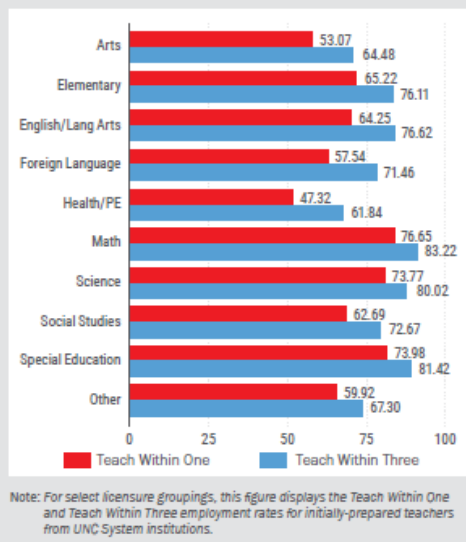


Comparison of North Carolina A&T employment rates to University of North Carolina System institutions

Bastian, K. (2019). A Leak in the Teacher Pipeline? Employment Rates for Initially-Prepared Teachers from UNC System Institutions. Education Policy Initiative at Carolina.

Figure 3: Employment Rates by Select Licensure Groupings



Employment Rates by Licensure

Figure 3 displays Teach Within One and Teach Within Three employment rates for 10 different licensure areas or groups of licensure areas.³ These data reveal several important points. First, the high-need licensure areas of math, science, and special education have the highest employment rates among these licensure groups. For instance, Teach Within One values are 77, 74, and 74 percent for math, science, and special education, respectively. This suggests that school district demand for qualified teachers in these areas leads to increased hiring rates. Second, elementary education, which is the largest licensure area for the UNC System, has one and three-year employment rates of 65 and 76 percent in NCPS, respectively. Finally, several licensure groupings—arts, foreign language, health/PE, and other—have one-year employment rates below 60 percent.⁴ Lower employment rates for these licensure groups may be due to several factors, including graduate preferences, fewer positions becoming available, and/or school districts prioritizing teaching positions in core subject-areas.

³ For example, 'math' is a combination of middle grades mathematics and high school mathematics licenses.

⁴ Arts includes visual arts, theater/drama, dance, and music/band. Other includes licensure areas such as technology, agriculture, family/consumer sciences, etc.

Employment Rates by UNC System Institution

Pooling data from the 2008-09 through 2017-18 graduating cohorts, Figure 4 presents Teach Within One and Teach Within Three employment rates for each UNC System institution. Before examining employment rates for specific UNC System institutions, there are two broad points to stress. First, teacher labor markets are generally local, meaning most graduates work in close

Figure 4: Employment Rates by UNC System Institution

