



MAINE'S EDUCATOR WORKFORCE DATA LANDSCAPE

MARCH 2024



Introduction

Maine's educator workforce is large. At approximately 14,000 people teaching in public pre-K to grade 12 alone¹ – comparable to the size of Maine's nursing workforce – educators represent one of the largest occupation groups in the state. Yet, due to history, local control, and a variety of other factors, Maine has only limited and incomplete data on this critical workforce.

Educators play a vital role in a functioning society. These highly trained professionals cultivate young minds, build compassionate relationships, impart knowledge and wisdom, and prepare our youth for adulthood, citizenship, and the workplace.

Maine and the nation are experiencing challenging educator workforce shortages driven by a confluence of factors, namely fewer people entering the profession and more people leaving than ever before. Workforce shortages are not just a problem in the abstract: the lack of teachers in classrooms further exacerbates already challenging working conditions for current teachers and jeopardizes students' academic learning and social emotional development.

Recognizing these challenges, the Maine Department of Education embarked on a series of "Think Tanks" in 2019 that sought to understand the perspectives of Maine educators and laid out a framework that centers on increasing recruitment and retention, expanding the diversity of the educator workforce, supporting current educators, and elevating the profession. The resulting [#TeachMaine Plan](#) was released in 2022.

The Teach Maine Center is currently being developed by Educate Maine with support from the Maine Department of Education. Designed *by teachers, for teachers*, the Teach Maine Center will be charged with implementing solutions that align with the [#TeachMaine Plan](#). A first step in for the Center is to understand thoroughly the challenges affecting workforce growth and stability, and then developing robust strategies to recruit, support, advance, and retain Maine's educators. In order to do this work, Maine education stakeholders require foundational information on the educator workforce.

This report is a starting point to:

- Gather a quantitatively comprehensive picture of Maine's educator workforce;
- Lay the groundwork for asking questions of the data, including what is missing;
- Do right by educators and students by inquiring about Maine's strengths and needs;
- Prepare a plan of action for the Teach Maine Center and its partners; and

¹ This figure does not include paraprofessionals (ed techs), private school educators, or multiple other roles that come in close contact with young people daily.

- Spark conversations among legislators, state officials, teachers, administrators, school board members, advocates, and others that focus on common and accessible information about the teacher workforce so that all may work to meaningfully support one of our state's most valuable assets: our educators.

This data landscape report looks at what data Maine collects on its educators: what we know; what we don't know; what we need to know about this critical workforce going forward. The vision is for the Teach Maine Center to advance timely and comprehensive data collection that will drive meaningful investments and programs that ultimately increase the number of well qualified educators teaching young people across Maine.

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Background: Educator Data Explained

What do we mean when we say “educator?”

For the purpose of this report, an educator is any individual who provides direct instruction to students in a Maine school. In the public PK-12 system, this includes educators classified as any of the following: Classroom Teacher, Literacy Specialist, Gifted and Talented Teacher, Title I Teacher, Librarian/Media Specialist, English Language Learner Teacher, Special Education Teacher, and Long-term Substitute Teacher. “Educator” and “Teacher” will be used interchangeably.

This report primarily focuses on educators in the public PK-12 system, with additional data when available for adult educators. Private school educators are referenced as part of the full workforce count if they are working in 60% publicly funded schools. There are approximately 2,200 FTE private school educators working across Maine.² Career and Technical educators are included in the PK-12 data and highlighted in their own section. Early childhood educators are treated differently from public school educators in terms of funding, preparation, and data collection, so the information available is reported in a separate report.

Who collects data on educators in Maine?

- The [Maine Department of Education](#), through NEO (operational data store) and MEIS (certification registry).
- Local School Administrative Units (SAUs), i.e. individual school districts
- The [Maine Education Policy Research Institute \(MEPRI\)](#) uses both primary and secondary data on educators in Maine in order to produce analyses on the workforce
- Associations that work with educators, such as the Maine Education Association
- The [U.S. Department of Education](#), e.g. through Title II reporting on educator preparation programs
- [MainePERS](#), on educator retirements and associated information
- The [Finance Authority of Maine \(FAME\)](#), on the Educators for Maine Program (loan forgiveness)
- The U.S. Bureau of Labor Statistics provides estimates of occupational counts and wages, available through the [Center for Workforce Research and Information](#) at the Maine Department of Labor
- Non-profits and other independent organizations supporting the educator workforce, usually a narrow set of data toward a specific purpose

² National Center for Education Statistics: <https://nces.ed.gov/surveys/pss/tables2122.asp>

Who reports data on educators in Maine?

While the above entities collect data on educators for various purposes, there is a large gap between what is collected and what is reported publicly on this population. The Maine Department of Education provides a [staff data dashboard](#) that users can use to select and filter data by position title, school administrative unit (SAU), and salary for teachers over time. Data on other educator characteristics (e.g. age, education level, years of experience) is not currently available to the public and must be requested. MEPRI requests data from the DOE and conducts their own surveys and interviews of educators and publishes comprehensive reports on particular topics to their [website](#).

What are some broad limitations related to educator data in Maine?

There is currently no centralized, publicly available source of information about educators and the educator workforce pipeline in Maine. The State collects some consistent data on Maine's educators through its staff and certification databases, however, the data the state collects is driven by statutory requirements related to the Essential Programs and Services funding formula and certification requirements rather than collected, aggregated, and analyzed for strategic purposes related to workforce planning.

This report aims to synthesize the various data currently available to build a more comprehensive picture of what is known – and what isn't – about Maine's educator workforce. Data sources are indicated in the footnotes and links to sources are provided at the end of the report.

I. THE DATA: Maine's Public PK-12 Educator Workforce

What do we know about Maine public PK-12 educator workforce? This section provides a workforce snapshot using the most recent data available. Data are from publicly available data on the Maine Department of Education's website, through data requests, and through analyses of educator data from DOE by the Maine Education Policy Research Institute (MEPRI).

Workforce Size

How many teachers are in Maine? How does this compare to other occupations? How has this changed over time?

Maine has approximately **14,000 educators** in the public pre-K through grade 12 education system as of Fall 2023. The size of Maine's PK-12 educator workforce is approximately the size of the registered nurse workforce in the state.³ The number of educators in Maine has fluctuated between 13,500 and 15,500 within the past decade.

Figure 1. Number of Educators in Maine, 2013-23

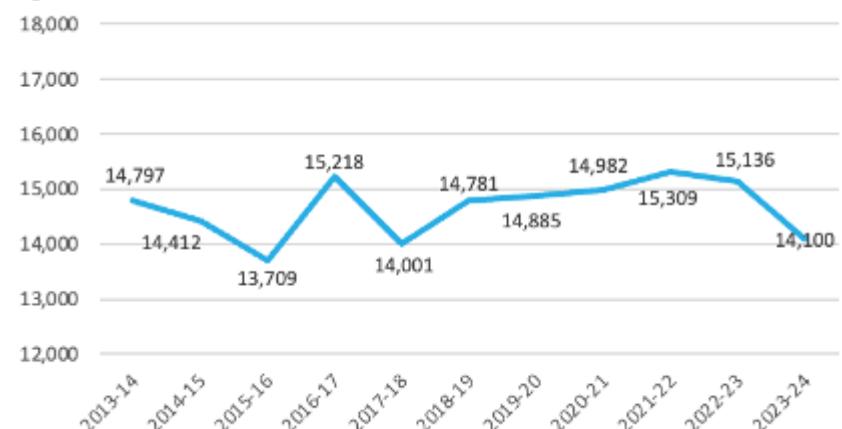
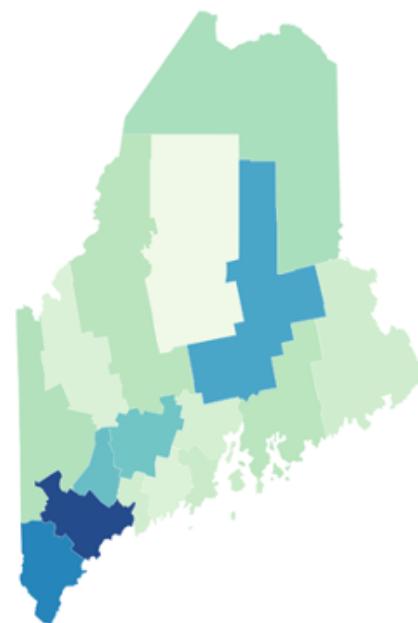


Figure 2. Geographic Distribution of Teachers in Maine



Workforce Distribution

How are teachers distributed geographically across Maine?

As expected, Maine's most populous counties also have the highest concentration of educators. Taken together, there are more educators in Cumberland, York, and Penobscot counties than in the rest of Maine's counties combined.

Please note: tracking geographic distribution of teachers and schools across Maine is a mix of art and science, as many school districts straddle county lines and teachers frequently commute across county lines as well. Keep this in mind when looking at county data. County

³ <https://www.maine.gov/labor/cwri/publications/pdf/2022MEHealthOccupationsReport.pdf> (p.31)

data are reported for the address of the main office of the employing School Administrative Unit. Data are not commonly tracked by urban/rural status, though this is possible using classifications and high-level information on teachers collected and reported by the federal government.

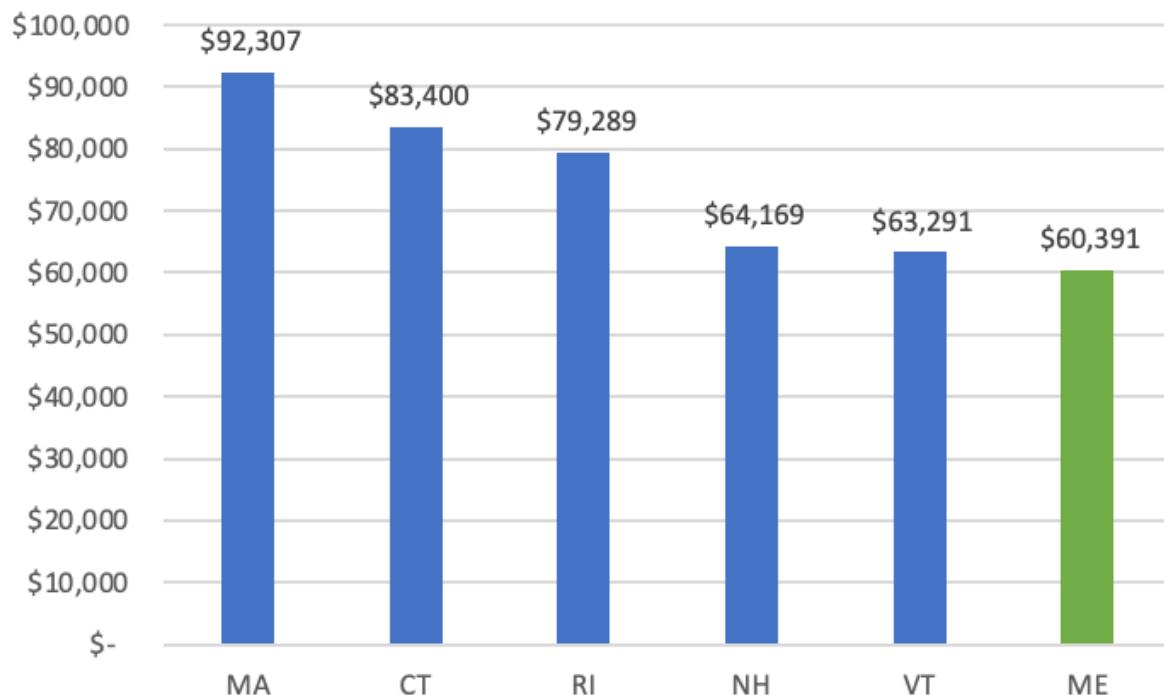
Educator Compensation

How well are Maine educators compensated? How do compensation levels compare across counties, districts, and state lines?

Maine teacher salaries lag New England and the nation.

The average salary of an educator in Maine is \$60,000.⁴ The starting salary is \$40,000.

Figure 3. Average Annual Teacher Salary in New England States, 2022-23



- The statewide minimum salary as of Fall 2023 is \$40,000 by law. Maine ranks 37th in the nation in terms of starting teacher salaries.⁵
- The average teacher salary in Maine is the lowest in New England. According to data from the National Education Association, Maine educators make \$13,240 less per year than the New England average, and \$30,781 less per year on average than their counterparts in Massachusetts.⁶
- While salary bands are based on education and years of experience, salaries can vary widely by county and by district. Educators in Cumberland County have

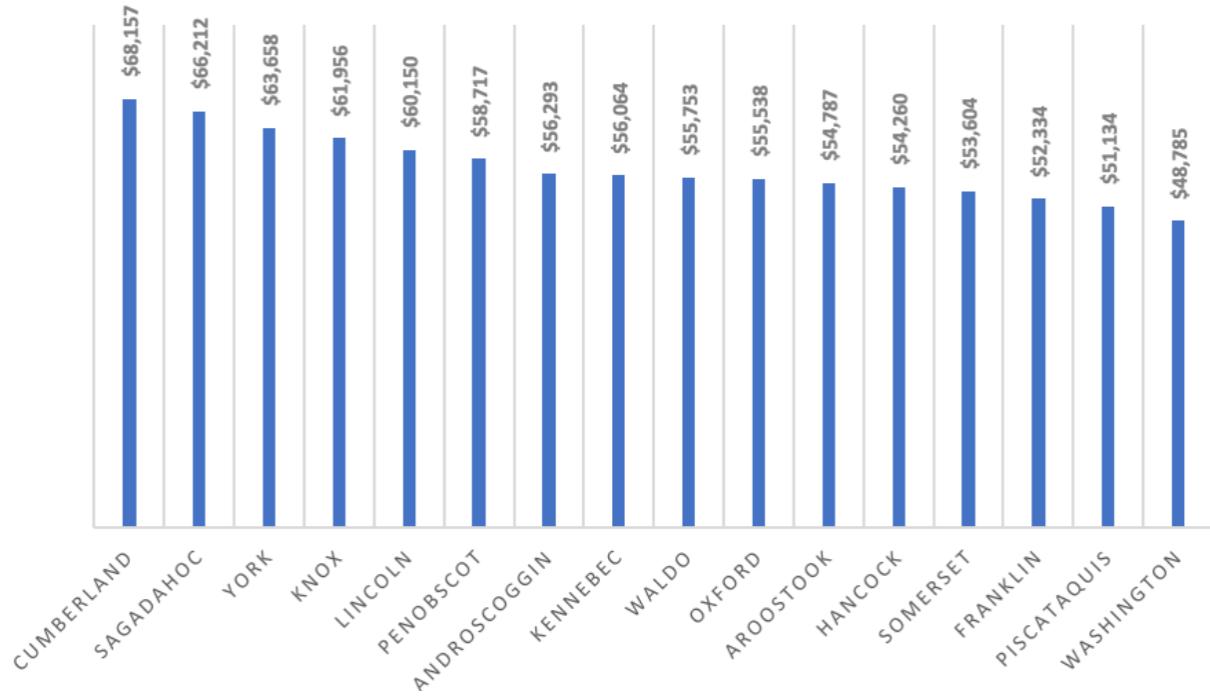
⁴ Maine DOE Data Warehouse, Staff Data.

⁵ National Education Association, [The State of Educator Pay in America](#) (2023)

⁶ *Ibid.*

the highest average salary at \$68,157, compared with Washington County at \$48,785.⁷

Figure 4. Average Teacher Salary by County, Fall 2023



Teachers are paid less than others in occupations requiring similar education. Nationally and in Maine, teachers face a pay penalty compared to other careers with similar education requirements. The [Economic Policy Institute found](#) that Maine teachers made 24% less than comparable workers statewide in 2021, the 16th highest pay penalty in the nation.

For more information and the ability to drill down to salary ranges by district, see the Maine Education Association's [2023 Salary Guide](#). The Maine DOE also publishes the [FY24 Salary Matrices](#) that demonstrate how pay is calculated by education and years of (teaching) experience.

Educator Characteristics: Age, Race/Ethnicity, Gender

What do we know about the demographic characteristics of Maine's educator workforce? How has the workforce changed over time?

The average age of an educator in Maine is **46**. Just as Maine's population is among the oldest in the country, so is its educator workforce. MEPRI analyzed teacher data for the 2018-19 school year and found that a majority of Maine's teachers were between the

⁷ Maine DOE Data Warehouse.

ages of 40 and 60 (see figure 5). The pandemic accelerated the number of educators retiring early, so these data may have changed in the intervening years.

Maine's teacher workforce is older than the nation's.

Maine is one of five states with the lowest percentage of teachers in their 20s. Just under 10% of Maine's teachers are under age 30.

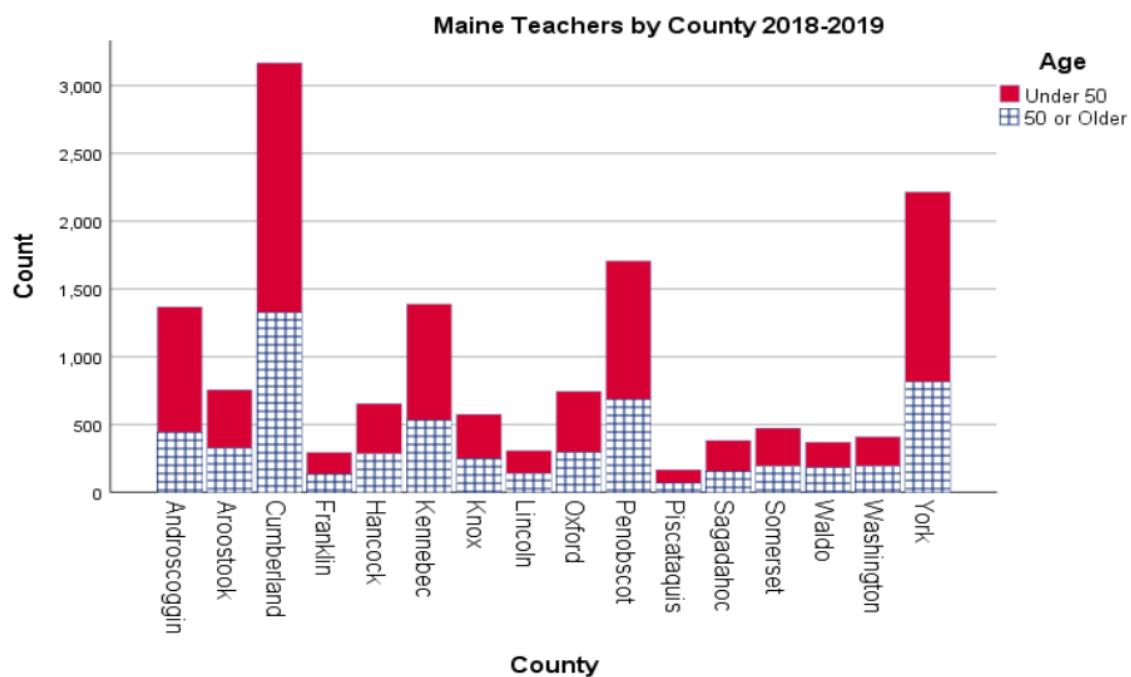
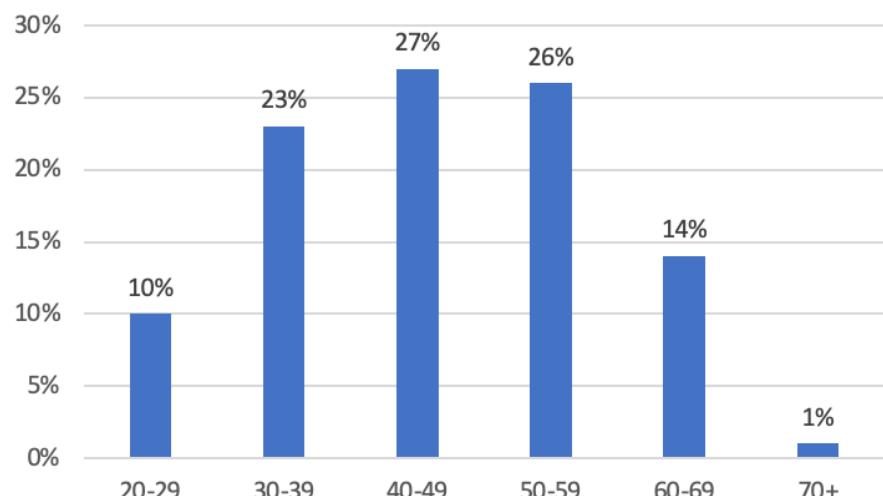
Maine's teacher workforce is aging.

Over 1 in 7 Maine teachers (15%) is older than 60, compared to only 2% in 1999.⁸

Rural counties tend to have the oldest teachers.

Teachers' average age varies by county. During the 2018-19 school year, Waldo County had the oldest teachers in the state (49% over age 50) and Androscoggin had the youngest (33% were age 50 or older). Maine's teachers have been aging. A similar study done in 1999 showed Piscataquis teachers as the oldest, with 33% being over age 50.⁹

Figure 5. Distribution of Maine Teachers by Age



⁸ Johnson et. al. (2020)

⁹ *Ibid.*

Unlike most other states, Maine does not collect data on the race/ethnicity of its educator workforce.

Maine does not collect reliable and reportable data on the race or ethnicity of its educator workforce, though some districts do individually. Maine is one of only 11 states that does not collect this information.¹⁰ The best estimate of the racial/ethnic breakdown of Maine's educators is based on a national survey with 2020-21 data, which indicates that 94% of Maine teachers are white, 2% are multiracial, and 2% identify as Hispanic.¹¹

Maine collects some data on the gender breakdown of its educator workforce through its certification database (MEIS), though it's incomplete and not used for the purposes of reporting on the workforce. Anecdotally we know that the workforce is historically overrepresented by women.

Educator Experience & Qualifications

How well prepared and experienced are Maine's educators? How are educators distributed by experience and qualifications?

Maine teachers are highly educated.

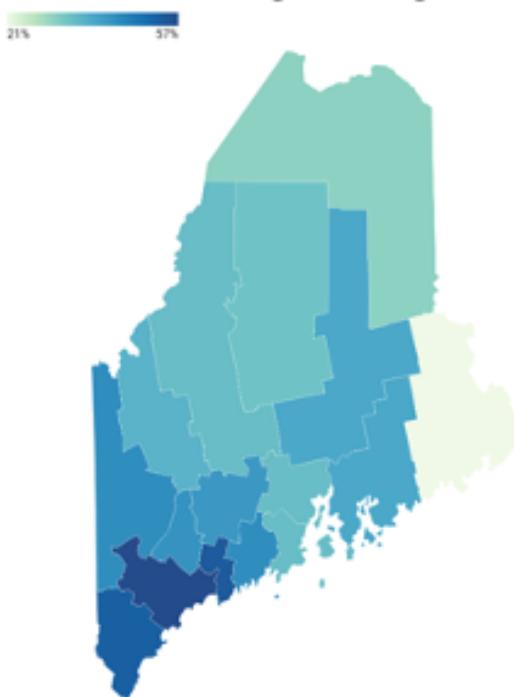
Nearly half (45%) of Maine educators have a master's degree or higher. This is lower than the national average of 61%.¹² (Some states require teachers to have a master's degree to maintain their teaching credential.) However, teachers are much more highly educated than the Maine population overall, where 13% of adults have a master's degree or higher.¹³

In Cumberland (57%), Sagadahoc (54%), and York (53%) counties, at least half of the educator workforce has a master's degree, compared with less than 1 in 3 in Aroostook (31%) and only 1 in 5 in Washington County (21%).

Maine teachers are certified.

Public school teachers must hold an active certification to be qualified to teach in a Maine school. A teacher meeting all the requirements for certification holds a

Figure 6. Distribution of Maine's Teachers with a Master's Degree or Higher, 2023



¹⁰ [Policies to Increase Teacher Diversity, National Center on Teacher Quality \(2023\)](#)

¹¹ [U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey \(NTPS\), 2020-21](#)

¹² [National Center for Education Statistics, Condition of Education \(2023\)](#)

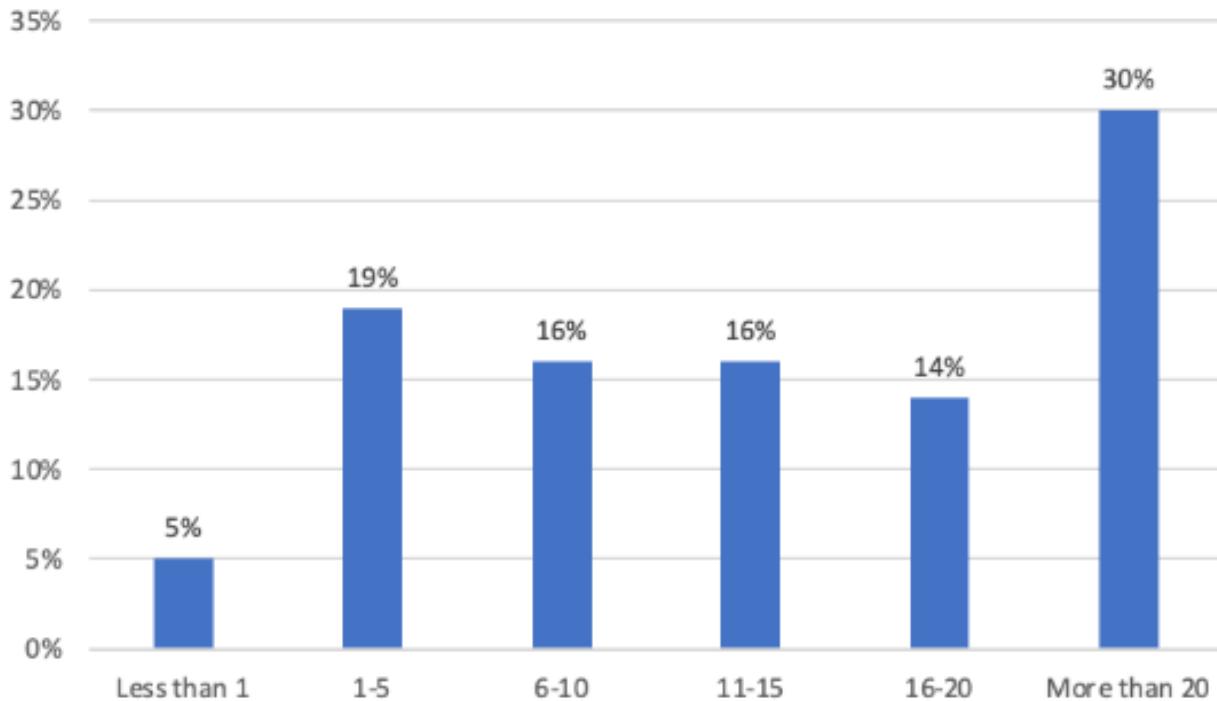
¹³ <https://www.luminafoundation.org/stronger-nation/report/#/progress/state/ME>

Professional Teacher Certificate, while a conditional or emergency certification signifies a teacher who has not yet met all the requirements for full certification or endorsement, such as coursework or student teaching hours. Across the state, 1,984 teachers hold conditional certifications (12%), 120 hold emergency certifications (<1%), and 19 educators hold both emergency and conditional certifications. Due to the way certification data are stored and reported – as well as the fact that many teachers many hold multiple certifications at one time - it is a nuanced endeavor to report what percentage of Maine teachers have what type of teaching certificate (emergency, conditional, full certification) and endorsement (e.g. grades 7-12 English Language Arts).

Maine teachers are experienced overall.

Maine educators have an average of 15 years of teaching experience.¹⁴ This has been consistent over the past five years, and comparable to the national average.

Figure 7. Teachers by Years of Experience (2018-19)



Teachers take on multiple roles.

It is not uncommon for teachers to hold more than one type of certification and more than one role at a given time. A MEPRI report in 2019 found that 58% of Maine educators held more than one certification, and 38% of fully employed educators held more than one position.¹⁵ This cross-training is positive, however, it can make it

¹⁴ This can vary widely by district, however district-level analysis and comparisons are beyond the scope of this report. For more information, see [Assessing Teacher Turnover: Distribution of Inexperienced Teachers and Emergency-Certified Teachers in Maine Schools](#) (2023).

¹⁵ Johnson & Morris (2019)

challenging to report on the true supply of teachers with particular credentials statewide.

Please see section V. "The Data: What Maine Needs to Know" to learn more about what we know about the certification levels of Maine teachers and why this is important.

Maine's Public PreK-12 Educator Workforce Takeaways

- **Workforce Size:** There are 14,100 FTE public school educators in Maine, which has been fairly consistent over time.
- **Compensation:** Maine's educators are paid less than their counterparts nationally, in New England, and compared to other roles requiring similar levels of education.
- **Age:** Maine's teacher workforce is aging and old compared to the nation. Rural counties tend to have the oldest teachers.
- **Education Levels:** Nearly half of Maine's teachers (45%) hold a master's degree, which is lower than the national average (61%), but significantly higher than the Maine population overall (13%).
- **Data Availability:** Detailed data on teachers – other than on compensation – is challenging to access since data systems are designed for statutory reporting and funding purposes rather than for workforce strategy. The Maine DOE has two primary data sources for educator workforce information, one related to school staffing information (NEO) and the other related to educator certification (MEIS). There are some gaps in terms of the data collected; for example, Maine is one of 11 states that does not collect data on teacher race/ethnicity.

Resources

- The most comprehensive report on Maine's teacher workforce - [Quality Educators: The Best Opportunity for Maine Children](#) - was completed for the Legislature in 2001 by Deputy Commissioner at the time, Judith Lucarelli. Though outdated now, the report is a snapshot of where Maine educators were 25 years ago and provides an example of the types of information that Maine might want to prioritize in its data dashboards going forward.
- Maine Department of Education Data Warehouse: [Staff Data](#)
- [Maine Education Policy Research Institute](#) reports

II. THE DATA: Maine's Future Public PK-12 Educator Workforce

The first section covers the current public school teaching workforce in Maine. This report covers pipelines *into* the workforce, i.e. the state of the *future* educator workforce.

Educator Preparation

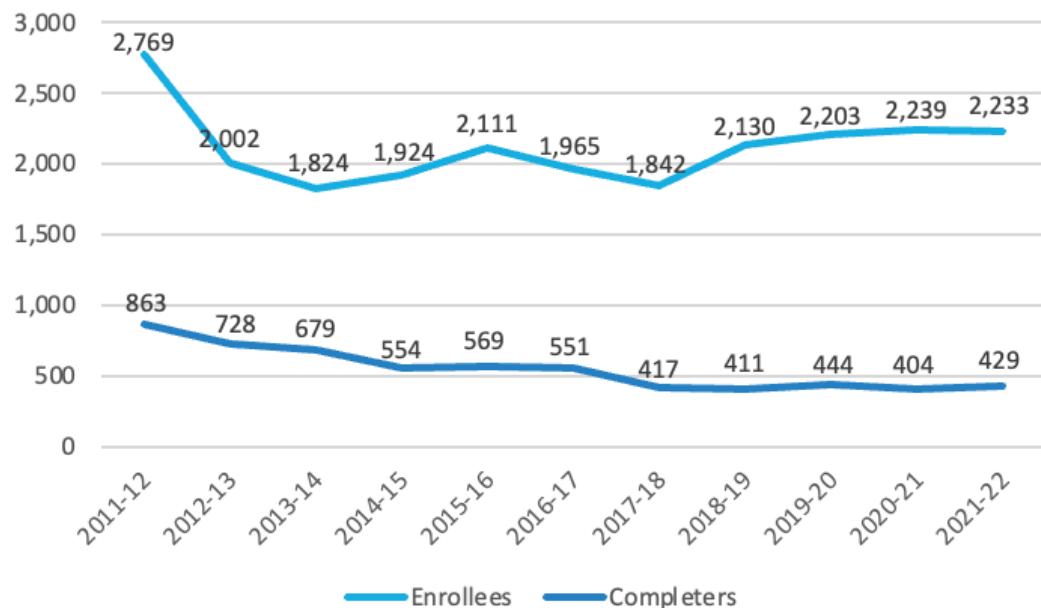
How well is Maine preparing its future educator workforce? Who is in the pipeline to become an educator in Maine?

There are **15** approved educator preparation programs in Maine. While there are efforts to train educators through non-traditional ("alternative") pathways, Maine does not currently collect or report statewide data on formally approved, established alternative pathways (see Alternative Pathways section below for more nuanced information). Maine graduates a bit more than **400** students per year through approved educator preparation programs who are prepared to enter the teaching profession.

The number of people enrolling in and completing educator preparation programs (EPPs) in Maine is declining.

- *Enrollments* in EPPs declined by **19%** between 2012 and 2022. The enrollment drop is more severe when comparing further back in time (-30% since 2010).
- The percentage of EPP *completers* has dropped by **50%** over the past decade. Nationwide, the percentage of program completers dropped by **25%** over the same period.¹⁶

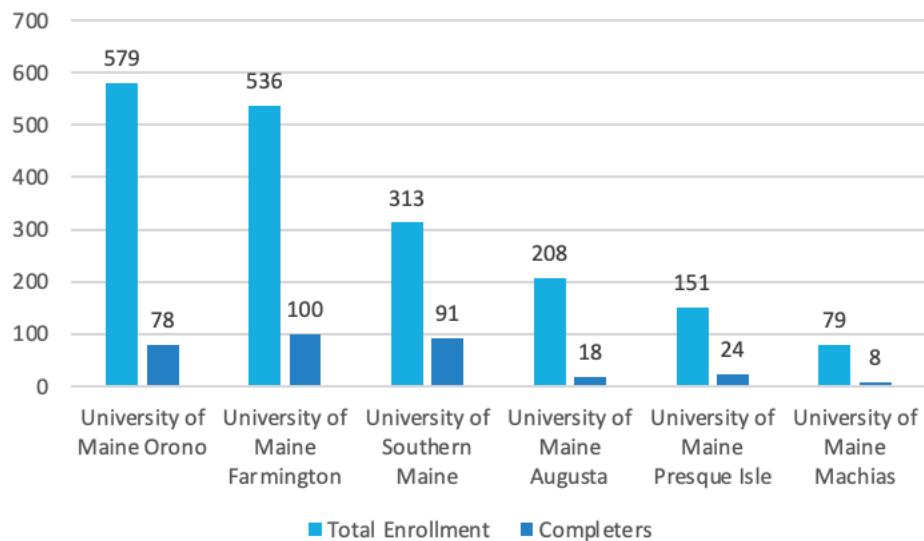
Figure 8. Number of people enrolling in and completing EPPs over time in Maine



¹⁶ <https://title2.ed.gov/Public/Home.aspx>

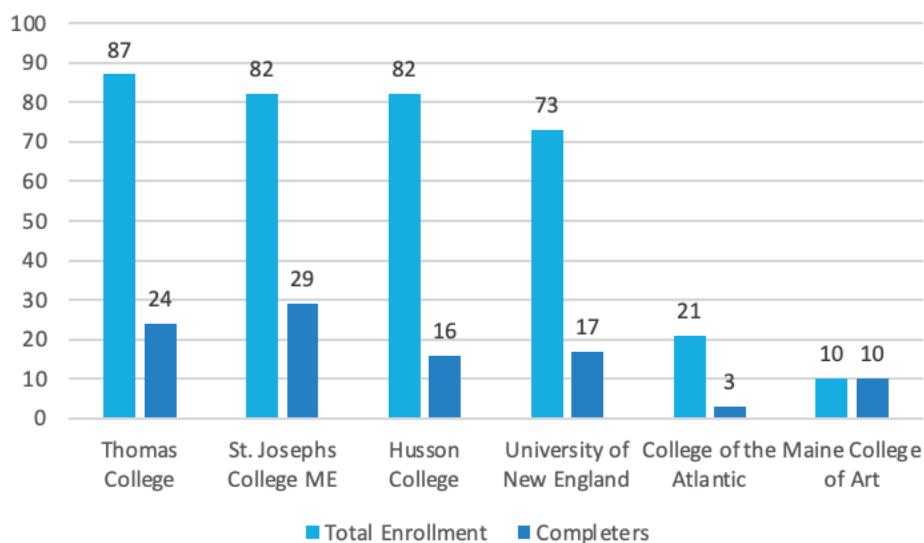
The University of Maine System enrolls and graduates the most educators statewide. During the 2020-22 school year, University of Maine Orono enrolled 579 students in educator preparation programs, followed by University of Maine Farmington with 536. These are both declines from the previous year (643 and 570, respectively). University of Maine System campuses provide an important regional pipeline of educators.

Figure 9. EPP Enrollment and Completions, UMaine System, 2021-22



Private colleges in Maine are also an important source of future educators. The following colleges are also an important source of educators for Maine, many drawing students from out-of-state.

Figure 10. EPP Enrollments and Completions, Private Colleges, 2021-22



Note: Bates, Bowdoin, and Colby Colleges all enrolled and graduated under ten students each in their educator preparation programs. (Enrollment, Completions) Bates (6,3), Bowdoin (4,3), Colby (2,2).

Demographics of Future Educators

Is Maine preparing a diverse pool of future educators?

EPP graduates are overwhelmingly female (78%) and white (92%).

Historically, teaching has been seen as a woman's profession. Despite calls to diversify the workforce – by gender, race/ethnicity, language, age, and experience – the profile of entrants to the teaching profession hasn't changed significantly over time.

Figure 11. EPP Program Completers by Gender

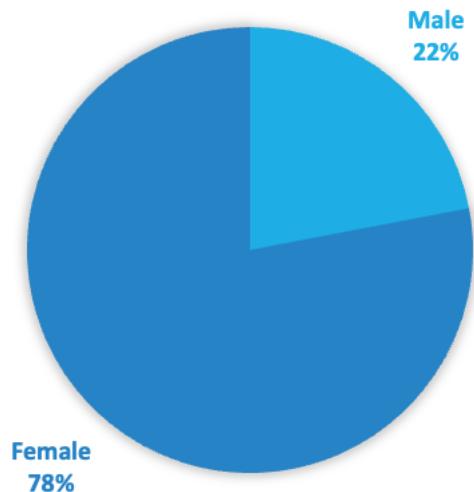
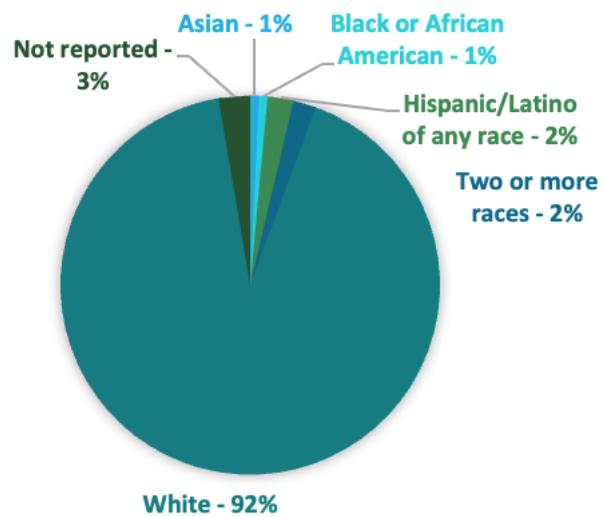


Figure 12. EPP Completers by Race/Ethnicity



Alternative Pathways

While there are national efforts to invest in alternative preparation programs (e.g. teacher residencies, Grow-Your-Own Models, etc.) as a method for increasing the number of credentialed teachers as well as diversifying the educator workforce, Maine's efforts are still in the beginning stages.

- 70% of individuals enrolled in EPPs nationally were enrolled in traditional EPPs, compared to 100% as reported in Maine. While Maine has a growing number of programs that may count as "alternative," the state currently does not report any data on alternative programs to the U.S. Department of Education.¹⁷

While not technically an "alternative" pathway, the [Extended Teacher Education Program \(ETEP\)](#) is a popular option at the University of Southern Maine that is

¹⁷ *Why are alternative preparation programs important for growing the educator workforce?* To-be educators see the value in pathways that prioritize "earn while you learn." Nationally, enrollments in alternative higher-education-based programs increased by 34.9% between fall 2012 and fall 2019, and by 177% in alternative non-higher-education programs over the same period.

included in the “traditional” program counts, however, the program frequently serves students and future teachers who enter the field after their undergraduate degrees or as career changers later in life. ETEP students work toward a master’s degree in education and a teaching certificate and can complete the program in 9 months or 2 years.

Increasingly, ETEP interns are able to use full-time employment in school districts as educational technicians or long-term substitutes to meet their student teaching requirements with coordination between the program and the employing school.

While still in their beginning stages, there are several efforts statewide to create non-traditional pathways into teaching. The following is a sample to provide a sense of the scope and scale of these efforts.

- The Gorham School District is partnering with Southern Maine Community College and the University of Southern Maine to offer an [apprenticeship program](#) for anyone who wants to become an ed tech or special education teacher in public schools.
 - Phase I allows participants to earn 61 credits in 18 months while working full time with benefits. This certifies them as ed tech IIs.
 - Phase II can take 2-3 years to get them professionally certified teacher status with a Bachelor’s degree.
 - There are currently **27** active apprentices and **21** more as of January 2024.
- The [Maine Teacher Residency](#) is a current program that supports multiple models of alternative teacher preparation. The three models are 1) Co-teaching Residency, 2) General Education Technician, and 3) Conditional Certification.
 - In 2022-23, there were **37 residents** who began in one of these roles, and 32 completed, with a couple of residents in a two-year program.
 - In 2023-24, there are **42 residents** across these models and enrolled in educator preparation programs across the state, including Maine Department of Education pathway 2: transcript analysis.¹⁸

The State of Maine recently awarded nearly \$1 million in funding to six Maine schools that will support diverse pathways into the workforce.¹⁹

Incentives for Future Educators

Some would-be educators seek out loan forgiveness opportunities as an incentive to join the teaching field. The Educators for Maine Program (EFM) is a competitive, merit-based, forgivable loan for Maine students enrolling in or pursuing undergraduate or

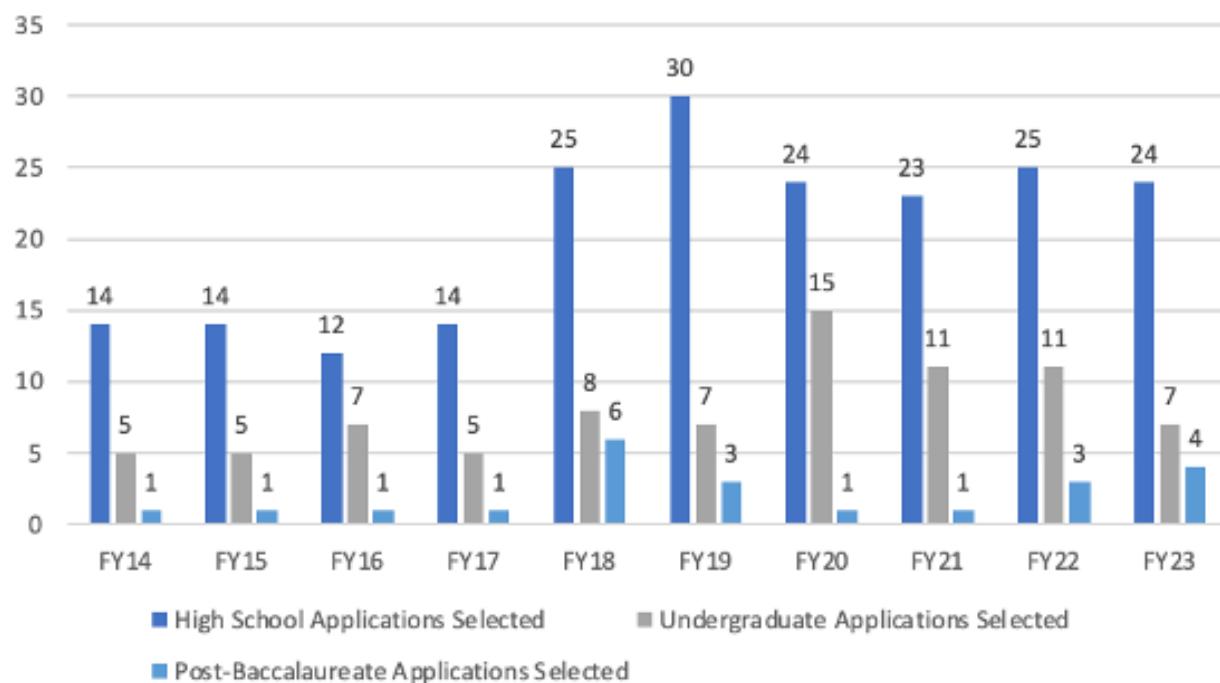
¹⁸ Transcript analysis is a common certification pathway to become an educator in Maine. Data on the number of entrants to the field coming through this pathway is unclear, but could be sizable.

¹⁹ <https://mainedoenews.net/2023/12/21/governor-mills-announces-985000-in-grants-to-recruit-train-and-retain-maine-educators/>

graduate education degrees.²⁰ The EFM program has been administered by the [Finance Authority of Maine](#) since 2013.

The following chart shows the number of recipients of Educators for Maine loans by education level over time. For example, in the most recent fiscal year, **35 total recipients** were awarded loans to pay for school that will be forgivable if the recipients teach in Maine for a certain number of years. The overwhelming majority of recipients were in high school at the time of application (enrolling in an educator preparation program), while seven were already in college and four were applying at the post-baccalaureate level.

Figure 13. Educators for Maine Program – Education Level at Program Application



Other than broader scholarships and loans – such as the Student Loan Repayment Program, Public Service Loan Forgiveness, and Pell Grants for low-income students – there are not currently robust or broadly available incentive programs in Maine designed to attract teachers to the profession.

Identifying and Recruiting Potential Future Educators

The potential educator workforce consists of individuals who are either certified to teach and not currently teaching, or those who may want to enter the workforce.

²⁰ Applicants must demonstrate an interest in careers in education or child care and are planning to work in Maine after graduation.

There are significant numbers of people who hold certifications, but who aren't currently teaching. A MEPRI study in 2019 found that:

- "About 18% of individuals [4,165] holding Maine teacher or administrator certifications were not employed in our public or private PK-12 schools.
- "Paraprofessionals were even less likely to be using their credentials; almost 41% of persons [6,528] holding an educational technician endorsement were not working anywhere in Maine's public or private education sectors."²¹

Ed Techs represent a key potential source of teaching talent.

A possible source of teaching talent is paraprofessionals (Ed Techs), who hold credentials and have classroom experience. There are three levels of ed tech positions in Maine schools; Ed Tech IIIs hold at least 90 credits and may even be fully certified educators. There have been some efforts across the state to create a bridge to full certification for ed tech IIIs in order to increase the pool of qualified teachers (see section above).

- There are 3,902 individuals in Maine employed as Ed Tech IIIs
- The average salary for an ed tech III is \$28,434.

Maine has programs to engage potential future teachers while in high school.

There are several programs across the state that engage students as early as middle school and high school to become teachers. University of New England hosts a "[Future Teacher Academy](#)," as does [Thomas College](#). Another example is Westbrook's pre-apprenticeship Future Teachers Academy. Six students enrolled in the 2023-2024 pilot program in Westbrook. Gorham and Camden High Schools will begin their own programs in partnership with University of Southern Maine in 2024-2025. Students will earn up to 12 college credits towards teacher preparation program and will be directly admitted to University of Southern Maine Teacher Preparation Programs.

Summer camp counselors in Maine could be recruited to teach.

Another possible source of educators is the roughly 10,000 summer camp counselors that work in Maine annually. Camp Kieve-Wavus started a teacher certification program in 2022-2023 with their Educator in Residence Program in partnership with the University of Southern Maine. Two educators will be professionally certified in May 2024 and three more have completed the first of the two-year program. There have been some discussions and early actions to engage this population to have them consider teaching full time in Maine.

Maine is making efforts to recruit educators from other states.

Live+Work in Maine recently launched a Live+Teach in Maine campaign, supported by the Maine Department of Education, that aims to recruit teachers from other states to come teach in Maine. There is not yet information available on whether this has converted any teachers from other states so far.

²¹ Johnson & Morris (2019)

Maine's Future Public PreK-12 Educator Workforce Takeaways

- **Traditional Pathways:** Maine continues to rely heavily on traditional (4-year, undergraduate) pathways into the educator workforce. The University of Maine System graduates the highest numbers of credentialed teachers prepared to teach in Maine schools.
- **Declining Enrollments:** Enrollments in and degree conferrals from educator preparation programs have been declining significantly over time.
- **Few Incentives:** The Educators for Maine Program offers student loan forgiveness for educators pursuing degrees who plan to teach in Maine. The program has a small number of recipients overall, most of whom are high school students at the time of application.
- **Alternative Pathways:** There are beginning efforts to create alternative pathways into the teaching field. While numbers are small, these opportunities are growing fast and may soon represent a sizable portion of entrants into the teaching field.
- **Potential Recruits:** There are many different potential pools of people who could be recruited to teach in Maine, including those who have left the field, those who are in the teaching field but not certified as teachers, and those in similar occupations who would be recruited to become certified educators. More data collection needs to be done to understand the size of this pool and the recruitment strategies that may be effective.

Resources:

- [Factors Driving Undergraduate Students' Choice of a College Major and Perceptions of Teaching as a Career Choice](#) (MEPRI, April 2023)
- [Strategies for Addressing Educator Recruitment and Retention in Maine: Career Ladders and Paid Internships](#) (MEPRI, January 2024)

III. Highlight: Career and Technical Educators & Adult Educators

The Maine Department of Education ultimately oversees Career and Technical Educators and Adult Educators; the former are embedded into data above as "Classroom Teachers" and the latter are managed separately in their own office. They are spotlighted here as any effort to recruit and retain a diverse educator workforce should consider the profiles of these distinct groups of educators.

Career and Technical Educators

Career and Technical Educators (CTE) are included in the figures above as they are categorized and supported just like other PK-12 classroom teachers. However, recruitment pathways for career and technical educators differ from traditional classroom teachers. CTE teachers are often career changers - practitioners that use their skills gleaned from the field to instruct young people in career and technical-focused fields. There are frequent shortages of CTE educators that can be caused by comparably low wages for educators or other factors that discourage people from changing careers between industry and education.

There are **423 CTE educators** working across Maine. Their average annual salary is **\$56,948**.

In contrast to the overall pre-K-12 workforce, CTE educators are more likely to be male: **62%** are men while **38%** are women.

The average age of a CTE teacher in Maine is **49**.

Adult Educators

Maine's adult educators are a key part of Maine's overall educator workforce. They are often based in Maine schools and teach similar content, ultimately helping Maine people achieve their high school diplomas, HiSETs (High School Equivalency Diploma), and other credentials.

The adult education workforce is considerable: there were **650 adult education teachers** in 2022-23. **84%** of adult education teachers work part-time.

In 2022-23, a third of adult education teachers (**33%**) were new to their roles.

Figure 14. Adult Educators by Experience

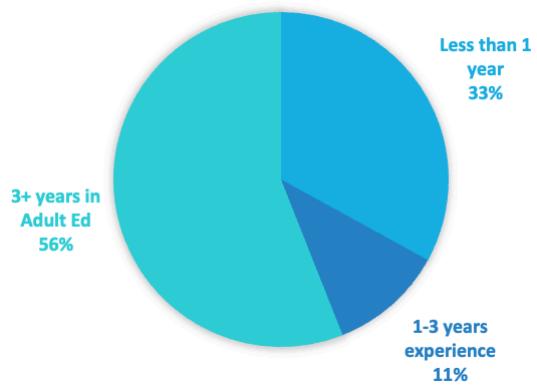
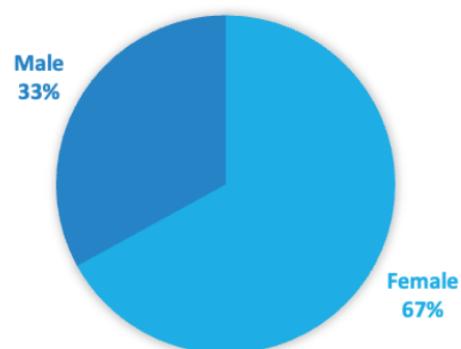


Figure 15. Adult Educators by Gender



Two-thirds (67%) of adult educators are women. 92% of adult educators are white.

While adult education does collect data on teacher certification, the certification requirements differ from PK-12. It is important to note that a) not all courses require certification, and b) not all teacher certifications are reported. Over 30% of the adult education teachers in Maine have achieved additional certification(s) beyond their adult education certification, for example K-12 certification or TESOL certification.

Adult Education faces similar recruitment challenges to the preK-12 sector. Many of the positions are part time and require certifications similar to K-12, so this can limit the pool of candidates to local teachers already working in local SAUs and make it difficult to find teachers to fill open roles.

IV. THE DATA: What Maine Needs to Know

There are several data gaps that should be addressed for workforce planning purposes. This section highlights key quantitative questions about the educator workforce and presents any data Maine might have available (from the Maine Education Policy Research Institute).

The most common question about Maine's educator workforce relates to supply of educators: how many educators are certified and desire to teach in Maine? How many individuals would like to teach in Maine and could be certified to do so? How does this overall educator supply compare with the demand statewide?

Understanding supply and demand related to educators is critical to support districts' workforce needs and to craft policies to address workforce shortages.

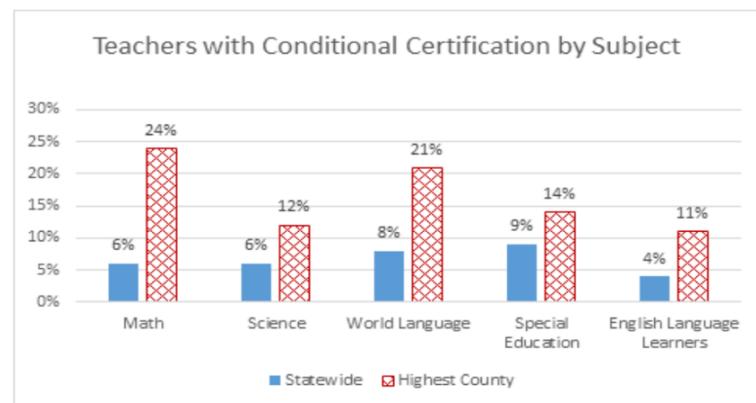
Data for Equity

Educator Distribution by Certification

What percent of Maine's educators are emergency or conditionally certified? Are under-certified and less experienced educators more concentrated in high-poverty schools or rural schools? How have these numbers changed over time?

As of 2019, about one in ten (9%) of Maine's special education teachers was conditionally certified, meaning they are missing one or more requirements for the full initial credential. These rates varied by region, with some counties (Knox, Somerset, Washington) facing greater shortages than others in certain subject areas.²²

Figure 4: Conditional Certification



Note: Science includes both Life Science and Physical Science

Maine collects data on educator certification, though data are hard to access. Publicly available data on educator certification rates would help districts, the state board, universities, and the state DOE with workforce planning efforts.

Educator Race/Ethnicity

What is the distribution of Maine educators by race/ethnicity? How does this compare to student demographics at Maine schools?

²² Johnson et. al. (2020)

Maine is one of 11 states that does not collect data on the race/ethnicity of its educators. Some districts collect this information at the SAU level for their own use. Because the Department of Education's privacy policy is to collect no more than the minimum information needed about staff and students to fulfill state or federal reporting requirements, expanding the staff data collection to include race/ethnicity would require a policy change.

Educator Distribution by Years of Experience

What is the distribution of educators by years of experience? Are there schools or districts with especially high concentrations of inexperienced teachers or veteran teachers?

Because years of experience is known to be related to teacher effectiveness - especially in the first five years of teaching - understanding where teachers are by years of experience will shine a light on students' access to more qualified teachers. These data would also support workforce planning efforts, especially around mentorship, induction, and the development of teacher cohorts. Teacher experience is currently available in the staff data and could be added to the data warehouse visualizations, similar to the average compensation data. (Note: this would also add additional context for that existing data point since experience and salary are correlated).

Data for Workforce Planning

Educator Pipeline Information

How many educators are credentialed each year through traditional educator preparation programs vs. transcript review vs. alternative pathways (e.g. apprenticeships)? How many educators does Maine export to other states, and how many reciprocal certifications from other states are granted each year?

Understanding how many educators are entering the workforce and from where is essential for policymakers and program leaders to craft policies and programs to grow the workforce effectively. Maine currently has solid data on one category of the pipeline: individuals who complete an approved teacher preparation program in Maine and become certified to teach in the area for which they were prepared. Known as "pathway 1" program completers, these individuals are tracked and reported annually. However, this is a small segment of the individuals receiving initial certification in any given year.

A large - but currently unknown number of - initial teaching certificates are issued through a process known as transcript analysis, in which Department of Education staff painstakingly review an applicant's academic records to determine whether they have completed all the "pathway 2" requirements for a given credential. This pathway serves a broad range of circumstances, including:

- Individuals who complete selected courses within an entire approved preparation program, **including student teaching**, and thus meet all of Maine's initial certification requirements without needing a recommendation from the program.
- Individuals who complete selected courses within an approved program, **not including student teaching**, who become hired by a school district under conditional certification and are eligible to receive full professional certification after one year of successful teaching.
- Current, experienced Maine teachers who add on additional endorsement(s) by taking courses or exams to demonstrate competency in subject areas other than their initial preparation program.
- Individuals with preparation (and possibly significant teaching experience) from out-of-state, who are missing one or more of Maine's certification requirements. They become eligible for full certification after completing any missing courses, often while teaching under a conditional certificate.

These disparate categories of individuals enter the classroom with widely varying needs for support. Some conditionally certified teachers have no prior experience and face the need to complete additional coursework within a given time frame while concurrently fulfilling teaching duties; others are seasoned veterans, whose remaining certification requirements are met readily through a summer professional development course, for example. In order to better understand the workforce, its professional development needs, and its impact on Maine students, we need better ways to identify these subgroups within the transcript analysis pathway ("pathway 2"). The most important distinguishing characteristic that could be tracked is the years of prior teaching experience in any subject, grade level, state, or setting (public vs. private), recorded separately from the prior teaching experience in the specific subject area for which the new endorsement is sought.

Educator Demand by Region and Subject

How many teacher vacancies occur each year across Maine? Are certain areas experiencing the shortage more acutely? Are there subject areas that are particularly in need?

Maine does not collect data that quantifies the extent of the educator shortage. The department requests input via comments from districts in order to determine [shortage areas](#). Understanding true demand is critical for developing workforce development strategies to meet the demand for educators.

Other states and larger urban districts have obtained this data by offering a centralized system for advertising position openings. This has several potential advantages: it provides an easy way for prospective teachers to look for openings; it offers an opportunity for rural or hard-to-staff schools to highlight incentives such as housing or hiring bonuses; and it serves as a rich source of administrative data on workforce demand for all types of positions. Currently, most Maine school districts post openings

in one of a handful of commercial listing services, so the data is neither centralized nor readily available to the Department of Education for planning purposes.

Educator Supply by Region and Subject

What is the breakdown of Maine educators by endorsement (i.e. content area and grade level) and in what areas is Maine under-producing and over-producing educators? What is the supply of educators by expertise by region?

The current way that data is structured does not allow for analyses that would be able to answer these questions sufficiently.

“Specifically, we combine certification and staff data to quantify the number of certificate holders who are working in their endorsement area, working in education outside of their endorsement area, or not working in Maine’s education sector (i.e. potentially available for hire) to get a rough sense of demand and supply.... A key conclusion of this report is that the available administrative data have limited usefulness in accurately identifying shortage areas.”

-MEPRI Report: Feasibility Study of Assessing Supply and Demand for Educators in Maine (2019)

Potential Educator Supply

How many educators are certified but not working in the field? How many educators are certified in other states and willing to teach in Maine? How many individuals in Maine are interested in teaching but haven’t completed requirements to become an educator?

MEPRI was able to discern a broad sense of the number of educators and related professionals who were certified but not working in the field through their analysis (Johnson & Morris 2019), though this information is not captured within existing data systems. Understanding this on a more regular basis may inform strategies, such as incentives, to bring them back into the field to ameliorate the shortage.

Data for Educator Support, Retention, and Advancement

Educator Retention

How many educators leave their roles within a year? Within three years? Are there turnover patterns by age, experience, region, endorsement, or other factors?

Teacher turnover and retention rates in Maine have been on par or slightly better than the national average, yet still create challenges for some districts.

- Using 2015-16 as a baseline year, one-year turnover rates to 2016-17 were 7.7% for beginning teachers (<4 years) and 6.0% for experienced teachers (4+ years).

- Three-year turnover rates were **16.6%** for beginning teachers (<4 years) and **16.0%** for experienced teachers (4+ years).²³

[Teacher turnover is costly](#). Comprehensive data collection on turnover will inform workforce retention efforts.

Maine Education Policy Research Institute (MEPRI)

The **Maine Education Policy Research Institute (MEPRI)** is a non-partisan research institute funded by the Maine State Legislature and the University of Maine System that provides policymakers and the public with objective data, policy research, and evaluation. MEPRI has conducted the most extensive analysis of educator workforce data over the past five years.

This section highlights the educator workforce data resulting from MEPRI's time, resources, and expertise, including primary data collection methods and secondary data analysis. MEPRI's mission and funding is responsive to legislative and policy initiatives, which does not include public-facing, interactive data dashboards on the educator workforce. In other states, data are collected and reported by the state departments of education (e.g. Michigan, Maryland), state boards of education (e.g. Washington), or universities and nonprofit organizations (e.g. South Carolina). *This is a current gap in Maine.* In some cases, researchers in Maine can leverage time and expertise to explore how to analyze existing data to begin to address supply and demand questions, however, in many cases the data are not collected, stored, or reported in a way that makes answering these questions feasible.

See APPENDIX A for examples of how other states are producing and leveraging actionable data to address workforce needs.

What do you want to know about Maine's educator workforce? Please let us know:

<https://forms.gle/4rq4WayfrXmAAStj9>

²³ Johnson et. al. (2020), pg. 16. This is the percent of teachers who left the educator sector altogether.

V. Conclusion & Recommendations

There are several critical gaps in information on Maine's educator workforce. Without this information, all stakeholders are at a disadvantage: educators and would-be educators looking for work, district leaders looking to hire, and policymakers looking to craft policies to help address persistent workforce shortages. Addressing these gaps will require additional data collection at the state and local levels as well as changes to what data are required and how data are collected, stored, and reported. **Ultimately, Maine's students are most able to thrive when they have access to consistent, high-quality teachers.**

Barriers

Philosophically, Maine's educator workforce remains the purview of individual districts, though many stakeholders are making inroads toward examining Maine's educator workforce more holistically in order to assess and develop strategies to address workforce challenges. Barriers that a variety of stakeholders can discuss and address are:

- Data collection on educators remains driven by statutory and funding requirements, not workforce strategy needs;
- Data collection, storage, and reporting is decentralized – the depth and usability of information collected varies by district and organization, and uploading to a central database (e.g. NEO at the DOE) is still a manual process;
- Efforts to build data literacy and data analysis skills across job functions in Maine organizations is still at the beginning stages;
- When data are collected and reported both comprehensively and regularly (e.g. Title II reporting on educator preparation programs to the Federal Department of Education), reports are completed on significant time lags, often two years – making timely action on trends challenging;
- Data systems at the State – while in the process of being modernized – are not currently structured in a way that permits districts, researchers, or internal staff the ability to answer foundational questions about staff and role characteristics (e.g. workforce credentials, supply, and demand).

Promising Steps Forward

That said, there are meaningful steps forward to collect, analyze, and communicate educator workforce information that should be supported and accelerated:

- The Maine DOE is currently developing a Statewide Longitudinal Data System that includes modernization of staff data collection. Modernization efforts will include enhanced data collection, transfer, analysis, and visualization of staff data. Stakeholders can support this work by collaborating around the most pressing information and systems needs and advancing funding, staff capacity,

and training so that robust workforce information can be actionable to the diverse audiences that have an interest in the educator workforce.

- The Workforce Development team at the Maine DOE, in collaboration with the [Region 1 Comprehensive Center](#), is pursuing an in-depth pilot study of educator workforce data to include data collection on roles, teacher mobility, and position vacancies that will inform the development of data systems that could capture critical supply and demand information. This work will also explore important questions related to educator recruitment and retention in Maine.
- MEPRI research provides the most robust and up-to-date information on the educator workforce - their findings should be leveraged to inform the design of data dashboards and used when crafting policies to recruit and retain the workforce.

Educator Data Recommendations

The following recommendations will require buy-in from and collaboration among the state Department of Education, the State Board of Education, the Joint Standing Committee on Education and Cultural Affairs, and Maine's teachers, administrators, researchers, funders, and other interested parties that seek to address Maine's educator shortages.

Recommendation 1: Collect comprehensive data on Maine educators and teaching roles that will inform workforce planning efforts.

- Collect relevant demographic information on Maine's educators, including race/ethnicity and gender.²⁴
- Create a centralized location for job postings (with the ability to download and analyze data on vacancies), or regularly gather data on staff vacancies in order to track demand for teachers by endorsement area and location.
- Ensure that certification data can answer basic questions about how and where Maine educators were prepared, including more robust information on alternative preparation pathways ("pathway 2") and the extent to which Maine imports and exports its educator workforce.
- Build both buy-in and capacity across districts to understand the importance of clear and comprehensive educator data within NEO and for broader workforce planning efforts.

Recommendation 2: Modernize and link data systems in order to answer pressing questions about the educator workforce.

- Modernize and create linkages across data systems (NEO, MEIS) so that stakeholders can understand how roles are filled (e.g. full-time vs. part-time,

²⁴ It is important to collect and use data on educator demographics so that Maine can a) assess the alignment between its teachers and students in terms of representation, and b) work toward ensuring that students see themselves welcomed and celebrated by a diverse body of educators. The New England Secondary School Consortium Task Force on Diversifying the Educator Workforce has been working on collecting data related to the racial and ethnic makeup of Maine's educator workforce. You can learn more about why this is important and what data are available in their 2020 report [Increasing the Racial, Ethnic, and Linguistic Diversity of the Educator Workforce](#).

with what level of certified teacher, how many teachers hold multiple certifications, where teachers are located by credential).

Recommendation 3: Explore who and how to report on and leverage data for strategic action.

- Design data reporting to serve the needs of multiple stakeholders, including DOE staff, district administrators, teachers, preservice educators, policymakers, researchers, and others with an interest in the educator workforce. Listen to stakeholders to understand priorities for data collection and reporting features.
- Collaborate across entities that have an interest in educator data to produce datasets that can be sorted by multiple, disaggregated variables simultaneously, such as region (county, district, urban/rural status), age, race/ethnicity, and teacher qualifications.

Maine should follow the lead of other states that are making meaningful progress in using data to attract, hire, support, advance, and retain teachers (see appendix A). Beyond benefitting teachers and schools, taking action on these data will ultimately improve the educational experiences of Maine students.

The Teach Maine Center is still in the process of listening to educators and other stakeholders to determine its strategic goals - a vital part of the work will include understanding Maine's educator workforce landscape, staying abreast of trends, and crafting data-driven solutions. Using this report as a starting point, the Center commits to carrying out the work of the #TeachMaine Plan, including growing, diversifying, supporting, retaining, and advancing a vibrant educator workforce in every part of our state.

APPENDIX A. Other States' Examples of Educator Workforce Data

Maine can look to other states to develop our own vision of robust and actionable educator workforce data. This section showcases other states' educator workforce data products, including highlights that demonstrate how additional data collection and reporting could advance Maine's understanding of and ability to address workforce challenges.

MICHIGAN

[Educator Workforce Data Report \(2022\)](#)

Office of Educator Excellence, Michigan Department of Education.

"The data in this report provide the information necessary to guide theory into action to develop, support, and sustain a high-quality and diverse education workforce in our state. Additionally, these data help us determine whether our state's education workforce efforts and investments are successful and provide important transparency to our partners."

Status of Critical Shortage Positions

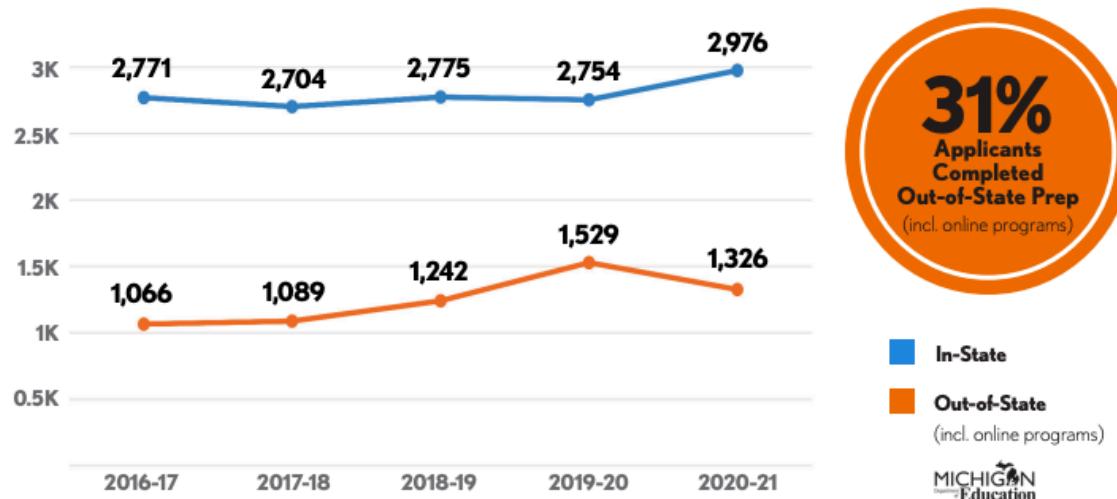
The table below displays the number of critical shortage area positions reported in the Registry of Educational Personnel (REP) over the past five academic years. The first row shows the number of positions filled by individuals who were permanently assigned and [certified to teach the position](#). The second row is a count of positions filled by temporarily assigned or not appropriately credentialed individuals (i.e., placing an individual in the position who is certified to teach a different subject area or who holds a temporary credential). The third row shows the number of vacant positions reported.

Position Status	2016-17	2017-18	2018-19	2019-20	2020-21
Permanently Assigned and Certified to Teach the Position	83,194 (93.9%)	83,703 (90.8%)	85,699 (91.2%)	88,123 (91.6%)	87,977 (90.1%)
Temporarily Assigned or Not Appropriately Credentialed	5,276 (6.0%)	8,386 (9.1%)	8,107 (8.6%)	7,998 (8.3%)	9,500 (9.7%)
Vacant Positions	107 (0.1%)	80 (0.1%)	127 (0.1%)	135 (0.1%)	198 (0.2%)
Total Positions	88,577	92,169	93,933	96,256	97,675



In- vs. Out-of-State Certification

The visuals below represent the number of initial teaching certificates issued for educators who completed an in-state program and for those who completed an out-of-state program between the 2016-17 and 2020-21 academic years. Michigan law and rules require individuals to complete a state approved educator preparation program in order to qualify for a Michigan teaching certificate. Michigan has signed an Interstate Compact Agreement with a multitude of states and Canadian provinces (<https://hasdtec.net/page/Interstate>) agreeing to accept state-approved educator preparation programs (including out-of-state online programs available to Michigan residents) and teaching certificates on a reciprocal basis for initial certification contingent on the candidate's ability to meet Michigan's legislative requirements. An applicant who has completed a state-approved educator preparation program, including student teaching, outside of Michigan can apply to be evaluated for certification.



Early Career Teachers

15.1%
of Michigan Teachers in 2020-21 Were Within Their First Three Years of Teaching

The information to the right shows the percentage of early career teachers (those within their first three years of teaching) during the 2020-21 academic year, cross-referenced with socioeconomic status (SES) of the student population at the school where they were employed.



Percent of teachers who work in schools identified as low SES that are considered early career



Percent of teachers who work in schools identified as high SES that are considered early career

MICHIGAN
Education

SOURCE: CEPI <https://bit.ly/3nLXM6C>.

MARYLAND

Maryland's Teacher Workforce: Supply, Demand, and Diversity (2022)

Maryland State Board of Education



Teacher Workforce Supply, Demand, and Diversity

Teacher Workforce Supply and Demand: Why it Matters

- Lack of sufficient, qualified teachers and staff instability **threaten students' ability to learn**
- High **teacher turnover consumes economic resources** that could be used elsewhere. Separation, recruitment, hiring, and training is estimated to **cost between \$9k-\$21k per teacher**
- High **turnover makes it difficult to build a solid reputation** for the profession, perpetuating the shortage
- **Newer teachers are generally less effective** and less familiar with students' needs
- A study of 14 states found that **between 8 and 18 percent of teachers left the profession** in the three years leading up to the pandemic
- **Some teacher turnover is unavoidable:**
 - Teachers retiring
 - Teachers moving into administration
 - Teachers pursuing another career
- Teacher shortages are **driven by local conditions and issues and will vary by location**

Sources: Carver-thomas, D. & Darling-hammond, L. (2017). Teacher Turnover: Why It Matters And What We Can Do About It. Learning Policy Institute.; Podolsky, Kini, & Darling-hammond, 2019. Bleiberg & Kraft, 2022 National Council On Teacher Quality (2017, September 25).

2 | Maryland State Department of Education



Teacher Workforce Demand

Maryland Teacher Vacancies, 2019 to 2022

- **Nearly all Maryland LEAs started the 2021-2022 school year with a greater number of teacher vacancies as compared to prior school years**
- **There were nearly 2,000 educator vacancies in Maryland in September 2021**
- **According to the National Center for Education Statistics 44% of public schools reported full- or part-time teaching vacancies at the start of the 2021-2022 school year. More than half of the schools said those vacancies were due to resignations.**

Source: 2018-2021: Self-reported By Local Education Agencies; 2021-2022: MSDE Vacancy Data Collection

Local Education Agency	2018-2019	2019-2020	2020-2021	2021-2022
Allegany	0	1	3	13
Anne Arundel	38	62	29	108
Baltimore City	106.5	88.5	46.5	81.5
Baltimore County	43.4	53.4	18.2	265
Calvert	11	12.5	9.5	12
Caroline	0	4	3	12
Carroll	1	0	14	3.5
Cecil	12	5	7	4
Charles	97	95	108	103
Dorchester	6	7	9	19
Frederick	66	46	35	124
Garrett	3	0	3	4
Harford	20	17	4	83
Howard	4.4	8.2	8.5	43.8
Kent	2	2	4	10
Montgomery	128	54	317	249
Prince George's	54.32	204.5	399.1	422.2
Queen Anne's	1	3	2	1
St. Mary's	13	29	23	27
Somerset	3	6	0	15
Talbot	1	0	4	2
Washington	2	13	17	8
Wicomico	3	21	13	11
Worcester	0	0	0	0

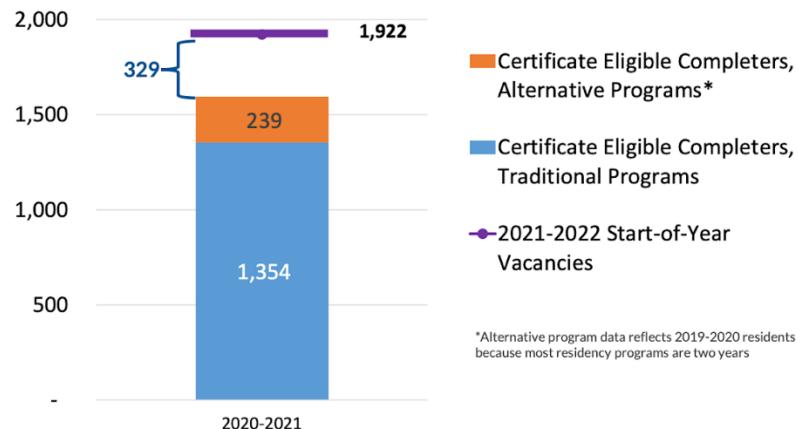
12 | Maryland State Department of Education



Teacher Workforce Supply

Maryland Supply of Teachers vs. Demand for Teachers

Maryland Educator Preparation Programs do not produce enough teachers to fill the state's vacancies.



Source: 2020-2021 Traditional Program Annual Report and 2020-2021 Alternative Program Annual Report

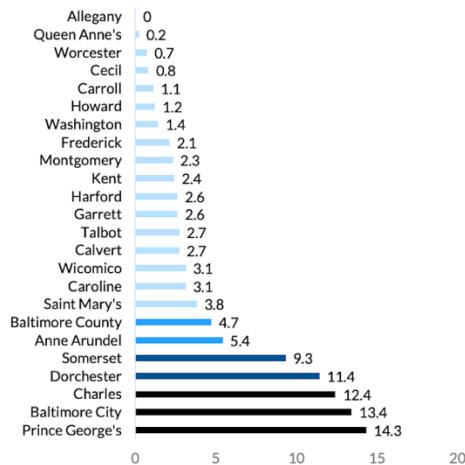
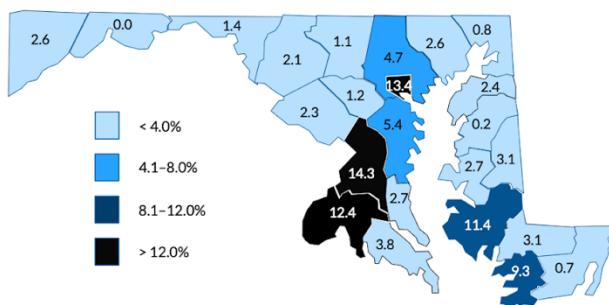
22 | Maryland State Department of Education



Teacher Workforce Supply

Teachers with Conditional Certificates by Local Education Agency, 2021

The Statewide percentage of teachers with conditional certificates for the 2020-2021 school year was 5.8%. There were 5 LEAs having a percent greater than the State.

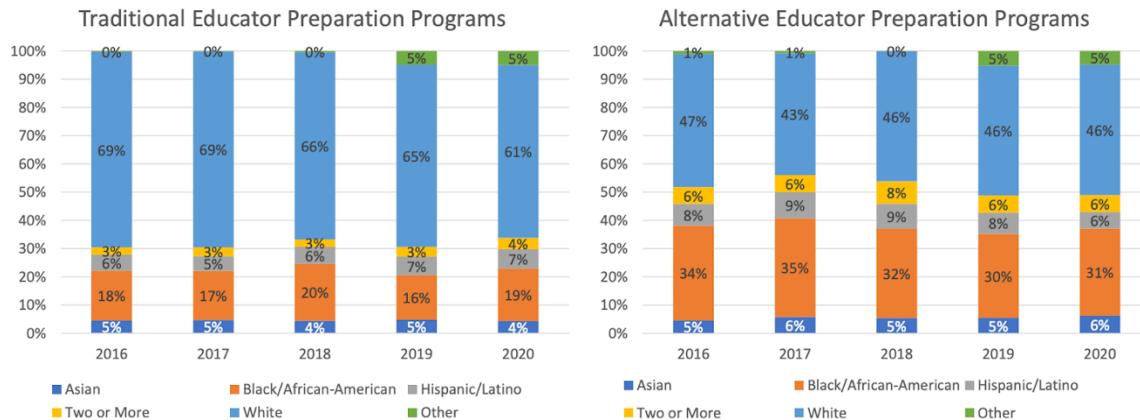


Source: MSDE Staff Data As Of October 15, 2020; MSDE Certification Data As Of January 15, 2021

25 | Maryland State Department of Education

Maryland Teacher Preparation Enrollment Demographics

Enrollment in alternative preparation programs is more diverse than in traditional programs.



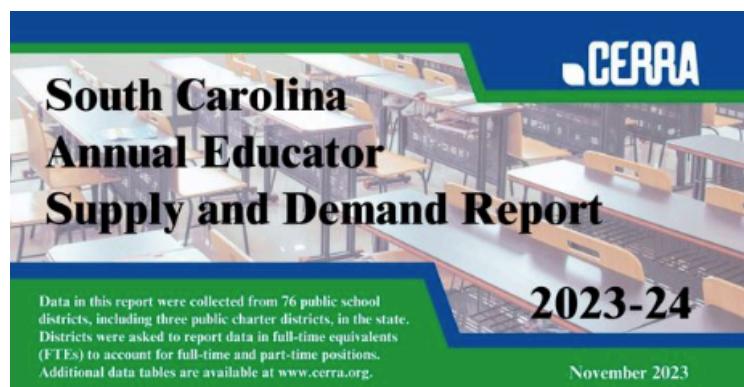
Source: Title II Reports (title2.ed.gov)

44 | Maryland State Department of Education

South Carolina

Annual Educator Supply and Demand Report (2023)

Center for Educator Recruitment, Retention, and Advancement (CERRA)



Teacher Vacancies

- Vacancies refer to teaching and service positions that remain unfilled as the school year begins.
- Districts reported a 9% increase in teacher vacancies compared to last year.
- Some of the reported vacancies may have been filled since September/October when districts submitted their Supply & Demand Survey. During this time, additional teacher departures may have occurred resulting in additional vacancies.



Districts reported 1,613 vacancies at the beginning of the 2023-24 school year, compared to 1,474 last year.

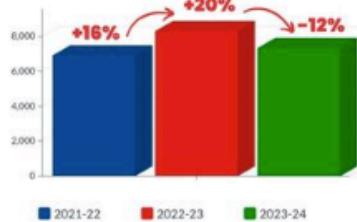
Teacher Departures

- Teacher departures refer to certified educators from 2022-23 who did not return to a teaching or service position in the same school district for the 2023-24 school year.
- Departures include any teacher who retired, transferred to another SC district, moved into a non-teaching/administrative position, left the state or profession altogether, etc.



On average, more than 7,000 educators in SC public school districts leave their teaching/service positions each year.

Note: In this report, a "teacher" is a certified educator in a classroom-based teaching position or a school-based service position (school counselor, librarian, psychologist, and speech language pathologist).



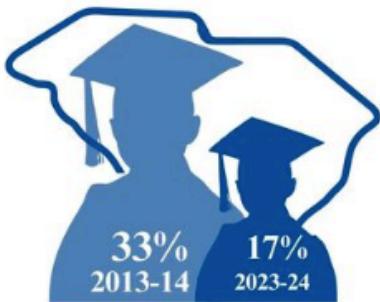
Districts reported 7,353 teacher departures for 2023-24, compared to 8,321 last year and 6,927 for the 2021-22 school year.

"Each year, the Supply and Demand Report provides a snapshot of teacher recruitment and retention efforts (and challenges) among SC school districts. As the number of teachers entering and exiting the profession has fluctuated over the years, the increase in vacant positions has been consistent." ~Dr. Jennifer Garrett, CERRA

Movers and Leavers

Of the reported departures:

- 15% retired from the profession
- 30% transferred to another SC public school district
- 3% were dismissed involuntarily
- 37% had five or fewer years of experience before moving or leaving



For the 2023-24 school year, 17% of all new hires were recent graduates from SC teacher preparation programs. A decade ago, this group accounted for one-third of all new hires across the state. This drop can be attributed to the declining number of students graduating from an in-state public or private institution with a degree eligible for teacher certification.

New Hires in SC Schools

- 17% were recent graduates of a SC teacher education program
- 11% were recent completers of an alternative certification program
- 28% transferred from another SC district and 13% from another state
- 7% were international teachers

For more information regarding the 2023-24 Supply & Demand Report
contact Dr. Jennifer Garrett at garrettj@cerra.org.
Data Source: CERRA Supply & Demand Survey

APPENDIX B. Acronyms

CWRI: Center for Workforce Research and Information (Maine)

DOE: Maine Department of Education

EFM: Educators for Maine, a student loan forgiveness program

EPP: Educator Preparation Program

ETEP: Extended Teacher Education Program (at USM)

FAME: Finance Authority of Maine, administers the Educators for Maine program

MCCS: Maine Community College System

MEIS: Maine Educator Information System (Teacher Certification)

MEPRI: Maine Education Policy Research Institute

UMS: University of Maine System

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