



Office of the Chancellor

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February 2, 2018

Dr. Kimberly van Noort  
Vice President for Academic Programs and Instructional Strategy  
University of North Carolina  
Post Office Box 2688  
Chapel Hill, North Carolina 27515-2688

Dear Kim:

Enclosed is UNC Charlotte's Request to Plan a M.Ed. in Urban Education. The proposed online program capitalizes on our expertise in preparing educators for today's urban school systems. Graduates of the proposed program will be equipped with practical approaches to improve educational outcomes as teachers, administrators, para-professionals, and counselors in urban schools.

Thank you for your consideration of this request. Provost Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

Philip L. Dubois  
Chancellor

cc: Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs  
Ellen McIntyre, Dean, Cato College of Education  
Rollinda Thomas, Associate Vice President for Academic Programs



UNIVERSITY OF NORTH CAROLINA  
REQUEST TO PLAN

A NEW DEGREE PROGRAM – ANY DELIVERY METHOD

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity described below do not guarantee that authorization to establish will be granted.

Date: February 1, 2018

Constituent Institution: University of North Carolina Charlotte

Is the proposed program a joint degree program? Yes \_\_\_ No \*

Joint Partner campus \_\_\_\_\_

Title of Authorized Program: Master's in Urban Education Degree Abbreviation: M.Ed.

CIP Code (6-digit): 13.0410 Level: B \_\_\_ M \* \_\_\_ I \_\_\_ D \_\_\_

CIP Code Title: Urban Education and Leadership

Does the program require one or more UNC Teacher Licensure Specialty Area Code? Yes \_\_\_ No \*

If yes, list suggested UNC Specialty Area Code(s) here \_\_\_\_\_

If master's, is it a terminal master's (i.e. not solely awarded en route to Ph.D.)? Yes \* \_\_\_ No \_\_\_

Proposed term to enroll first students in degree program: Term Fall Year 2019

Provide a brief statement from the university SACSCOC liaison regarding whether the new program is or is not a substantive change.

Based on the Policy Statement on Substantive Change for Accredited Institutions from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University of North Carolina at Charlotte (UNC Charlotte) is not required to submit a letter of notification and/or prospectus prior to implementation of the new degree program.

Identify the objective of this request (select one or more of the following)

- Launch new program on campus
- Launch new program online; Maximum percent offered online \_\_\_ 100% \_\_\_
  - Program will be listed in UNC Online
  - One or more online courses in the program will be listed in UNC Online
- Launch new site-based program (list new sites below; add lines as needed)
  - Instructor present (off-campus delivery)
  - Instructor remote (site-based distance education)

Site #1

Department of Middle, Secondary and K-12 Education  
9201 University City Blvd, Charlotte NC 28223-0001

100% Online

(address, city, county, state)

(max. percent offered at site)

Site #2

(address, city, county, state)

(max. percent offered at site)

Site #3

(address, city, county, state)

(max. percent offered at site)

Supply basic program information for UNC Academic Program Inventory (API) and UNC Online

Minimum credit hours required 33  
Expected number of full-time terms to completion 4

1. Review Status.

a. List the campus bodies that reviewed and commented on this request to Plan proposal before submission to UNC General Administration. What were their determinations? Include any votes, if applicable.

<u>Campus Bodies</u>	<u>Determination</u>
Cato College of Education Department Chairs	Approved
Cato College of Education College Dean	Approved
Office of Academic Affairs	Approved

b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

None noted.

2. Description and Purpose

a. Provide a 250-word or less description of the proposed program, including target audience, delivery method, hours required, program core and concentrations (if applicable), post-graduate outcomes for which graduates will be prepared, and other special features. For programs with an online component, describe whether the delivery is synchronous with an on-campus course, partially synchronous, asynchronous, or other.

The M.Ed. in Urban Education is a fully online degree program designed to prepare education professionals who are committed to delivering high-quality, culturally

relevant/sustaining instruction and services that meet the needs of students in increasingly diverse, urban school systems across the United States. UNC Charlotte is particularly focused on providing professionals with practical tools and resources that increase multicultural competence and awareness. To achieve its objectives, the program aims to equip teachers, administrators, paraprofessionals, counselors, and those alike – who currently work or aspire to work in, or with, urban schools – with practical approaches to implementing evidenced-based best practices that improve the educational experiences and academic outcomes of racially, linguistically, socioeconomically, and culturally diverse populations. Students who graduate with an M.Ed. in Urban Education from UNC Charlotte will not only gain a pedagogical (instructional) skill set that informs their understanding of culturally responsive/sustaining teaching practices, but they will also be trained to recognize and examine larger issues related to culture, race, and racism that influences the quality of non-academic services (counseling, mentoring, social/behavioral support, etc.) prospective graduates may provide to urban communities.

The M.Ed. in Urban Education offers 33 credit hours of coursework. The program is utilizes a cohort model that admits students as a group beginning each fall semester. Students admitted to this selective online program will average two (2) courses per semester and are expected to complete the program in two (2) years (including one full summer term).

- b. How does the proposed program align with system, institutional and unit missions and strategic plans?

The proposed Master's Degree in Urban Education closely aligns with the UNC Charlotte's mission as North Carolina's Urban Research University. The M.Ed. in Urban Education also strongly supports the university's focus on improving urban environments with academic programming, community engagement, and extending the brand of the university.

Given that today's education workforce is overwhelmingly White, middle-class, monolingual English speakers who have attended predominately White Institutions (PWIs) and who have taken courses taught mainly by White professors; it is not a surprise that practitioners who work in diverse urban environments have expressed substantial concerns about their ability to engage students from different backgrounds from their own. With UNC Charlotte's mission to recruit and retain a diverse, highly-qualified teaching faculty; students are exposed to a rigorous curriculum that values equity and inclusion.

- c. What student-level educational objectives will be met by the proposed program?

Advanced program candidates will:

- Demonstrate an understanding of the 10 Interstate New Teacher Assessment and Support Consortium (InTASC) core teaching standards (i.e., learner development, learning differences, learning environment, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning and ethical practice, and leadership and

collaboration) and are able to apply knowledge and skills specific to their content area or discipline. InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers to ensure that they can meet the needs of next generation learners.

- Use research and evidence to demonstrate leadership in developing school environments that support and assess their P-12 students’ learning and the professional practices specific to their discipline and/or area of specialization.
- Demonstrate skills to foster equity and inclusion of students from racially, linguistically, socioeconomically, and culturally diverse populations) and commitment to creating supportive environments that afford all P-12 students access to rigorous curriculum and high-quality services specific to their learning needs and socioemotional well-being, respectively.

3. Student Demand. Provide documentation of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution.

To assess potential student demand for a Master’s of Education in Urban Education, we used data on degree completions in related fields between 2011 and 2015 over fixed periods and regions to provide a useful estimate of potential demand for the proposed program (see attached Hanover Research, 2017). For example, if degree conferrals have increased over time in a given area, it is reasonable to infer that demand for such a degree is steady or trending upward in that region. Similarly, if new programs begin awarding degrees, this indicates growing interest in that type of program.

Figure 2.2 shows all master’s completions reported under the “Urban Education” CIP code between 2011 and 2015 at the national and state level and among UNC Charlotte’s potential competitor programs, those located in the Southeast region: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North and South Carolina, Tennessee, Virginia, and West Virginia.

**Figure 2.2: Master’s Completions in Urban Education**

	2011	2012	2013	2014	2015	TOTAL	CAGR	AAC
United States	261	365	404	485	434	1,949	13.6%	43
Southeast Region	34	64	95	99	99	391	30.6%	16
UNC-Charlotte Competitors*	47	96	135	136	162	576	36.3%	29

Source: IPEDS

The findings from the analysis reveal that degree completions under “Urban Education” increased substantially between 2011 and 2015. Despite this growth, as of 2015, Master’s degrees explicitly categorized as “Urban Education and Leadership” accounted for less than 1% of all Master’s degrees in education at the national level. At the present, there are no Master’s programs with a concentration in urban education within the state of North Carolina – online or otherwise. As such, offering a M.Ed. in Urban Education at UNC Charlotte, North Carolina’s Urban Research University, would position the institution as a national leader, forward-thinking, and progressive. These data, coupled with the absence of an urban focused Master’s degree program in North Carolina, make a strong case for the utility of the proposed program.

4. Societal demand. Provide evidence of societal demand and employability of graduates from each of the following source types.

- a. Labor market information (projections, job posting analyses, and wages)
  - i. specific to North Carolina (such as ncworks.gov, nctower.com, outside vendors such as Burning Glass)

Most graduates of urban education programs pursue careers in urban schools as either teachers or education administrators in an urban school district. Teaching and serving students from diverse backgrounds requires professionals to have multicultural competence. Given that pre-service teacher programs offer few, if any, specialized courses on diverse learners (King & Butler, 2015)<sup>1</sup>; graduates generally tend to feel unprepared and unequipped to successfully work with students from cultural backgrounds different than their own (Rochkind, Ott, Immerwahr, Doble, & Johnson, 2008).<sup>2</sup> This lack of preparation then creates a demand for professionals who understand and can effectively model culturally responsive practices. Because it is unlikely that a professional received this specialized training in pursuit of their undergraduate degree, most will look to continue their education to obtain this knowledge to improve their practice. This makes the M.Ed. in urban education not only attractive, but arguably, essential to ensuring that the needs of students (educational and socioemotional) in urban areas are adequately met.

According to NC Works there are consistent and steady job openings for graduates seeking employment as teachers. On average, the 2016 estimated median annual wage for a teacher (although varying by area) was roughly \$40K, whereas the average annual wage for an education administrator was approximately \$50K. Currently, the number of potential candidates looking for work as education administrators in North Carolina is about 86 individuals, but 95 openings to fill. It is evident that the demand exceeds the supply.

When further analyzing the job market specific to urban education, there were approximately 300 job posting available on Indeed.com, with 100 of these concentrated in North Carolina. These jobs ranged from teachers and administrators to a variety of positions at non-profit organizations focused on urban education. Preferred qualifications included “experience in urban education” and “demonstrated commitment to urban education.”

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<sup>1</sup> King, E. & Butler, B.R. (2015). Who cares about diversity: A preliminary investigation of diversity exposure in teacher preparation programs. *Multicultural Perspectives*, 17(1), 46-52.

<sup>2</sup> Rochkind, J., Ott, A., Immerwahr, J. Doble, J., & Johnson, J. (2008). Lessons learned: New teachers talk about their jobs, challenges and long-range plans. New York, NY: National Comprehensive Center for Teacher Quality and Public Agenda.

- ii. available from national occupational and industry projections (such as BLS).

Given the steady teacher shortages and high teacher turnover in under-resourced urban schools, there is evidence of a strong labor market demand for urban school teachers (Hanover Research, 2017). According to The Bureau of Labor Statistics (BLS), projected job openings for school teachers and administrators are disproportionately found in urban relative to suburban schools. BLS also suggests that better-prepared teachers (i.e., those with context-specific training and knowledge of urban environments) remain in urban schools longer and produce better outcomes for their students. A report from the Learning Policy Institute, (a non-profit research Institute that conducts and communicates independent, high-quality research to improve education policy and practice and advance evidence-based policies that support empowering equitable learning for all children) confirms that there is a concentration of teachers entering urban schools who are unprepared. Therefore, an M.Ed. program in urban education that effectively prepares teachers to teach in increasingly diverse, urban school settings is likely to find a strong job market for its graduates and prepare them for long-term success.

- b. Projections from professional associations or industry reports

Employment data is often organized using the Standard Occupational Classification (SOC) system. Within the SOC, six (6) occupations were identified for students holding an M. Ed. in urban education: Education Administrators, Education, Guidance, School and Vocational Counselors, Kindergarten Teachers, Elementary Teachers, Middle School Teachers, and Secondary Teachers.

Figure 3.3 illustrates national employment projections for the aforementioned six occupations from 2014-2024.

**Figure 3.3: National Employment for Selected Occupations, 2014-2024**

SOC TITLE	EMPLOYMENT		PROJECTED EMPLOYMENT CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	Number	Percent	
Elementary and Secondary School Administrators	240,000	254,000	14,000	5.8%	8,380
Educational, Guidance, School, and Vocational Counselors	273,400	295,900	22,500	8.2%	7,970
Kindergarten Teachers	159,400	168,900	9,500	6.0%	5,610
Elementary School Teachers	1,358,000	1,436,300	78,300	5.8%	37,870
Middle School Teachers	627,500	664,200	36,800	5.9%	17,550
Secondary School Teachers	961,600	1,017,500	55,900	5.8%	28,400
<b>Total, Selected Occupations</b>	<b>3,619,900</b>	<b>3,836,800</b>	<b>217,000</b>	<b>6.0%</b>	<b>105,780</b>
<b>Total, All Occupations</b>	<b>150,539,900</b>	<b>160,328,800</b>	<b>9,788,900</b>	<b>6.5%</b>	<b>4,650,690</b>

Source: Bureau of Labor Statistics

The findings reveal that employment in each of the selected occupations (those which are likely to employ persons with a Master's in urban education) is expected to grow about as fast as the average for all occupations. In total, BLS projects over 100,000 average annual openings (AAO) which includes new jobs and replacements; BLS projects a total of 217,000 new jobs during the ten-year period. This trend reflects the high teacher turnover rate often seen in high-poverty, high-minority urban schools. The National Commission on Teaching and America's Future (NCTAF) notes that teacher turnover has increased over the past 15 years among new teachers. NCTAF also notes that when teachers are well prepared, their attrition is cut by half. This data suggests that there is both a demand for urban educators as well as programs that prepare professionals to effectively engage diverse populations.

c. Other (alumni surveys, insights from existing programs, etc.)

Students with a Master's degree in urban education have also found employment beyond the classroom, conducting policy research for government agencies. Thinktanks such as the University of Chicago Urban Education Institute employ research consultants and analysts to develop reports and programming that improves urban schools. Federal, state, and local education departments also hire urban education graduates.

Graduates that return to work in urban schools not only increase their salary upon completion of their degree, but they also experience a lower debt. Those who teach in an under-resourced urban school for a designated time are eligible for loan forgiveness. This also makes the program highly attractive for prospective candidates who are interested in continuing their education.

5. Unnecessary duplication.

a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); describe what was learned in consultation with each program regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

There are currently no public or private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed M. Ed. in Urban Education.



Institution: \_\_\_\_\_

Program Title:  
\_\_\_\_\_

	(year)	(year)	(year)	(year)
Enrollment				
Degrees-awarded				

b. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

N/A | There are no programs within North Carolina that closely resemble the proposed M.Ed. in Urban Education.

c. Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provide similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

N/A | There are no programs within North Carolina that closely resemble the proposed M.Ed. in Urban Education.

6. Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site – add lines as needed):

*Delivery Mode\_online\_\_ Full-Time \_\_20\_\_\_\_ Part-Time \_\_0\_\_\_\_*

Estimate the total number of students that would be enrolled in the program during the fourth year of operation and in each delivery mode (campus, online, site – add lines as needed):

*Delivery Mode\_online\_\_ Full-Time \_\_40\_\_\_\_ Part-Time \_\_0\_\_\_\_*

7. Resources. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.)

a. New Faculty: Yes\_\_\_\_\_ No \_\_\*\_\_

No new faculty are needed to deliver the M.Ed. in Urban Education. There is currently adequate teaching support from within the Cato College of Education to meet the teaching needs of the program. With the support from the Dean of

the Cato College of Education, in conjunction with the College's department chairs, there is sufficient number of existing faculty to sustain the course offerings for a period of four years, after which the hiring of new faculty may be revisited, if program growth requires it.

- b. Faculty Program Coordination: Yes \_\_\_\_\_ No \_\_\_\*\_\_\_
- c. Additional Library Resources: Yes \_\_\_\_\_ No \_\_\_\*\_\_\_
- d. Additional Facilities and Equipment: Yes \_\_\_\_\_ No \_\_\_\*\_\_\_
- e. Additional Other Program Support: Yes \_\_\_\*\_\_\_ No \_\_\_\_\_  
(for example, additional administrative staff, new Master's program graduate student assistantships, etc.)

Additional support for one new part-time graduate student assistantship is needed to support the M.Ed. in Urban Education. This position will be compensated at a rate of \$12,000.00 for 9-months per year. The source of funding to sustain the M.Ed. in Urban Education will come from the Cato College of Education.

8. Curriculum leverage. Will the proposed program require development of any new courses? If yes, briefly explain.

Yes. Two (2) new courses have been developed: **EDCI 6120** Critical Media Pedagogy (3) and **EDCI 6130** Perspectives in Immigration and Urban Education (3). These courses will focus on critical issues in urban educational settings that, from our analysis, have not been addressed directly in other M.Ed. urban education programs.

See below for course descriptions:

**EDCI 6120, Critical Media Pedagogy** (3 credit hours). This course has been designed to expose teacher leaders to methods for developing effective and engaging curricula that focuses on the integration of 21st century cutting-edge technology with critical pedagogical practices. This course aims to demystify contemporary uses of new media (e.g., smartphones, blogs, social networking, video sharing/ digital filmmaking, gaming etc.) in urban classrooms, by demonstrating how critical media education can supplement traditional approaches to learning. Teacher leaders will be exposed to research on varied pedagogical methodologies, which have (a) supported the development of more culturally responsive instruction; (b) provided evidence of increases in students' motivation to achieve, and (c) facilitated social consciousness and social action. (\*)

**EDCI 6130, Perspectives in Immigration and Urban Education** (3 credit hours). This course informs students on the political and socioeconomic landscape of immigrant students in United States urban schools. Graduate students will study theories and practices that relate to the adaptation of immigrants in K-12 environments; the influence of family and community on immigrant student success; and the role of language, culture, identity, gender, race, and social class on immigrant student experiences in urban schools.

This course is reading intensive and cumulative writing assignments assess knowledge gained. (\*)

9. Funding Sources. Does the program require enrollment growth funding in order to be implemented and sustained? If so, can the campus implement and sustain the program should enrollment growth funding be unavailable? Letters of commitment should be provided.

No the program does not require enrollment growth funding in order to be implemented and sustained.

- 9a. For graduate programs only:

Does the program require a tuition differential or program specific fee in order to be implemented and sustained?

No. The program does not require a tuition differential or program specific fee.

- i. If yes, state the amount of tuition differential or fee being considered, and give a brief justification.
- ii. Can the campus implement and sustain the program if the tuition differential or program fee is not approved? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

N/A

10. For doctoral programs only:

- a. Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.
- b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.
- c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

11. Contact. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Dr. Bettie Ray Butler  
Associate Professor of Urban Education  
Email: [bettie.butler@uncc.edu](mailto:bettie.butler@uncc.edu)  
Office: (704) 687-7098  
Mobile: (336) 340-2881

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: Philip Nahon Date: 2/5/18

Chancellor (Joint Partner Campus): \_\_\_\_\_ Date: \_\_\_\_\_

# MARKET ANALYSIS: M.ED. IN URBAN EDUCATION

Prepared for University of North Carolina at Charlotte

June 2017



In the following report, Hanover Research analyzes the market for a master's of education (MED) in Urban Education, including the number of programs, degree completions, labor market trends, and competitive landscape.

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# EXECUTIVE SUMMARY AND KEY FINDINGS

## INTRODUCTION

The University of North Carolina at Charlotte (UNC-Charlotte) is interested in offering a new Master of Education (MED) in urban education. The program, built around an asynchronous online curriculum, will be designed to prepare teachers for careers in urban schools. In order to design this new program, UNC-Charlotte has requested that Hanover Research (Hanover) identify MED programs in urban education across the United States, including number of programs, costs, curriculum structure and content, delivery format, and employment trends. Hanover presents the results of this analysis in three sections:

- **Section I: Competitive Landscape** discusses existing master's-level urban education programs and provides an analysis of potential competitors, including trends in curriculum, program structure, and costs.
- **Section II: Student Demand** uses degree completions data to examine trends in student demand for degrees in urban education at the national and regional levels.
- **Section III: Workforce Opportunities** uses employment projections, jobs postings, and salary data to estimate the labor market demand for graduates of an MED in urban education from UNC-Charlotte.

## KEY FINDINGS

- **Hanover identified 16 master's programs in urban education that are likely to compete with UNC-Charlotte's proposed program;** these programs include twelve MED degrees as well as four MA degrees that focus on teaching practice rather than research or theory. Three of the competitor programs are in the Southeast region, although none are located in North Carolina.
- **Among the 16 competitors, Hanover identified only one entirely-online urban education program (offered through Texas A&M University) that would compete directly with UNC-Charlotte on a national level.** Texas A&M offers a broad program that focuses on urban education foundations and urban teaching and curriculum. It culminates in two independent study and research projects. The University of Arkansas at Little Rock also offers an entirely online program; however, the program targets students within the state, requiring an Arkansas teaching credential for admission and awarding an Arkansas administrator credential along with the MED.
- **The remaining 14 programs are residency-based or hybrid master's programs that focus on preparing urban school teachers.** These programs usually include coursework in urban education, an apprenticeship or internship in an urban school, and sometimes offer placement services for graduates as full-time urban school teachers. Many residency-based programs in urban education are mission-focused, offering free or heavily discounted tuition with stipends and living expenses in

exchange for a commitment to teaching in a public school for two or three years after the degree completion.

- **Across all programs, the three most common required course topics specific to urban education include: culturally competent teaching and other strategies for teaching in urban schools; the social and cultural foundation of education; and theory and practice in ESL education.** Many programs require more than one course within these themes, often as part of a core sequence. Other common topics include advocacy and social justice in teaching; learning, development, and support of urban youth; and school-community partnerships. In terms of more general education coursework, programs most often require courses in assessment and measurement; curriculum development; leadership and school improvement; research methods; and classroom technology integration.
- **Ten of the selected programs offer state credentialing, with further specialization varying by state.** The most common specializations for these programs are elementary education, secondary education, science education, and special education. Some programs offer certification in teaching English as a second language (ESL), including for individuals who already have a teaching credential in another area. One program offers a specialization for mid-career math and science professionals who wish to transition to urban schools. In addition to teacher licensure and certification, two programs—Temple University and Georgetown University—also offer additional concentrations or specializations within the urban education track.
- **Furthermore, several large master’s in urban education programs offer degrees through partnerships with Teach for America.** These programs are mainly Master of Arts degrees, including the urban education program offered by Loyola Marymount University. Although these programs may not directly compete with UNC-Charlotte, there may be an opportunity for UNC-Charlotte to market their online program through such a partnership.
- **Trends in master’s degree completions in urban education suggest a small but growing student demand for these programs in the United States and the Southeast region.** Overall, master’s programs in urban education saw faster-than-average growth between 2011 and 2015 at the national level, although these degrees accounted for less than 1 percent of all master’s degrees in education awarded in the United States in 2015. Master’s degree conferrals in urban education tripled in the Southeast between 2011 and 2015, suggesting increasing student demand.
- **There is strong labor market demand for urban school teachers, and an MED in urban education that emphasizes teaching practice (rather than theory) may help meet this demand.** The Bureau of Labor Statistics reports that projected job openings for school teachers and administrators are disproportionately found in urban and rural schools, rather than in the suburbs. Under-resourced urban schools face regular shortages of teachers, partially because of high turnover rates. However, evidence suggests better-prepared teachers remain in urban schools for longer and produce better outcomes for students.



## SECTION I: COMPETITIVE LANDSCAPE

In this section, Hanover outlines the most common types of master’s programs related to urban education, and conducts an environmental scan of key competitors. The section analyzes trends in the design and structure of urban education master’s programs most similar to the MED program proposed by UNC Charlotte.

### TYPES OF PROGRAMS

#### MASTER’S DEGREES IN URBAN EDUCATION

There are few institutions in the United States offering an MED in urban education. Hanover identified twelve such programs; three of these are located at institutions in the Southeastern United States – the University of Arkansas at Little Rock (UALR), Union University (Union), and Vanderbilt University (Vanderbilt). MED programs in urban education vary in whether they emphasize theory or practice, both in terms of coursework and other features. For example, the program at Vanderbilt does not require any courses on teaching practice,<sup>1</sup> while the online program from Texas A&M University (TAMU) requires several such courses.<sup>2</sup> Furthermore, several programs require more intensive field work in the form of internships, including the MED in Rural and Urban Educational Leadership at UALR and the MED in Learning, Diversity, and Urban Studies at Vanderbilt.<sup>3</sup>

**Figure 1.1: MED in Urban Education Programs in the United States**

TOTAL, UNITED STATES	
<b>Southeast Region</b>	
<ul style="list-style-type: none"> <li>▪ Union University (Memphis, TN)</li> <li>▪ Vanderbilt University (Nashville, TN)</li> </ul>	<ul style="list-style-type: none"> <li>▪ University of Arkansas at Little Rock (Little Rock, AR)</li> </ul>
<b>Other Regions</b>	
<ul style="list-style-type: none"> <li>▪ Alvernia University (Reading, PA)</li> <li>▪ Davenport University (Grand Rapids, MI)</li> <li>▪ Emmanuel College (Boston, MA)</li> <li>▪ Holy Names University (Oakland, CA)</li> <li>▪ National Louis University (Multiple, IL and FL)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Providence College (Providence, RI)</li> <li>▪ Temple University (Philadelphia, PA)</li> <li>▪ Texas A&amp;M University (College Station, TX)</li> <li>▪ University of Maryland (College Park, MD)</li> </ul>

Source: Institutional websites

<sup>1</sup> “LDUS Coursework.” Vanderbilt University Peabody College.

[https://peabody.vanderbilt.edu/departments/tl/ldus/ldus\\_coursework.php](https://peabody.vanderbilt.edu/departments/tl/ldus/ldus_coursework.php)

<sup>2</sup> “Requirements: MED Urban Education.” Texas A&M University College of Education and Human Development.

[http://tlac.tamu.edu/sites/tlac.tamu.edu/files/Master-of-Education-Urban-Education\\_0.pdf](http://tlac.tamu.edu/sites/tlac.tamu.edu/files/Master-of-Education-Urban-Education_0.pdf)

<sup>3</sup> [1] “MED in Rural and Urban Educational Leadership.” UALR School of Education.

<http://ualr.edu/education/edas/degrees/masters/>

[2] “Peabody Learning, Diversity, & Urban Studies.” Vanderbilt-Peabody College.

[https://peabody.vanderbilt.edu/departments/tl/ldus/ldus\\_coursework.php](https://peabody.vanderbilt.edu/departments/tl/ldus/ldus_coursework.php)

In the following analysis, Hanover excludes most MA or MS programs in urban education, since these are unlikely to compete with UNC-Charlotte. This type of program often focuses on education policy or broader theoretical topics. For example, CUNY Graduate School and University Center offers an MA in Urban Education, but it is not oriented towards urban school teachers and only requires two urban education courses.<sup>4</sup>

There are also several large MA programs in urban education that are exclusively available to local Teach for American (TFA) teachers during their two-year TFA commitment. For example, one of the largest urban education programs in the US (at Loyola Marymount University in Los Angeles) is a TFA partnership.<sup>5</sup> Hanover excludes these programs since only TFA participants can enroll, and since these individuals have limited choice over their location (and by extension, the assigned partner university), these programs will not compete directly in the market for students. That being said, TFA partnership may present an additional opportunity for UNC-Charlotte's new online program – Johns Hopkins University has successfully marketed an online general MED to TFA participants in locations where an in-person master's program is not available.<sup>6</sup>

### RESIDENCY-BASED PROGRAMS AND TEACHER PREPARATION PARTNERSHIPS

Teacher residency programs that focus on urban education may also compete with UNC-Charlotte's new program. Most teacher residency programs do not include an MED in urban education (instead, they offer a more general MED or an MAT degree). However, they are marketed towards the same individuals and designed for the same purpose – to prepare teachers for careers in urban schools – as UNC-Charlotte's new program.

There are two models for residency-based programs:

- Some programs, like the ones developed and coordinated by the National Center for Teacher Residencies (NCTR), require a four- or five-year commitment and include several features beyond the master's degree.<sup>7</sup>
- Other programs, like the Teacher Preparation Program MED at Harvard, offer traditional one- or two-year master's degrees with residency and training in an urban school built into the program.

Programs following the NCTR model are the most common; NCTR lists 25 active teacher residency programs, with at least six more in development. There are also several residency-based master's not affiliated with NCTR, such as the one offered by the non-profit

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<sup>4</sup> "MA Tracks: Urban Education." CUNY Graduate Center. <http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Masters-Programs/Liberal-Studies/Program-tracks/Urban-Education>

<sup>5</sup> "LMU/TFA Partnership: Urban Education." Loyola Marymount University. [http://bulletin.lmu.edu/preview\\_program.php?catoid=6&poid=1367&returnto=265](http://bulletin.lmu.edu/preview_program.php?catoid=6&poid=1367&returnto=265)

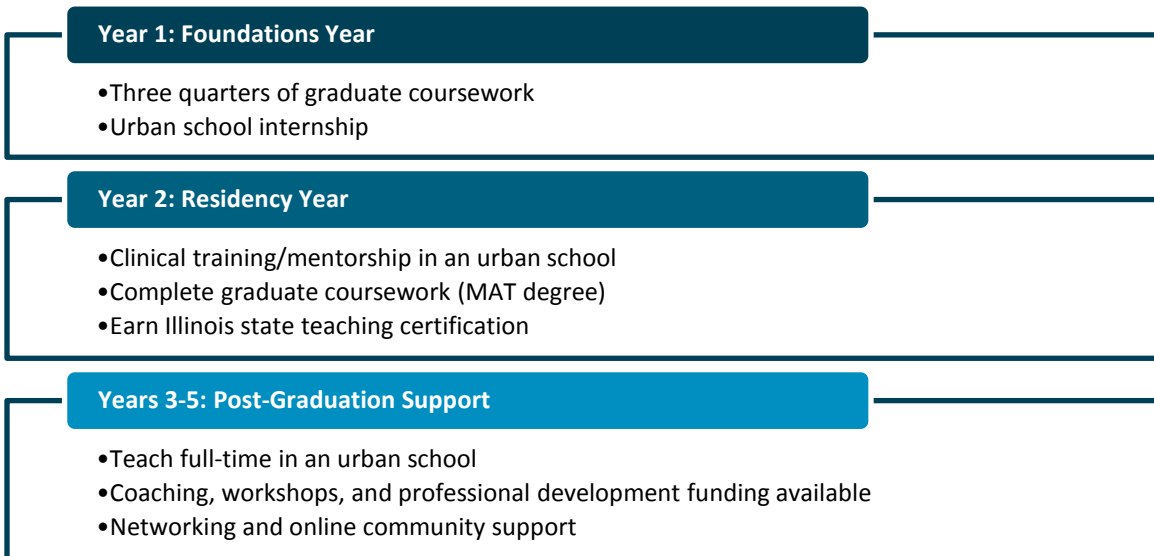
<sup>6</sup> "Master of Science in Educational Studies (Teach for America)." Johns Hopkins University. <http://education.jhu.edu/Academics/masters/MSES/index.html>

<sup>7</sup> "The Residency Model." National Center for Teacher Residencies. <https://nctrresidencies.org/about/residency-model-teacher-mentor-programs/>

organization Urban Teachers in partnership with Johns Hopkins University.<sup>8</sup> As Figure 1.2 shows, these programs generally include a two-year apprenticeship and residency at an urban school in conjunction with a master’s degree and teaching credential program at a local university. This is followed by two or three years of career development support and mentorship while the participant teaches in an urban school.

Since these programs do not offer stand-alone degrees (candidates apply through the partner non-profits) and require commitments beyond the completion of the degree, Hanover does not include them in the competitor analysis below. However, these programs may attempt to recruit the same applicants as UNC-Charlotte’s new program and may be especially attractive because they provide free or subsidized tuition, and often include stipends, housing, and funding for travel and professional development.

**Figure 1.2: Typical Urban Teacher Residency Program (University of Chicago)**



Source: University of Chicago<sup>9</sup>

Residency programs that follow the second model are more likely to compete directly with UNC-Charlotte’s new program since they do not require additional commitments and do not offer free tuition and other amenities. These programs are similar to traditional teacher training programs and may include a teaching apprenticeship in an urban school and teacher certification in one or two years in addition to a master’s degree. Although the degree title may not reflect the focus on urban education, the program websites show that the emphasis in and out of the classroom is in training individuals for careers in urban school settings. Hanover identified four of these programs, and includes them in the analysis below:

- Georgetown University (Georgetown) – MA in Educational Transformation

<sup>8</sup> “Johns Hopkins Degree Program.” Urban Teachers. <http://www.urbanteachers.org/johns-hopkins/>

<sup>9</sup> “Program Overview: Urban Teacher Education Program.” University of Chicago UTEP. <https://utep.uchicago.edu/page/program-overview>

- Harvard University (Harvard) – MED, Teacher Education Program
- Loyola University Maryland (Loyola) – MAT, Urban Teacher Cohort
- University of San Francisco (USF) – MAT in Urban Education and Social Justice.

## COMPETITIVE SCAN

Figure 1.3 shows a list of the 16 programs Hanover uses in the analysis below. As discussed above, 12 of these programs offer an MED in urban education or urban teaching, while the remaining four are residency-based teacher training master’s programs that emphasize urban education. The home page for each program Hanover analyzes is hyperlinked in the institution name.

**Figure 1.3: Competitor Programs in Urban Education**

INSTITUTION	DEGREE	DEGREE NAME	DELIVERY	TUITION	CREDITS
<a href="#">Alvernia University</a>	MED	Urban Education Emphasis	In-person	\$755	33
<a href="#">Davenport University</a>	MED	Urban Education	In-person	\$566	36
<a href="#">Emmanuel College</a>	MED	Urban Education Emphasis	Hybrid	\$730	30
<a href="#">Georgetown University</a>	MA	Educational Transformation	In-person	\$1,700	30
<a href="#">Harvard University</a>	MED	Teacher Education	In-person	\$1,300	36
<a href="#">Holy Names University</a>	MED	Urban Education	In-person	\$1,003	30
<a href="#">Loyola University Maryland</a>	MAT	Urban Teacher Cohort	In-person	\$565	36
<a href="#">National Louis University</a>	MED	Urban Teaching	In-person	\$685	34
<a href="#">Providence College</a>	MED	Urban Teaching	In-person	\$440	30
<a href="#">Temple University</a>	MED	Urban Education	In-person	\$877	30
<a href="#">Texas A&amp;M University</a>	MED	Urban Education	Online	\$137	36
<a href="#">Union University</a>	MED	Urban Education	In-person	N/A	30
<a href="#">University of Arkansas at Little Rock</a>	MED	Rural and Urban School Leadership	Online	\$320	30
<a href="#">University of Maryland</a>	MED	Minority and Urban Education	In-person	\$651	30
<a href="#">University of San Francisco</a>	MAT	Urban Education and Social Justice	In-person	\$1,150	38
<a href="#">Vanderbilt University</a>	MED	Learning, Diversity, and Urban Studies	In-person	\$1,708	31

Source: Institutional Websites

## PROGRAM CHARACTERISTICS

Each of the programs surveyed requires between 30 and 38 credits for completion. Since many of the programs include optional teacher licensure or certification components, the exact number of credits for any particular student may vary. The credits required for a teacher credential may also differ from state to state. With the exception of the program at UMD, which is interdisciplinary, all of the programs are primarily housed in the education school or department, with only a few programs allowing one or two elective courses in other disciplines.<sup>10</sup>

## CURRICULUM

There is considerable variation each program's emphasis on coursework specific to urban education, versus building urban education courses around a general education curriculum. For example, Vanderbilt's program consists entirely of courses related to urban education, and Maryland's program only includes two courses (both on research methods) that are on general topics. In contrast, Union's program only includes two courses specific to urban education (although other courses include application to urban school contexts). Davenport's and Providence's programs are about evenly split between specialized and general courses.

Despite this range in the structure of the curriculum, there are several identifiable trends in the required coursework, as well which types of courses focus specifically on urban education and which ones take a more general approach. There are five courses that are commonly offered, but do not usually emphasize urban education, although some programs may incorporate application to urban school settings:

- Assessment and measurement,
- Curriculum development,
- Leadership and school improvement,
- Research methods, and
- Technology in the classroom.

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<sup>10</sup> "Program Overview: Minority and Urban Education." University of Maryland College of Education. <http://www.education.umd.edu/TLPL/programs/MUE/index.html>

**Figure 1.4: Example “Technology” Course (Davenport University)**

**"UEDU786 - Using Technology to Enhance Learning"**

- This course is designed for educators to explore and integrate existing and emerging technologies into classroom practice. It will teach educators how to use technologies to assess and deliver content, provide organizational structure in the classroom while enhancing student performance. It will emphasize the critical role of integrating technology in the instructional process, the importance of exploring theories of learning, using and repurposing technologies to guide and influence curricular decisions.

Source: Davenport University<sup>11</sup>

Along similar lines, there are several topics (illustrated in Figure. 1.5) specific to urban education that many programs cover. Note that these are general themes, not a comprehensive list of every topic or required course. Many programs require more than one course related to a general theme. For example, the Temple program requires a three-course sequence on the history, culture, politics, and issues related to urban education.<sup>12</sup> Georgetown requires a three-part sequence on “Culturally Relevant Approaches in Education” for students in the Learning and Teaching specialization.<sup>13</sup>

**Figure 1.5: Common Required Course Topics in Urban Education**

GENERAL TOPIC	NUMBER	EXAMPLE COURSE TITLES
Advocacy/Teaching for Social Justice	7	<ul style="list-style-type: none"> <li>▪ Educational Reform and Advocacy</li> <li>▪ School Law and Social Advocacy</li> <li>▪ Race, Social Justice, and the Curriculum</li> </ul>
Development/Support of Urban Students	7	<ul style="list-style-type: none"> <li>▪ Understanding and Supporting Urban Youth</li> <li>▪ Child Development and Identity Formation</li> <li>▪ Student Growth and Learning in Diverse Contexts</li> </ul>
Culturally Competent Teaching/ Strategies for Urban Teaching	9	<ul style="list-style-type: none"> <li>▪ Culturally Relevant Approach to Education</li> <li>▪ Strategies for Teaching in a Pluralistic Society</li> <li>▪ Differentiating Instruction in an Urban Setting</li> </ul>
Introduction/Issues in Urban Education	7	<ul style="list-style-type: none"> <li>▪ Introduction to Urban Schools</li> <li>▪ Issues in Urban Education</li> <li>▪ Complexities of Urban Education</li> </ul>

<sup>11</sup> Taken verbatim from “MED in Urban Education Curriculum.” Davenport University. <https://www.davenport.edu/programs/urban-education/master-of-education/master-of-education-in-urban-education-med>

<sup>12</sup> “Program Requirements.” Temple University. <https://education.temple.edu/urbaned/Masters-Program-Requirements>

<sup>13</sup> “Academics.” Georgetown University. <http://edtransform.georgetown.edu/academics/>

GENERAL TOPIC	NUMBER	EXAMPLE COURSE TITLES
Race, Power, Diversity in the Classroom	6	<ul style="list-style-type: none"> <li>▪ Power, Privilege, and Diversity in the Classroom</li> <li>▪ Critical Pedagogy in Urban Education</li> <li>▪ Race and Power in Urban Classrooms</li> </ul>
Social and Cultural Foundation of Education	8	<ul style="list-style-type: none"> <li>▪ Cultural Foundations of Education</li> <li>▪ Social and Cultural Politics of Education</li> <li>▪ Education and Inequality</li> </ul>
Social and Cultural Foundations of ESL/Bilingual Education	6	<ul style="list-style-type: none"> <li>▪ Language in Bilingual/Multicultural Settings</li> <li>▪ Sociocultural Factors in ESL Education</li> <li>▪ Latino Culture and Education</li> </ul>
Special Education	5	<ul style="list-style-type: none"> <li>▪ Elements of Diversity: Special Education</li> <li>▪ Teaching Students with Disabilities</li> <li>▪ Special Education in Urban Schools</li> </ul>
Theory and Practice of ELL/ESL Teaching	8	<ul style="list-style-type: none"> <li>▪ Methods and Materials for Teaching ESL</li> <li>▪ Meeting the Needs of ELL/ESL Students</li> <li>▪ Theory &amp; Practice of Educating Bilingual Students</li> </ul>
Urban Schools and Community Partners	5	<ul style="list-style-type: none"> <li>▪ Urban Schools and Communities</li> <li>▪ Family and Community Partnerships</li> <li>▪ Culturally Responsive School/Community Relations</li> </ul>

Source: Institutional websites

As demonstrated in Figure 1.5, at least half of the programs offer courses related to the social and cultural foundations of education and to “issues in urban education” with some programs requiring both. Both of these themes are usually required as part of a core curriculum. For example, at Union, where students take courses in a predetermined sequence, the first course is an introduction to the social and cultural underpinnings. Meanwhile, courses designed as an introduction to urban education may cover topics such as school budgets, teacher demographics, and equity in curriculum and assessments. All these courses may also include training to help teachers understand their responsibility to shape these factors.<sup>14</sup>

Other common courses are related to culturally competent teaching, designed to train teachers to succeed in the classroom and to connect with and support students from diverse backgrounds. Figure 1.6 shows three course descriptions, from institutions (USF, Providence, and Davenport) that require courses related to this theme. Providence requires multiple courses related to this theme (include the one described in Figure 1.6), while USF and Davenport require only the one illustrated.

<sup>14</sup> “Catalog: Urban Teaching, MED.” National Louis University.  
<http://nl.smartcatalogiq.com/en/Current/Undergraduate-and-Graduate-Catalog/National-College-of-Education/National-College-of-EducationGraduate/Urban-Teaching-MEd/Urban-Teaching-MEd>

**Figure 1.6 Culturally Competent Teaching Course Descriptions**



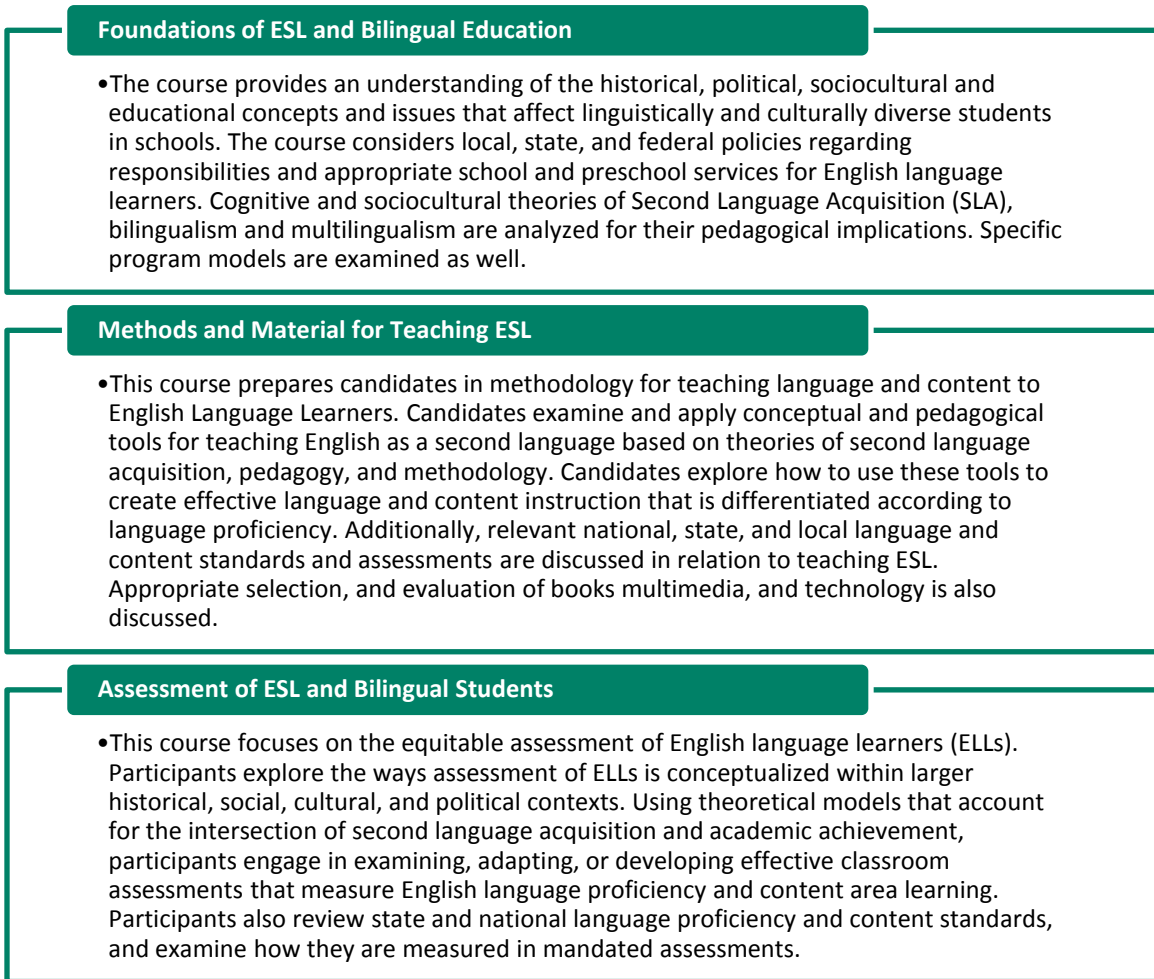
Source: Institutional websites<sup>15</sup>

Figure 1.7 shows a three-course sequence required at National Louis University for students on the “High-Needs Schools” specialization track, which focuses, in part, on ESL Education. While not all of the programs Hanover profiles require a full sequence like this, the NLU sequence reflects the range of required courses in ESL that many of the programs require. NLU’s program focuses on ESL more than other potential areas related to urban education; USF’s program also emphasizes ESL education. Most other programs only require one course related to ESL.

<sup>15</sup> Course descriptions verbatim from: [1] “Teaching for Diversity and Social Justice.” University of San Francisco. <https://www.usfca.edu/catalog/course/618-teaching-diversity-and-social-justice> [2] “Culturally Competent Teaching.” Providence College. [https://ssbprod12.providence.edu:5010/pls/prod/bwckctlg.p\\_disp\\_course\\_detail?cat\\_term\\_in=201810&subj\\_cod\\_e\\_in=EDU&crse\\_num\\_in=661](https://ssbprod12.providence.edu:5010/pls/prod/bwckctlg.p_disp_course_detail?cat_term_in=201810&subj_cod_e_in=EDU&crse_num_in=661) [3] “MED in Urban Education Curriculum,” Op. cit.



**Figure 1.7: ESL Education Sequence (National Louis University)**



Source: National Louis University<sup>16</sup>

### *CERTIFICATIONS/SPECIALIZATIONS*

More than half of the programs surveyed offer state teaching credentials (or in the case of UALR, state school administrator credential). Most of these programs allow students who either already have a teaching credential or do not wish to acquire one (e.g. because they intend to pursue a career in academia or education policy) to opt out of this aspect of the program. Although the specifics are different for each state, the teaching credential usually requires one or two additional courses, and a teaching apprenticeship. The Union MED in urban education is part of teacher residency program and therefore requires that participants earn a teaching credential (already-credentialed teachers would not be eligible for admission).<sup>17</sup> The UALR and Harvard programs require the same curriculum regardless of

<sup>16</sup> Course descriptions available from: “Urban Teaching, M.Ed. (High-Needs Schools Track).” National Louis University. <http://nl.smartcatalogiq.com/en/Current/Undergraduate-and-Graduate-Catalog/National-College-of-Education/National-College-of-EducationGraduate/Urban-Teaching-MEd/Urban-Teaching-MEd>

<sup>17</sup> “The Master of Urban Education (M.U.Ed).” Union University. <http://www.uu.edu/academics/graduate/mued/mued-description.pdf>

whether an individual is seeking a state credential or not. In the case of Harvard, an individual completing the program can take the test required to receive a Massachusetts state teaching credential, which covers most participants nationally, since 46 states accept Massachusetts teaching credentials.<sup>18</sup>

The most common specializations (Figure 1.8) among the programs that offer a state credential are elementary education, secondary education, and math/science education. Some programs offer a credential in special education. Additionally, some programs allow a concentration in teaching English as a second language (ESL).<sup>19</sup> Although these specializations are usually part of the state credential, and therefore not necessary for individuals who already have a teaching credential, some programs allow such individuals to pursue specializations in addition to the credential they already have. In particular, ESL certifications are often available to all candidates, whether they already have a teaching credential or not. Harvard’s program offers a math/science concentration specifically designed for mid-career teachers.

Beyond the specializations associated with credentialing, Figure 1.8 also shows the two programs that offer additional specific concentrations or specializations (other allow students to design their own). Georgetown allows individuals to choose either a teaching credential track or a specialization in “Advocacy and Policy” which includes several courses related to policy development and analysis, and two internships at policy or government organizations.<sup>20</sup> Temple University lets students choose a specialization in Teaching in Urban Schools, Education Policy Studies, or School-Community Partnerships. Each specialization track consists of four courses.<sup>21</sup>

**Figure: 1.8: Specializations in Urban Education Programs**



Source: Institutional websites

<sup>18</sup> “Teacher Education Program (MED).” Harvard Graduate School of Education. <https://www.gse.harvard.edu/masters/tep>

<sup>19</sup> Also called English for Speakers of Other Languages (ESOL), Teaching English as a Foreign Language (TEFL), etc.

<sup>20</sup> “Overview: MAET Program.” Georgetown University. <http://edtransform.georgetown.edu/about/>

<sup>21</sup> “Catalog: Urban Education, MED.” Temple University. <http://bulletin.temple.edu/graduate/scd/education/urban-education-med/>

### FIELD WORK

More than half of the selected urban education programs include some field work in an urban school setting. Common options include:

- Internship at an urban school, community center, or education policy organization,
- Student-teaching or teaching apprenticeship,
- Field research in urban schools (usually include observation of master teachers).

Some programs incorporate multiple aspects, for example, programs that include state teaching credentials require a teaching apprenticeship, which generally includes student-teaching, observation of master teachers, and mentorship programming. This part of the program is usually optional for individuals who are only seeking a master's degree, but not the teaching credential (e.g. for already-licensed teachers). At Alvernia University, the teaching practicum is an elective part of the program, while Davenport University requires an intensive teaching.<sup>22</sup>

### RESEARCH CAPSTONE/THESIS

Approximately half of the programs allow or require some research capstone or thesis, which vary considerably in structure. For example, Holy Names University requires the student to complete a traditional academic thesis.<sup>23</sup> Temple and USF, on the other hand, require a field-based experience, in which the students apply the knowledge gained in coursework, and write a capstone report on their experience.<sup>24</sup> TAMU requires two independent study and research projects.<sup>25</sup> Some programs give students the option to choose either a practicum, thesis or research project or some kind of field research. For example, the Vanderbilt program allows students to write an academic thesis, or conduct an active field research project.<sup>26</sup>

### DELIVERY FORMAT

Most of the programs Hanover discovered did not offer online options. However, two programs are entirely online – TAMU's MED in Urban Education, and UALR's MED in Rural and Urban School Leadership. Unfortunately, because both of these institutions report their degree completions under more general categories, Hanover is unable to determine how large these programs are, or whether they are growing. However, it is worth noting that the

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<sup>22</sup> [1] "Urban Education Curriculum." Alvernia University. <http://alvernia.edu/academics/graduate/education/med/urbaned/curriculum.html> [2] "MED in Urban Education Curriculum," Op. cit.

<sup>23</sup> "Catalog: MED Urban Education." Holy Names University. <http://hnu.smartcatalogiq.com/en/2016-2017/Catalog/Graduate-Programs-and-Courses/Education/Education-Master-of-Education>

<sup>24</sup> [1] "Catalog: Urban Education, MED," Op. cit. [2] "Program Details: Urban Education & Social Justice." University of San Francisco. <https://www.usfca.edu/education/programs/masters-credential-programs/teaching-urban-education-social-justice/program-details>

<sup>25</sup> "Requirements: MED Urban Education," Op. cit.

<sup>26</sup> "LDUS Coursework," Op. cit.

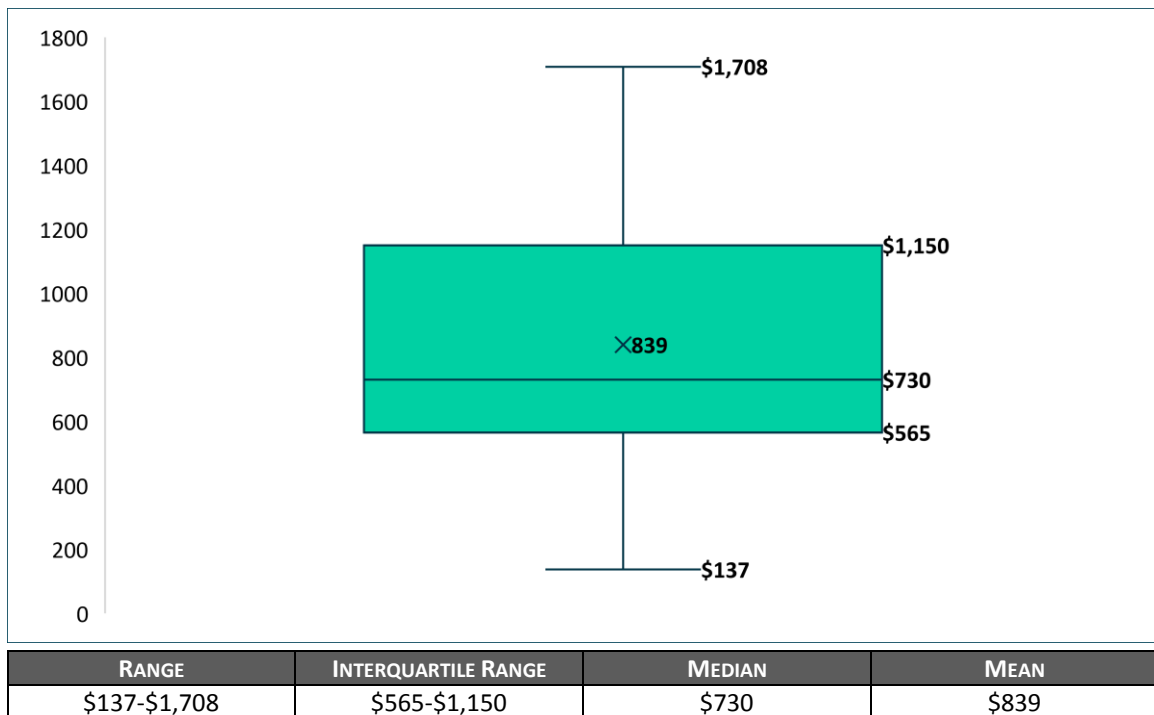
UALR program is specifically designed for certification in Arkansas state, and requires an internship to that end; therefore it is unlikely to recruit students outside the state.<sup>27</sup>

### TUITION AND FINANCIAL SUPPORT

Figure 1.9 shows the range of total tuition and fees for the 16 urban education programs included in this report. It is worth noting that usually tuition is lower at public institutions than at private ones; it is also typically lower for online programs than in-person. Among the selected programs, only three are at public institutions, and two of these are online. This small number makes it difficult to determine trends specific to public or online programs. Therefore, Hanover combines the different types of programs to examine overall trends.

The box chart in Figure 1.9 is a visual representation of tuition ranges for relevant programs. The shaded box represents the interquartile range – the middle 50 percent of values. The figure provides a useful visualization of where the data is clustered, showing that the tuition costs tend to range between \$565 and \$1,150. The most affordable program is Texas A&M’s online program, while the most expensive are Georgetown and Vanderbilt’s programs, at over \$1,700 per credit. Among the in-person programs, most affordable is at Providence College, which costs only \$440 per credit hour; Davenport and Loyola Maryland charge just over \$560 per credit.

**Figure 1.9: Tuition (per credit) for Urban Education Programs**



Source: Institutional websites

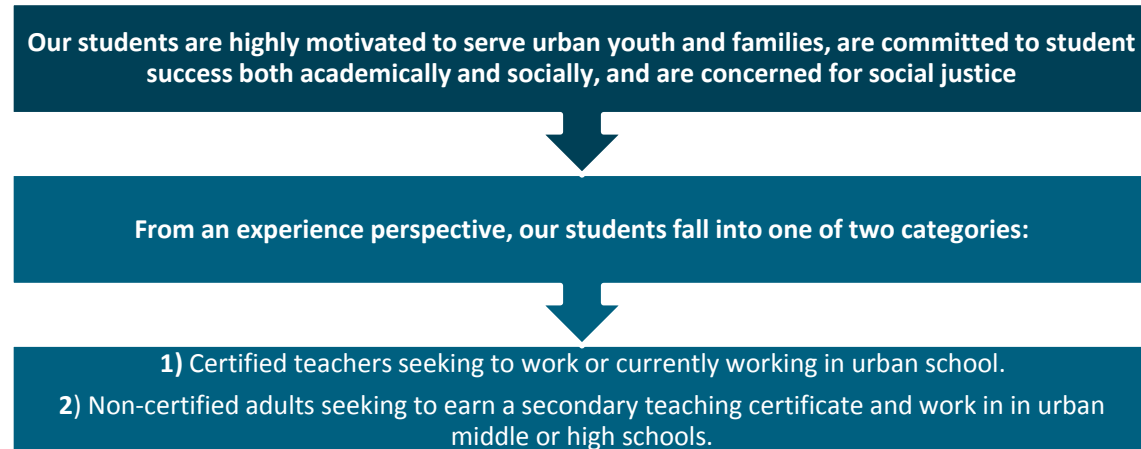
<sup>27</sup> “Catalog: MED in Rural and Urban School Leadership.” University of Arkansas at Little Rock. <http://ualr.edu/catalog1617/graduate-catalog/cehp/ed-admin-and-super/#1>

## STUDENT AND ALUMNI PROFILE

Although most institutions do not publish detailed biographic or demographic information on the students, Hanover identifies several trends in the target audience and career profile for the competitor programs. In terms of entry requirements, all competitor programs require a bachelor’s degree, and some programs indicate a “basic skills” or similar prerequisite test to enter a teacher certification track. Because most programs are primarily focused on preparing teachers and administrators for careers in urban schools, target students generally fall into three categories:

- Professional teachers who wish to transfer to an urban school,<sup>28</sup>
- Urban school teachers seeking support or professional development,<sup>29</sup> and
- College graduates seeking preparation for a career in urban school settings.<sup>30</sup>

**Figure 1.10: Example of Student Profile (Providence College)**



Source: Providence College<sup>31</sup>

Most institutions market the programs to all three of those groups of individuals, although the NLU program is specifically designed for individuals who already “teach in an educational setting that includes challenges related to poverty, homelessness, under-resourcing, achievement gaps, and high demands on teachers’ time.”<sup>32</sup> Harvard offers special tracks for professional teachers wishing to transition to an urban school, and for non-teachers who wish to become urban school teachers.<sup>33</sup>

<sup>28</sup> [1] “Teacher Education Program (MED),” Op. cit. [2] “Master of Education in Urban Teaching.” Providence College. <http://www.providence.edu/professional-studies/graduate-degrees/Pages/master-education-urban-teaching.aspx>

<sup>29</sup> [1] “Overview: MED in Urban Teaching,” Op. cit. [2] “Catalog: MED in Rural and Urban School Leadership,” Op. cit.

<sup>30</sup> [1] “School of Education: Urban Teacher Cohort.” Loyola University of Maryland. <http://www.loyola.edu/school-education/academics/graduate/mat/urban-cohort> [2] “Urban Education & Social Justice - Students.” Text. University of San Francisco. <https://www.usfca.edu/education/programs/masters-credential-programs/teaching-urban-education-social-justice/students>

<sup>31</sup> Figure uses language verbatim from: “Master of Education in Urban Teaching.” Providence College, Op. cit.

<sup>32</sup> “Overview: MED in Urban Teaching,” Op. cit.

<sup>33</sup> “Teacher Education Program (MED),” Op. cit.

A few programs market themselves to a broader audience than current or prospective teachers. For example, the Georgetown program, designed to “prepare educational leaders who will promote the transformations that are needed...to ensure that every child receives a rich education,” seeks to attract both teachers and policy researchers and activists.<sup>34</sup> Along the same lines, Vanderbilt’s program seeks individuals who want to understand “the complex ways in which diversity influences learning...both inside and outside of schools.”<sup>35</sup> Temple advertises its program to “recent college graduates who wish to effect positive change” through community organizations, teaching, and graduate research.<sup>36</sup>

Additionally, many programs specify that they seek “mission-driven” individuals who are passionate about social justice, diversity, and equality; often the program websites specify that applicants should be motivated to serve in urban schools. For example, Harvard is “looking for individuals...who are deeply committed to urban public education.”<sup>37</sup> At Providence, the typical students “are highly motivated to serve urban youth and families, are committed to student success both academically and socially, and are concerned for social justice.”<sup>38</sup> According to one student at USF, “I selected USF because of its commitment and values toward social justice and servant leadership.”<sup>39</sup>

*“Something all TEP students share is a deeply held belief in social justice... students are drawn to TEP for its focus on urban public education and its commitment to creating a more just and equitable society through better teachers and better schools.” – Harvard University*

Since most programs focus on preparing teachers for urban schools, program graduates often work as urban school teachers and administrators. For example, Davenport’s program “prepares and develops teachers in real world settings to meet the education demands of urban environments.”<sup>40</sup> Union advertises that the program is “committed to supplying a corps of teachers who desire to serve in urban locations.”<sup>41</sup> HNU advertises that the program prepares students “to effect positive change in urban schools” and highlights a variety of teaching positions as career opportunities.<sup>42</sup> USF also notes that graduates of their Urban Education and Social Justice master’s program are educators in public and private schools in urban areas.<sup>43</sup>

<sup>34</sup> “Overview: MAET Program,” Op. cit.

<sup>35</sup> “LDUS Info Sheet.” Vanderbilt University Peabody College.  
<https://peabody.vanderbilt.edu/docs/pdf/admissions/infosheets/ldus.pdf>

<sup>36</sup> “Urban Education MED.” Temple University College of Education. <http://education.temple.edu/urbaned/masters>

<sup>37</sup> “Teacher Education Program (MED),” Op. cit.

<sup>38</sup> “Master of Education in Urban Teaching,” Op. cit.

<sup>39</sup> “Urban Education & Social Justice - Students,” Op. cit.

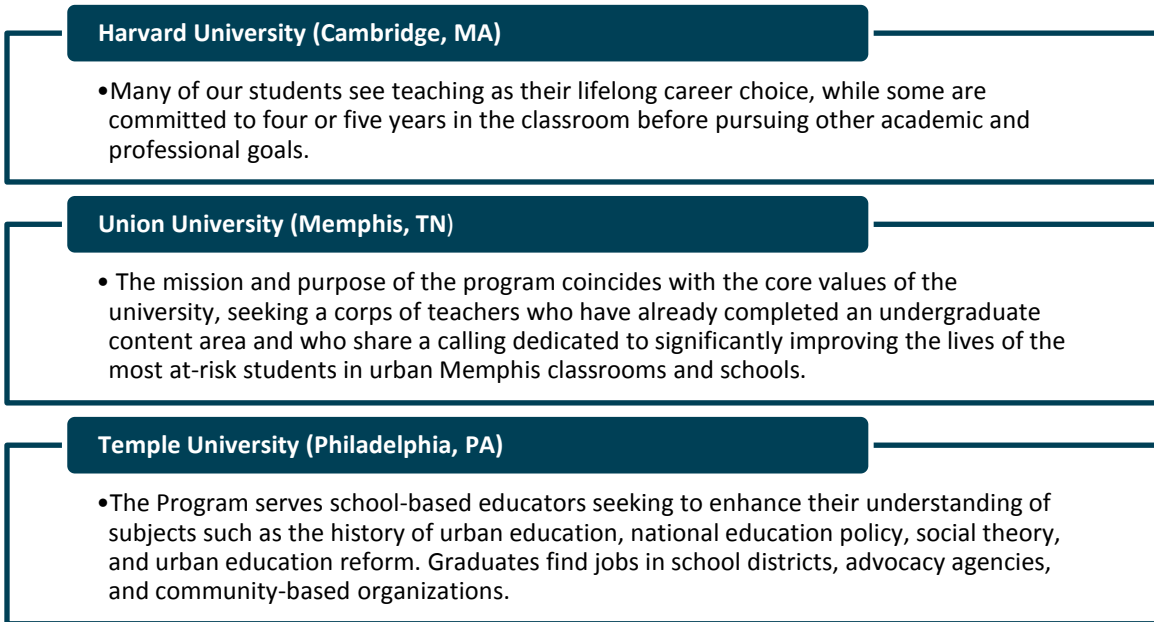
<sup>40</sup> “Programs: MED in Urban Education.” Davenport University. <https://www.davenport.edu/programs/urban-education/master-of-education/master-of-education-in-urban-education-med>

<sup>41</sup> “Overview: Master of Urban Education.” Union University.  
<http://www.uu.edu/academics/graduate/mued/index.cfm>

<sup>42</sup> “Program: Master of Education,” Op. cit.

<sup>43</sup> “Urban Education & Social Justice - Careers.” University of San Francisco.  
<https://www.usfca.edu/education/programs/masters-credential-programs/teaching-urban-education-social-justice/careers>

**Figure 1.11: Examples of Alumni Profiles**



Source: Institutional Websites<sup>44</sup>

A handful of programs offer a slightly broader career outlook. For instance, UMD says their program prepares students to work as “educators, curriculum specialists, researchers, and teacher educators...in urban school districts and districts with large minority populations.”<sup>45</sup> Temple’s website highlights a variety of careers in teaching, policy, and community development, and indicates that many of their graduates pursue doctoral degrees.<sup>46</sup> The Vanderbilt program, which is the most theory-focused of those surveyed advertises that their alumni work in think tanks, community centers, and non-profits, while some attend doctoral programs; nonetheless, it appears that many graduates still pursue opportunities in urban schools.<sup>47</sup> Only the Georgetown and Temple programs offer formal training for careers other than teaching and leadership at urban schools.

*“The program equips professionals with the skills and insights needed to tackle tough problems in urban education and to promote the kinds of transformations that will bring greater opportunity and justice to children.” – Georgetown University*

<sup>44</sup> Language verbatim from program websites: [1] “Teacher Education Program (MED),” Op. cit. [2] “M.U.Ed. Program.” Union University. <http://www.uu.edu/programs/education/graduate/mued.cfm> [3] “Catalog: Urban Education, MED,” Op. cit.

<sup>45</sup> “Program Overview: Minority and Urban Education,” Op. cit.

<sup>46</sup> “Urban Education MED,” Op. cit.

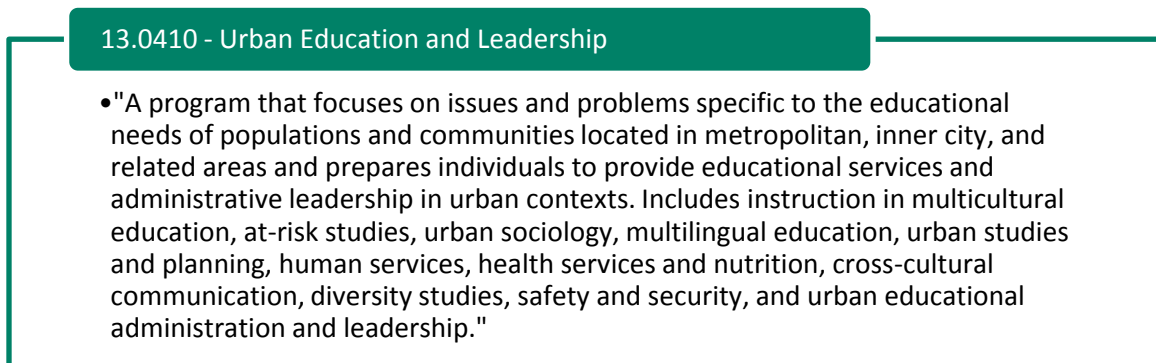
<sup>47</sup> “LDUS Alumni.” Vanderbilt University Peabody College. [https://peabody.vanderbilt.edu/departments/tl/ldus/LDUS\\_alumni\\_careers.php](https://peabody.vanderbilt.edu/departments/tl/ldus/LDUS_alumni_careers.php)

## SECTION II: STUDENT DEMAND

To assess potential student demand for a Master of Education degree in urban education, Hanover uses data on degree completions in related fields between 2011 and 2015. Examining program completions over fixed periods and regions provides a useful estimate of potential student demand for such programs. For example, if degree conferrals have increased over time in a given area, it is reasonable to infer that demand for such a degree is steady or trending upward in that region. Similarly, if new programs begin awarding degrees, this indicates growing interest in that type of program.

In the following analysis, Hanover uses degree completions data from the National Center for Education Statistics' (NCES) Integrated Postsecondary Data System (IPEDS). IPEDS is a series of surveys that gathers information from every institution of higher education that participates in federal student aid programs.<sup>48</sup> When reporting data such as degree completions in IPEDS, these institutions use a taxonomy of codes – the Classification of Instructional Programs (CIP) – organized into three levels of specificity.<sup>49</sup> The most general grouping is represented by a two-digit code (e.g., 13 – Education), an intermediate grouping is represented by four-digit codes (e.g., 13.04 – Educational Administration), and specific instructional programs represented by six-digit codes (e.g., 13.0410 – Urban Education and Leadership).<sup>50</sup> Degree completions appear in IPEDS according to the CIP Code associated with the degree program. The CIP code most relevant to UNC-Charlotte's interests is shown in Figure 2.1.

**Figure 2.1: Urban Education CIP Code**



Source: IPEDS<sup>51</sup>

<sup>48</sup> "About IPEDS." National Center for Education Statistics. <https://nces.ed.gov/ipeds/Home/AboutIPEDS>

<sup>49</sup> "What Is the CIP and How Is It Used?" National Center for Education Statistics. [https://nces.ed.gov/ipeds/cipcode/Files/Introduction\\_CIP2010.pdf](https://nces.ed.gov/ipeds/cipcode/Files/Introduction_CIP2010.pdf)

<sup>50</sup> [1] "What is the CIP and How is It Used?" National Center for Education Statistics. p. 2. [http://nces.ed.gov/ipeds/cipcode/Files/Introduction\\_CIP2010.pdf](http://nces.ed.gov/ipeds/cipcode/Files/Introduction_CIP2010.pdf)

[2] "Detail for CIP Code 13." National Center for Education Statistics. <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=13>

<sup>51</sup> "IPEDS: Detail for CIP Code 13.0410." National Center for Education Statistics. <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cid=87283>



Although IPEDS provides the most comprehensive degree completions data available, there are some limitations to the data:

- **First**, although NCES publishes program descriptions for each CIP code, institutions may choose under which CIP code they report each of their programs. Thus, similar programs may appear under different codes, while diverse programs appear under the same code. In the case of “Urban Education” some programs report under more generic codes, e.g., “Curriculum and Instruction,” which contain multiple other degree programs.
- **Second**, IPEDS distinguishes degree by level, but not by specific degree type. In other words, MED, MAT, MA, and MS degrees are all grouped together under “master’s-level” completions. Hanover searches institutional websites to distinguish between the different master’s degrees.
- **Third**, the most current IPEDS data does not include new programs that have not yet graduated any students prior to 2015, and may include some completions from programs that have closed.

Hanover uses two metrics to supplement and contextualize the raw numbers of degree completions:

- **Compound Annual Growth Rate (CAGR)** reflects the percentage growth that would occur each year if the same rate of change occurred annually. Thus, it illustrates a theoretical, steady growth rate.
- **Annual Average Change (AAC)** is the average number by which completions rose or fell from year to year. This figure approximates the raw numerical growth (or decline) in the number of graduates over the course of the past five years

## MASTER’S COMPLETIONS IN URBAN EDUCATION

Figure 2.2 shows all master’s completions reported under the “Urban Education” CIP code between 2011 and 2015 at the national and state level and among UNC-Charlotte’s potential competitor programs, as identified in Section I. IPEDS defines the Southeast region as: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North and South Carolina, Tennessee, Virginia, and West Virginia.

**Figure 2.2: Master’s Completions in Urban Education**

	2011	2012	2013	2014	2015	TOTAL	CAGR	AAC
United States	261	365	404	485	434	1,949	13.6%	43
Southeast Region	34	64	95	99	99	391	30.6%	16
UNC-Charlotte Competitors*	47	96	135	136	162	576	36.3%	29

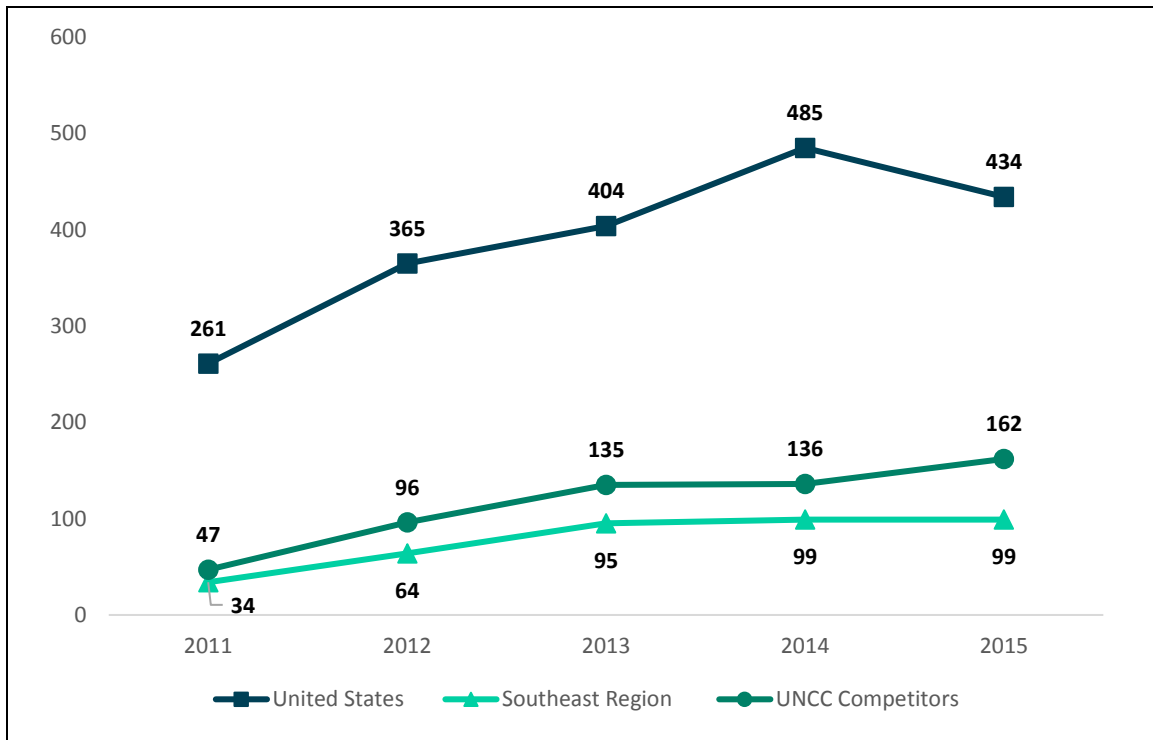
Source: IPEDS

\*Note: It must be noted that many competitor institutions do not appear to report their Urban Education degree completions under this specific CIP code. Therefore, while we examined all 16 competitor programs in the analysis, only six institutions report one or more master’s completions during this time period: Holy Names University; National Louis University; Providence College; Temple University; Union University; and Vanderbilt University.

Figure 2.3 offers a visual representation of the master’s degree completions data. Across all three categories (national master’s, Southeast master’s, and UNC-Charlotte competitors) degree completions under “Urban Education” increased substantially between 2011 and 2015; however, completions remain relatively small in overall volume. As of 2015, master’s degree explicitly categorized as “Urban Education and Leadership” accounted for less than 1 percent of all master’s degrees in education at the national level.

Among the programs of interest for UNC-Charlotte, programs report promising growth in degree completions over the last five years, despite relatively low volume. In the Southeast region, master’s programs saw a CAGR of over 30 percent, increasing from 34 completions in 2011 to over 90 completions each of the last three years. Similarly, among UNC-Charlotte’s potential competitors for a practice-focused degree in urban education master’s degrees more than tripled between 2011 and 2015. These trends suggest student demand for programs that focus on urban education specifically may be increasing.

**Figure 2.3: Relative Growth of Master’s in Urban Education**



Source: IPEDS

## SECTION III: WORKFORCE OPPORTUNITIES

In this section, Hanover uses information from urban education degree programs, employment projections, industry reports, and job trends to analyze workforce opportunities for graduates of UNC-Charlotte’s new MED in urban education program.

### TEACHER SHORTAGES

In recent years, several national level reports found evidence of a shortage of teachers and a rapid decline in enrollment in teacher certification programs. For example, a 2015 report from Pearson argues “the current shortages may be fundamentally different from previous shortages, and harbingers of a future crisis.”<sup>52</sup> However, more recent data suggests that the shortage is not universal. Instead, as a recent Brookings Institution report shows, “[t]eacher shortages are typically concentrated in schools serving economically disadvantaged students, in urban and rural schools, and in schools serving a larger concentration of minority students.”<sup>53</sup>

*“Having strong preparation for teaching enhances teachers’ sense of efficacy and their effectiveness, improving student outcomes. Strong preparation also increases the likelihood that teachers will remain in the profession... [Unprepared] teachers are disproportionately concentrated in low-performing schools serving large proportions of low-income and minority students.”*  
– Learning Policy Institute

Studies suggest that much of the teacher shortage in urban schools is caused by high turnover for new teachers.<sup>54</sup> However, according to the National Commission on Teaching and America’s Future, better-prepared teachers are half as likely to leave.<sup>55</sup> A report from the Learning Policy Institute confirms that although better training results in better student outcomes and teacher retention, there is a concentration of teachers entering urban schools who are unprepared—particularly low-performing schools serving low-income students.<sup>56</sup> An MED program in urban education that effectively prepares teachers for urban school settings is likely to

find a strong job market for its graduates and to prepare teachers for long-term success better.

<sup>52</sup> Murphy, D. “Addressing Recent Teacher Shortage Trends.” Pearson Education. <http://www.pearsoned.com/education-blog/addressing-recent-teacher-shortage-trends/>  
<sup>53</sup> Dee, T. and D. Goldhaber. “Understanding and Addressing Teacher Shortages in the United States.” Brookings Institution. <https://www.brookings.edu/research/understanding-and-addressing-teacher-shortages-in-the-united-states/>  
<sup>54</sup> Papay, J. et al. “The Challenge of Teacher Retention in Urban Schools: Evidence of Variation from a Cross-Site Analysis.” Harvard University, 10040.  
<sup>55</sup> “Teacher Retention and Teaching in Urban Schools.” NYU Steinhardt. <http://teachereducation.steinhardt.nyu.edu/high-teacher-turnover/>  
<sup>56</sup> Podolsky, A. “Solving the Teacher Shortage How to Attract and Retain Excellent Educators.” Learning Policy Institute. <https://learningpolicyinstitute.org/product/solving-teacher-shortage-brief>

## EMPLOYMENT PROJECTIONS

To assess the labor market demand for graduates of an MED in urban education, Hanover uses workforce estimates and projections from the Bureau of Labor Statistics (BLS) and Projections Central, a repository maintained by the Projections Managing Partnership that offers state-level occupational projections data for a standard 10-year period (2014 through 2024). Each state agency derives initial employment estimates from biennial Occupation Employment Statistics report data and creates occupational projections at the state level. Participating states and U.S. territories upload state level projections directly to the Projections Central repository.<sup>57</sup> BLS and Projections Central organize employment data using the Standard Occupational Classification (SOC) system. Structurally similar to the NCES’s CIP scheme, the SOC classifies occupations based on the work performed in the fulfillment of professional responsibilities and on the skills, education, and training required to perform the work.<sup>58</sup>

Within the SOC system, Hanover identified six occupations of interest for students holding an MED degree in urban education, as listed in Figure 3.1. It must be noted that the employment projections represented by the selected SOC codes span all schools in the geographic area, rather than just urban schools. However, the BLS Occupational Outlook Handbook confirms there is a disproportionate number of jobs available in urban school settings.<sup>59</sup> As discussed in Section I, most graduates of urban education programs pursue careers in urban schools. Therefore, the employment projections provided in this section should be considered a proxy for the urban school labor market of greatest interest to these students.

**Figure 3.1: SOC Classifications for Relevant Education Careers**

SOC CODE	SOC TITLE
11-9032	Education Administrators, Elementary and Secondary School
21-1012	Educational, Guidance, School, and Vocational Counselors
25-2012	Kindergarten Teachers, Except Special Education
25-2021	Elementary School Teachers, Except Special Education
25-2022	Middle School Teachers, Except Special and Career/Technical Education
25-2031	Secondary School Teachers, Except Special and Career/Technical Education

Source: Bureau of Labor Statistics<sup>60</sup>

<sup>57</sup> “About the Long-Term Numbers.” Projections Central. <http://www.projectionscentral.com/Projections/AboutLT>

<sup>58</sup> “Classification Principles - 2010 SOC.” Bureau of Labor Statistics. [https://www.bls.gov/soc/soc\\_2010\\_class\\_prin\\_cod\\_guide.pdf](https://www.bls.gov/soc/soc_2010_class_prin_cod_guide.pdf)

<sup>59</sup> “Kindergarten and Elementary School Teachers: Job Outlook.” BLS Occupational Outlook Handbook. <https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm#tab-6> [2] “Middle School Teachers: Job Outlook.” BLS Occupational Outlook Handbook. <https://stats.bls.gov/ooh/education-training-and-library/middle-school-teachers.htm#tab-6> [2] “High School Teachers: Job Outlook.” BLS Occupational Outlook Handbook. <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-6>

<sup>60</sup> “SOC Major Groups.” Bureau of Labor Statistics. [https://www.bls.gov/soc/major\\_groups.htm](https://www.bls.gov/soc/major_groups.htm)

The BLS publishes a guide for evaluating the projected growth of occupational fields at the national level, which Hanover adapts for use at the national or state level in Figure 2.2. Hanover uses these guidelines in the analysis below whenever referring to the projected increase or decrease of jobs.

**Figure 3.2: Adapted BLS Guide for Interpreting Employment Projections**

PROJECTED CHANGES 2014-2024	INTERPRETATION
2+ times as fast as all employment	Grow much faster than average
1.33-2 times as fast	Grow faster than average
0.67-1.33 times as fast	Grow about as fast as average
0.2-0.67 times as fast	Grow more slowly than average
-0.2-0.2 times as fast	Little or no change
Below -0.2 times as fast	Decline

Source: BLS<sup>61</sup>

### NATIONAL EMPLOYMENT

Despite slight variations between specific occupations, employment in all the selected occupations is expected to grow about as fast as the average for all occupations. In total, BLS projects over 100,000 average annual openings (AAO) which includes new jobs and replacements; BLS projects a total of 217,000 new jobs during the ten-year period.

**Figure 3.3: National Employment for Selected Occupations, 2014-2024**

SOC TITLE	EMPLOYMENT		PROJECTED EMPLOYMENT CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	Number	Percent	
Elementary and Secondary School Administrators	240,000	254,000	14,000	5.8%	8,380
Educational, Guidance, School, and Vocational Counselors	273,400	295,900	22,500	8.2%	7,970
Kindergarten Teachers	159,400	168,900	9,500	6.0%	5,610
Elementary School Teachers	1,358,000	1,436,300	78,300	5.8%	37,870
Middle School Teachers	627,500	664,200	36,800	5.9%	17,550
Secondary School Teachers	961,600	1,017,500	55,900	5.8%	28,400
<b>Total, Selected Occupations</b>	<b>3,619,900</b>	<b>3,836,800</b>	<b>217,000</b>	<b>6.0%</b>	<b>105,780</b>
<b>Total, All Occupations</b>	<b>150,539,900</b>	<b>160,328,800</b>	<b>9,788,900</b>	<b>6.5%</b>	<b>4,650,690</b>

Source: Bureau of Labor Statistics

<sup>61</sup> Adapted from BLS guidance for national level projections: "Occupational Outlook Handbook." Bureau of Labor Statistics. <http://www.bls.gov/ooh/about/occupational-information-included-in-the-ooh.htm>

The BLS Occupational Outlook Handbook cautions that although there will be a need for more teachers as the number of students enrolled grows, this may not result in more teachers being hired: “employment growth...will depend on state and local government budgets. If state and local governments experience budget deficits, they may lay off employees, including teachers.”<sup>62</sup> However, BLS reports that although opportunities will vary by region and other factors, “[t]here will be better opportunities in urban and rural school districts than in suburban school districts”<sup>63</sup> This suggests that individuals specifically trained to work in urban schools may be more competitive on the job market than individuals with only a general training in education.

### REGIONAL EMPLOYMENT

In the Southeast region (as defined in Section II), employment in the selected education occupations is expected to grow about as fast as the average for all occupations. The 12-state region is expected to add over 95,000 new jobs during the ten-year period, with a projected average of 29,000 annual openings including replacements. Compared to other regions, the BLS suggests that faster population and student enrollment growth in the South and West will likely result in more job openings in these regions.<sup>64</sup>

**Figure 3.4: Regional Employment for Selected Occupations, 2014-2024**

SOC TITLE	EMPLOYMENT		PROJECTED EMPLOYMENT CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	Number	Percent	
Elementary and Secondary School Administrators	51,210	56,500	5,290	10.3%	2,000
Educational, Guidance, School, and Vocational Counselors	57,890	65,470	7,580	13.1%	1,960
Kindergarten Teachers	44,510	49,760	5,250	11.8%	1,820
Elementary School Teachers	323,890	362,270	38,380	11.8%	11,000
Middle School Teachers	149,840	167,680	17,840	11.9%	5,100
Secondary School Teachers	202,000	222,750	20,750	10.3%	6,940
<b>Total, Selected Occupations</b>	<b>829,340</b>	<b>924,430</b>	<b>95,090</b>	<b>11.5%</b>	<b>28,820</b>
<b>Total, All Occupations</b>	<b>35,764,290</b>	<b>40,114,380</b>	<b>4,350,090</b>	<b>12.2%</b>	<b>1,304,370</b>

Source: Projections Central

<sup>62</sup> “Elementary School Teachers,” Op. cit. [2] “Middle School Teachers,” Op. cit. [2] “High School Teachers,” Op. cit.

<sup>63</sup> “Elementary School Teachers,” Op. cit. [2] “Middle School Teachers,” Op. cit. [2] “High School Teachers,” Op. cit.

<sup>64</sup> “Principals: Job Outlook.” Occupational Outlook Handbook, U.S. Bureau of Labor Statistics.

<https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm#tab-6>

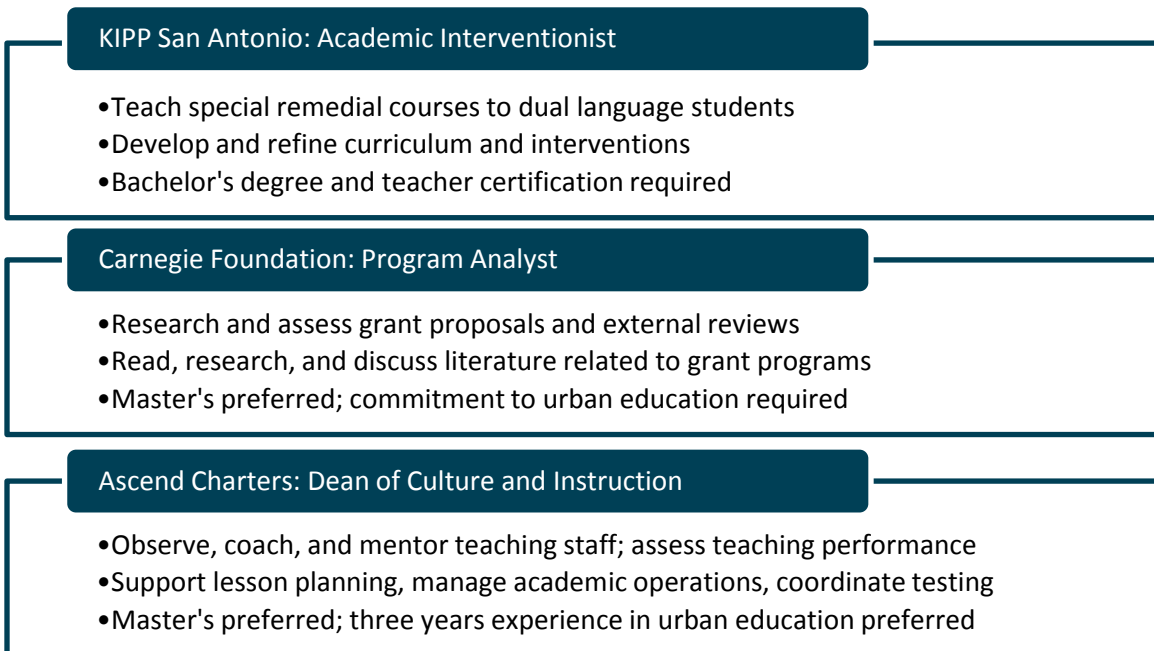
## JOB POSTINGS

To better understand the job market specific to urban education (as opposed to general education training), Hanover searched the jobs website Indeed.com for the phrase “urban education” and reviewed the related job postings. In the first two weeks of June 2017, there were 633 job postings with the phrase “urban education.” While these jobs do not usually require a degree in urban education, many of them require “experience in urban education” or “demonstrated commitment to urban education.” Most jobs fall into three general categories, illustrated in Figure 3.5:

- Teachers for urban schools (including many charter schools),
- Administrators for urban charter school management organizations, and
- Various jobs at non-profit organizations focused on urban education.

The most frequently posted jobs were teaching positions at urban charter schools (traditional public school district teaching jobs often do not appear on Indeed); these positions generally do not require a master’s degree but frequently specify a preference for candidates with experience in urban education. A report from Bellwether Education Partners, a policy research and consulting firm suggests that the percentage of charter schools in urban school districts has grown rapidly since 2012, and is likely to continue growing.<sup>65</sup>

**Figure 3.5: Examples of Job Postings Related to “Urban Education”**



Source: Indeed.com

<sup>65</sup> “The Urban School System of the Future.” Bellwether Education Partners.  
<https://bellwethereducation.org/publication/urban-school-system-future>

## SALARIES

Salaries for educators can vary considerably between school districts. Figure 3.6 shows aggregate salary data for urban schools, compared to salaries for all schools, as reported by the National Center for Education Statistics. Urban teachers in general make more than the average annual teacher salary in the United States; urban school teachers with a master’s degree make on average approximately \$60,000.

**Figure 3.6: Average Public School Teacher Base Salaries by Locale and Education Level, 2011-2012**

LOCALE	ALL EDUCATION LEVELS	BACHELOR’S DEGREE	MASTER’S DEGREE
All Teachers	\$53,070	\$46,343	\$57,831
Urban Teachers	\$54,470	\$48,449	\$59,359

Source: NCES<sup>66</sup>

<sup>66</sup> “Average Base Salaries for Full-Time Teachers.” National Center for Education Statistics, 2011-2012. <https://nces.ed.gov/surveys/ruraled/tables/c.1.b.-1.asp?refer=urban>



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