# Popy Rufaidah

Atase Pendidikan dan Kebudayaan
KBRI Washington, D.C., Amerika Serikat

**Selasa, 16 Februari 2021**

# COVID-19 IN THE UNITED STATES

## LATEST DATA FROM MONDAY, FEBRUARY 15TH

Deloitte. Datawheel

**CONFIRMED CASES**
27.5M
IN THE USA

**DEATHS**
476,906
IN THE USA

**HOSPITALIZATIONS**
846,380
IN THE USA

**CASES PER CAPITA**
8.4k
PER 100,000

**DEATHS PER CAPITA**
146
PER 100,000

**TOTAL TESTS**
152M
18% TESTED POSITIVE

Based on publicly available data, how is COVID-19 (also known as Coronavirus) spreading in the United States? How fast is it growing in each state? And how prepared may different states be to cope with the spread of this global pandemic?

At Data USA, our mission is to visualize and distribute open source data of U.S. public interest. To track the evolution and trajectory of COVID-19, we have created a series of interactive graphics. These visualizations are designed to put the spread of COVID-19 in context.

# Daily New Cases

Y-AXIS SCALE: Linear | Logarithmic

INDICATOR: Daily New Cases

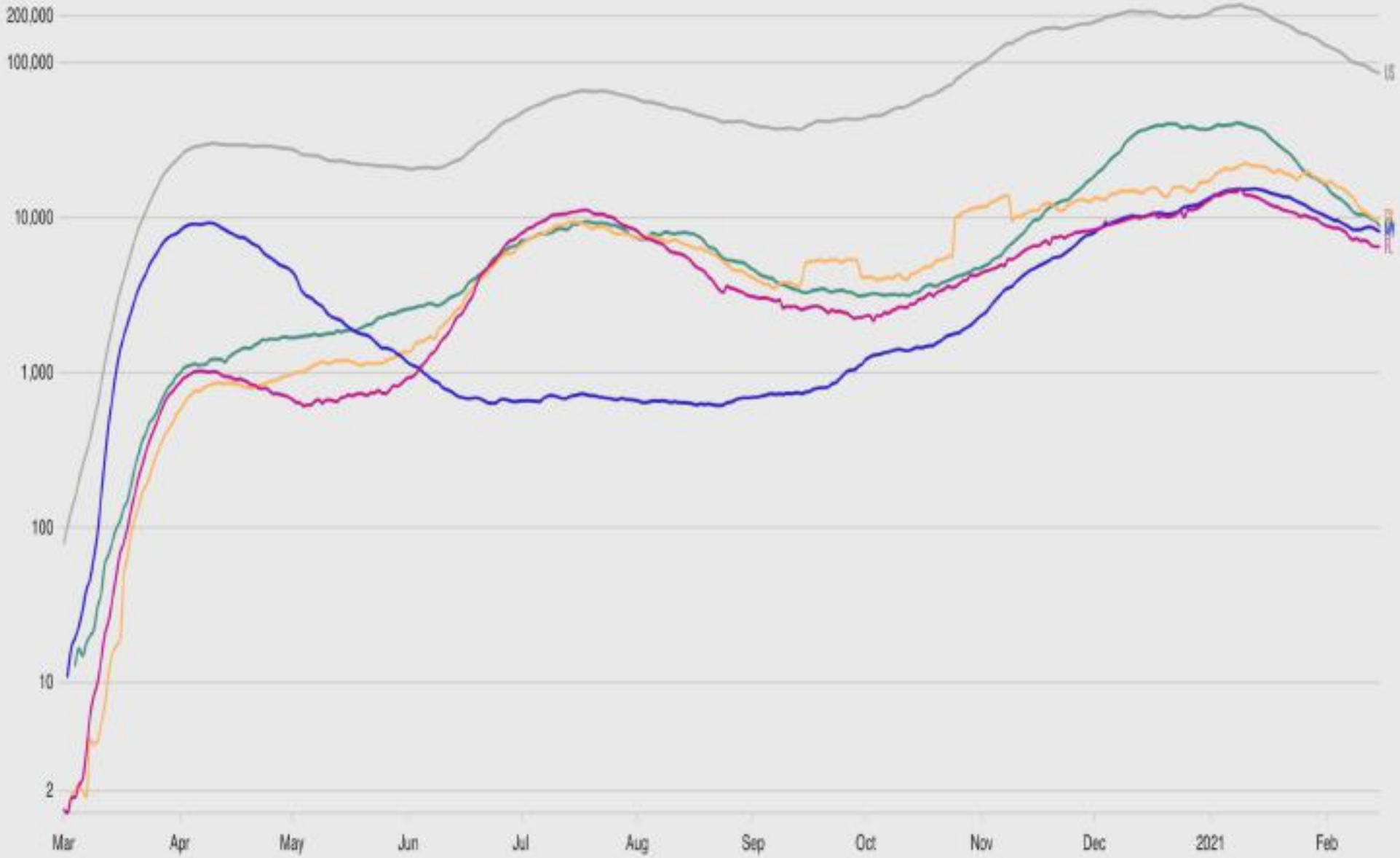
- [x] 7-day Rolling Average
- [ ] Per Capita
- [ ] Shift Time Axis
- [ ] International Comparison

Because of the exponential nature of early epidemic spreading, it is important to track not only the total number of COVID-19 cases, but their growth.

This chart presents the number of new cases reported daily by each U.S. state.

For more information about the difference between linear and logarithmic scale, click here

Data from the COVID Tracking Project Coronavirus numbers by state




↑ click here to return to the table and change state selection ↑

# MOBILITY

Mobility data helps policymakers, local government and executives make informed decisions on COVID-19 restrictions and reopening.

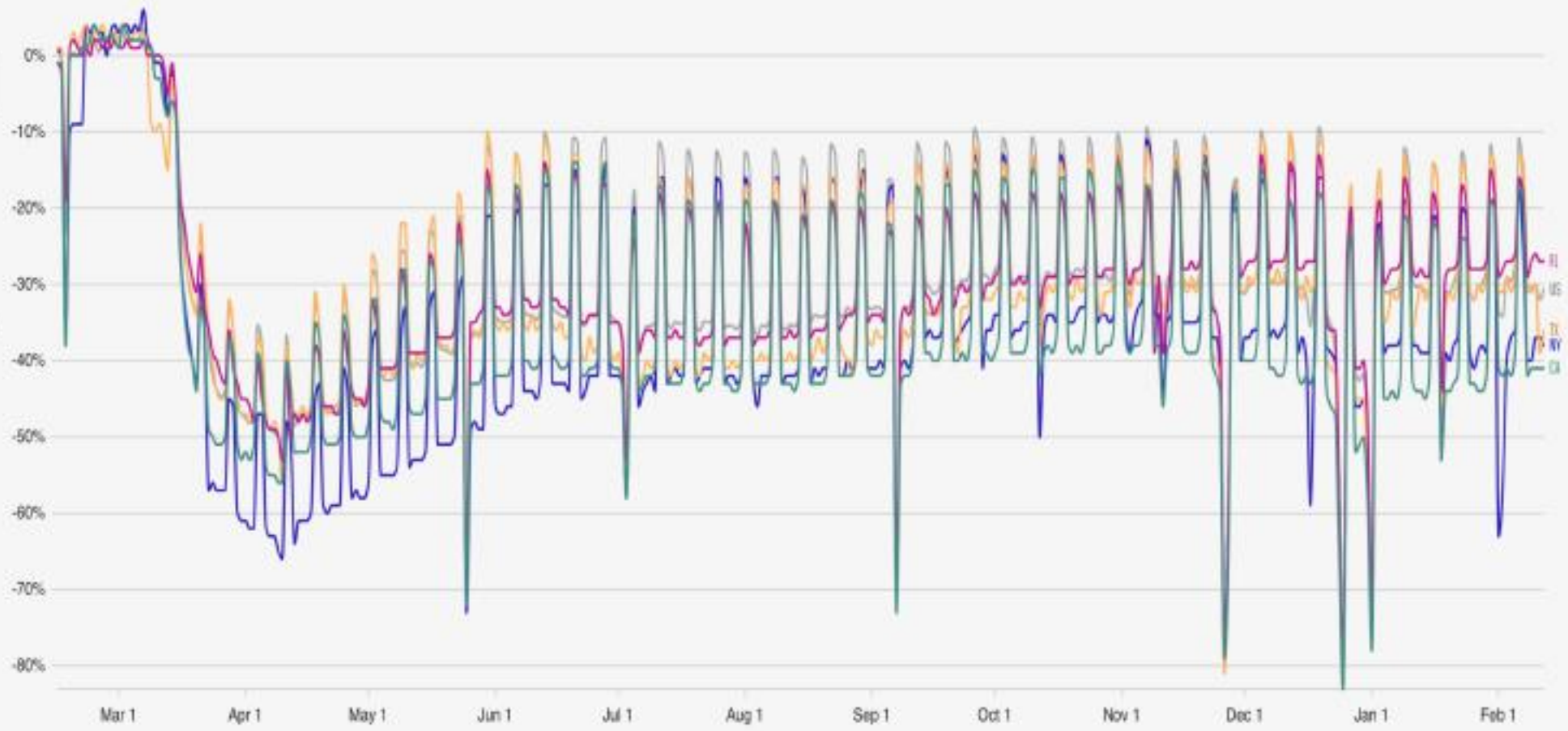
## Community Mobility

**PLACE CATEGORY** Workplaces

This chart shows how visits and length of stay to workplaces have changed over time compared to a baseline.

Baselines are calculated using aggregated and anonymized data to show popular times for places in Google Maps. Changes for each day are compared to a baseline value for that day of the week.

Data from the Google LLC "*Google COVID-19 Community Mobility Reports*" https://www.google.com/covid19/mobility/.




↑ click here to return to the table and change state selection ↑

# ECONOMIC IMPACT

## Impact on Employment

Initial unemployment insurance claim numbers are not seasonally adjusted.

**Y-AXIS SCALE** Linear | Logarithmic

**73.1M**
**INITIAL UNEMPLOYMENT INSURANCE CLAIMS IN THE UNITED STATES**
since the week ending Saturday, March 21st

**25.5M**
**INITIAL UNEMPLOYMENT INSURANCE CLAIMS IN THE 4 SELECTED STATES**
since the week ending Saturday, March 21st

Since new claims for unemployment insurance began to spike the week ending on Saturday, March 21st, there have been over 73.1M initial claims filed.

This chart shows weekly initial unemployment insurance claims in the United States (not-seasonally adjusted). The most recent data point uses Advance State Claims data, which can be revised in subsequent weeks.

For more information about the difference between linear and logarithmic scale, click here.

Data from the DOL Unemployment Insurance Weekly Claims Data Unemployment insurance weekly claims by state

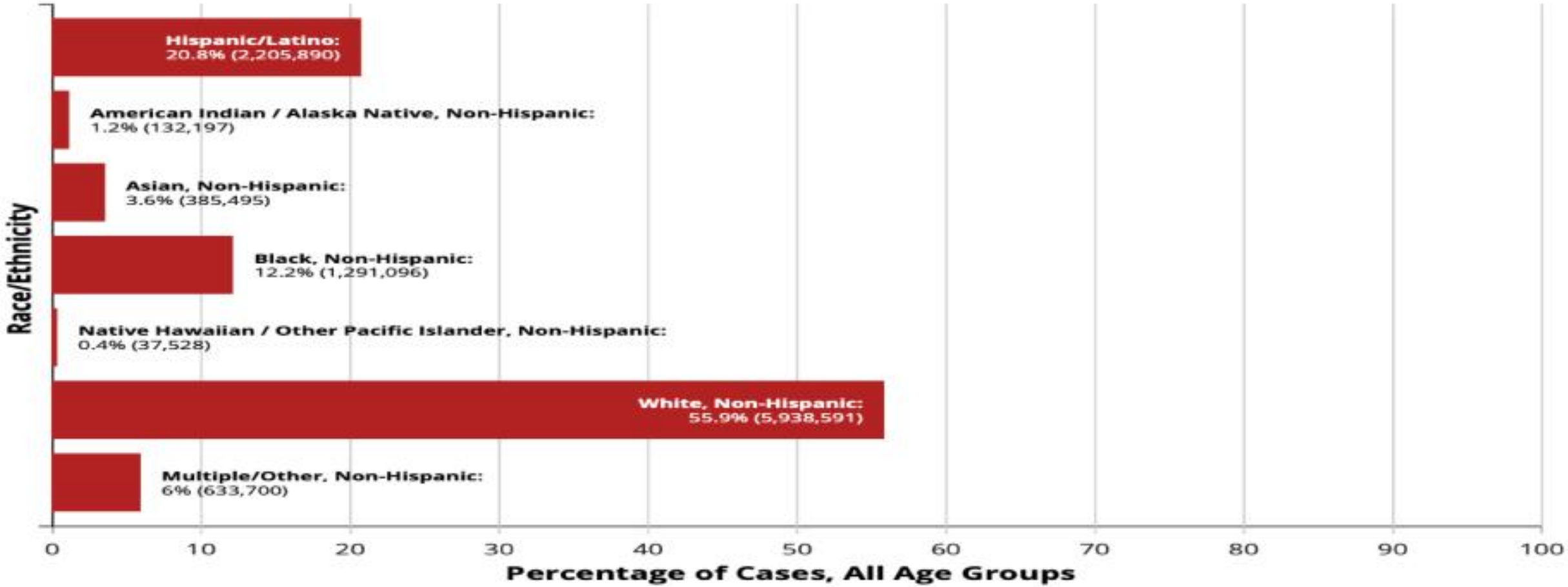

↑ click here to return to the table and change state selection ↑

# Cases by Race/Ethnicity:

Download

Data from 20,575,118 cases. Race/Ethnicity was available for 10,624,497 (51%) cases.

All Age Groups

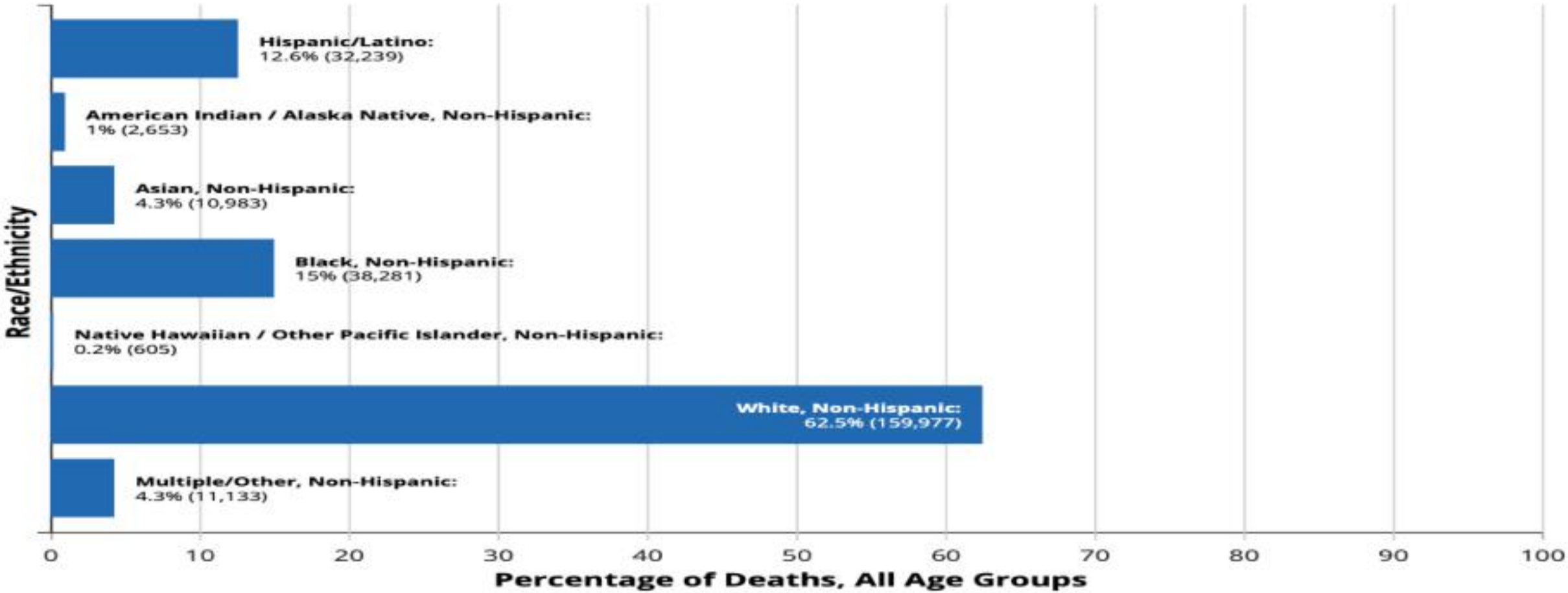


# Deaths by Race/Ethnicity:

Download

Data from 343,448 deaths. Race/Ethnicity was available for 255,871 (74%) deaths.

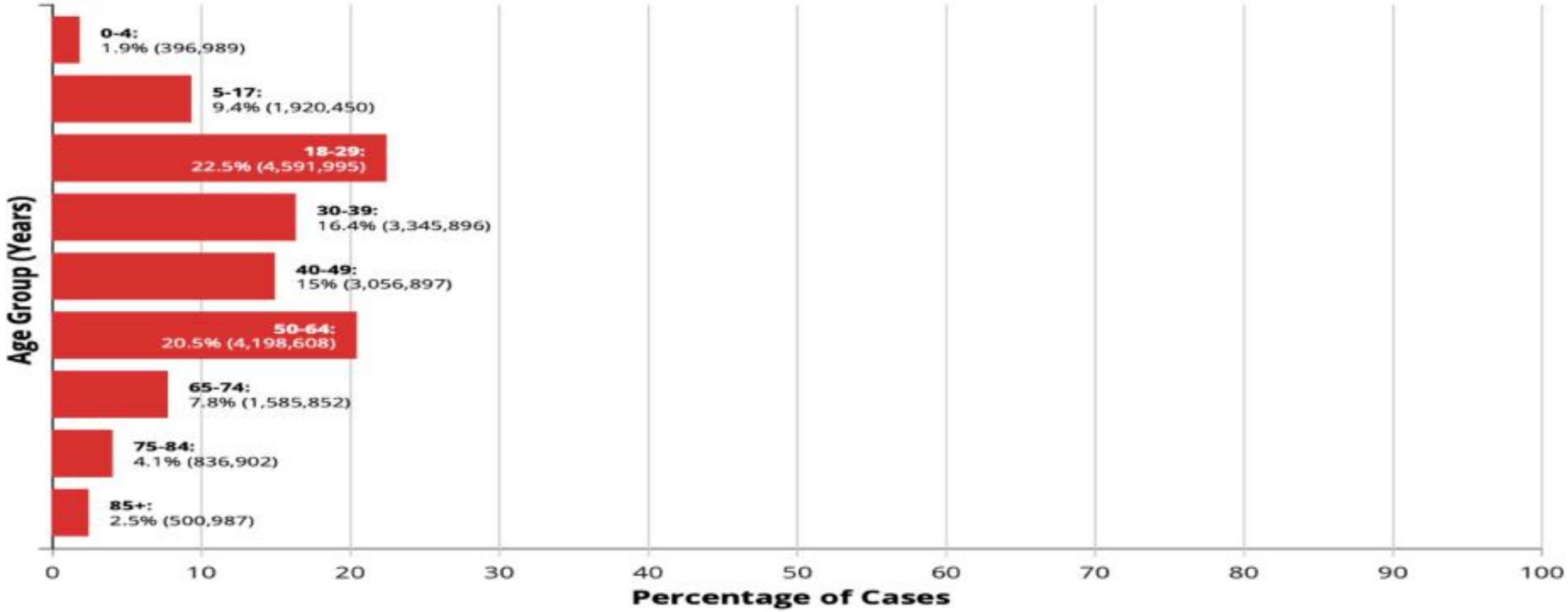
All Age Groups



# Cases by Age Group:

Download

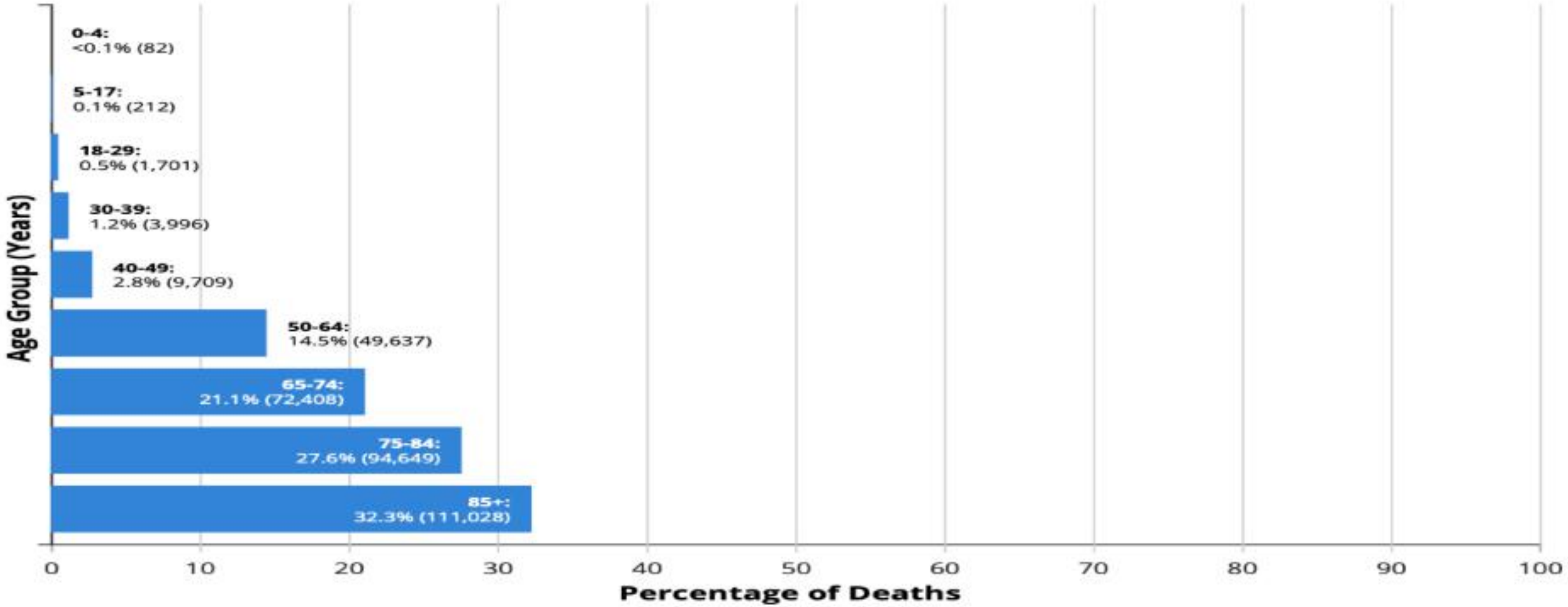
Data from 20,575,118 cases. Age group was available for 20,434,576 (99%) cases.



# Deaths by Age Group:

Download

Data from 343,448 deaths. Age group was available for 343,422 (99%) deaths.

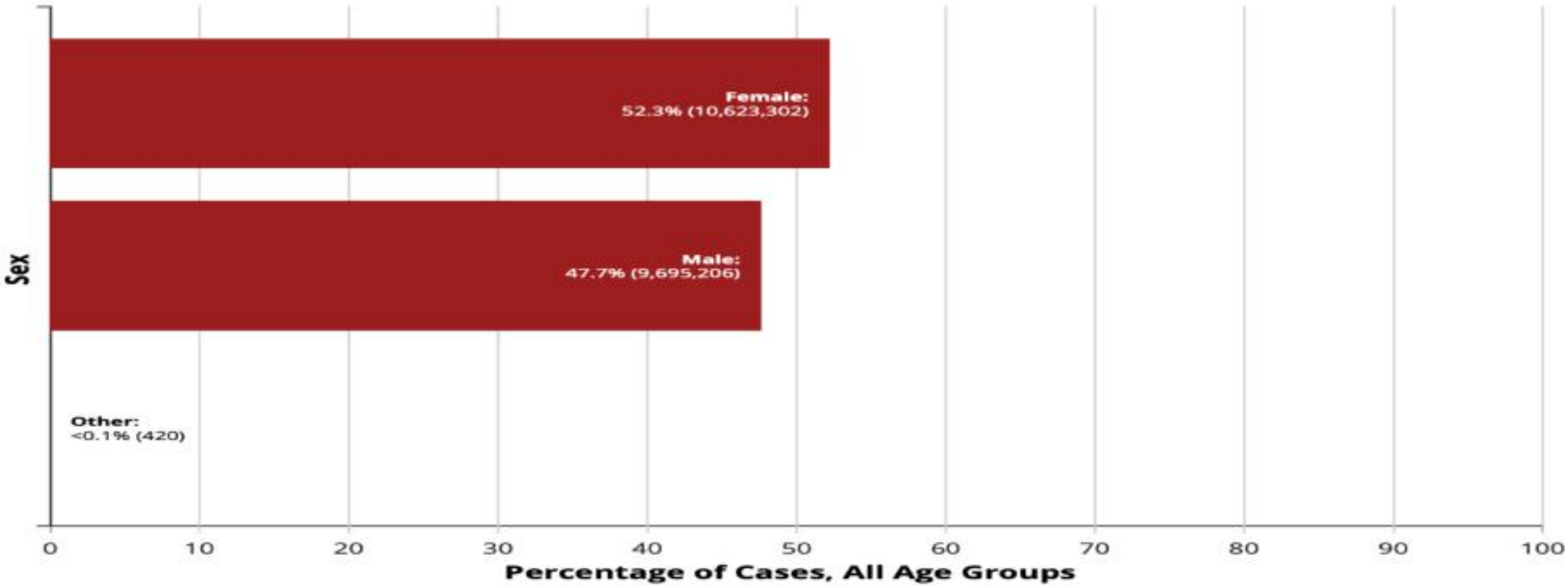


# Cases by Sex:

Download

Data from 20,575,118 cases. Sex was available for 20,318,928 (98%) cases.

All Age Groups

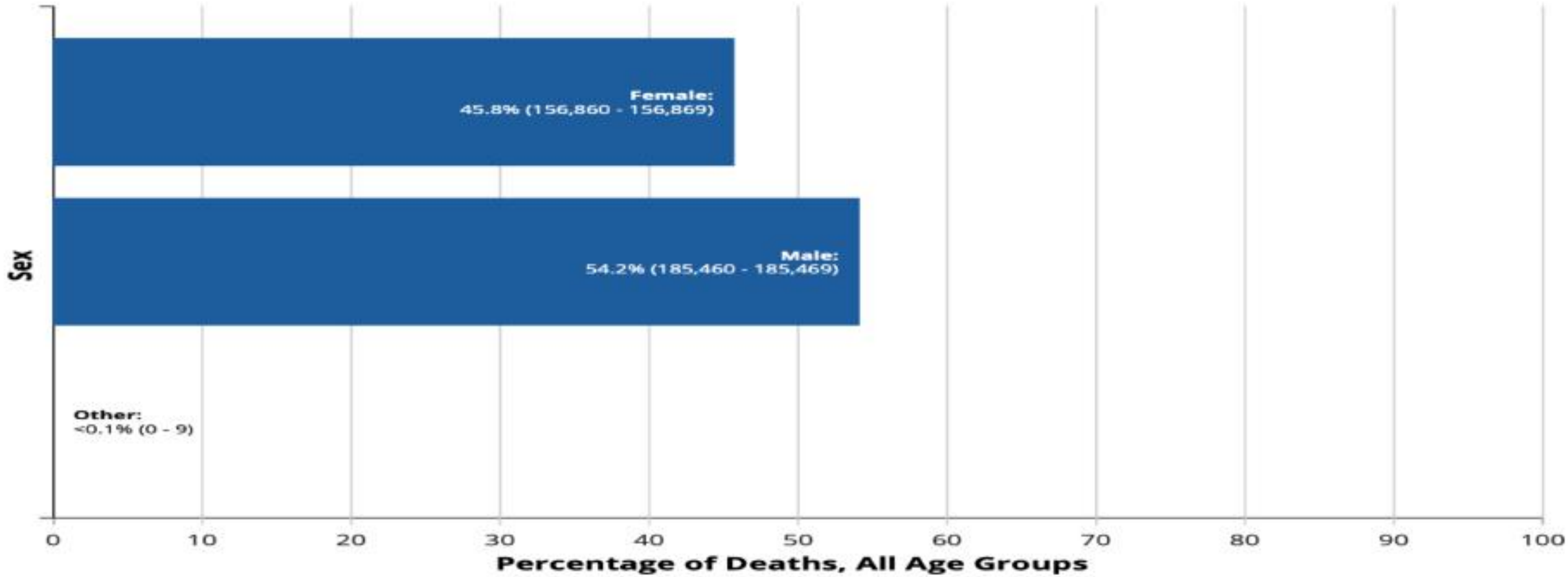


# Deaths by Sex:

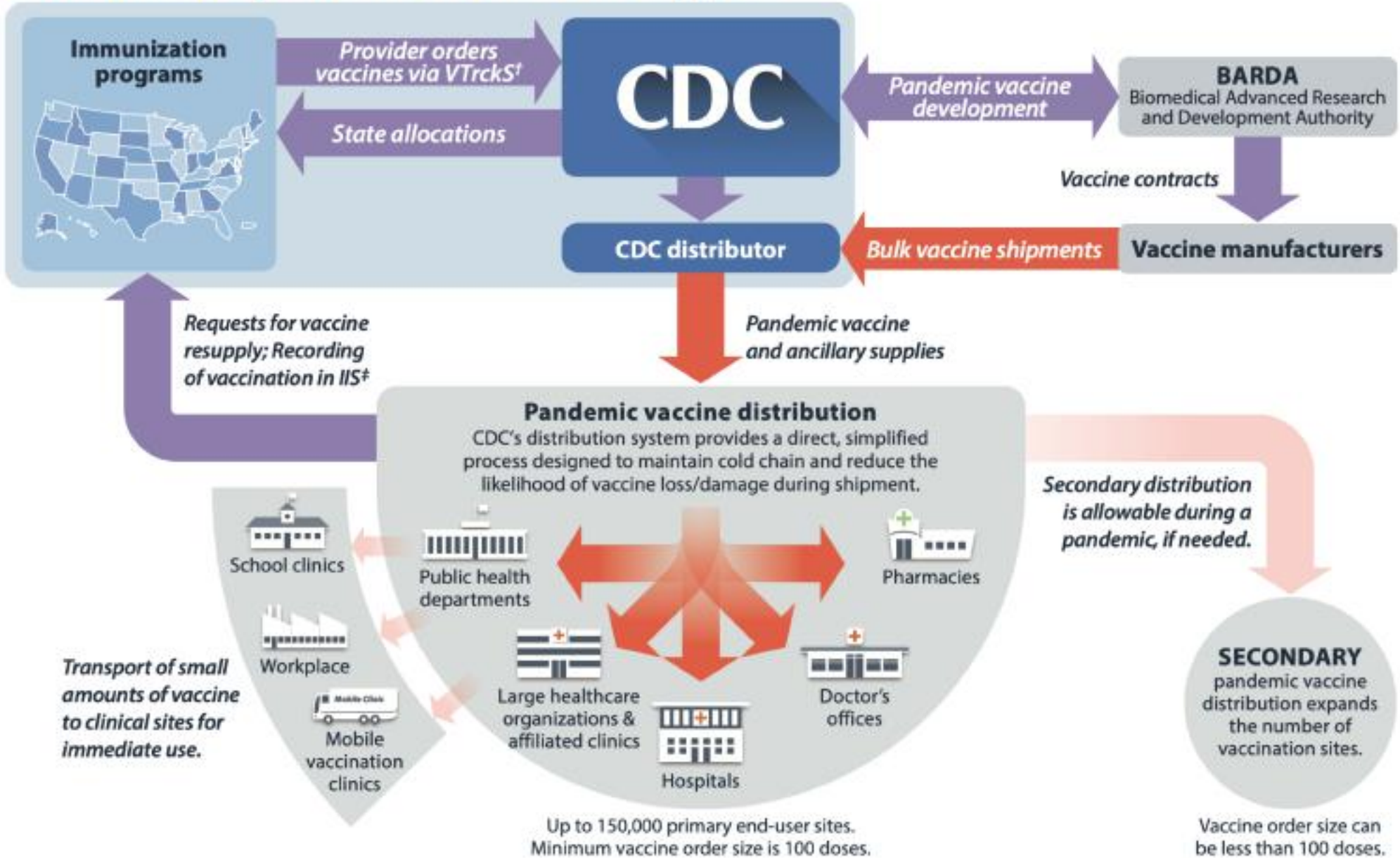
Download

Data from 343,448 deaths. Sex was available for 342,329 (99%) deaths.

All Age Groups



# Distribution of pandemic vaccine and supplies



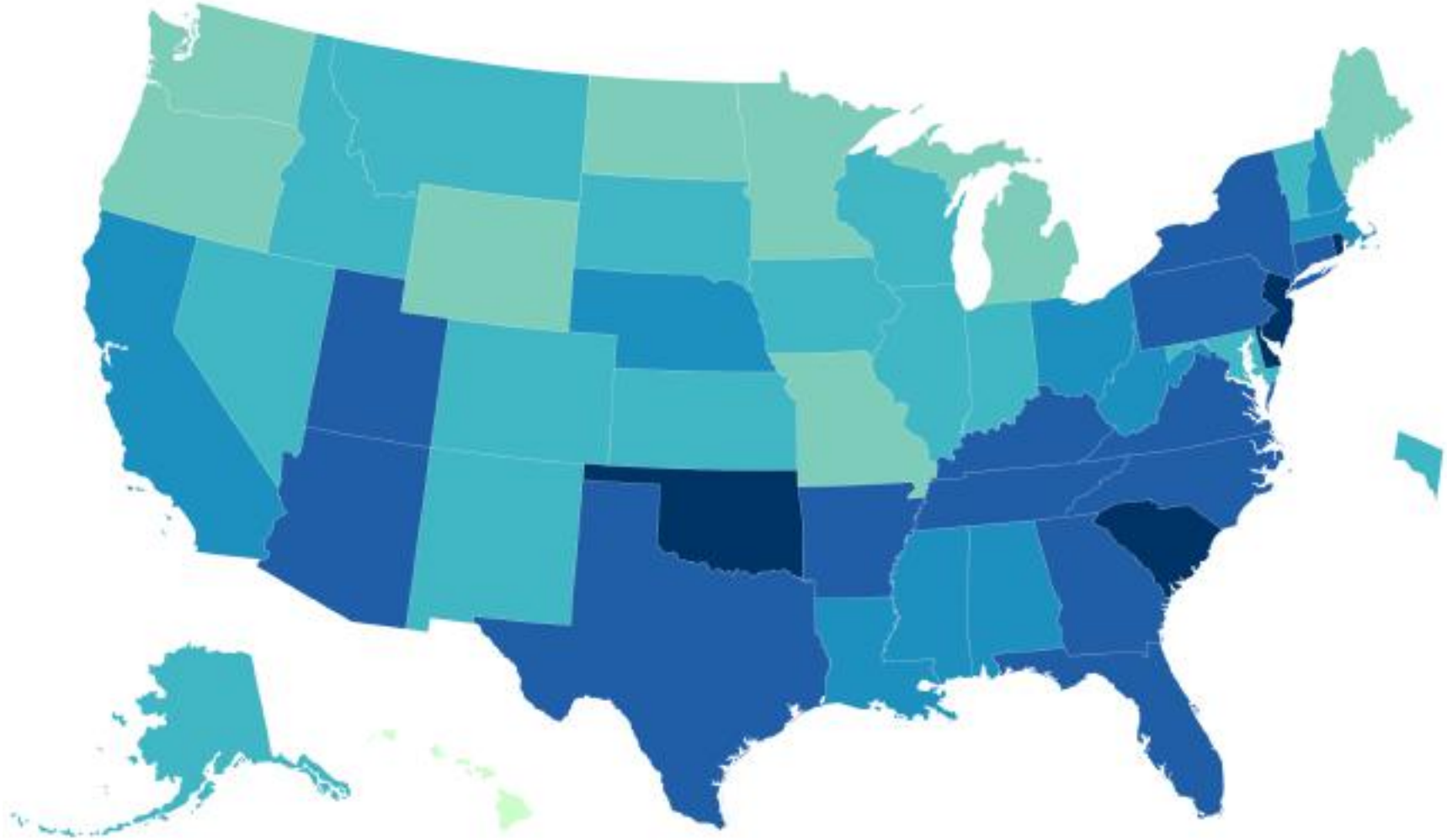

* https://www.cdc.gov/vaccines/hcp/admin/storage/index.html

† The Vaccine Tracking System (VTrcks) is CDC's management and ordering systems for publicly-funded vaccines.

‡ Immunization Information System (IIS)

www.cdc.gov/flu/pandemic-resources/

US COVID-19 Average Daily Case Rate in Last 7 Days, by State/Territory (cases per 100K)



**Territories**

| AS | FSM | GU | MP | PR | PW | RMI | VI |
|---|---|---|---|---|---|---|---|

**Average Daily Cases per 100,000 in Last 7 Days**

0 - 4.6 | 7.9 - 14.8 | 16.3 - 22.3 | 23.8 - 26.8 | 29 - 37.8 | 39.5 - 55.9

# COVID-19 Vaccinations in the United States

Overall US COVID-19 Vaccine Delivery and Administration; Maps, charts, and data provided by the CDC, updated daily by 8 pm ET†

| Total Doses Delivered | Total Doses Administered | Number of People Receiving 1 or More Doses | Number of People Receiving 2 Doses |
|---|---|---|---|
| 70,057,800 | 52,884,356 | 38,292,270 | 14,077,440 |

CDC | Data as of: Feb 14 2021 6:00am ET | Posted: Feb 14 2021 12:26PM ET

**View:**

- (●) Total Doses Administered
- ( ) People Receiving 1 or More Doses
- ( ) People Receiving 2 Doses
- ( ) Total Doses Delivered

**Metric:**

- ( ) Count
- (●) Rate per 100,000

This shows the number of doses given for every 100,000 people. This helps compare vaccine doses in areas with different population sizes.

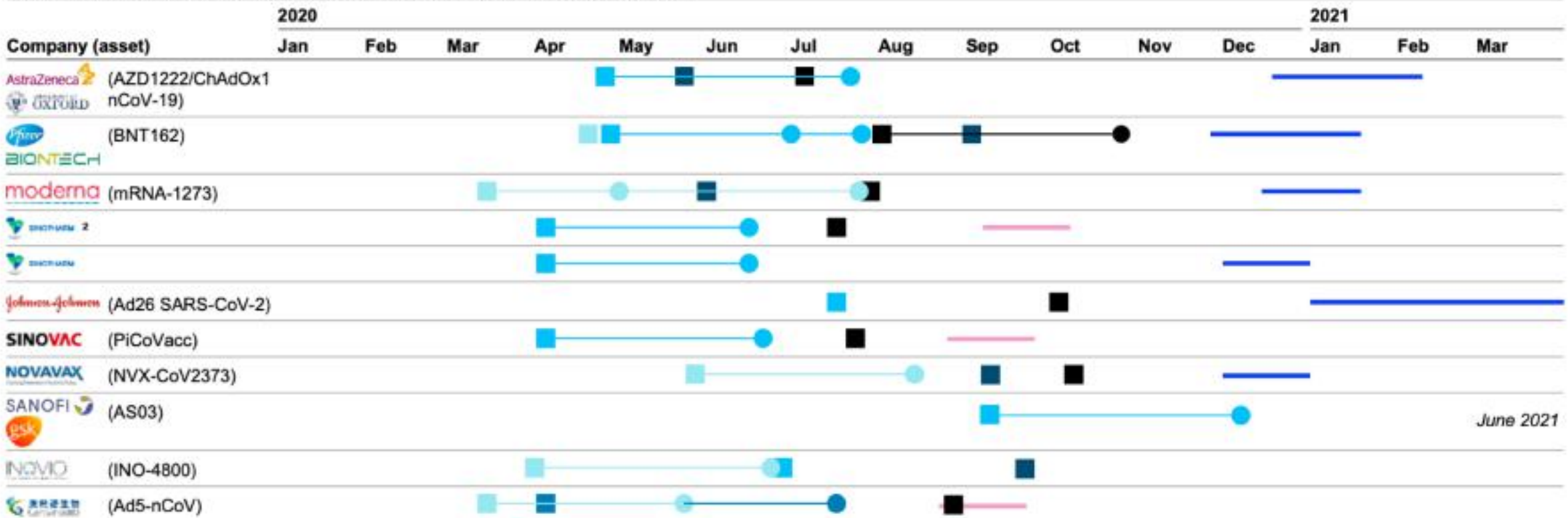
# Several developers have announced potential for interim data to inform emergency use authorization in late 2020 and/or early 2021

Current as of october 29, 2020 ; Nonexhaustive ; Examples for illustration purposes only

**Not Comprehensive**

Phase I start date
Phase I/II start date
Phase II start date
Phase II/III start date
Phase III start date
Attained Emergency Use Authorization
Results readout or anticipated readout
Anticipated Emergency Use Authorization

## Announced clinical-trial timelines for COVID-19-vaccine candidates[1]



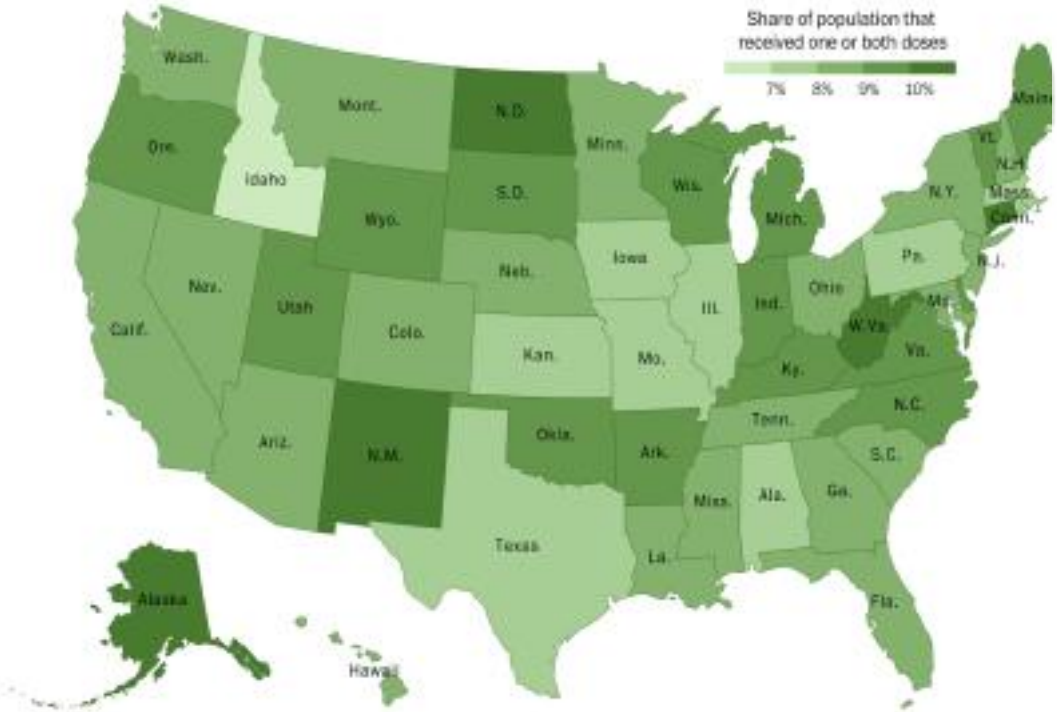

1. When the announced start date is given as a range, start dates are shown across multiple months. The first start date is listed if multiple trials are in the same phase. Includes vaccines under Emergency Use Authorization.
2. China National Pharmaceutical.

Source: BioCentury; ClinicalTrials.gov; Milken Institute COVID-19 Treatment and Vaccine Tracker; press search



DOCUMENT INTENDED TO PROVIDE INSIGHT BASED ON CURRENTLY AVAILABLE INFORMATION FOR CONSIDERATION AND NOT SPECIFIC ADVICE

are not included.




| Jurisdiction | People who have received the first dose | Percent of pop. that has received the first dose | Percent of pop. that has completed vaccination |
|---|---|---|---|
| **U.S.** | **29,586,939** | **8.9%** | **2.4%** |
| American Samoa | 9,775 | 17.6% | 10.1% |
| Republic of Palau | 3,109 | 17.4% | 1.4% |
| Alaska | 102,385 | 14% | 5.1% |
| Northern Mariana Islands | 7,633 | 13.4% | 11.6% |
| Guam | 21,871 | 13.2% | 3.2% |
| New Mexico | 242,141 | 11.5% | 3.7% |
| West Virginia | 205,252 | 11.5% | 5% |
| Connecticut | 387,627 | 10.9% | 3% |
| North Dakota | 81,289 | 10.7% | 5.9% |
| Oklahoma | 393,313 | 9.9% | 2.9% |
| District of Columbia | 69,999 | 9.9% | 3.2% |
| Indiana | 661,033 | 9.8% | 2.8% |
| South Dakota | 85,921 | 9.7% | 4% |
| Maine | 130,551 | 9.7% | 3.5% |
| Delaware | 92,265 | 9.5% | 2.2% |
| Virginia | 806,446 | 9.4% | 1.9% |
| Wyoming | 54,184 | 9.4% | 2.3% |
| Vermont | 58,219 | 9.3% | 3.9% |
| Kentucky | 416,408 | 9.3% | 2.1% |

## Data Table for COVID-19 Vaccinations in the United States

CDC | Updated: Feb 14 2021 12:26PM

Download Data

| State/Territory/Federal Entity | Total Doses Delivered | Total Doses Administered | Doses Delivered per 100K | Doses Administered per 100K | People with 1+ Doses | People with 1+ Doses per 100K | People with 2 Doses | People with 2 Doses Per 100K |
|---|---|---|---|---|---|---|---|---|
| Alaska | 271550 | 183831 | 37120 | 25129 | 126381 | 17276 | 57117 | 7808 |
| Alabama | 965550 | 612254 | 19692 | 12487 | 474065 | 9669 | 137032 | 2795 |
| Arkansas | 630700 | 472536 | 20899 | 15658 | 338611 | 11220 | 130637 | 4329 |
| American Samoa | 29450 | 15382 | 52883 | 27621 | 10062 | 18068 | 5308 | 9532 |
| Arizona | 1393575 | 1089155 | 19146 | 14964 | 840252 | 11544 | 244971 | 3366 |
| Bureau of Prisons | 43775 | 47564 | N/A | N/A | 30193 | N/A | 17256 | N/A |
| California | 8059325 | 5820388 | 20397 | 14731 | 4493220 | 11372 | 1287390 | 3258 |
| Colorado | 1210475 | 926807 | 21020 | 16094 | 631243 | 10961 | 290991 | 5053 |
| Connecticut | 854725 | 674704 | 23974 | 18924 | 473106 | 13270 | 191978 | 5385 |
| District of Columbia | 193900 | 121313 | 27474 | 17189 | 84740 | 12007 | 36388 | 5156 |
| Dept of Defense | 1084925 | 751746 | N/A | N/A | 561995 | N/A | 179425 | N/A |
| Delaware | 188075 | 146437 | 19314 | 15038 | 114564 | 11765 | 31095 | 3193 |
| Florida | 4514300 | 3467856 | 21019 | 16146 | 2366552 | 11019 | 1082096 | 5038 |
| Federated States of Micronesia | 30000 | 9415 | 28946 | 9084 | 8495 | 8196 | 886 | 855 |
| Georgia | 2020275 | 1437718 | 19028 | 13541 | 1027629 | 9679 | 380394 | 3583 |
| Guam | 51300 | 38622 | 30947 | 23299 | 27647 | 16678 | 10688 | 6448 |
| Hawaii | 310600 | 225188 | 21937 | 15905 | 162945 | 11508 | 62239 | 4396 |

# What's in the CARES Act?

**On March 27, 2020 lawmakers enacted a nearly $2 trillion stimulus package to address the near-term economic impact that the coronavirus pandemic is having on families and businesses.**

**Some of the key items in the legislation include:**

## FINANCIAL ASSISTANCE FOR COMPANIES IN NEED — $500 BILLION

Mostly used to support loans to businesses, states, and municipalities through a new Federal Reserve lending facility. Such support is not expected to increase federal deficits.

## ECONOMIC SUPPORT FOR SMALL BUSINESSES — $380 BILLION

Federally guaranteed loans are available for qualifying small businesses through June 30. Portions of the loans spent on rent, utilities, and payroll are eligible for forgiveness.

## VARIOUS TAX INCENTIVES — $300 BILLION

A number of tax benefits, such as deferring payroll taxes and loosening certain provisions of the Tax Cuts and Jos Act, will be provided.

## DIRECT PAYMENTS TO TAXPAYERS — $290 BILLION

Payments of $1,200 will be sent to taxpayers earning up to $75k, with an additional $500 per child, gradually phased out for incomes up to $99k.

## EXPANSION OF UNEMPLOYMENT BENEFITS — $270 BILLION

Extends jobless insurance by 13 weeks, increases unemployment benefits by up to $600 per week for four months, and expands eligibility.

## FEDERAL AID TO HOSPITALS & HEALTHCARE PROVIDERS — $150 BILLION

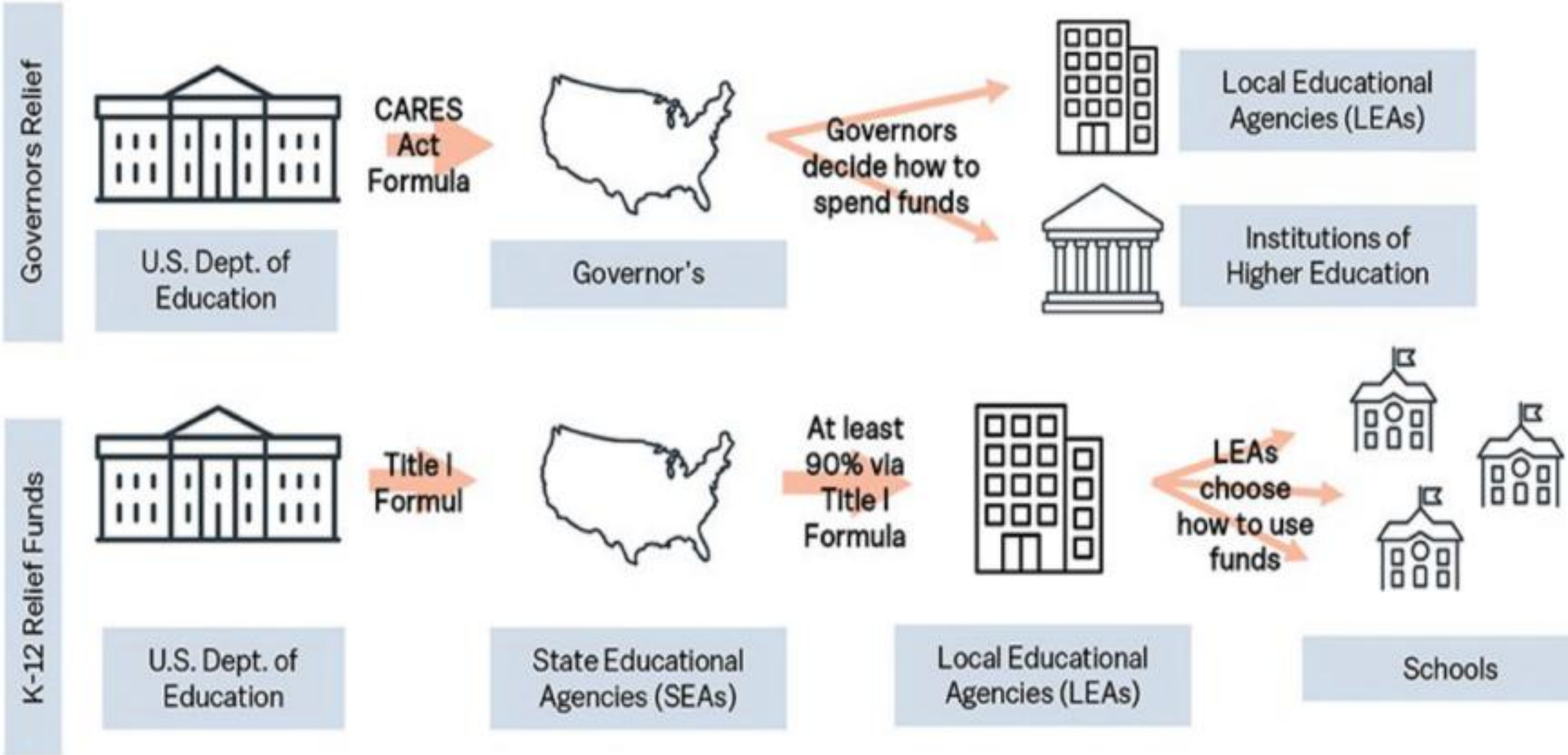
Helps hospitals, community health centers, and other healthcare providers prepare for and respond to the pandemic.

## SUPPORT TO STATE, LOCAL, AND TERRITORIAL GOVERNMENTS — $150 BILLION

Provides aid to governments to help them respond to the pandemic.

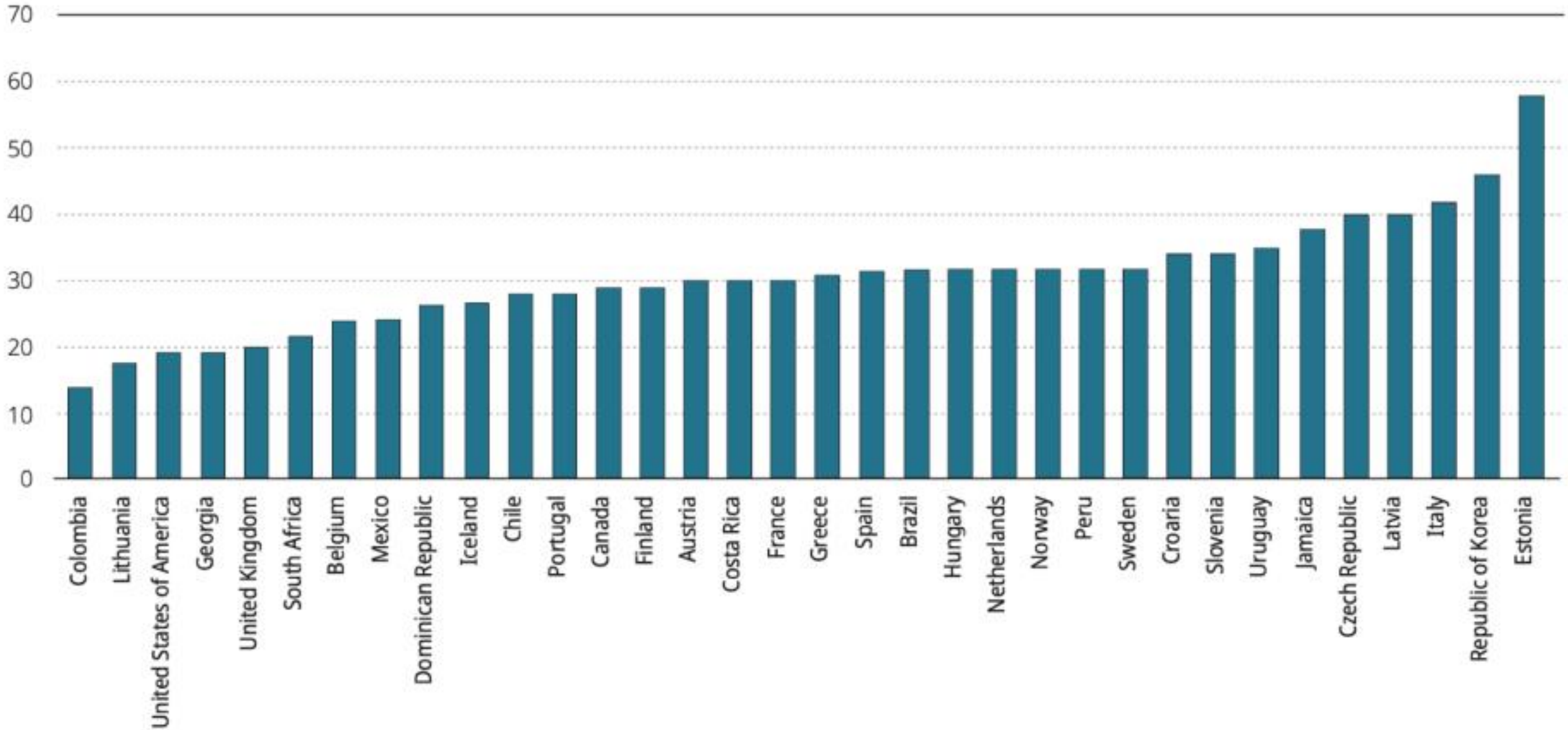
**Visit pgpf.org for more.**

PETER G. PETERSON FOUNDATION




For the Governor's Relief Fund, governors will have wide discretion in how they spend funds to support K-12 and higher education. However, for the K-12 Relief Fund, states must distribute at least 90% to districts to determine how to best spend the funds.

Figure 1 • Days of schooling lost by mid-May 2020




**Source:** OECD/Harvard University, (2020[5]) Global Education Innovation Initiative at Harvard and OECD Rapid Assessment of COVID-19 Education Response.

OECD, September 2020, p.7

Table 1 • Lost individual income due to Corona-induced learning loss

| Learning loss (school-year equivalents) | Pooled (0.232) | US (0.274) | Lowest [Greece] (0.137) | Highest [Singapore] (0.501) |
|---|---|---|---|---|
| 0.25 | 1.9% | 2.3% | 1.1% | 4.2% |
| 0.33 | 2.6% | 3.0% | 1.5% | 5.6% |
| 0.50 | 3.9% | 4.6% | 2.3% | 8.4% |
| 0.67 | 5.2% | 6.1% | 3.0% | 11.1% |
| 1.00 | 7.7% | 9.1% | 4.6% | 16.7% |

**Note:** The values in parentheses in the row headers are the income return per standard deviation of individual test scores.

**Source:** Author calculations based on Hampf, Wiederhold and Woessmann, (2017[8]), "Skills, Earnings, and Employment: Exploring Causality in the Estimation of Returns to Skills", *Large-scale Assessments in Education*, Vol. 5/1, pp. 1-30.

OECD, September 2020, p.9

Table 2 • Long-run loss in GDP due to Corona-induced learning loss

| Learning loss (school-year equivalents) | In % of discounted future GDP | In % of current GDP | GDP decrease in year 2100 |
|---|---|---|---|
| 0.25 | 1.1% | 52% | 1.9% |
| 0.33 | 1.5% | 69% | 2.6% |
| 0.50 | 2.2% | 103% | 3.8% |
| 0.67 | 2.9% | 136% | 5.1% |
| 1.00 | 4.3% | 202% | 7.5% |

**Note:** See Annex B for projection methodology.

**Source:** Author calculations based on OECD, Hanushek and Woessmann (2015[14]), *Universal Basic Skills: What Countries Stand to Gain.*

OECD, September 2020, p.10

Table 3 • Present value of lost GDP due to Corona-induced learning loss for G20 nations

OECD, September 2020, p.11

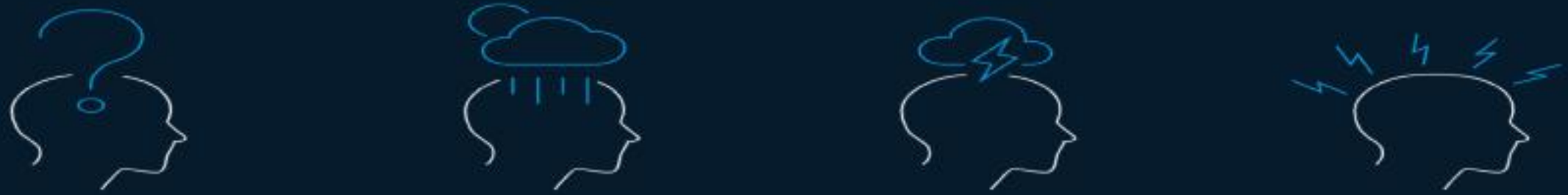
| | GDP 2019 (billions USD) | Impact of Lost Learning (billions USD) | |
|---|---|---|---|
| | | -1/3 year learning | -2/3 year learning |
| Argentina | 990 | -683 | -1 347 |
| Australia | 1 262 | -871 | -1 716 |
| Brazil | 3 092 | -2 134 | -4 205 |
| Canada | 1 843 | -1 272 | -2 507 |
| China | 22 527 | -15 543 | -30 636 |
| France | 3 097 | -2 137 | -4 212 |
| Germany | 4 474 | -3 087 | -6 084 |
| India | 9 229 | -6 368 | -12 552 |
| Indonesia | 3 197 | -2 206 | -4 347 |
| Italy | 2 557 | -1 765 | -3 478 |
| Japan | 5 231 | -3 609 | -7 114 |
| Republic of Korea | 2 206 | -1 522 | -3 000 |
| Mexico | 2 519 | -1 738 | -3 426 |
| Russian Federation | 3 968 | -2 738 | -5 397 |
| Saudi Arabia | 1 609 | -1 110 | -2 189 |
| South Africa | 731 | -504 | -994 |
| Turkey | 2 350 | -1 621 | -3 196 |
| United Kingdom | 3 121 | -2 154 | -4 245 |
| United States | 20 575 | -14 197 | -27 982 |

**Note:** GDP for 2019 is in billions of US dollars in 2017 purchasing power parity (PPP) terms from the World Bank. Present value of lost GDP is based on estimated difference in GDP for 80 years with lower achieving labour force expected from educational losses of one-third or two-thirds years compared to future GDP without learning loss. Future losses are discounted at 3 percent. See Annex B for estimation of impacts from lower growth.

**Source:** Authors calculations; *World Development Indicators database*: (World Bank, n.d.[15]) https://data.worldbank.org/indicator/NY.GDP.MKTP.PP.KD?name_desc=true (accessed August 21, 2020).

# Anxiety and depression have more than doubled during COVID-19 ...

**US citizen behavioral-health conditions,** % of respondents[1]



**>50%**
see increase in behavioral-health conditions

**39%**
report depression

**40%**
report anxiety

**39%**
report psychological distress

## ... and in the postpandemic year, a further 10% of the US could be affected.[2]

**>35**
million Americans will experience behavioral-health conditions postpandemic including

**1.6**
million directly affected by severe illness or loss

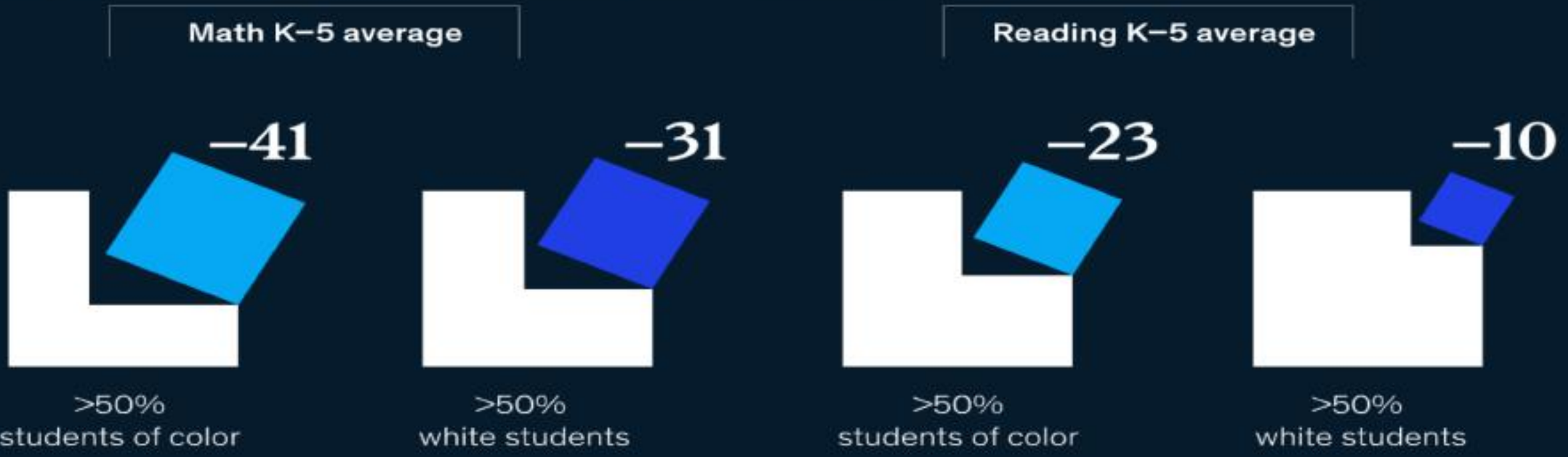
**this could result in**

**$100–$140**
billion of additional healthcare spending in the first 12 months after the onset of the COVID-19 pandemic

[1]Jagdish Khubchandani et al., "Post-lockdown depression and anxiety in the USA during the COVID-19 pandemic," *Journal of Public Health*, January 2021, academic.oup.com.
[2]A. Analysis does not include Tricare, individual market, or uninsured populations. B. Analysis includes claims data from the Medicare FFS Limited Data Set from the Centers for Medicare and Medicaid Services, anonymized Medicaid data, and IBM's Truven MarketScan Commercial Database. Any analysis, interpretation, or conclusion based on these data is solely that of the authors and not International Business Machines Corporation. C. Accounts for reduction in spend for people losing employment and not getting Medicaid coverage. Erica Hutchins Coe, Kana Enomoto, Patrick Finn, John Stenson, and Kyle Weber, "Understanding the hidden costs of COVID-19's potential impact on US healthcare," September 2020, McKinsey.com.

## Learning loss among K–5 is considerable, and worse for students of color.

**Learning loss at schools in the 2019–20 year,** % less than historical scores[1]




[1]Percent of an "average" year of learning gained by students in 2019–20 school year, where 100 = historical matched scores over previous 3 years.
Source: Curriculum Associates

## Police departments in cities around the country are seeing a rapid rise in domestic-abuse cases.

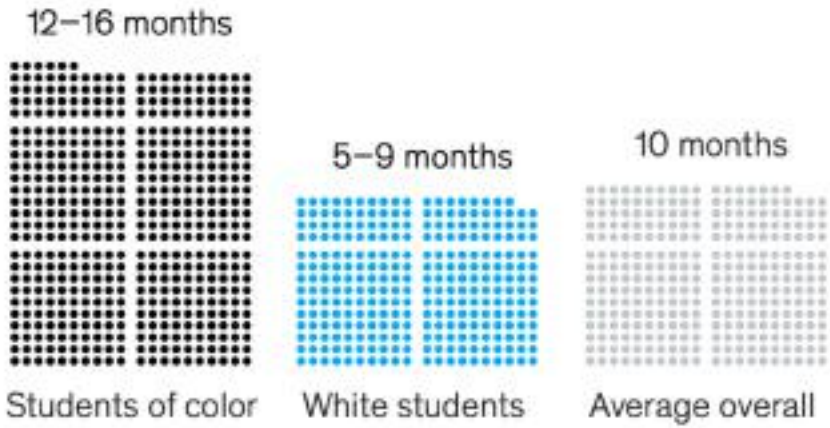
**Domestic-abuse cases by city,** % increase over average since COVID-19 pandemic began

# Different learning scenarios significantly impact the scale of learning loss.

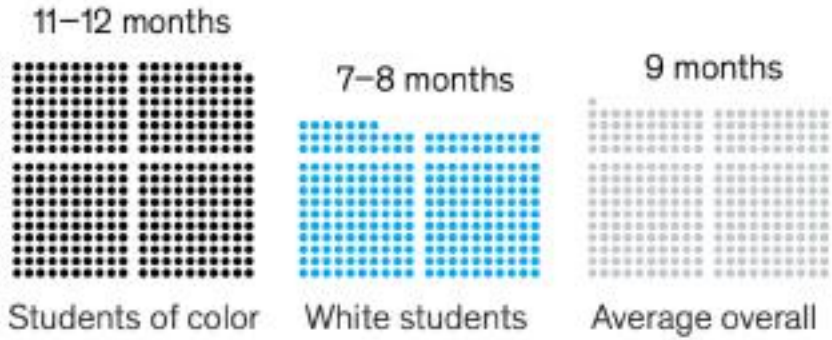
**Estimated loss in mathematics learning from March 2020 to June 2021**

● 1 school day lost

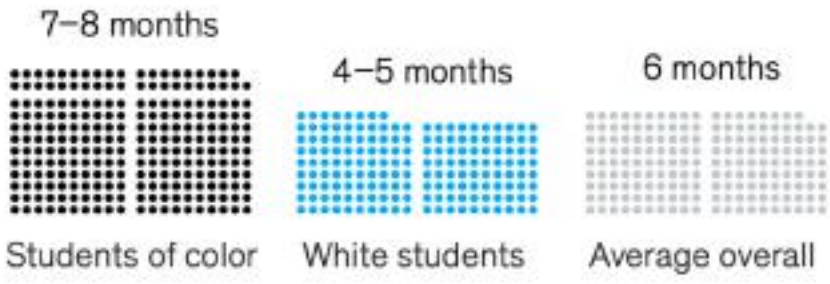
**No progress:**
Learning loss as in spring



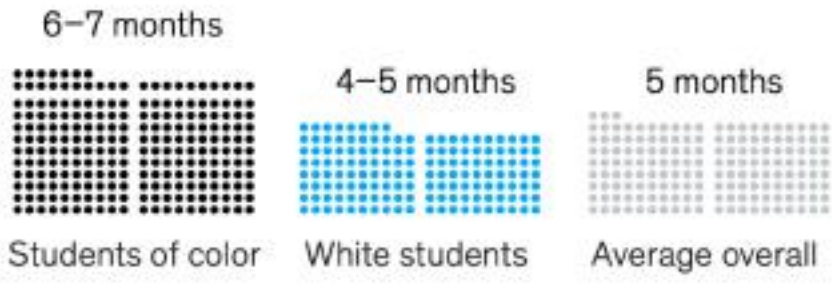

**Status quo:**
Existing modalities with mix of remote quality




**Better remote:**
Investment to improve remote and hybrid



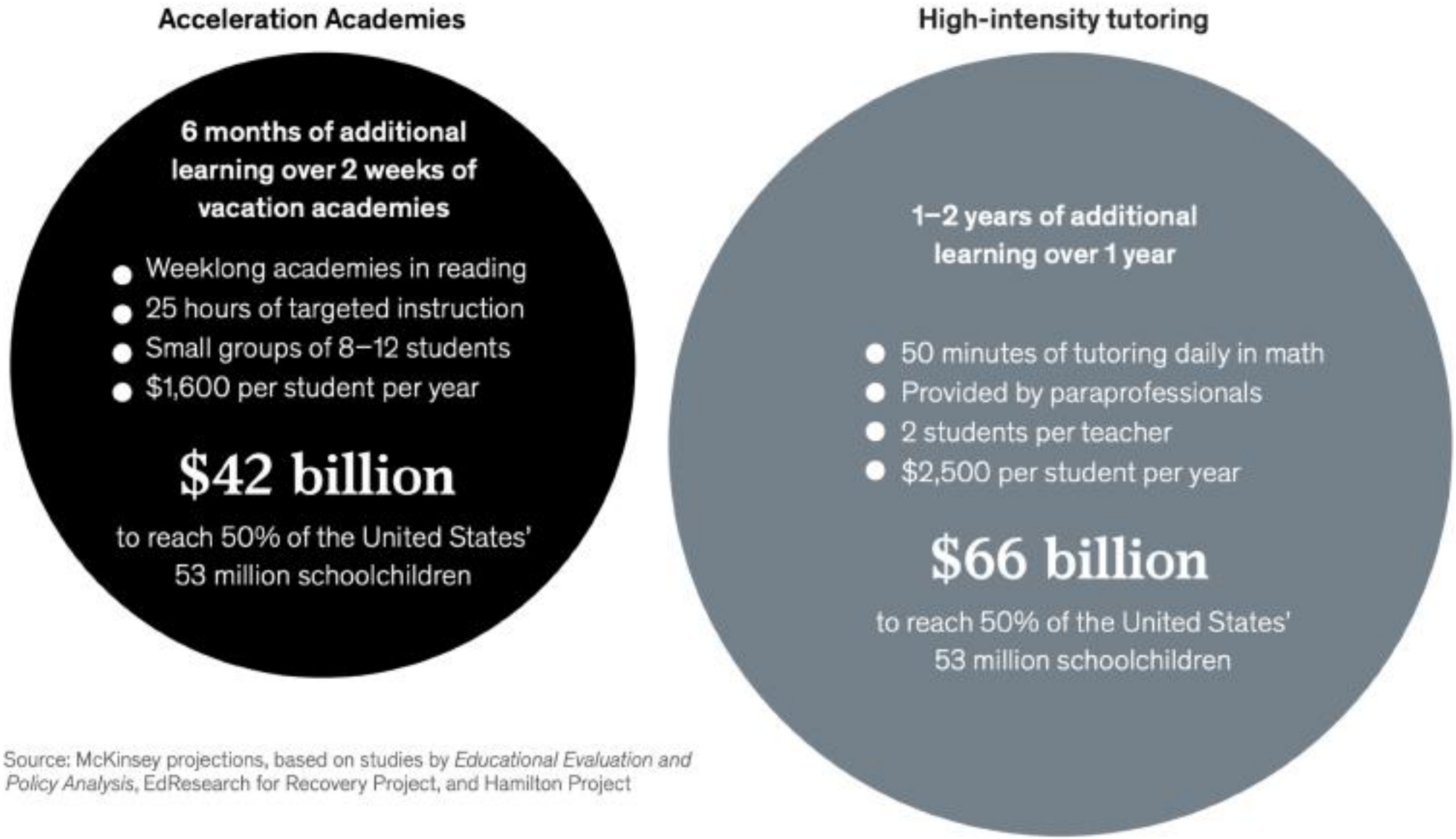

**Back to school:**
Status quo until January; typical growth thereafter




Source: *Online charter school study 2015*, Center for Research on Education Outcomes (CREDO), Oct 2015; Curriculum Associates i-Ready Assessment data; Public US district reopening analysis by select characteristics; US Census data, Oct 2020

# Significant investments will be required to catch up on lost learning.

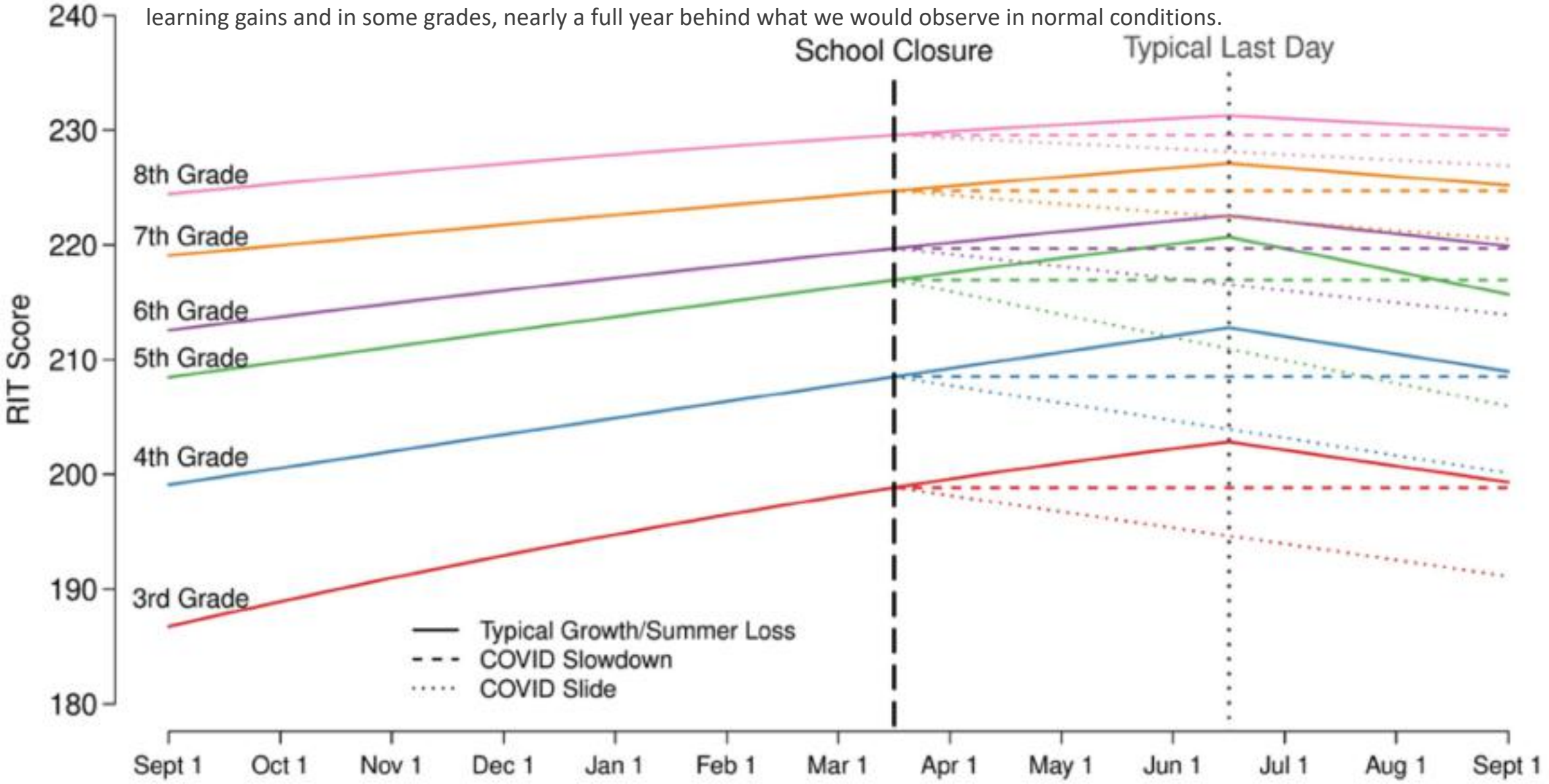
**What might it cost?** Examples of scaling existing evidence-based approaches




Source: McKinsey projections, based on studies by *Educational Evaluation and Policy Analysis*, EdResearch for Recovery Project, and Hamilton Project

## Figure 1. Mathematics forecast

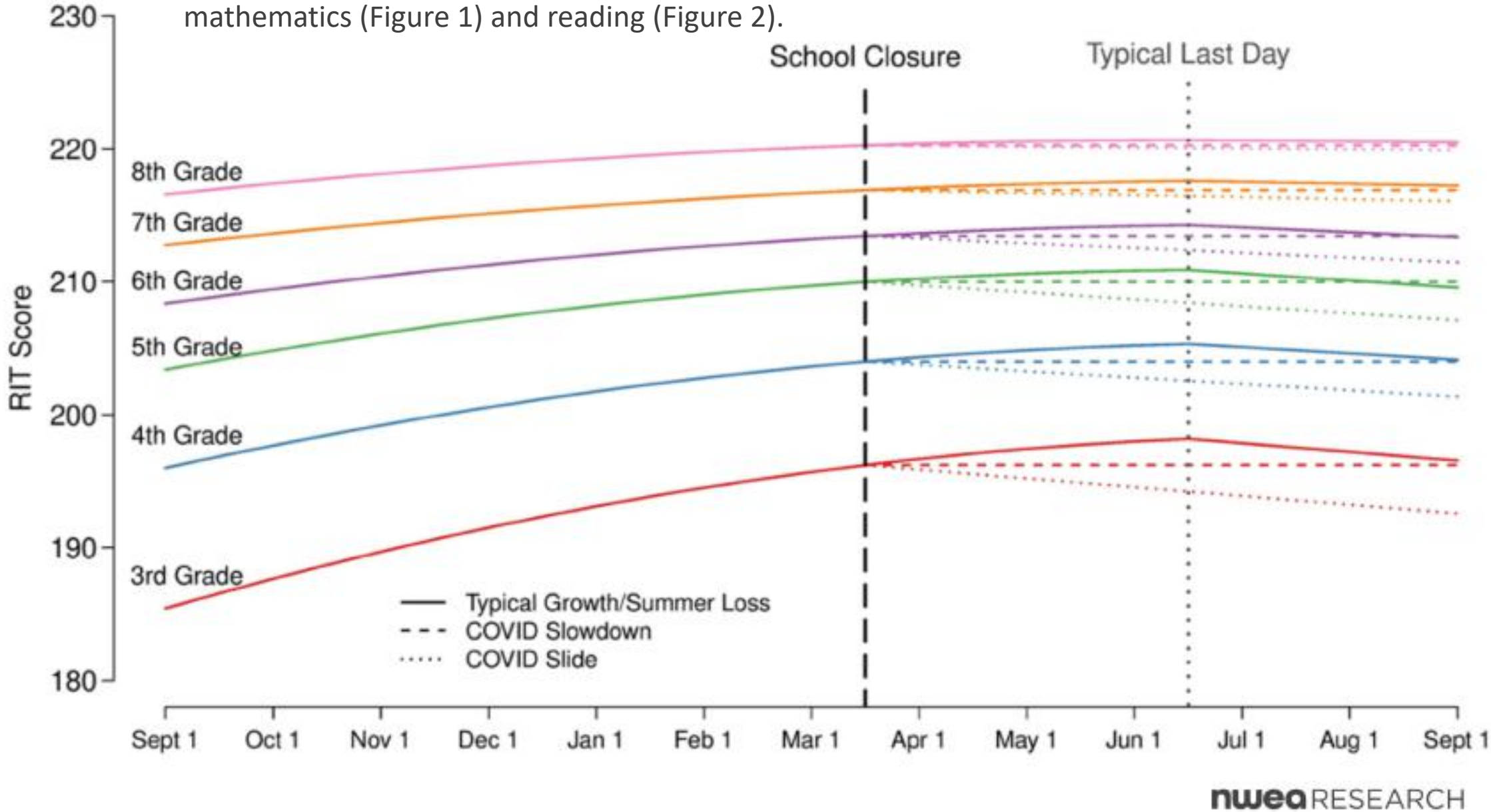
Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.

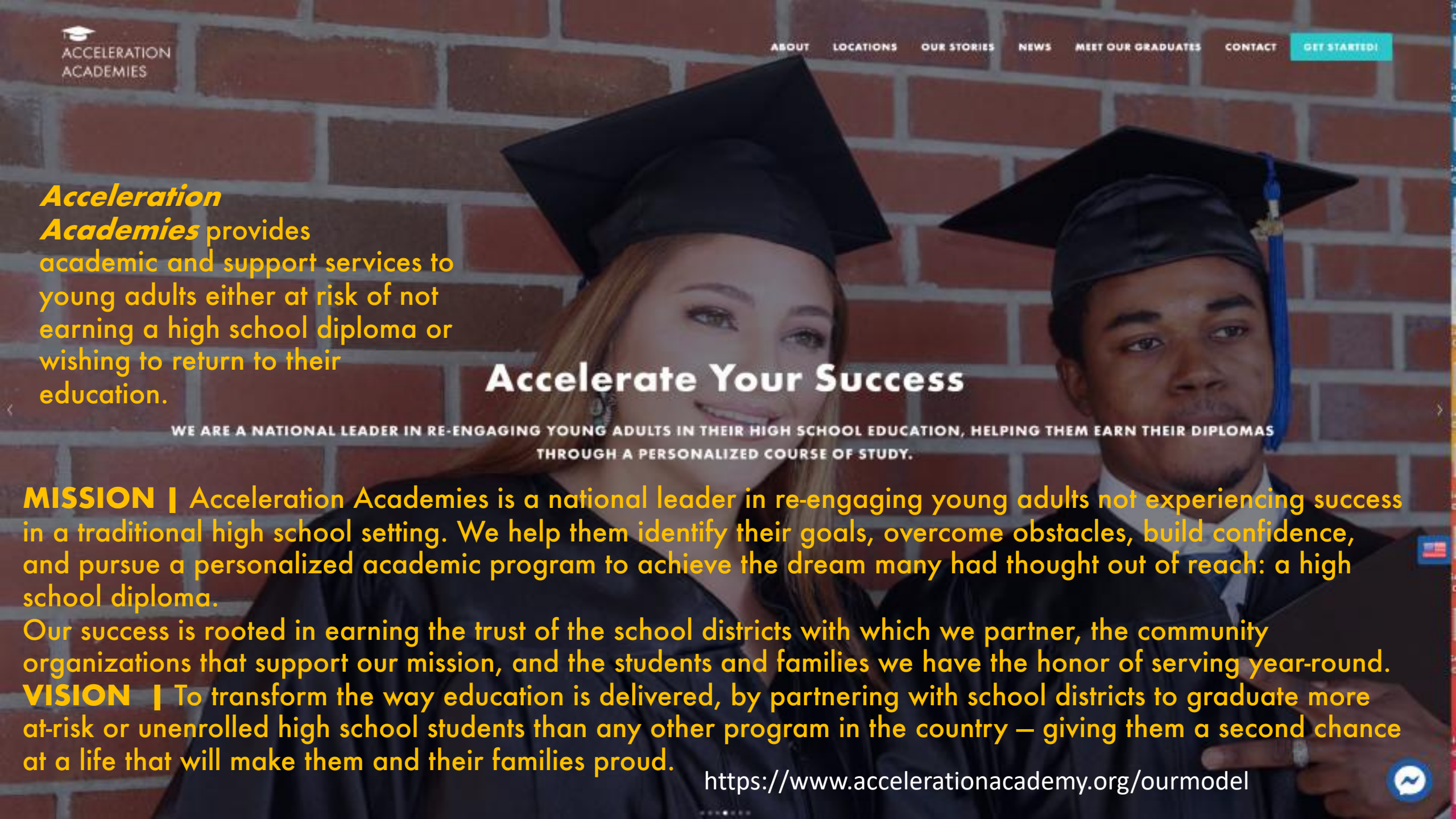



nwea RESEARCH

**Figure 2. Reading forecast**

We estimate COVID-19 projections of the average academic growth trajectory by grade and for mathematics (Figure 1) and reading (Figure 2).






***Acceleration Academies*** provides academic and support services to young adults either at risk of not earning a high school diploma or wishing to return to their education.

**MISSION |** Acceleration Academies is a national leader in re-engaging young adults not experiencing success in a traditional high school setting. We help them identify their goals, overcome obstacles, build confidence, and pursue a personalized academic program to achieve the dream many had thought out of reach: a high school diploma.

Our success is rooted in earning the trust of the school districts with which we partner, the community organizations that support our mission, and the students and families we have the honor of serving year-round.

**VISION |** To transform the way education is delivered, by partnering with school districts to graduate more at-risk or unenrolled high school students than any other program in the country – giving them a second chance at a life that will make them and their families proud.

https://www.accelerationacademy.org/ourmodel

**ACADEMIC MODEL |**

• **Web-Based Curriculum**: Our online platform allows our students — we call them Graduation Candidates (GCs) to remind them of why they're working so hard — the flexibility to study on campus, at home or anyplace with a wifi connection.

• **Individualized Learning Plans**: Each GC's learning plan is tailored to his or her individual needs and schedule. Our flexibility is helpful to young people who have work and family obligations that may conflict with traditional school hours.

• **Focus on Next Steps**: Our expert career and life coaches help GCs identify and pursue the post-graduate path that's right for them — internships, college, military service, skilled trades and well-paying jobs.

• **Flexible Instruction**: Our staff of certified teachers and mentors work with GCs in small groups or in one-on-one settings, creating opportunities to develop substantial relationships and drive academic progress.

**SOCIO-ECONOMIC SUPPORTS |**

Acceleration Academies offers the tools needed to help students overcome personal barriers — social, economic and emotional — to attendance and engagement. We provide:

• **A Sense of Community**: Our academy prioritizes a personalized approach with all GCs so that young learners can connect with mentors and foster relationships with caring adults and their peers. Whether studying onsite or remotely, they find an environment that is safe, supportive and designed to help them thrive.

• **Food Services**: We partner with school districts to provide daily food services to all who qualify, along with a variety of snacks and drinks to fuel success for all our GCs, regardless of economic circumstances.

• **Family Friendly**: Many of our GCs are caretakers to families of their own. Our extended hours and flexible, personalized approach help them manage those commitments without jeopardizing academic progress.

• **Connections to Community Services**: We work to connect GCs to community resources related to housing, nutrition, medical and mental health care, and other services.

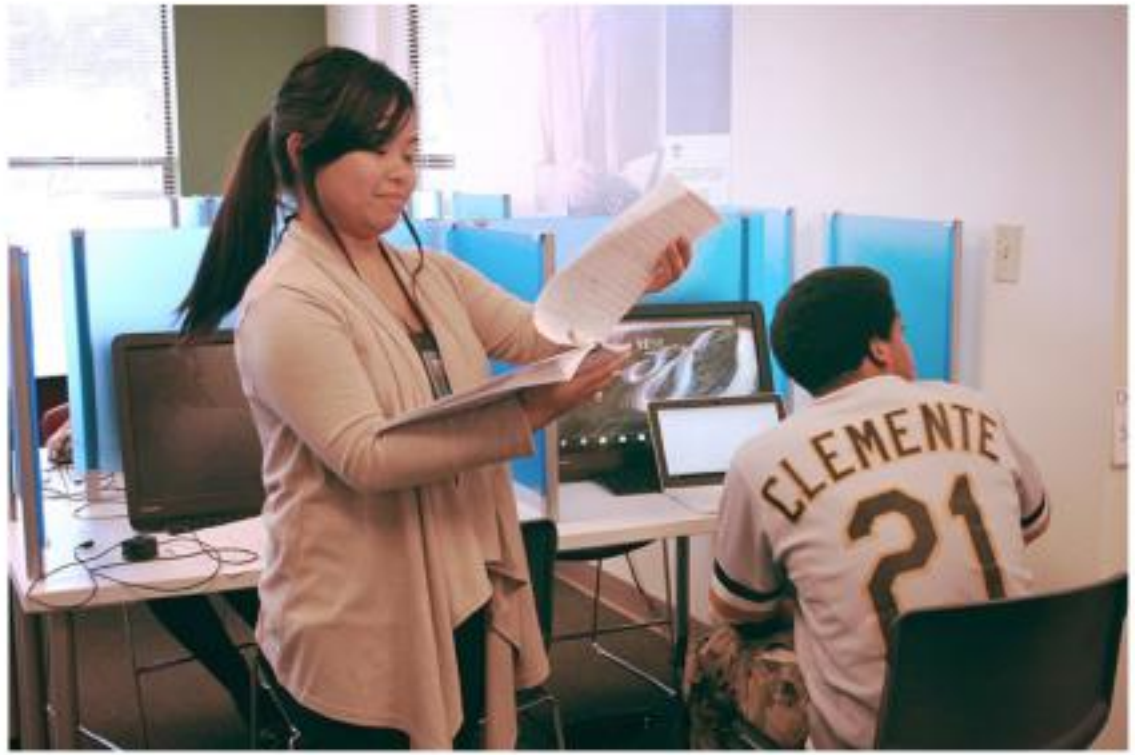
# Who We Serve

Acceleration Academies is ready to help you earn your high school diploma, whether you are one credit or many credits from graduation.

Our Graduation Candidates (GCs) come from all backgrounds and experiences. They include:

- Parents of young children.
- Young adults working to support their parents, siblings and others.
- Immigrants and others new to the district.
- Learners who struggle in a conventional school setting or work best in small learning environments.
- Students who have experienced bullying, racism or other difficulties in larger, traditional school settings.
- Young adults who are managing medical conditions.

Whatever their circumstances, our graduation candidates find a place to learn, grow and #OwnTheirSuccess.



## ENROLLMENT REQUIREMENTS

**Any potential Graduation Candidate under 18** must bring a parent or guardian with them to enroll. Upon initial placement in a school, the Graduation Candidate or parent must produce two current (within 90 days) documents reflecting the correct residential street address:

- Birth date verification (Example: State ID, Driver's license, passport).
- Proof of residence.

Post office boxes, private mail box addresses or commercial establishment addresses are insufficient. Examples of acceptable documents reflecting name and residential street addresses are:

- Apartment or home lease agreement, mortgage document, property tax record, rent receipt, homeowners insurance.
- Current utility bill (electric, gas, water), cable, home or cell phone bill.
- Voter registration document, state identification card.
- Proof of government benefits (disability, Medicare, Medicaid, food stamps, department of children and families (DCF) correspondence.
- Current driver's license, automobile registration, automobile insurance.

ACCELERATION ACADEMIES
Own Your Success

ACCREDITED cognia NCA CASI | NWAC | SACS CASI

## ABOUT

Our Vision
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## LOCATIONS

Bethel School District (WA)
Clark County School District (NV)
Martin County School District (FL)
Miami-Dade County Public Schools (FL)
Sarasota County Public Schools (FL)
St. Lucie County Public Schools (FL)

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### Eligibility Requirements

- High School aged, and eligible for grades 9 to 12.
  - Age requirements vary by district; please contact your local Acceleration Academy with questions.
- Resident of the state/district.
- Not currently enrolled in high school – must be withdrawn from previous school.

# The future is you.

Do you want to get your high school education on track with an accredited course of study that's designed to match your learning style, long-term goals, work schedule and family commitments? We're here to help — at **no cost** to you or your family.

## We help you get there!

- Online Courses
- Set Your Own Schedule
- Individualized Learning Plans
- Life & Career Coaching
- Connections to Community Services
- On-site and Virtual Support

Engineering and Math & Computer Science are top fields of study

52% of all international students study in the STEM fields

| SELECTED FIELDS OF STUDY | 2017/18 | 2018/19 | % of total | % change |
|---|---|---|---|---|
| Engineering | 232,710 | 230,780 | 21.1 | -0.8 |
| Math and Computer Science | 186,003 | 203,461 | 18.6 | 9.4 |
| Business and Management | 196,054 | 182,170 | 16.6 | -7.1 |
| Social Sciences | 83,708 | 84,320 | 7.7 | 0.7 |
| Physical and Life Sciences | 78,700 | 81,580 | 7.4 | 3.7 |
| Fine and Applied Arts | 63,795 | 63,097 | 5.8 | -1.1 |
| Health Professions | 35,169 | 35,446 | 3.2 | 0.8 |
| Communications and Journalism | 22,824 | 24,017 | 2.2 | 5.2 |
| Intensive English | 25,845 | 22,026 | 2.0 | -14.8 |
| Humanities | 17,040 | 17,013 | 1.6 | -0.2 |
| Education | 17,615 | 16,786 | 1.5 | -4.7 |
| Legal Studies and Law Enforcement | 16,894 | 16,483 | 1.5 | -2.4 |
| Agriculture | 12,473 | 13,754 | 1.3 | 10.3 |

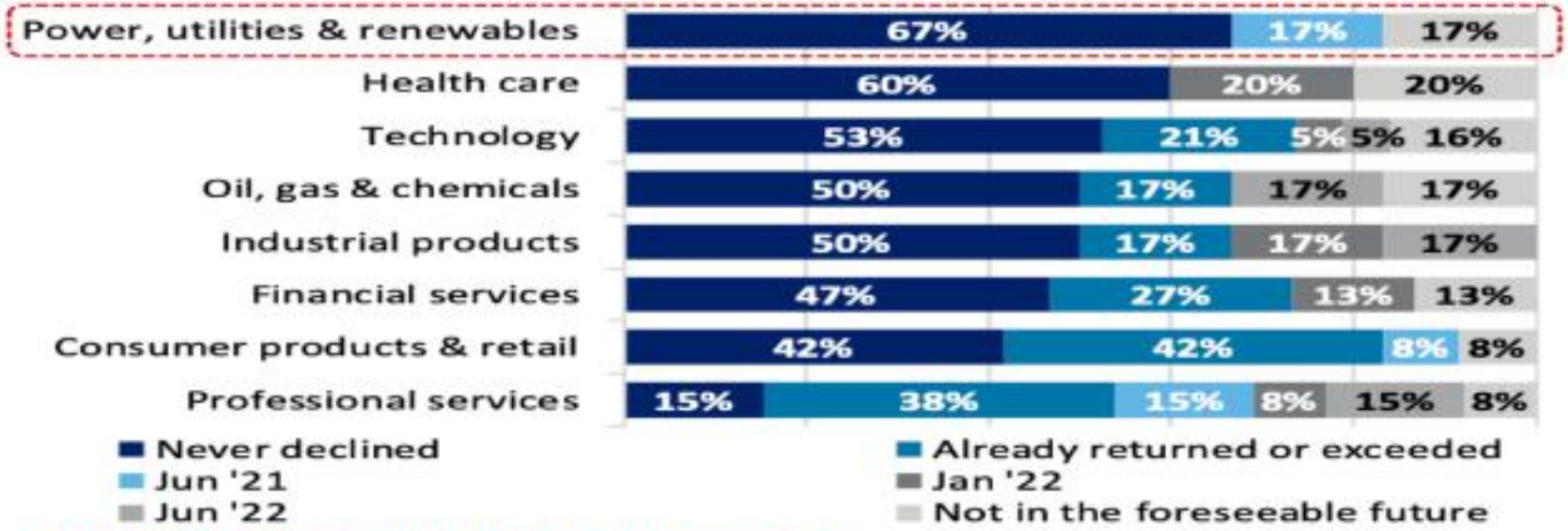
# Education Trends follows industries' recovery

**Delloitte CEO Survey 2021**

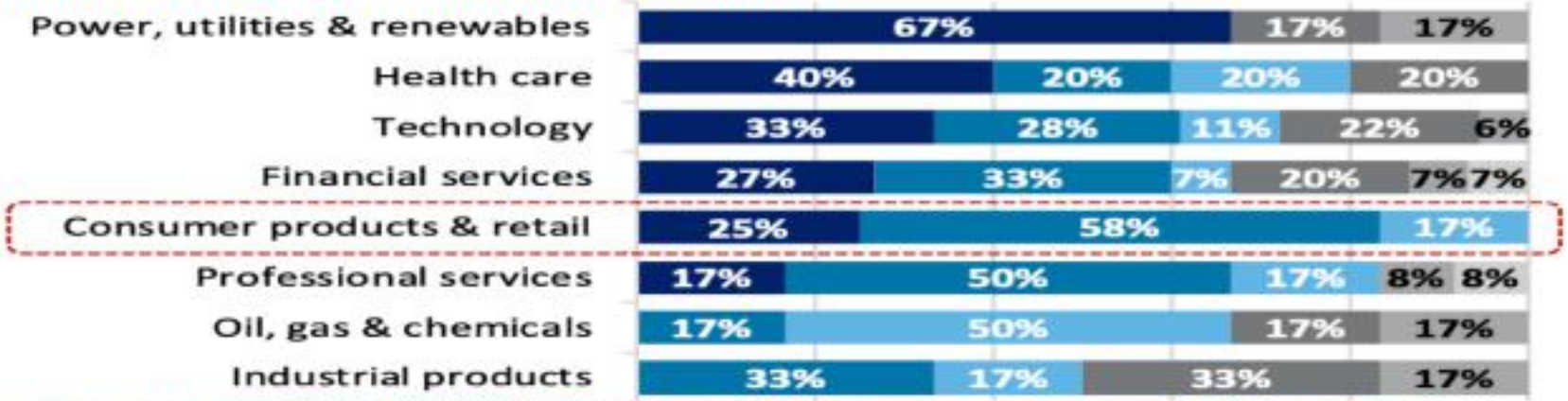
## Most industries anticipate recovery by January 2022

CEOs from the Power, Utilities & Renewables and Consumer Products & Retail industries are more optimistic about a full recovery by June 2021

### Return to pre-crisis levels - Employees



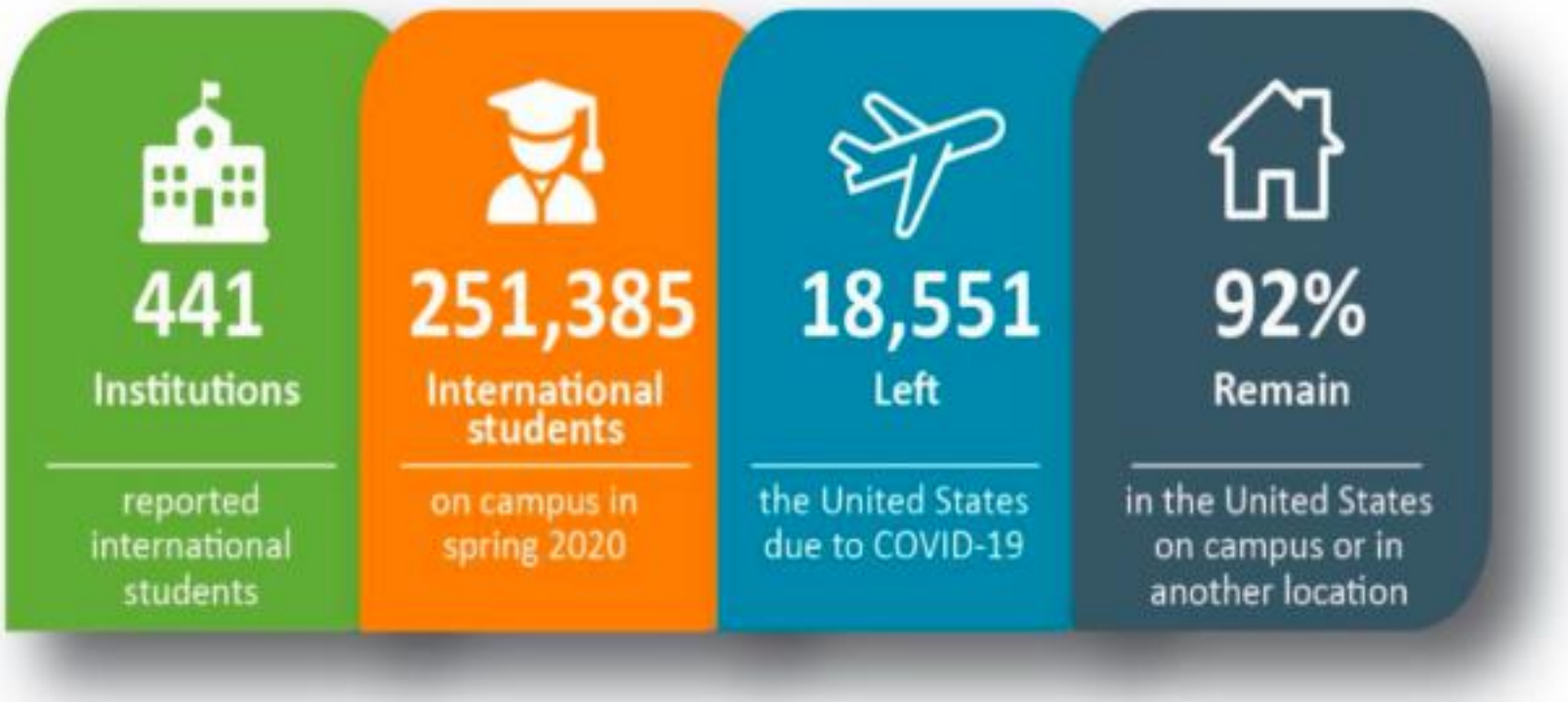

### Return to pre-crisis levels - Revenues




*Note: Due to rounding, percentages may not always appear to add up to 100%. Analysis includes significant industries with more than 5% representation in the sample.*

## International Students in the United States in Spring 2020

International students on campus have been a priority for U.S. higher education institutions since the outbreak of COVID-19, and subsequent closures of college facilities and housing have had an impact on the ability of students to stay on campus. Travel restrictions have also affected students' ability to return to their home country.



## U.S. Students Studying Abroad for Academic Credit in Spring 2020

Most institutions reported students studying abroad in European countries affected deeply by COVID-19: United Kingdom (72%), Italy (63%), Spain (71%) and France (60%). According to *Open Doors*, more than half of all U.S. students (55%) studying abroad for academic credit in 2017/18 traveled to Europe.[xii]