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 Arizona

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

- **Male**: 97,832
- **Female**: 107,995

### CTE ENROLLMENT BY RACE, 2020-2021

- **American Indian/Alaskan Native**: 6.0%
- **Asian**: 2.0%
- **Black**: 3.1%
- **Hispanic/Latino**: 30.1%
- **Pacific Islander**: 0.2%
- **White**: 56.4%
- **2+ or OTHER**: 2.1%

### OUTCOMES, 2020-2021 school year

- **95%** of Arizona high school students participating in CTE programs graduated
- **69%** of CTE high school students received Post-Program Placement
- **56%** of Arizona CTE postsecondary students earned a credential, certificate, or degree

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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

Arizona
2020-2021

$56,629,599
Funds Expended

49,200
Participants*

26,978
Men

22,222
Women

PARTICIPATION, by age, 2021-2022

<table>
<thead>
<tr>
<th></th>
<th>Under 16</th>
<th>16-18</th>
<th>19-24</th>
<th>25-44</th>
<th>45-54</th>
<th>55-59</th>
<th>60+</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>6,435</td>
<td>101,012</td>
<td>402,819</td>
<td>1,440,033</td>
<td>556,845</td>
<td>268,062</td>
<td>365,689</td>
</tr>
<tr>
<td>Arizona</td>
<td>49</td>
<td>1,654</td>
<td>6,337</td>
<td>22,916</td>
<td>8,636</td>
<td>4,277</td>
<td>5,459</td>
</tr>
</tbody>
</table>

PARTICIPATION, by race and ethnicity, 2021-2022

<table>
<thead>
<tr>
<th></th>
<th>AI/AN</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic/Latino</th>
<th>NH/PI</th>
<th>White</th>
<th>More than one</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>79,009</td>
<td>106,536</td>
<td>794,496</td>
<td>600,507</td>
<td>32,676</td>
<td>170,3285</td>
<td>81,571</td>
</tr>
<tr>
<td>Arizona</td>
<td>2,967</td>
<td>727</td>
<td>6,015</td>
<td>21,326</td>
<td>235</td>
<td>26,621</td>
<td>347</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)

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.

<p>| Percentage of High-School Dual-Enrollment Students Who Completed Any Award |
|---------------------------------|---------------------------------|</p>
<table>
<thead>
<tr>
<th>First attended a community college</th>
<th>First attended a 4-year college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>United States</td>
</tr>
<tr>
<td>Lower income</td>
<td>38%</td>
</tr>
<tr>
<td>Higher Income</td>
<td>48%</td>
</tr>
</tbody>
</table>
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 Arizona plans to spend its funds to support education.

- $2 million for the Arizona Virtual Teacher Institute, a partnership among Arizona State University, the Arizona Department of Education, and the non-profit Helios Education Foundation
- $8 million to the universities for testing surveillance, and other response efforts
- $370 million to support K-12 School Districts and Charters as they head back to school (Education Stabilization Program)

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.

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**Arizona ESSER Funds received**

$2,583,943,517

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**Sources**

9. State Actions on Coronavirus Relief Funds, National Conference of State Legislatures, [https://app.powerbi.com/view?r=eyJrIjoiMTcyNGIwLTRkYzMtNzI0MjIyMTQyNjg5OTg5MjU2OTQ0NjU0IiwidCI6IjM4MmZiOGIwLTRkYzMtNDEwNy04MGJkLTQ1ODk0NjUyMTMxMiIsImMiOjZ9&pageName=ReportSection](https://app.powerbi.com/view?r=eyJrIjoiMTcyNGIwLTRkYzMtNzI0MjIyMTQyNjg5OTg5MjU2OTQ0NjU0IiwidCI6IjM4MmZiOGIwLTRkYzMtNDEwNy04MGJkLTQ1ODk0NjUyMTMxMiIsImMiOjZ9&pageName=ReportSection)