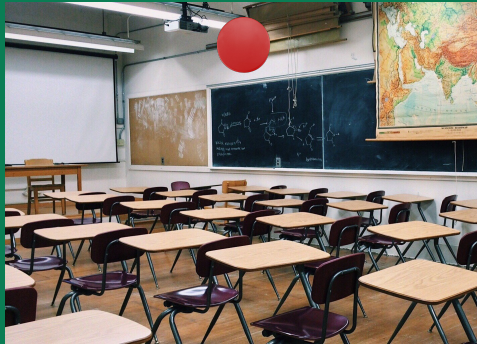
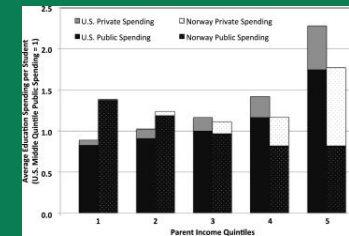
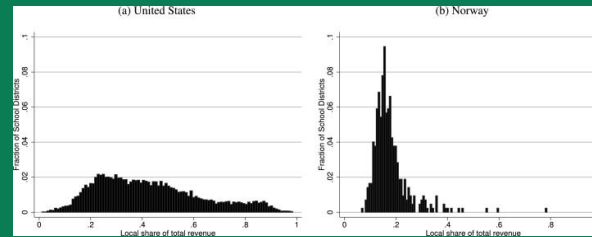
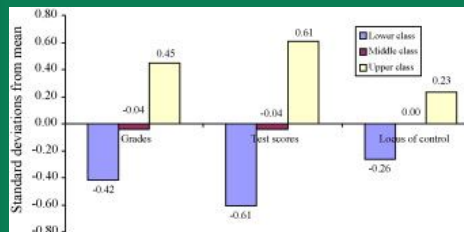


# EDUCATIONAL INEQUALITY: CONTRASTING LOCAL AND FEDERAL FUNDING



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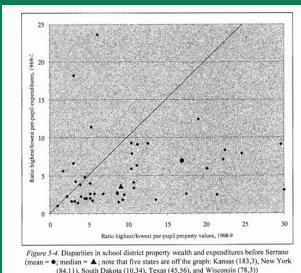
For this paper, I wanted to observe how the massive reliance on local funding through property taxes for public education in the U.S. exacerbates already existing class inequalities, which are therefore correlated with inequalities by race. A transition towards alternative forms of funding, such as increased federal funding, would help to amend these inequalities.



-U.S. spending leads to high-income students receiving substantially more, while programs like Norway that focus on federal spending lead to much more equivalent spending

-Low-income students do worse than higher-income students in terms of grades, test scores, graduation rates, and likelihood to attend college after graduation  
-Minority students are much less likely to attend high-quality schools that give them the educations they need to succeed  
-Black students are over twice as likely as white students to attend high-poverty schools

- As seen in the chart, the United States is incredibly more likely to fund school districts through local revenue, as compared to federal revenue



-The use of property taxes has historically led to areas with higher property values spending more money per-pupil

## Proposed Solutions

- Currently, local and state expenditures account for 46% of educational funding each- expanding federal spending past 8% could help to amend these issues
- Alternatively, replacing the 46% of local funding from property taxes to also being state funding would prevent property taxes from having as big of a role
  - Schools in same state would receive the same amount of funding
- Provide more federal funding targeted towards low-income areas
  - Educational inequalities are a function of broader income inequality, so need to address poverty at large