

Section X**Education in Hampton Roads**

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Education in Hampton Roads

The quality of the education provided in Hampton Roads will determine the economic future success of this region; improved educational outcomes enabling a higher quality of life for its residents.

High school education is important to individual residents, as workers with high school equivalence have lower unemployment rates and higher wages than those who do not have that level of education. Furthermore, concentrated pockets of low education achievement have a significant negative impact when the localities fail to effectively educate residents. Through the past 5 years, Hampton Roads' graduation rate has steadily grown, reflecting steady progress in the region's school system. Additionally, the percentage of individuals regionally with at least a high school equivalence is even higher than the graduation rate, reflecting this region's ability to recruit workers to this region.

College education plays a strong role for the entire region's growth prospects, as the share of college educated workers has been tightly related to income growth regionally, as demonstrated in the July 2011 Hampton Roads Regional Competitiveness report released by the HRPDC. Hampton Roads needs to continue to support the educational institutions located in this region and work with them to ensure that each locality's high school graduates are ready to engage in the rigor of post-secondary education.

The final two figures in this chapter examine government financing, as the financial burden of education has been spread among the federal, state, and local governments for many years. That burden has shifted, as the state's contribution for education funding has fallen from 58% regionally in 2000, to just 39% in 2013, while the local burden has increased from 34% to 41% over that same time period. Real education funding per pupil has declined throughout the state in response to the budget pressures placed on all levels of government as a result of the great recession.

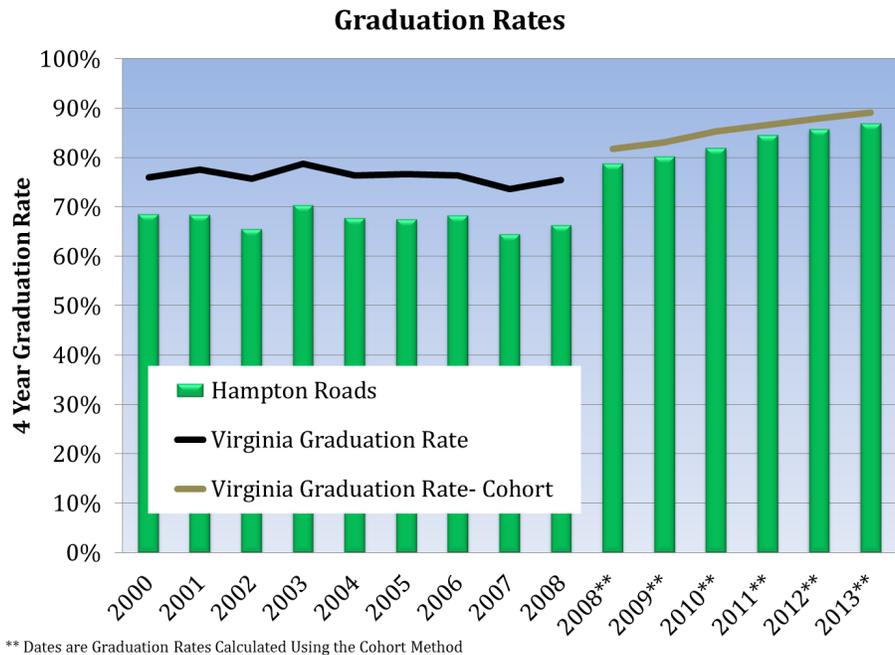
Figure 10.1 Graduation Rates in Hampton Roads and Virginia

Why is it important?

Graduation rates are a reflection of a school system’s ability to retain and educate students. High graduation rates prevent uneducated residents from becoming a social burden and contribute to a more educated workforce and an increased quality of life.

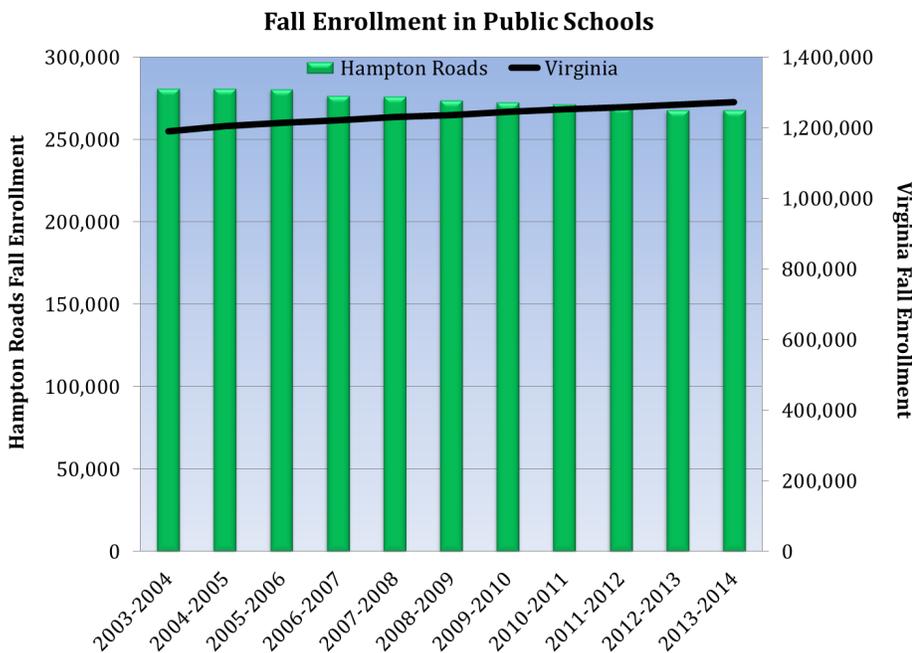
How are we doing?

Graduation rates in Hampton Roads have consistently underperformed those of the state, but with improved metrics since 2008, the gap is smaller than was previously thought to exist.



Source: Virginia Department of Education, HRPDC

Figure 10.2 Enrolled Students in Hampton Roads



Source: Virginia Department of Education, HRPDC

Why is it important?

The number of enrolled students serves as one method of measuring population change. The trend of school enrollments also help to indicate future education needs in the region.

How are we doing?

While the public school enrollment in the state has slowly grown, the region has seen a gradual decline in the number of students enrolled in public schools.

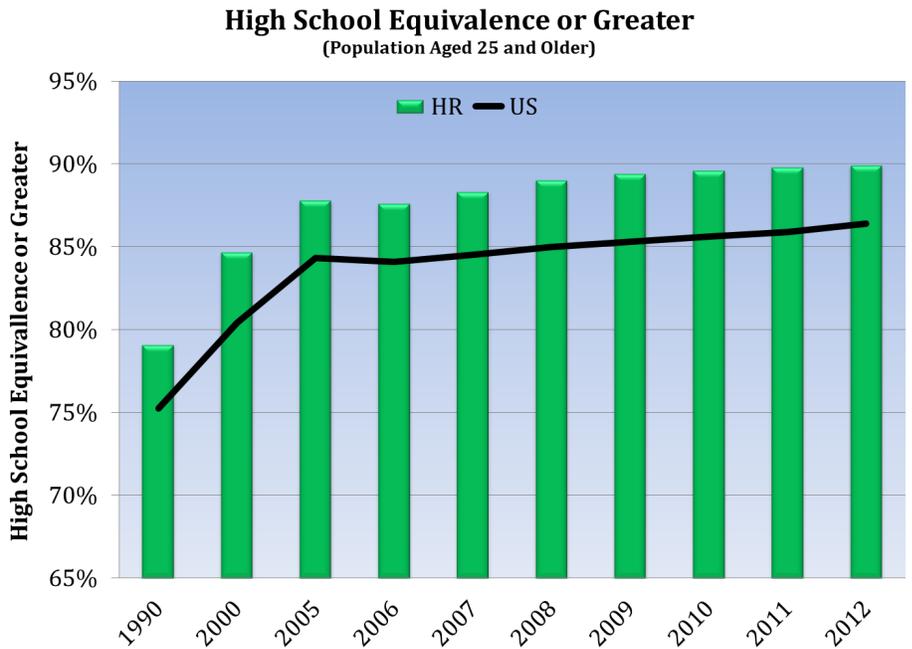
Figure 10.3 Percent of Population Attaining High School Equivalency or Greater

Why is it important?

An educated workforce has proven to be an excellent path to economic growth and allows for far more flexibility in the regional labor market.

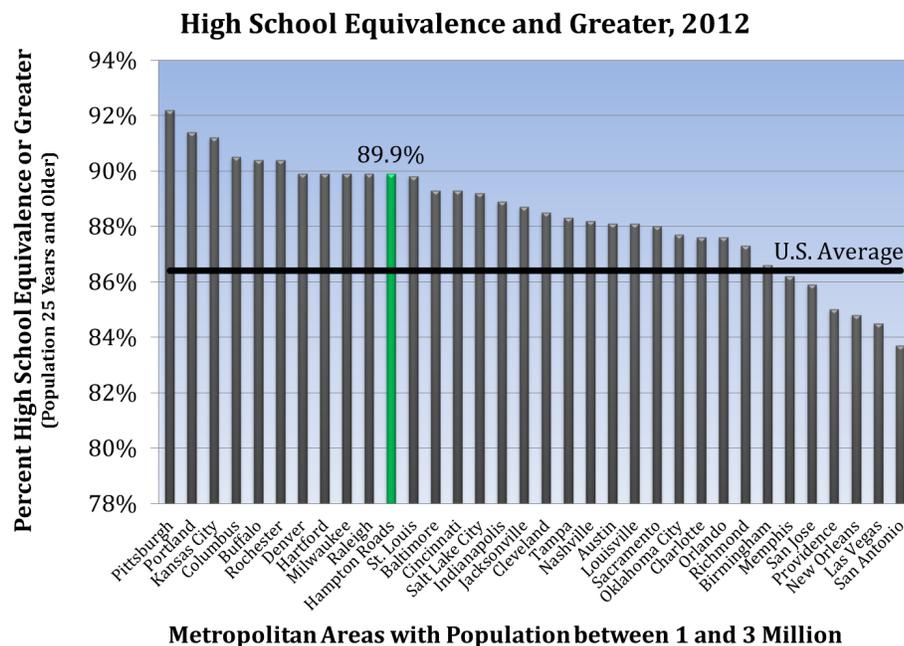
How are we doing?

The Hampton Roads population has always outperformed the U.S. as a whole in terms of achieving basic levels of education. Until recently, this region significantly outperformed its schools graduation rates as a result of the military presence and strong employment opportunities in the region.



Source: U.S. Census Bureau, American Community Survey, HRPDC

Figure 10.4 High School Equivalence Attainment in Hampton Roads and Reference Metro Areas



Why is it important?

Measuring education attainment in Hampton Roads as compared to the region's reference metro areas gives an indication of its performance. Where there are concentrations of individuals with low levels of educational attainment, there is often urban decline and lower home values.

How are we doing?

Hampton Roads ranks seventh among metropolitan areas with populations between 1 and 3 million.

Source: American Community Survey, HRPDC

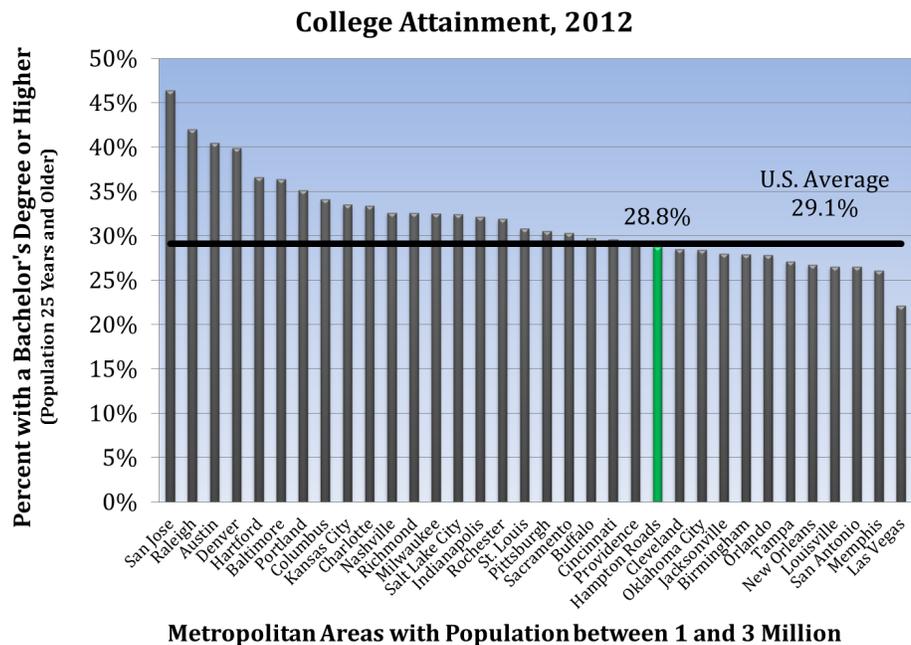
Figure 10.5 College Attainment in Hampton Roads and Reference Metro Areas

Why is it important?

College attainment in a region has been shown to have an impact on income within that region, with higher levels of college attainment causing faster income growth for the entire population.

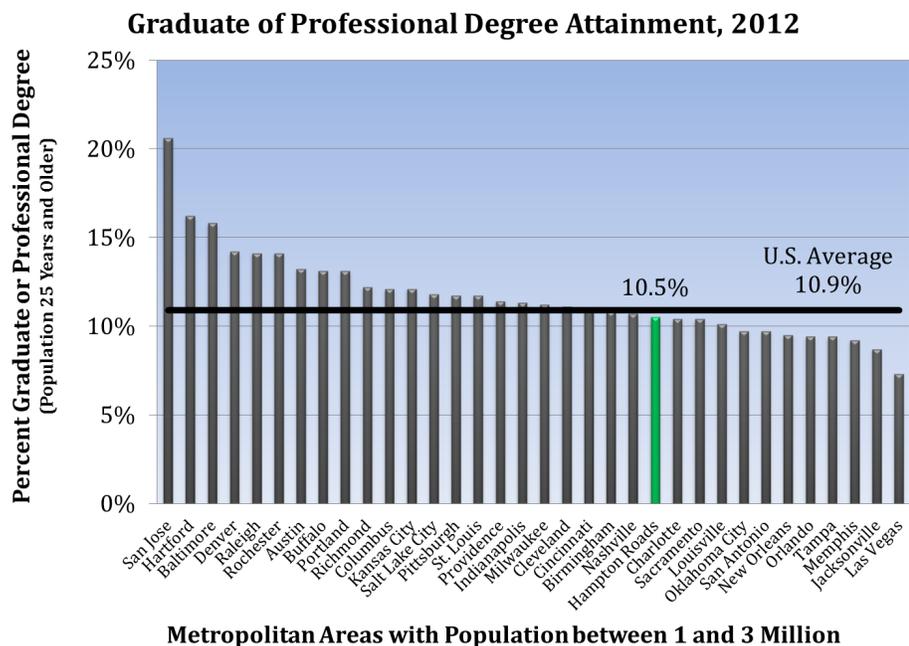
How are we doing?

28.8% of the Hampton Roads population has at least a college degree. This is below the rate across the U.S. (29.1%). Hampton Roads rank s23rd among the 34 metro areas with populations between 1 and 3 million.



Source: American Community Survey, HRPDC

Figure 10.6 Population with Professional and Advanced Degrees in Hampton Roads and Reference Metro Areas



Why is it important?

Graduate degrees are often used as a proxy for both productivity and innovation, and indicate a region's capacity for high level growth.

How are we doing?

Hampton Roads also ranks 23rd among its 34 reference metro area in terms of population with a graduate or professional degree, and is just below the national average of 10.9% of the population 25 older having achieved a graduate or professional degree.

Source: American Community Survey, HRPDC

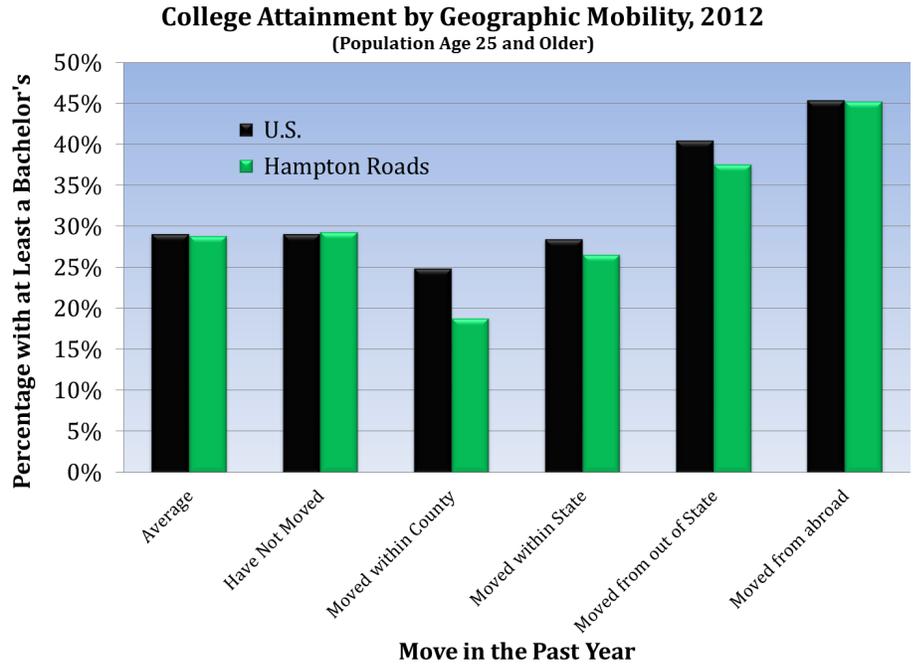
Figure 10.7 College Attainment by Geographic Mobility

Why is it important?

It is important to compare the level of education of those who move into the region with that of those who have longer tenures in Hampton Roads. Typically, people who move from outside a region have higher levels of education than the general population because more educated individuals have higher levels of mobility.

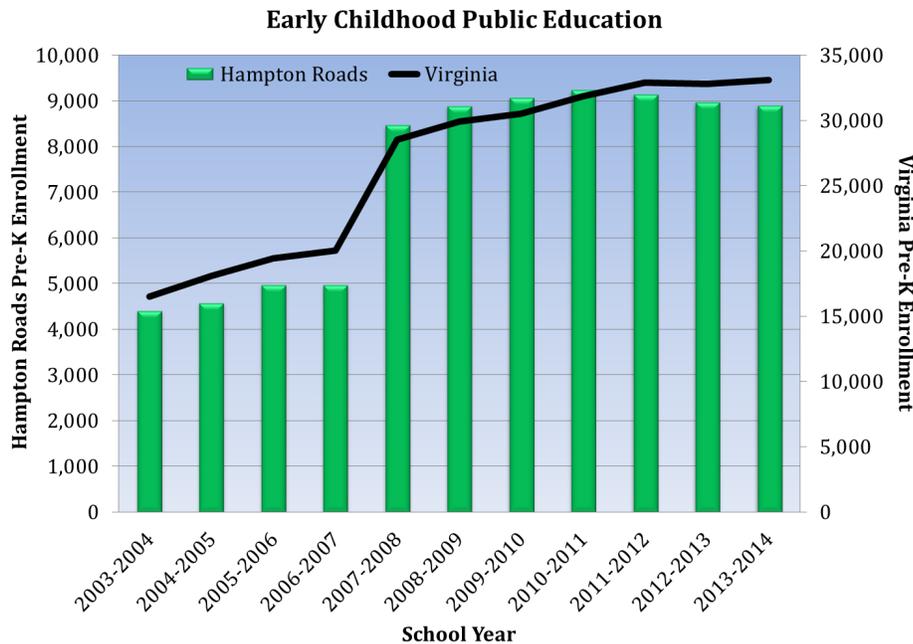
How are we doing?

The percentage who have at least a degree is lower for those who move into Hampton Roads than the nation as a whole. This likely results from enlisted personnel who move in and out of the area.



Source: American Community Survey, HRPDC

Figure 10.8 Early Childhood Enrollment



Source: Virginia Department of Education, HRPDC

Why is it important?

Early childhood education has been identified by several groups as an area that has been traditionally underinvested in by local and state governments. Tracking pre-kindergarten public enrollment measures the focus placed on this age group in the region.

How are we doing?

The number of students enrolled in public preschool expanded rapidly in 2007-2008 at both the state and regional level.

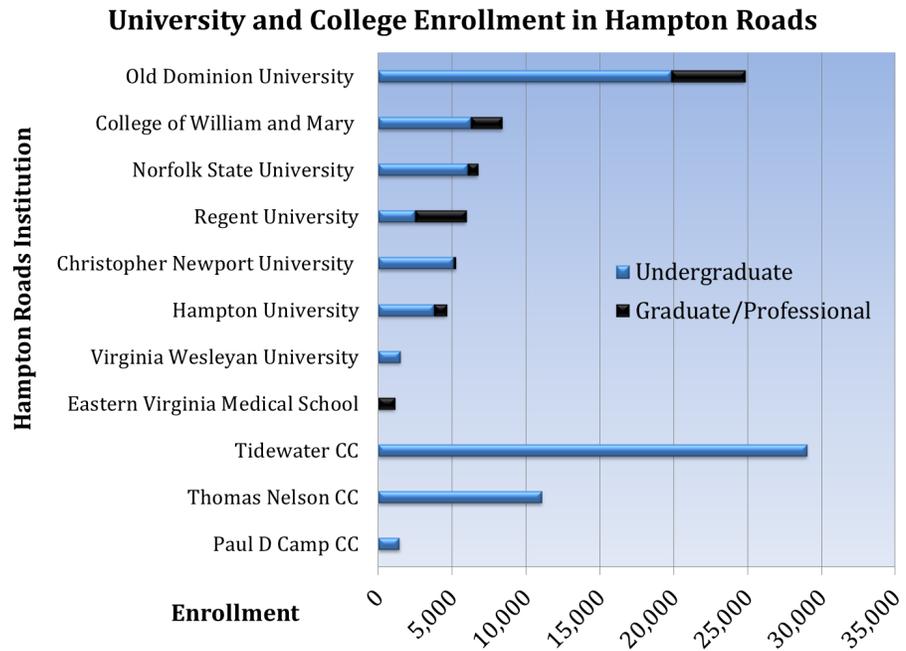
Figure 10.9 Number of Enrolled Students at Regional Colleges and Universities

Why is it important?

The share of college educated individuals in a region has been shown to have a strong correlation to income growth and economic development in the region. Strong educational opportunities in the region help to introduce motivated students from around the country to this region, as well as providing opportunities to local students.

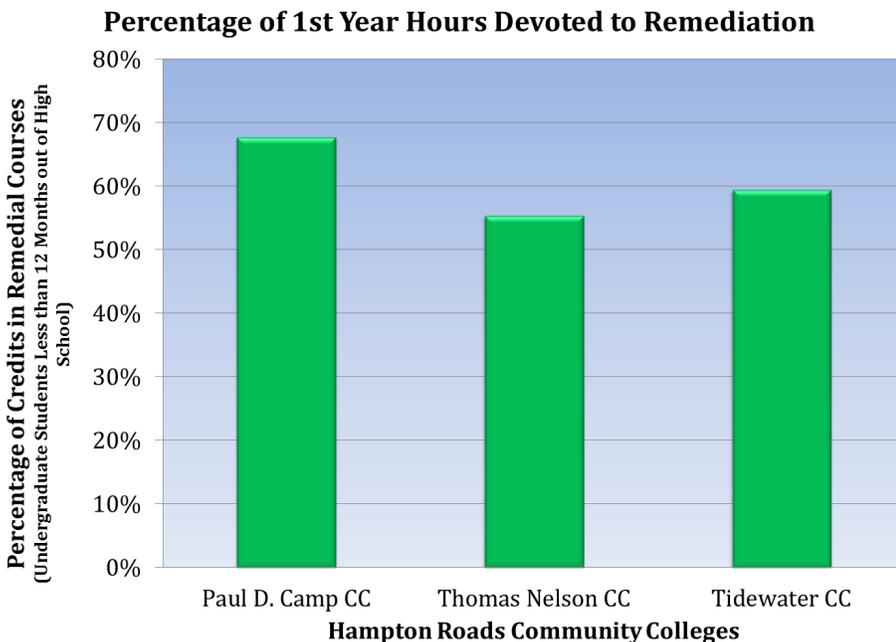
How are we doing?

This region has a diverse selection of public and private colleges, as well as a strong community college system.



Source: Virginia Department of Education, HRPDC

Figure 10.10 Percentage of Community College Credits Devoted to Remedial Coursework



Source: Virginia Department of Education, HRPDC

Why is it important?

This measure examines the percentage of remedial credits that students who are less than 12 months out of a Virginia high school have to take at regional community colleges. This is a measure of college preparedness for regional high schools, as it is likely the majority of these students attended high school in Hampton Roads.

How are we doing?

A majority of credits taken at the region's community colleges are remedial, for students who are within 12 months of achieving high school equivalency.

Figure 10.11 Distribution of K-12 Education Financing in Hampton Roads

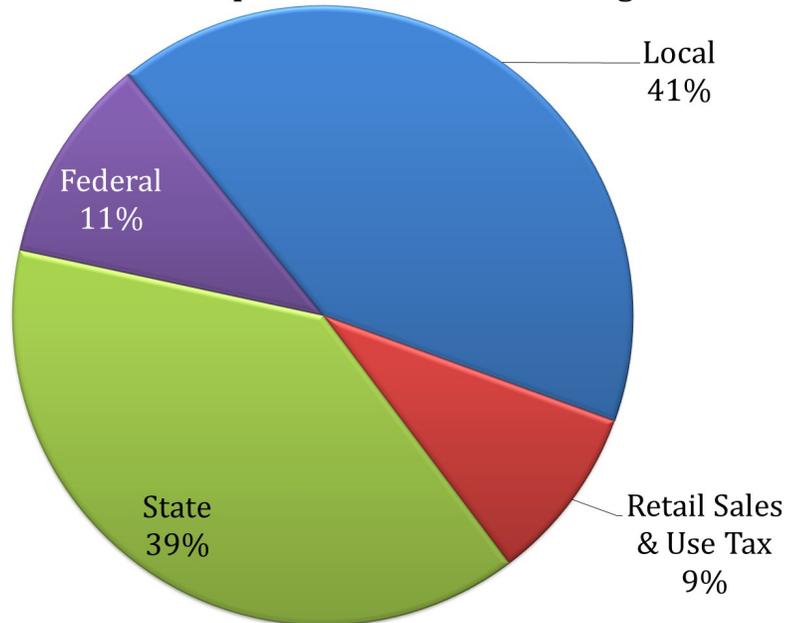
Why is it important?

It is important to see the range of funding sources that support the region's schools. In Virginia, the local, state, and federal governments all share the burden of funding education.

How are we doing?

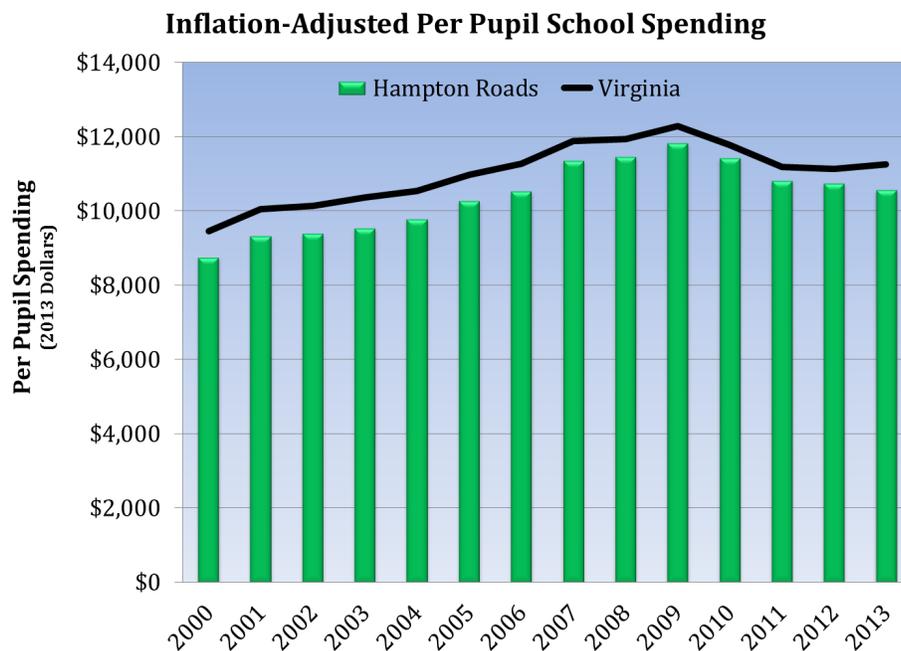
41% of all education spending comes from local sources, marking an increase from 2000 when local financing constituted 34% of education financing. During that time period, state support has shrunk considerably. In the rest of the Commonwealth, the localities contribute an average of 51% of education funding, and that state's share is only 32%.

Source of Hampton Roads School Funding



Source: Virginia Department of Education, HRPDC

Figure 10.12 Inflation-Adjusted Per Pupil Expenditures in Hampton Roads and Virginia



Source: Auditor of Public Accounts, Virginia Department of Education, HRPDC

Why is it important?

Figure 10.8 illustrates the cost of education in the region per public school pupil, as well as the relative priorities of the region.

How are we doing?

Per pupil education expenditures have declined in real (inflation-adjusted) terms since 2009, as the recession placed the budgets of local government throughout the Commonwealth under pressure. The Commonwealth as a whole spends slightly more per pupil than does Hampton Roads.