

Maine School Administrative Unit Pilot: Educator Workforce Data Collection and Utilization

ED# 2022-R1-I-0003



High-Leverage Problem

Schools in Maine are experiencing teacher shortages and challenges with recruiting and retaining educators. From 2015 through 2018, 16% of new teachers with less than 4 years of experience had left teaching in Maine. In 2019, roughly 15% of experienced teachers and administrators who responded to the Maine Education Policy Research Institutes' survey had "seriously considered" leaving the education profession. In 2018–19, about one in six teachers were over the age of 60, compared to one in 50 in 1999. To identify appropriate strategies to address educator shortages, the Maine Department of Education (MDOE), local education agencies, and educator preparation programs will need data to target the right strategies to the right places.

Maine Department of Education wanted to better understand if their current educator workforce data collection could help them quantify supply and demand for educators in the state. They also wanted to understand if local school administrative units collected data that could inform future efforts to understand educator vacancies to inform data collection efforts and inform policies and programs.



R1CC Approach

Region 1 Comprehensive Center (R1CC) worked closely with MDOE to both understand the state of data collection and identify potential elements that could be calculated using the data collected, with the goal of addressing key questions regarding the supply and demand of educators in the state. The work crossed data and policy offices in the agency, helping to align efforts across both offices.

Simultaneously, R1CC gained insight and understanding from local school administrative unit (SAU) staff about local staffing, and data collection, reporting, and use. The information collected helped MDOE understand the possibilities for a future pilot collection and improvements to educator workforce data collection more broadly.

● — ⊙ — ⊙ → Key Milestones

- Developed an educator supply and demand data logic model that looked across state efforts.
- Aligned R1CC efforts to MDOE state longitudinal data system grant outcomes.
- Developed and prioritized research questions related to supply and demand with the MDOE.
- Engaged MDOE staff and leadership in cross-office conversations to understand current policy and practices regarding educator workforce data.
- Facilitated small group conversations with SAU superintendents to understand local educator workforce data collection and reporting approaches, supports needed, and educator supply-and-demand data priorities.
- Identified SAU data elements of interest regarding educator supply and demand data.

? → Outputs

- Educator supply and demand data logic model.
- MDOE research agenda for educator supply and demand.
- Summary of SAU conversation findings, with suggestions for how to prioritize the development of a data collection tool and process.

Outcomes

- MDOE staff understand local data collection, reporting, and use challenges, strengths, and needs.
- MDOE staff understand strengths and opportunities of current state educator data systems.
- SAU staff have improved understanding of their state and local educator workforce data.

“In terms of building our capacity, I think R1CC has done an awesome job of really bringing the team along.”

“So to have this infrastructure of technical assistance coming to build state education agency (SEA) capacity and local capacity was a game changer for me, because we wouldn’t be having the conversations we’re having with the data team and we wouldn’t be having the conversations that we’re having with the SAUs without that capacity building over the last 2 years. We’d still be struggling to figure out our root causes with the limited anecdotes and data that we had.”

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