

## **Section 6**

# *Societal Support for Learning*





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This List of Indicators includes all the indicators in Section 6 that appear on *The Condition of Education* website (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2005 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



## Introduction: Societal Support for Learning

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The indicators in this section of *The Condition of Education* look at the contributions, both financial and otherwise, that society and its members—individuals, families, employers, and other institutions or organizations in the community—make to support education. There are 17 indicators in this section: 6, prepared for this year's volume, and all 17, including indicators from previous years, appear on the Web (see Website Contents on the facing page for a full list of the indicators).

Parents and families support learning and education directly through helping their children learn to read, communicate with others, and value learning. As the children grow, parents may help them with their homework, visit with their teachers, and become involved in other school activities. In *The Condition of Education*, the primary focus is on the nature and frequency of such family involvement in the educational development of children through home life and at school. One indicator in this volume measures selected family activities with children about 9 months of age.

Organizations in the community, in addition to the family, may also contribute to the growth and development of children and youth through providing them with before- and afterschool care or other activities, such as clubs, sports, or religious activities. These afterschool forms of care and activities are part of the broader process of social learning, in which many different kinds of organizations and institutions, in addition to families, may be involved. Two indicators on the Web measure the frequency and distribution of nonparental care and forms of afterschool activities in the community.

Apart from these social forms of support for learning and development, there are the more traditional mechanisms of financial support for education. Fundamentally, these financial sources of support are either private, in which individuals decide how much they are willing to pay for education, or public, in which case the decisions are made by citizens through their governments. Besides private and public sources of funding for education, there are also various intermediate sources of funding for education in which another party provides the funds. These include foundation awards to educational institutions and financial aid awarded to postsecondary students as institutional aid from colleges' own funding. In *The Condition of Education*, the primary focus is on describing the forms and amounts of financial support to education from public, private, and intermediate sources, how those funds are distributed among different types of schools and colleges, and on what they are spent. This volume of *The Condition of Education* contains indicators on public support to fund both elementary and secondary education and postsecondary education, and trends in expenditures per student in elementary and secondary education.

The extent of financial support for adult learning is also included in *The Condition of Education*. The basic financial question is who pays how much for this education and training. An indicator on the Web provides some information on this question.

The indicators on societal support for education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe/list/i6.asp>.

# Family Support

## Early Development of Children

Children about 9 months of age without family risk factors, such as poverty, are more likely to have family members who read to them, tell them stories, and sing to them daily.

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) has been collecting information on a cohort of children who were born in 2001 and will follow them through 2007, when most will have entered 1st grade. The study focuses on children’s early development, specifically looking at how American parents raise, nurture, and prepare their children for school. More than 60 percent of children who were about 9 months of age in 2001–02 had a family member sing to them, take them on errands, and play peek-a-boo daily (see supplemental table 35-1). In addition, on a daily basis, 47 percent of children also were taken outside for play, 33 percent were read to, and 27 percent were told stories by a family member.

The number of family risk factors (living in a household below the poverty level, having a non-English primary home language, having a mother whose highest education was less than a high school diploma or equivalent, and living in a single-parent household) was negatively associated with children about 9 months of age on a daily basis being read to, told stories, or sung to by a family member.

Several demographic characteristics were also related to the likelihood of families undertaking these activities with children about 9 months of age on a daily basis. White children were more likely to have been read to than those in other racial/ethnic groups and more likely than all except Asian/Pacific Islander children to be told stories daily. Asian/Pacific Islander children were less likely than children in other groups to be taken on errands. Mother’s education was positively associated with the likelihood of children being read to, sung to, and told stories daily by family members. Reading, singing, and playing peek-a-boo were also positively associated with speaking English as the primary language in the home and negatively associated with poverty.

Another aspect of a child’s development is the acquisition of motor skills, such as independent walking, and mental skills, such as exploring purposefully and babbling. Because children about 9 months of age are rapidly acquiring these skills, their age at the time of the assessment had a significant impact on the results (see supplemental tables 35-2 and 35-3). Little variation in mental and motor skills was found by any demographic characteristic among children of this age in 2001–02.

<sup>1</sup> Family risk factors include living below the poverty level, living in a household where the primary language was not English, having a mother whose highest education was less than a high school diploma or equivalent, and living in a single-parent household. See *supplemental note 1* for more information on mother’s education and poverty.

NOTE: While the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) was designed to collect information on children about 9 months of age (i.e., 8 to 10 months), children were assessed as young as 6 months and as old as 22 months. Seventy-two percent of the children were between 8 and 10 months at the time of the assessment, and 84 percent were between 8 and 11 months. The motor and mental assessment discussed is the Bayley Short Form—Research Edition (BSF-R). For more information on the BSF-R and ECLS-B, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Restricted-Use File (NCES 2004–093) previously unpublished tabulation (January 2005).

FOR MORE INFORMATION:

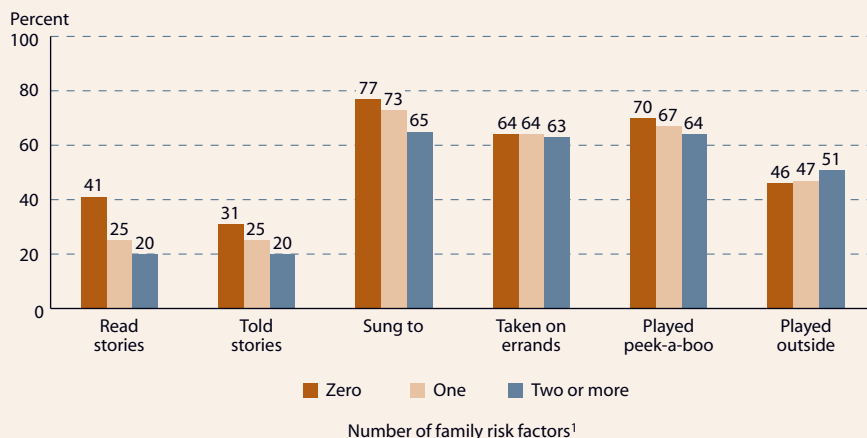
Supplemental Notes 1,3  
Supplemental Tables 35-1,  
35-2,35-3

NCES 2005–036

Bayley 1993



**PARENT-CHILD INTERACTIONS: Percentage of children about 9 months of age who engaged in selected activities with a family member daily in a typical week, by number of family risk factors: 2001–02**



# Financing for Elementary and Secondary Education

## Public Elementary and Secondary Expenditures by District Poverty

*Total expenditures per student in 1999–2000 were highest in the most affluent school districts and next highest in the least affluent school districts.*

This indicator examines total expenditures per student and current expenditures per student in public elementary and secondary schools, in constant 1999–2000 dollars, between 1989–90 and 1999–2000 by a proxy measure for low-income family status: eligibility for the free lunch program. Total expenditures per student include all expenditures allocable to per student costs—current expenditures for regular school programs, capital outlay, and interest on school debt—divided by fall enrollment. Current expenditures include instructional, administrative, and operation and maintenance expenditures.

For each year, regular districts were sorted by the percentage of students eligible for free lunch, and then placed into five categories of equal size as measured by enrollment. Hence, for each year, the low-poverty category consists of the districts with the lowest levels of poverty as measured by the percentage of students eligible for free lunch that together have 20 percent of all students. Conversely, the high-poverty category consists of the districts with the highest levels of poverty that have 20 percent of all students.

Between 1989–90 and 1999–2000, total expenditures per student increased by 19 percent, from \$6,794 to \$8,085, with about three-quarters of this increase occurring after 1995–96 (see supplemental table 36-1). In 1999–2000, the highest total expenditures per student (\$8,957) were in the low-poverty districts. The next highest expenditures per student (\$8,503) were in the high-poverty districts. The lowest expenditures per student (\$7,434) were in the middle high-poverty districts. Between 1989–90 and 1999–2000, total expenditures per student increased the most for the high- and middle-poverty districts (each 22 percent) and the middle low-poverty districts (21 percent). Expenditures in the low-poverty districts increased the least (14 percent).

Current expenditures per student followed the same pattern as total expenditures per student. The low-poverty districts had the highest current expenditures per student in 1999–2000 (\$7,302), and the high-poverty districts had the next highest (\$7,247) (see supplemental table 36-2). Likewise, current expenditures per student increased more slowly from 1989–90 to 1999–2000 for the low-poverty districts than for the other districts.

NOTE: The National School Lunch Program is a federally assisted meal program for free lunch. To be eligible, a student must be from a household with an income at or below 130 percent of the federal poverty guidelines of the Department of Health and Human Services. See *supplemental note 1* for further information about this program. See *supplemental note 9* for further definitions of the types of expenditures and other accounting terms. Regular districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts, Bureau of Indian Affairs districts, most charter school districts, educational service agencies, special education districts, and vocational districts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Longitudinal School District Fiscal-Nonfiscal File," SY 1989–90 to 1999–2000, FY 1990 to 2000, previously unpublished tabulation. Retrieved January 2005 from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005863>.

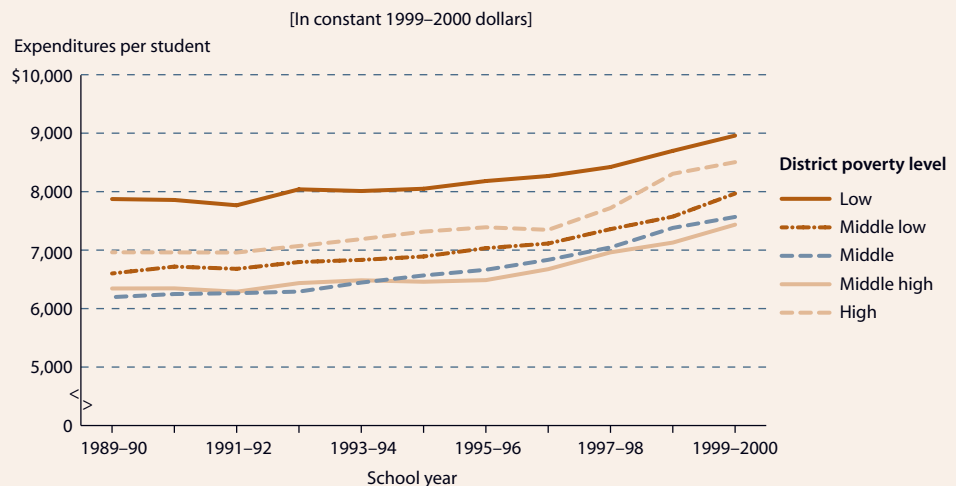


FOR MORE INFORMATION:  
Supplemental Notes 1, 3, 9  
Supplemental Tables 36-1,  
36-2

NCES 2004–077

NCES 2005–863

**TOTAL EXPENDITURES PER STUDENT: Regular public school district expenditures per student, by district poverty level: 1989–90 to 1999–2000**



# Financing for Elementary and Secondary Education

## Changes in Sources of Public School Revenue

The proportion of total public school revenue from property taxes declined in both the Midwest and Northeast from 1989–90 to 2001–02, while the proportion grew in the South.

The proportion of total revenue for public elementary and secondary education from local sources declined from 47 percent in 1989–90 to 43 percent in 2001–02 (see supplemental table 37-2). This decline reflects decreases in the proportion of local revenue from both property tax revenue (36 to 34 percent) and other local revenue (11 to 9 percent). Conversely, the proportion of total revenue from both federal and state sources increased between these years. Despite the declines in the proportions of local revenue from both property taxes and other local revenue sources, the amount from each source of revenue increased in constant dollars from 1989–90 to 2001–02 (see supplemental table 37-1). During this period, total revenues increased 43 percent.

The Midwest experienced the largest decreases in the proportion of total revenue from local sources: local funding there dropped from 55 percent of all revenue for public elementary and secondary education in 1989–90 to 44 percent in 2001–02. Declines in the proportion of property tax revenue, which decreased from 45 to 35 percent during this period, accounted for most of this decrease.<sup>1</sup> The Northeast also experienced

declines in the proportion of revenue from local sources, though these declines were smaller than in the Midwest. In both regions, there were increases in the proportion of total revenue from federal and state sources.

Different patterns were seen in the South and West during this period. These regions experienced little change (less than 1 percentage point) in the proportion of revenue from local sources. However, the proportion of funding from property tax revenue in the South increased from 27 percent in 1989–90 to 31 percent in 2001–02. In contrast, the proportion of funding from property taxes was largely unchanged in the West (a difference of less than 1 percentage point). In both the South and the West, the proportion of revenue from state sources decreased.

In 2001–02, as in earlier years, the Northeast relied to a greater degree on property tax revenues than the other regions. The difference in their reliance on property tax revenues between the Northeast and the Midwest increased from 1989–90 to 2001–02. The differences between the Northeast and the other two regions decreased during that time.

<sup>1</sup>There was a decline in the property tax in Michigan from 1993–94 to 1994–95. During that period, the proportion of total revenue from property taxes fell from 59 to 21 percent in Michigan and from 46 to 39 percent for all the Midwest.

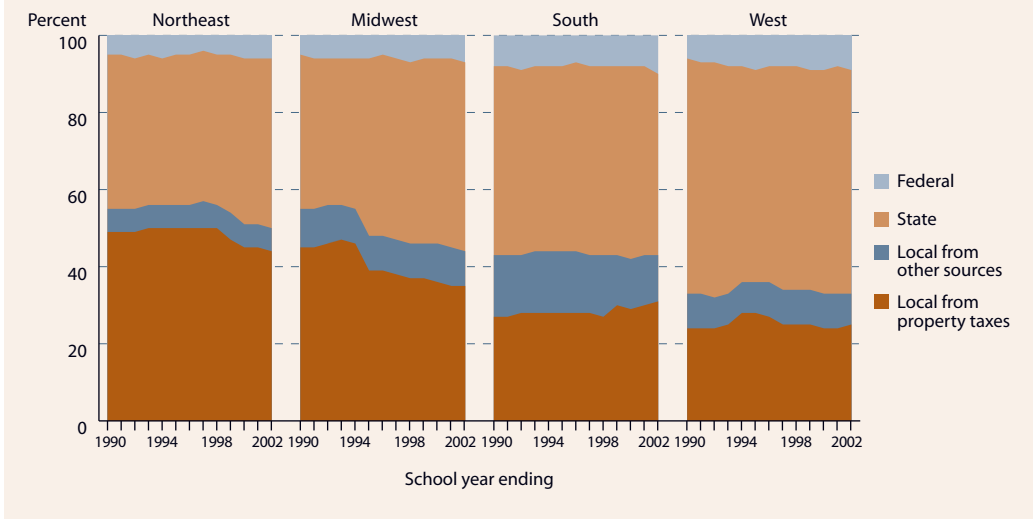
NOTE: Detail may not sum to totals because of rounding. Other local government revenue includes revenue from such sources as local nonproperty taxes, investments, and revenue from student activities, textbook sales, transportation and tuition fees, and food services. Property tax revenue and other local government revenues were imputed for Texas for 1992–93. See supplemental note 9 for information about revenue for public elementary and secondary schools. Estimates are revised from previous publications.

SOURCE: U.S. Department of Education, National Center of Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2001–02.

FOR MORE INFORMATION:  
Supplemental Notes 1,3,9  
Supplemental Tables 37-1,37-2  
NCE 2002–025, indicator 43



**CHANGES IN REVENUE SOURCES: Percentage distribution of total revenue for public elementary and secondary schools, by region and revenue source: 1989–90 to 2001–02**



# Financing for Elementary and Secondary Education

## Expenditures in Public Elementary and Secondary Schools by Expenditure Category

*Expenditures per student rose 24 percent in constant dollars from 1989–90 to 2001–02, with capital expenditures increasing the fastest.*

This indicator examines expenditures per student in fall enrollment in public elementary and secondary schools, in constant dollars, by major expenditure category and region, between 1989–90 and 2001–02. Total expenditures per student include all expenditures allocable to per student costs divided by fall enrollment. Total expenditures consist of current expenditures (instruction, administration, operation and maintenance, and some components of other expenditures), capital expenditures (capital outlays plus interest), and the remaining components of other expenditures.

Total expenditures per student in constant dollars rose 24 percent from \$7,365 in 1989–90 to \$9,139 in 2001–02. This increase in total expenditures was not evenly distributed among the major categories of expenditures (see supplemental table 38-1). Among the five major categories of expenditures, spend-

ing on capital outlays plus interest increased the most between these years (70 percent). In contrast, instructional expenditures increased 21 percent.

In 2001–02, 52 percent of the \$9,139 spent on students in public elementary and secondary schools went toward instructional expenditures such as teacher salaries and benefits (see supplemental table 38-2). About 14 percent went toward capital expenditures, 8 percent toward operation and maintenance, 7 percent toward administration, and 20 percent toward other items, including transportation, food services, and student support. Looking at total expenditures per student by region in 2001–02 reveals that expenditures per student were greatest in the Northeast, followed by the Midwest, West, and South. This regional pattern held true for each of the major expenditure categories except capital expenditures, which were highest in the Midwest.

NOTE: Detail may not sum to totals because of rounding. Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2001–02 dollars. See *supplemental note 9* for information about this index and about classifications of expenditures for elementary and secondary education. See *supplemental note 1* for information on regional categorizations.

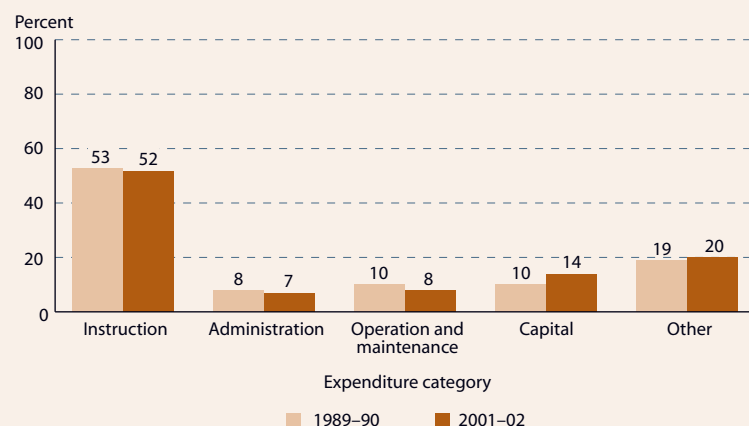
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2001–02.



FOR MORE INFORMATION:  
Supplemental Notes 1, 3, 9  
Supplemental Tables 38-1,  
38-2

NCES 2004–077, indicator 35

**EXPENDITURES BY CATEGORY: Percentage distribution of total expenditures in public elementary and secondary schools, by expenditure category: 1989–90 and 2001–02**





# Financing for Elementary and Secondary Education

## Public Effort to Fund Elementary and Secondary Education

After changing little throughout most of the 1990s, public revenue for elementary and secondary education as a percentage of gross domestic product increased each year from 1997–98 to 2001–02.

Two ways in which public fiscal support for education can be assessed include measuring the level of public investment per student and measuring the level of public investment in relation to the total value of goods and services produced in the domestic economy. This indicator discusses both measures, using total public revenues for education from the local, state, and federal levels as the level of public investment. The first measure is the average level of public resources devoted to the education of each public school student. The second measure is total public revenue for education expressed as a percentage of the gross domestic product (GDP). It can be interpreted as the public's share of total national economic resources devoted to elementary and secondary education, or as the level of governmental investment in elementary and secondary education in relation to the total production of goods and services in the United States.

Public revenue per student at the elementary and secondary levels generally increased between the 1969–70 and 2001–02 school years in constant dollars (see supplemental table 39-1). One exception to this pattern occurred from 1978–79 to

1981–82, when public revenues per student declined by 3 percent. The general increases in revenue per student over recent decades took place in both periods of declining and rising enrollments.

The changes in public revenue per student do not parallel shifts in the index of governmental effort for elementary and secondary education. After fluctuating in the early half of the 1970s, public revenue for elementary and secondary education as a percentage of GDP decreased over the next 9 years (see supplemental table 39-2). Since the mid-1980s public revenue for elementary and secondary education as a percentage of GDP has generally increased. After first declining and then increasing, public revenue as a percentage of GDP, was of similar magnitude in 2001–02 as it was in 1969–70 (4.08 and 3.98 respectively). Hence, while public revenues per student increased substantially from 1969–70 to 2001–02 (109 percent), public revenue as a percentage of GDP did not.

For comparisons of expenditures for elementary and secondary education in the United States with those of other countries, see NCES 2004–077, *indicator 36*.

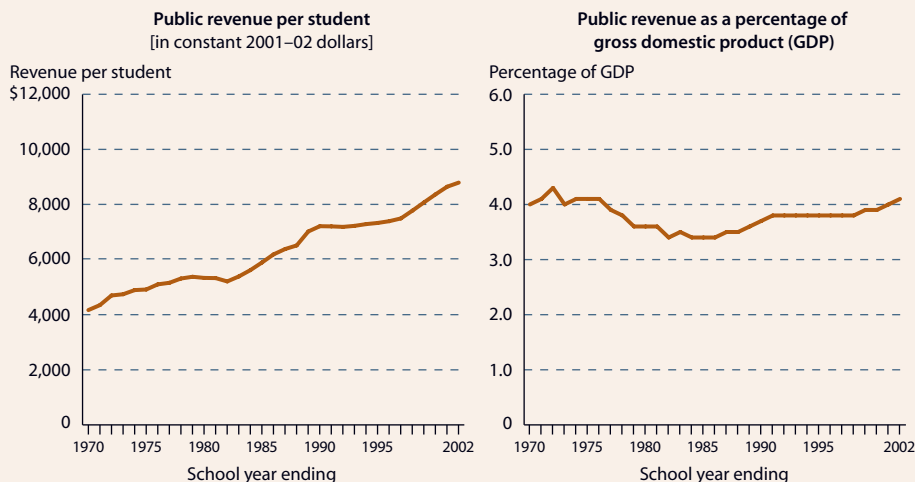
NOTE: Revenues are in constant 2001–02 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 9* for information about the CPI. Public revenue is measured by total revenue received by school districts providing public elementary and secondary education. Elementary and secondary enrollment includes pupils in local public school systems.

SOURCE: U.S. Department of Commerce, Bureau of Economic Analysis, previously unpublished tabulation (November 2004); U.S. Department of Education, National Center for Education Statistics (NCES). (2004). *Digest of Education Statistics 2003* (NCES 2005–025), tables 3 and 156 and (forthcoming) *Digest of Education Statistics 2004* (NCES 2005–079), table 156; U.S. Department of Education, NCES, *Statistics of State School Systems and Revenues and Expenditures for Public Elementary and Secondary Education*, Common Core of Data (CCD), "National Public Education Financial Survey" (NPEFS), 1987–88 to 2001–02.

FOR MORE INFORMATION:  
 Supplemental Notes 3, 9  
 Supplemental Tables 39-1, 39-2  
 NCES 2004–077, *indicator 36*  
 Indicator 3



**PUBLIC EFFORT: Indicators of public effort to fund elementary and secondary education: 1969–70 to 2001–02**



# Financing for Postsecondary Education

## Public Effort to Fund Postsecondary Education

*From 1969–70 to 2000–01, government appropriations per student for public institutions increased 3 percent in constant dollars. During the same period, tuition and fees per student increased 99 percent.*

NOTE: Education and general revenue consists of all revenue with the exception of revenue from sales of goods and services that are incidental to the conduct of instruction, research, or public service and from major federally funded research operations. Government appropriations are the sum of appropriations of federal, state, and local governments. Other education and general revenue are the sums of government contracts and grants, private gifts, and contracts, endowment income, and revenue from other sources. See *supplemental note 9* for more information about types of revenue included and excluded from this indicator. Revenues are in constant 2001–02 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 9* for information about the CPI.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2004). *Digest of Education Statistics 2003* (NCES 2005–025), tables 174 and 334 and *Digest of Education Statistics*, various years. Data from U.S. Department of Education, NCES, Biennial Survey of Education in the United States; Opening Fall Enrollment in Higher Education, various years; Higher Education General Information Survey (HEGIS), various years; Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey” (IPEDS-EF), 1986 through 1999 and spring 2001 and spring 2002 surveys; and IPEDS, “Finance Survey” (IPEDS-F), FY1991 through FY2000 and spring 2002 survey; and U.S. Department of Commerce, Bureau of Economic Analysis, previously unpublished tabulation (November 2004).



FOR MORE INFORMATION:  
Supplemental Notes 3, 9  
Supplemental Tables 40-1,  
40-2  
Indicator 39  
NCES 2004–077, *indicator 36*  
NCES 2003–067, *indicator 40*

In 2000–01, public 2- and 4-year degree-granting institutions raised \$138 billion in total education and general revenue. Of this sum, \$64 billion came from federal, state, and local government appropriations for public degree-granting institutions, \$32 billion came from tuition and fees, and \$42 billion came from such revenue as private gifts, private and government contracts, and endowment income. This indicator examines this public support for public postsecondary institutions in two ways: by the level of public investment per student—as measured by the sum of federal, state, and local government appropriations per student—and by the governmental effort in the aggregate—as measured by government appropriations as a percentage of gross domestic product (GDP). (See *indicator 39* and *supplemental note 9* for more information about these measures.)

Government appropriations per student for public institutions increased 3 percent from 1969–70 to 2000–01 (from \$5,227 to \$5,409 in constant dollars) (see supplemental table 40-1). During this same period, the revenues per student of public institutions from sources other than government appropriations increased substantially

more than did government appropriations per student. Tuition and fees per student increased from \$1,364 to \$2,716 (by 99 percent), and other sources of education and general revenues per student increased from \$2,204 to \$3,571 (by 62 percent). As a result, education and general revenue per student increased by 33 percent during the 31-year period. The share of total education and general revenue from government appropriations declined from 59 to 46 percent, while the share from tuition and fees increased from 16 to 23 percent. The share of total revenue from other education and general revenues increased from 25 to 31 percent.

Governmental appropriations for postsecondary education increased from .66 percent of GDP in 1969–70 to .79 percent in 1975–76 and then decreased to .60 percent in 1999–2000. Between 1999–2000 and 2000–01, the index increased to .64, or back to nearly the level it was in 1969–70 (see supplemental table 40-2).

For comparisons of expenditures for postsecondary education in the United States with those of other countries, see NCES 2004–077, *indicator 36*.

**PUBLIC EFFORT: Education and general revenue per student for public degree-granting institutions, by source of funds: 1969–70 to 2000–01**

