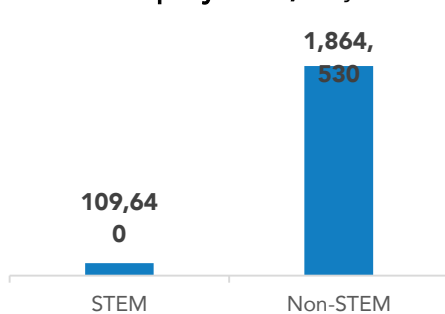
**3.1%**

##### Postsecondary



# High-Skill, High-Wage, In-Demand: Middle Skill and STEM Jobs

State Employment, May 2019



**5.6%**

STEM share of total state employment

**\$89,040** Average annual wage of a STEM job

**\$42,300** Average annual wage of a non-STEM job

## Minority Serving Institutions

Almost **700 institutions** across the United States are Minority Serving Institutions (MSIs) and produced **28% of graduates** in 2017. MSIs admit a larger proportion of minority and low-income students than non-MSIs. They propel their students from the bottom to the top of the income distribution at higher rates than do non-MSIs, showing that MSIs are a viable path to climb the economic ladder.

2021 MSI Breakdown, public 2-year, public 4-year, private 4-year

Alabama      United States

0	24	Alaska Native and Native Hawaiian Serving Institutions (ANNH)
0	125	Asian American and Native American Pacific Island Serving Institutions (AANAPISI)
0	386	Hispanic Serving Institutions (HSI)
14	92	Historically Black Colleges and Universities (HBCU)
0	27	Native American Indian Serving, Non-Tribal Institutions (NASNTI)
7	101	Predominantly Black Institutions (PBI)
0	33	Tribal Colleges and Universities (TCU)

## Adult Learners

An individual employer, group of employers, labor organization, education institution, or an industry association can sponsor an apprenticeship program. These programs provide hands-on learning and technical instruction for apprentices, often adults seeking to upskill or re-skill into a different industry.

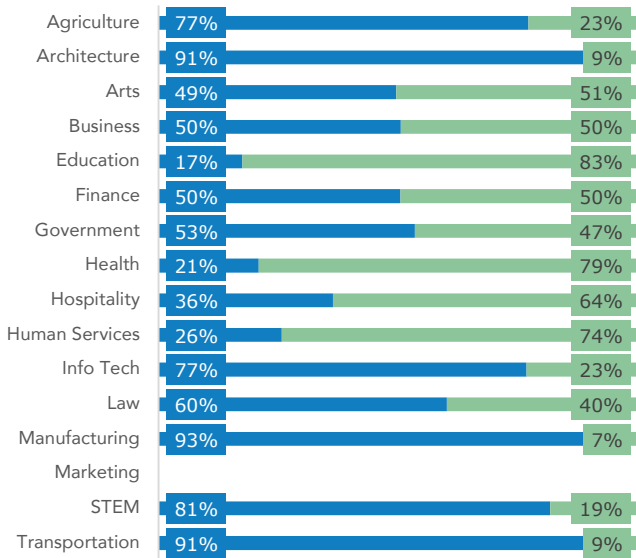
State Apprenticeship Information, May 2019

	Active Apprentices	Active Programs
National	585,026	238,549
Alabama	4,452	145

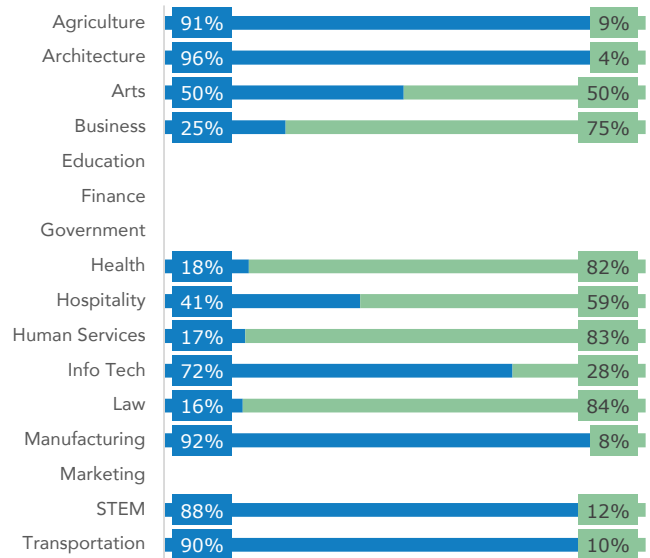
# State Concentrator Enrollment

Male Female

## Alabama Secondary Enrollment, 2018-2019\*\*



## Alabama Post-Secondary Enrollment, 2018-2019\*\*



# Workforce Innovation & 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



**\$1,003,773,359**  
Funding

**902,656**  
Participants\*



**516,060**  
Men



**386,596**  
Women

Alabama



**\$11,838,781**  
Funding

**13,997**  
Participants\*



**10,332**  
Men



**10,387**  
Women

## PARTICIPATION, by age

	Under 16	16-18	19-24	25-44	45-54	55-59	60+
National	15,698	257,973	171,210	221,206	105,234	49,885	51,656
Alabama	787	10,602	3,937	4,572	2,147	1,034	1,313

## PARTICIPATION, by race and ethnicity

	AI/AN	Asian	Black	Hispanic/ Latino	NH/PI	White	More than one
National	18,168	22,336	210,592	154,970	5,608	625,861	22,355
Alabama	102	90	10,328	531	46	13,703	

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

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

Sources: Perkins Collaborative Resource Network, U.S. Department of Labor, U.S. Department of Education.

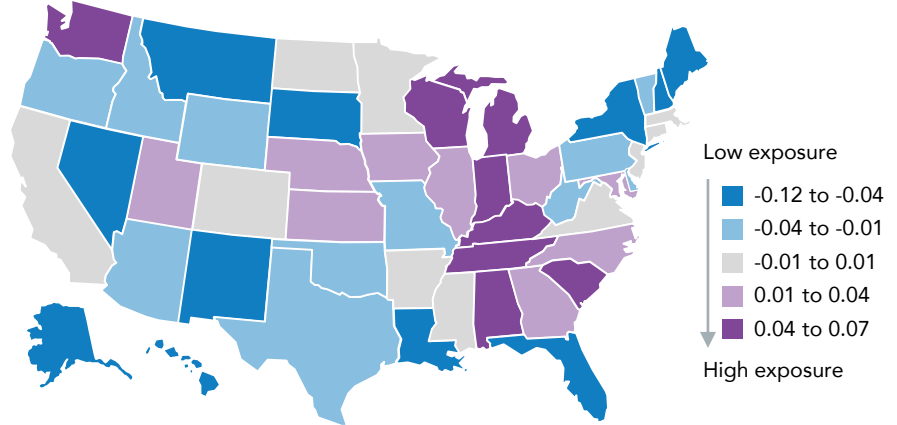
# Artificial Intelligence and the Workforce

The likeliness of workforce exposure to AI depends on gender, age, race and ethnicity. AI could affect work in virtually every occupational group. AI exposure is calculated by quantifying the overlap between the text of AI patents and the text of job descriptions, identifying occupations likely to be affected by AI specifically, as opposed to those affected more broadly by other automation technologies.

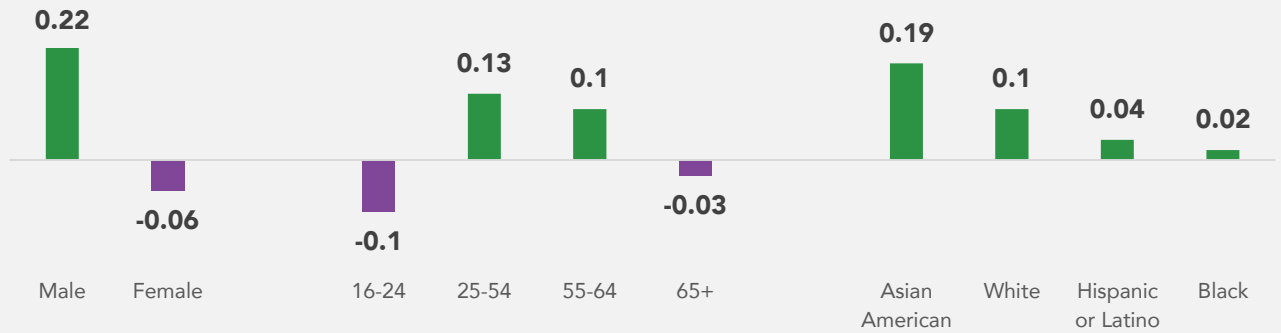
Average standardized AI exposure by state, 2017



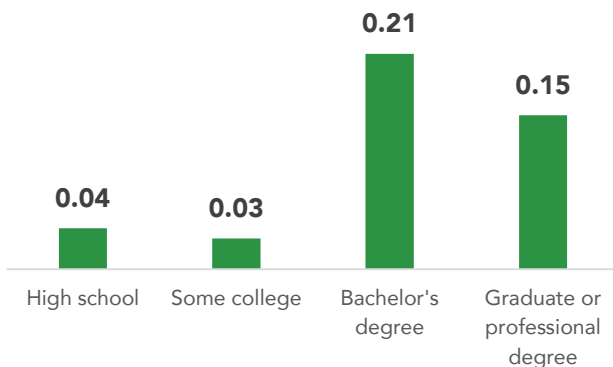
Alabama  
Average Standardized  
AI Exposure Score:  
**0.04**



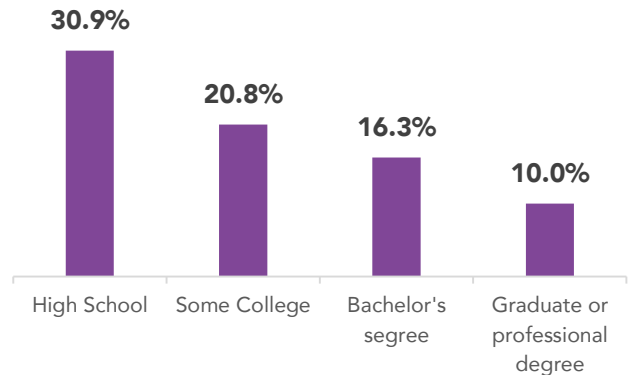
U.S. AI exposure by gender, age, and race and ethnicity, 2017



U.S. AI exposure by education level, 2017



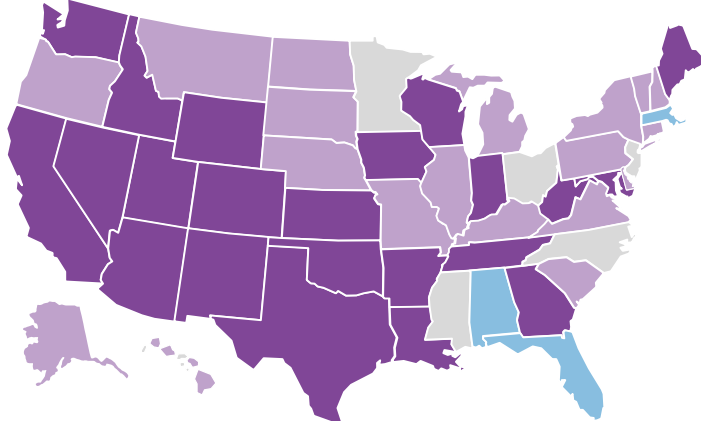
Alabama Educational Attainment, 2019



# COVID-19 Impact on Education

Due to the coronavirus pandemic, schools and educational institutions adapted by shifting in-person instruction to remote learning. In the past year, 22 states have cut a combined \$1.9 billion in funding for higher education for the fiscal year that ends in June 2021. Enrollment at continuing education and undergraduate institutions has decreased. Twenty-three states have avoided higher education cuts in the 2020-2021 fiscal year.

Change in higher education funding  
FY2020 to FY2021



■ Cut funding ■ No change ■ Increased funding ■ Data not available

## H.R. 1319: American Rescue Plan (ARP) Act of 2021



The ARP is a COVID-19 relief package that provides \$1.9 trillion in mandatory funding, program changes, and tax policies with the goal of mitigating the effects of the pandemic. President Biden signed the bill into law on March 11, 2021. ARP includes:

- **\$122.7 billion** for the Elementary and Secondary School Emergency Relief (ESSER) Fund to be continued through September 30, 2023.
- **\$3.03 billion** in additional funding for IDEA in FY 21
- **\$2.75 billion** to governors through the Emergency Assistance to Non-Public Schools Program for non-public schools with a significant percentage of low-income students
- **\$800 million** to support the identification, enrollment, and school participation of children and youth experiencing homelessness, including through wrap-around services.
- **\$850 million** for grants to Bureau of Indian Education-operated and funded elementary and secondary schools and Tribal Colleges or Universities.
- **\$40 billion** through the existing Higher Education Emergency Relief (HEER) Fund.
- **\$3 billion** to HBCUs, tribal colleges, and minority-serving institutions.
- **\$400 million** to for-profit college financial aid grants to students.
- **\$200 million** for institutions with the greatest unmet need of those not served by the HEER formula.

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.



**Alabama**  
ESSER Funds received:

**\$2,020,070,466**