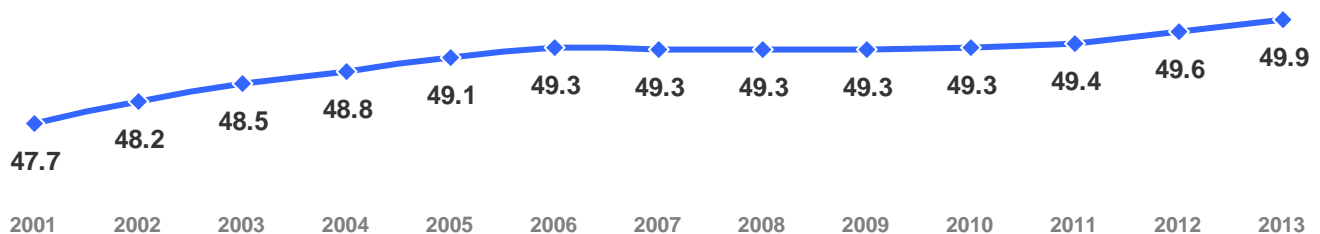


NEA FY 2013 Funding Request

\$15.2 billion	\$12.3 billion	\$600 million	\$775 million	\$200 million
Grants to Local Educational Agencies (ESEA Title I, Part A)	Special Education Grants to States (IDEA Part B-611)	School Improvement State Grants (ESEA section 1003(g))	English Language Acquisition State Grants (ESEA Title III, Part A)	Rural Education (ESEA VI-B)
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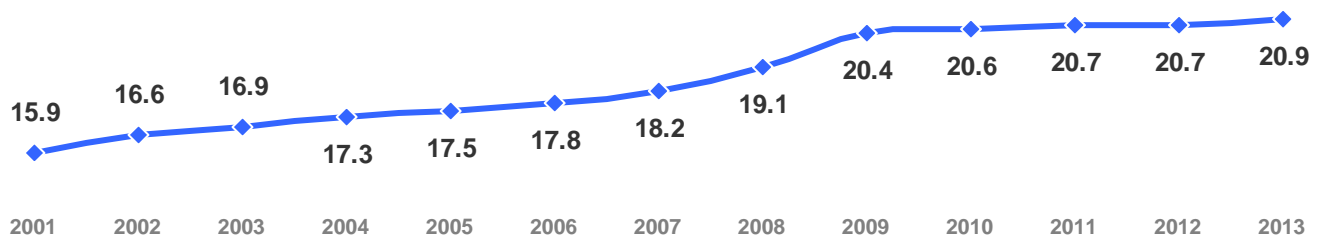
Enrollment in Public preK-12¹

(in millions)



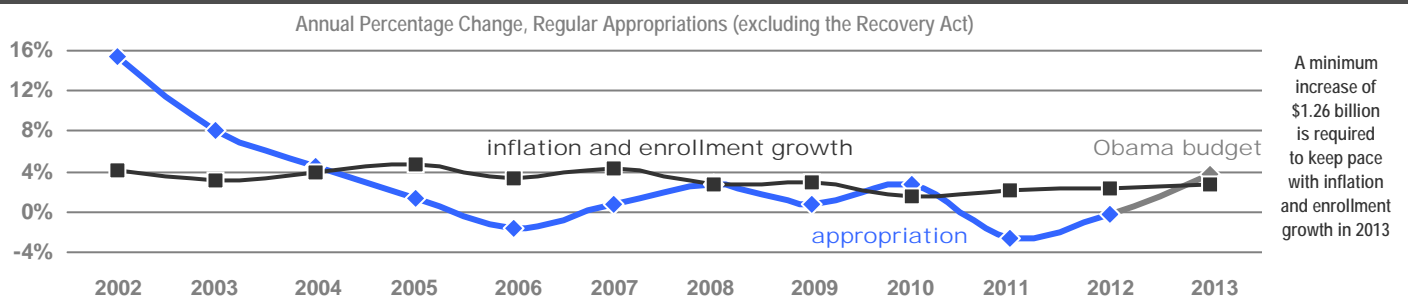
Enrollment in Postsecondary Degree-Granting Institutions¹

(in millions)



U.S. Department of Education Discretionary Funding^{1,2}

(excluding Federal Pell Grants)



1. Hussar, W.J., and Bailey, T.M. (2011). Projections of Education Statistics to 2020 (NCES 2011-026). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. 2. U.S. Department of Education Budget Service. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. February 27, 2012.

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Achievement is Improving and Gaps are Narrowing for Title I Students¹

Title I participants have made gains since 2002 in 79 percent or more of the states with sufficient data, according to either mean scores or percentages proficient. In some grade and subject combinations, 90 percent or more of these states showed gains for Title I students.

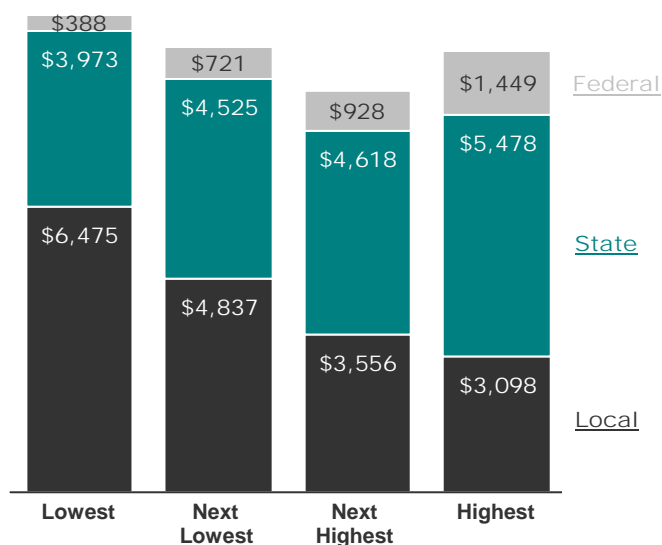
Gaps between Title I and non-Title I students have narrowed more often than they have widened since 2002, although trends were less encouraging at grade 4 than at grade 8 or high school.

When gaps narrowed, it was most often because achievement improved for both Title I and non-Title I students but at a faster rate for Title I students. This combination accounted for 78 percent of the instances of mean score gaps narrowing and 82 percent of the instances of percentage proficient gaps narrowing.

Gaps between Title I and non-Title I students were generally smaller than the gaps between low-income and non-low-income students, and smaller than African American-white gaps and Latino-white gaps.

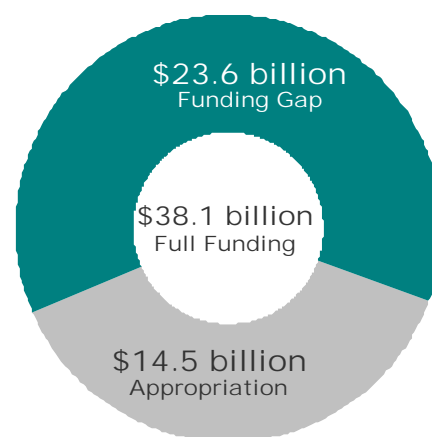
Revenue Targeting by Source²

Revenue per Student by District Poverty Quartile



Title I Funding Gap³

Current appropriation represents only 38 percent of full funding



1. Nancy Kober, Jennifer McMurrer, Malini R. Silva. 2011. State Test Score Trends Through 2008-09, Part 4: Is Achievement Improving and Are Gaps Narrowing for Title I Students? Center on Education Policy. Washington, DC. 2. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, State and Local Implementation of the No Child Left Behind Act, Volume VI—Targeting and Uses of Federal Education Funds, Washington, D.C., 2009. 3. NEA calculations based on unpublished data from the Congressional Research Service. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. February 27, 2012.

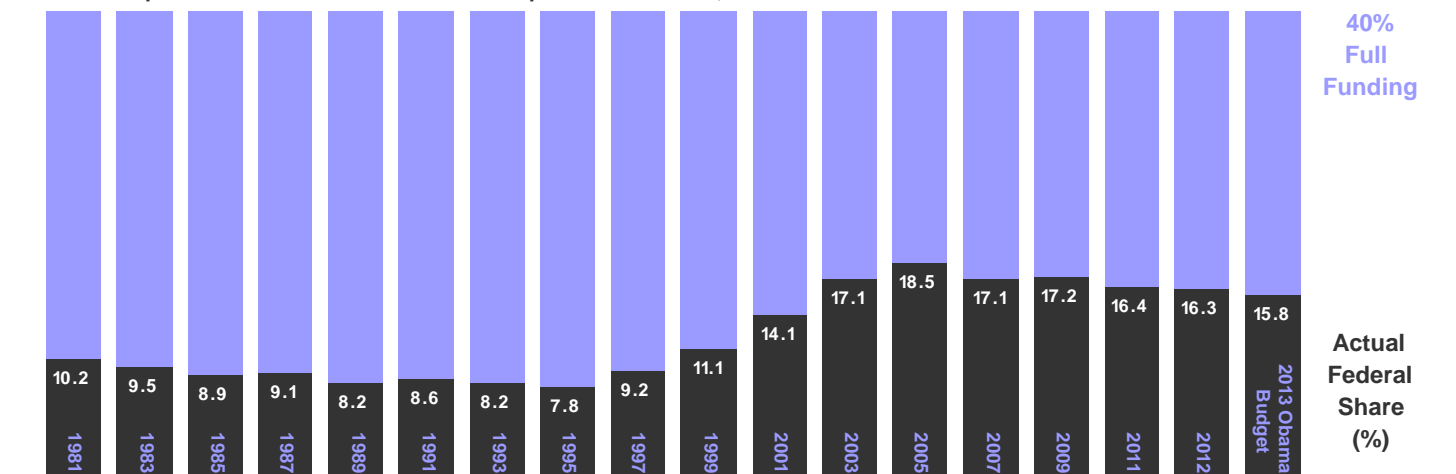
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Special Education Funding Gap¹

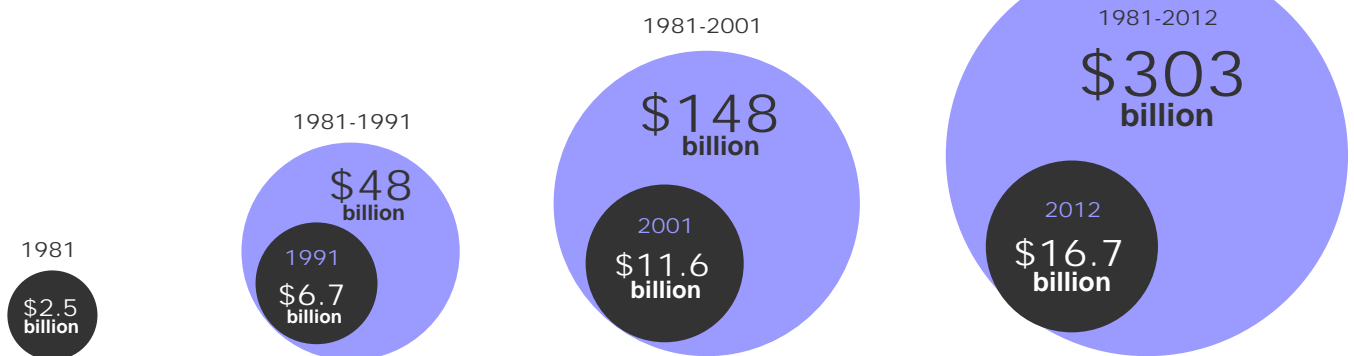
Regular Appropriations (excluding the Recovery Act), Selected Years

NEA's request returns the federal share to 16.7 percent in FY 2013, last reached in FY 2010



Cost Shift to States and Local Districts from the Shortfall in Federal Support¹

(not to scale)

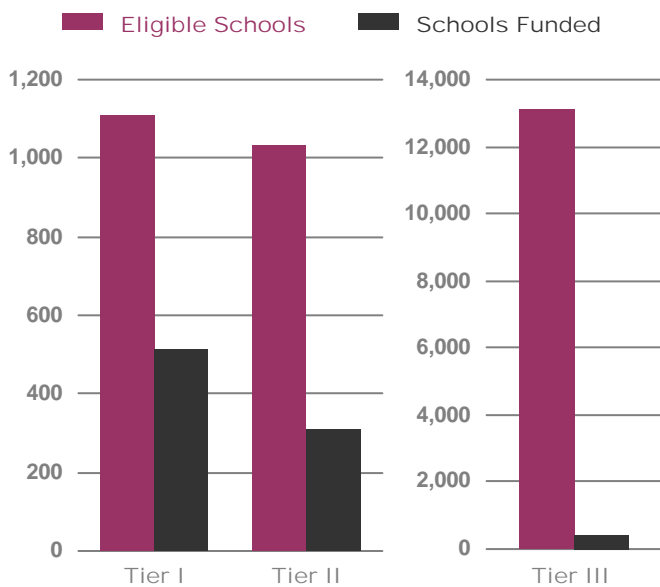


1. NEA calculations using data from the U.S. Department of Education Budget Service and Congressional Research Service. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. February 27, 2012.

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Eligible Schools vs Schools Funded ¹



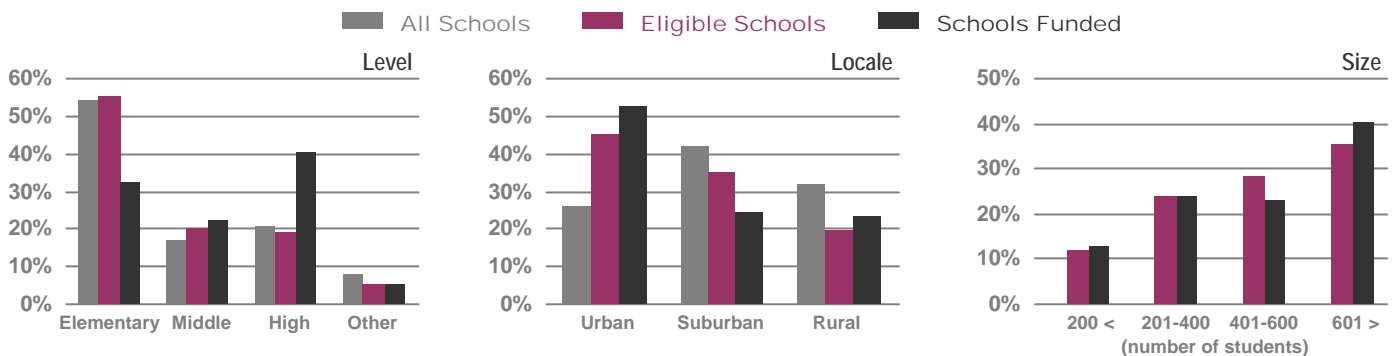
Tier I: Title I schools in improvement, corrective action, or restructuring that are the lowest-achieving five percent; or high schools with graduation rate less than 60 percent over many years.

Tier II: schools eligible for but not receiving Title I funds that are the lowest-achieving five percent of secondary schools; or high schools with a graduation rate less than 60 percent over many years.

Tier III: Title I schools in improvement, corrective action, or restructuring that are not in Tier I.

Characteristics of Eligible and Funded Schools ¹

(percent of schools)

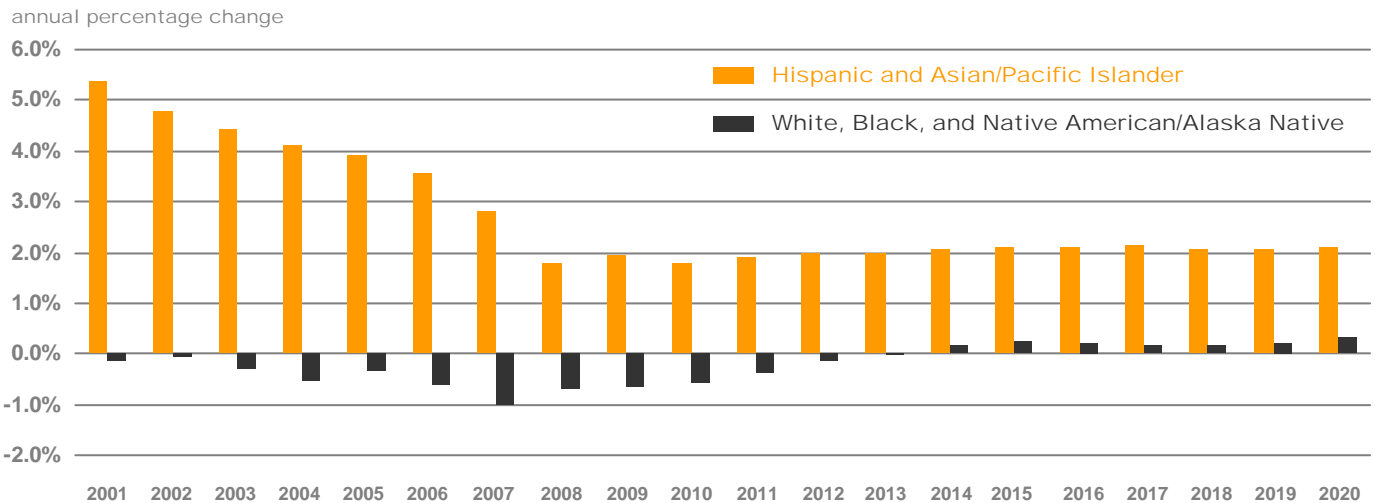


1. Hurlburt, S., Le Floch, K.C., Therriault, S.B., and Cole, S. (2011). Baseline Analyses of SIG Applications and SIG-Eligible and SIG-Awarded Schools (NCEE 2011-4019). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. February 27, 2012.

NEA FY 2013 Funding Request

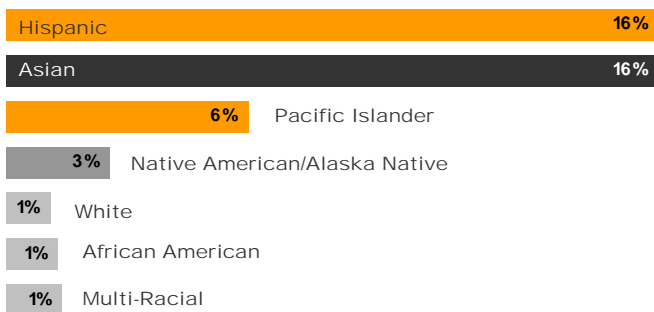
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Enrollment in Public Elementary and Secondary Schools by Race/Ethnicity¹



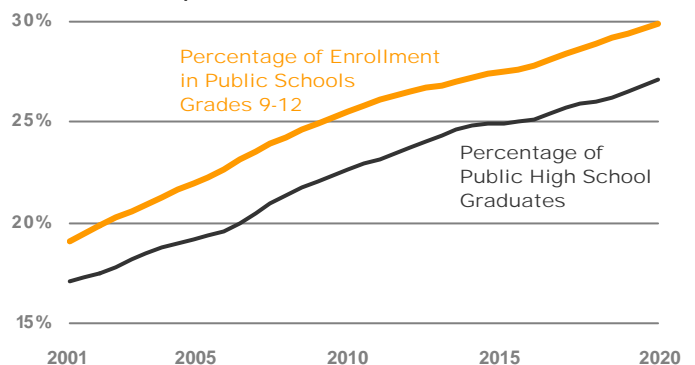
English Language Learners²

Percentage of school-age children who spoke a language other than English at home and spoke English with difficulty



Graduation Gap¹

Hispanic and Asian/Pacific Islander



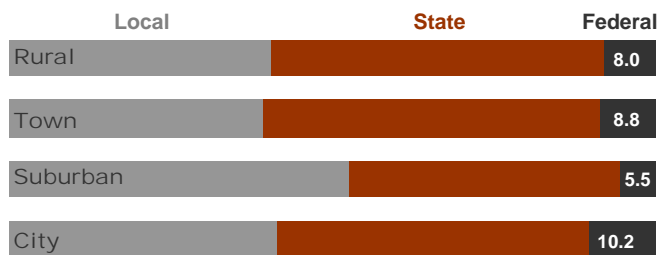
1. Hussar, W.J., and Bailey, T.M. (2011). Projections of Education Statistics to 2020 (NCES 2011-026). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. 2. Aud, S., Hussar, W., Kena, G., Bianco, K., Frohlich, L., Kemp, J., Tahan, K. (2011). The Condition of Education 2011 (NCES 2011-033). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. February 27, 2012.

NEA FY 2013 Funding Request

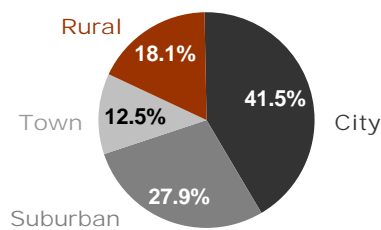
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Federal Revenue by Locale¹

Federal Revenue as a Percentage of Total Revenue



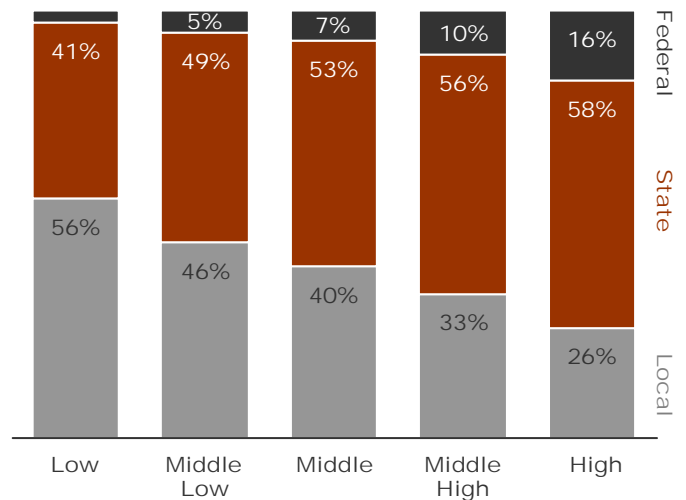
Percentage of All Federal Revenue



Revenue Targeting by Source¹

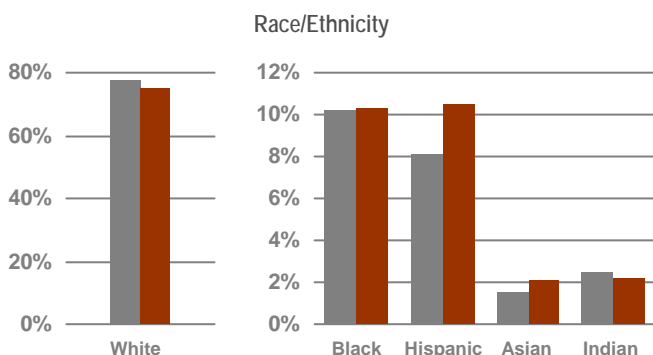
Revenue Percentage by Source & Poverty Quintile

RURAL SCHOOL DISTRICTS

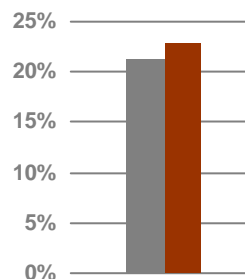


Changing Demographics in Rural Schools^{1,2}

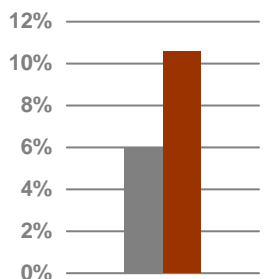
2003-04 (grey) 2007-08 (orange) (percentage distribution)



Free or Reduced-Price Lunch Eligibility



English Language Learners



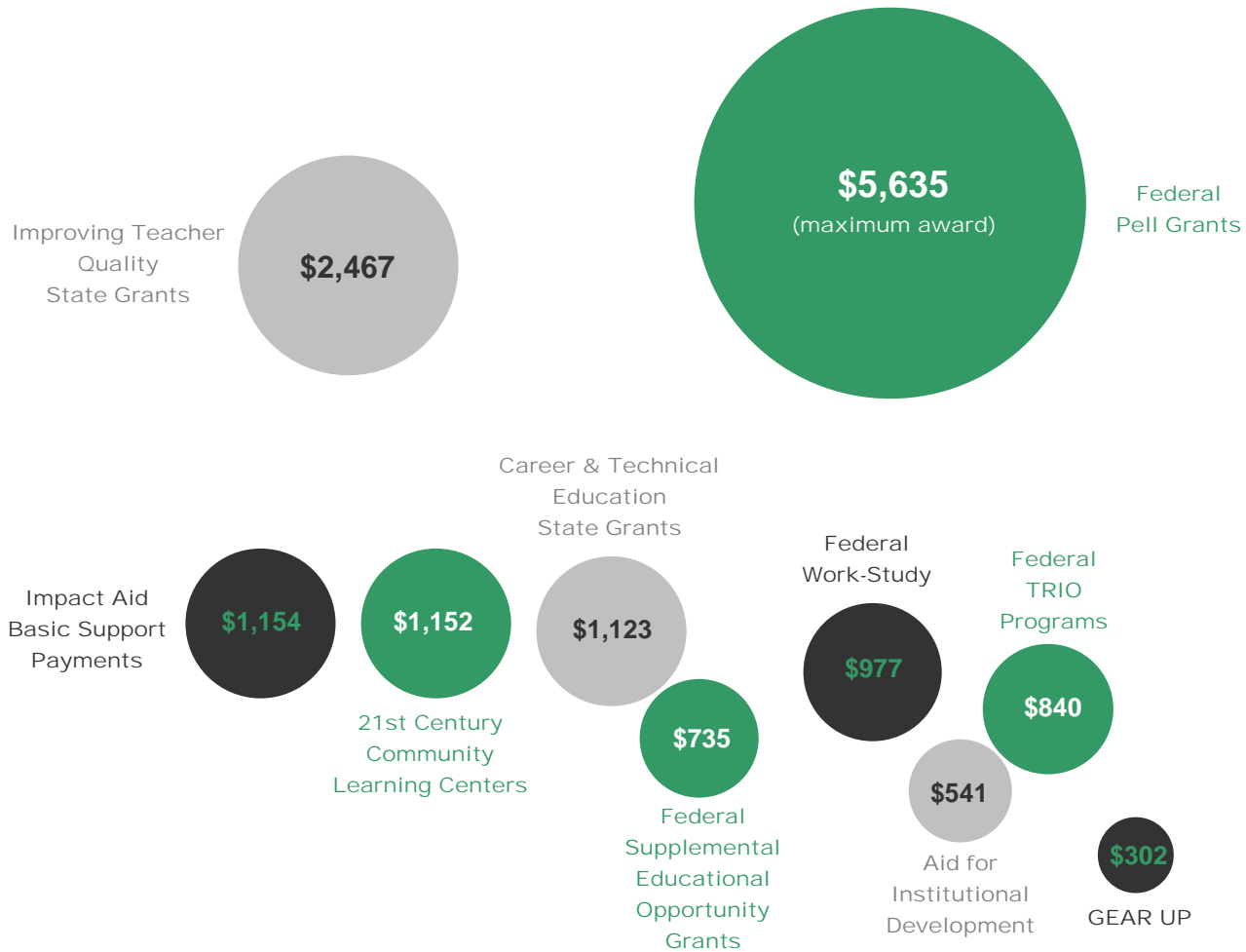
1. Rural Education in America, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. 2. Provasnik, S., KewalRamani, A., Coleman, M.M., Gilbertson, L., Herring, W., and Xie, Q. (2007). Status of Education in Rural America (NCES 2007-040). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. February 27, 2012.

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Sustained Funding for Other Priority Programs

(in millions except Federal Pell Grants)



For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. February 27, 2012.