

# GROWING AG TEACHERS: WHAT IS OUR YIELD?



## AUTHORS

**Amy R. Smith**  
Associate Professor &  
Program Leader  
University of Minnesota

**Daniel Foster**  
Associate Professor  
The Pennsylvania State  
University

**Rebecca Lawver**  
Department Head & Professor  
Applied Sciences, Technology  
and Education

**Michael Spiess**  
Professor Emeritus  
California State University,  
Chico College of Agriculture

## INTRODUCTION

Historically, yields for agricultural teachers have fluctuated, with times in the mid-1980s reaching levels below 50%. Lawver et al. (2018) reported the average yield for 2014-2016 as 72%.

The goal of this study was to quantify the yield of program completers/new agricultural teachers by state using National Supply and Demand data collected from 2017 to 2021.

## OBJECTIVES

- Describe SBAE program completer (PC) placement trends from 2017-2021.
- Compare regional SBAE yield to vacant positions as reported in the NSD Study.

Data extracted across five years highlights supply data collected from institutions offering agricultural education teacher licensure.

## CONCEPTUAL FRAMEWORK

The conceptual framework for the National Supply and Demand (NSD) study (adapted from Lyndsey et al., 2009) identifies factors contributing to SBAE teacher supply and demand. Five factors on the supply side of the framework include:

- SBAE teachers retained from previous year.
- Newly certified SBAE teachers from university-based teacher preparation programs.
- SBAE teachers from alternative certification programs.
- SBAE teachers in-migration: certified, moving to another state.
- SBAE reserve pool: educators who are willing and able to teach, but not currently employed educators moving in from other states.

## RESULTS & FINDINGS

On average, 85 institutions with agricultural teacher education programs responded annually, representing 43 states and Puerto Rico (Table 1). The yearly combined average number of PCs was 814, with 201 not accepting positions in SBAE upon completion.

No significant national trend in yield was observed with the annual yield range; a wide range of yield was found within states over the 5-year period. Minimum yield was 27%, maximum was 93%. Seven states reported yields above 85%. Eight states reported yields below 60%. The average of all yields, or mean yield, was 72%.

Regional yield of program completers is reported in Table 2. Direct comparison between states should not be made.

**Table 1**  
National Annual Yield of Program Completers Entering SBAE

Year	Vacant	Institutions	Program Completers	Employment SBAE	Yield
2017	76	88	730	554	76%
2018	69	87	873	654	75%
2019	59	89	851	658	77%
2020	51	82	855	634	74%
2021	82	78	763	567	74%
Total	337	424	4072	3067	75%

**Table 2**  
AAAE Regional Yield of Program Completer from 2017-2021

AAAE Region	Reports	Program Completers	Employment SBAE	Yield
North Central	168	1383	1055	76%
Southern	189	2007	1435	71%
Western	67	682	577	85%
Total	424	4072	3067	75%

## CONCLUSION

Students that complete an agricultural teacher education program demonstrate some commitment to joining the profession. What can be done to encourage more to teach?

What discourages PCs? Lack of positions where they need to live? Better offers outside the teaching profession? More information is needed.

Each state should examine programs to determine if there are opportunities to increase yield of program completers into teaching in SBAE.

How might we recruit from PCs that choose not to teach initially? Strategies geared at tapping this pool might help increase the teacher supply. Bos et al. (1999) found that 27% of 1993 vocational education graduates delayed entry in the workforce by a year.