

WHAT DOES IT MEAN?

TURNING TEACHER SUPPLY AND DEMAND DATA INTO ACTIONABLE OUTREACH

INTRODUCTION

TEACHER SUPPLY AND DEMAND **DATA IS UNDERUTILIZED** BECAUSE IT OFTEN EXISTS IN STATIC REPORTS AND SPREADSHEETS. AGRICULTURAL EDUCATION PROGRAMS NEED MORE ACCESSIBLE, VISUAL TOOLS TO ENGAGE STAKEHOLDERS.

GOAL: TRANSFORM COMPLEX DATA INTO **ACTIONABLE INSIGHTS** THROUGH COMPELLING DATA VISUALIZATIONS (CHARTS, MAPS, INFOGRAPHICS).

RESULTS TO DATE

STATE EXAMPLE: “DECADES OF DEMAND” CAMPAIGN HIGHLIGHTED 2011–2024 TRENDS (TEACHER/PROGRAM GROWTH, ATTRITION REASONS, CERTIFICATION CHANGES).

DATA VISUALIZATIONS INFLUENCED POLICY REFORMS ON TEACHER PREPARATION AND STAFFING.

RISE OF ALTERNATIVELY CERTIFIED TEACHERS → LED TO NEW INDUCTION/SUPPORT STRATEGIES.

NATIONAL EXAMPLE: NAAE’S STAR PROGRAM PROVIDES STATE-SPECIFIC, USER-FRIENDLY REPORTS FOR LEADERS AND POLICYMAKERS.

BROADER USE AMONG RECRUITERS, ADMINISTRATORS, DONORS, AND ADVOCACY GROUPS.

RESOURCES NEEDED

NSD DATASET IS **FREE AND PUBLICLY AVAILABLE**. LOW COST. HIGH IMPACT.

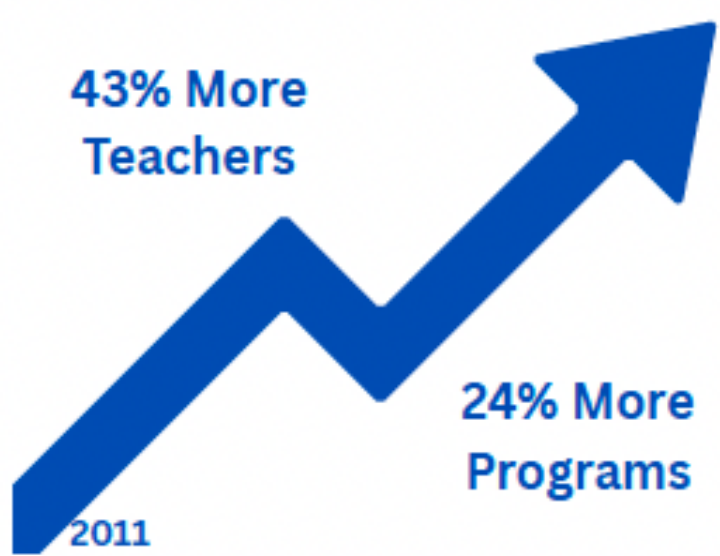
TOOLS: EXCEL, GOOGLE SHEETS, CANVA (NO SPECIALIZED SOFTWARE REQUIRED).



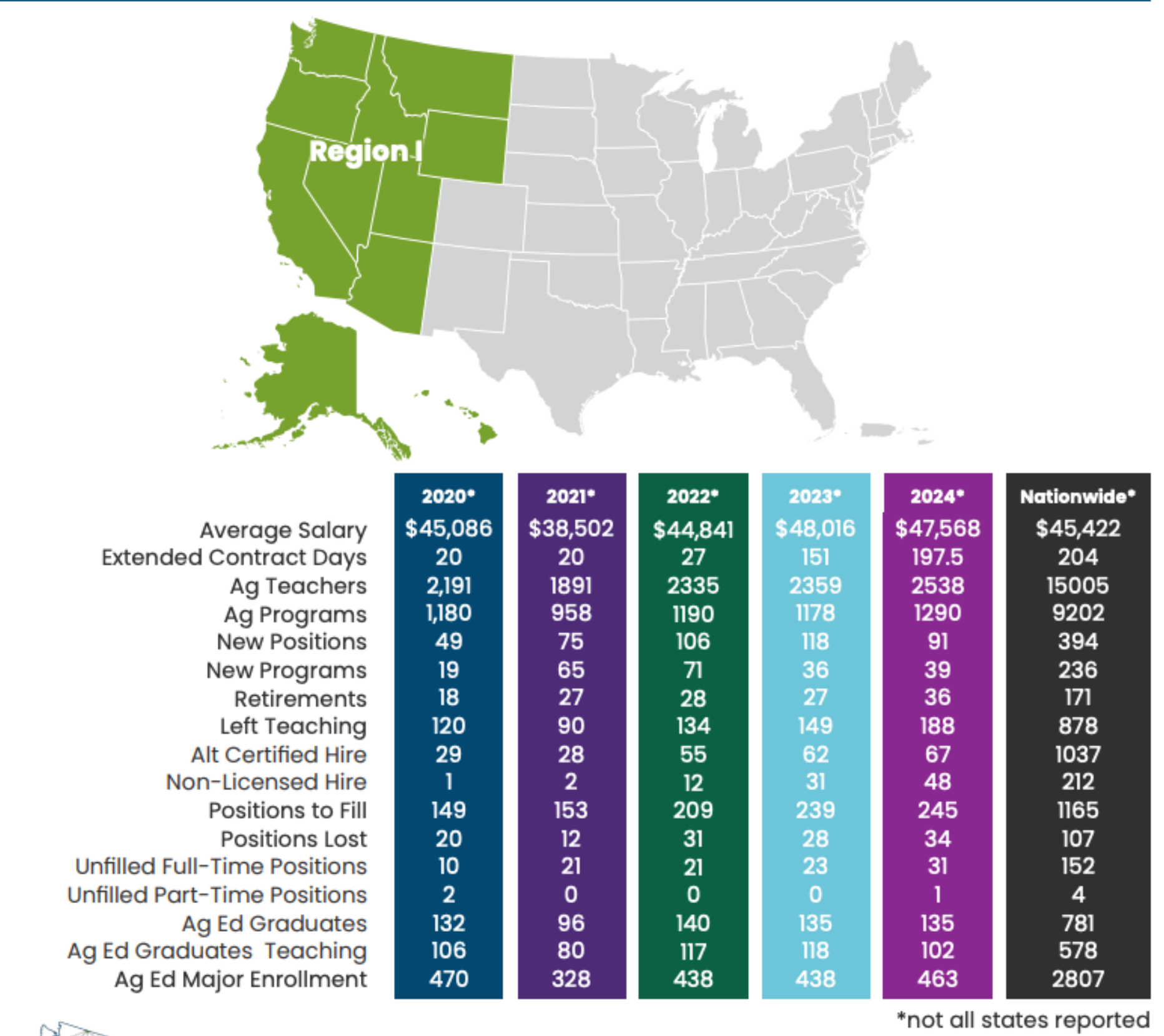
This report prepared by Dr. Rebecca Lawver presents a historical analysis of Utah's agricultural education teacher workforce, drawing on over a decade of data compiled through the National Agricultural Education Supply and Demand Study. Since 2014, the present research team has approached this study as a multi-institutional, collaborative effort to ensure the consistent and accurate collection of annual supply-and-demand data specific to school-based agricultural education. This work contributes to a broader national dataset maintained by Foster, Smith, Rogers, Lawver, and Spiess (2025) through the American Association for Agricultural Education. By examining hiring trends, program entry pathways, and teacher movement, this report offers valuable insights into the evolving landscape of agricultural education in Utah.

Tracing the Trends: Decades of Demand

For decades, Utah has faced a persistent imbalance between the number of qualified agricultural education teachers and the growing demand from school districts across the state. As programs expand to serve the evolving needs of students and communities, the supply of certified teachers has struggled to keep pace. This snapshot highlights key trends shaping the agricultural education workforce in Utah and underscores the critical need for continued investment in recruitment, preparation, and retention.

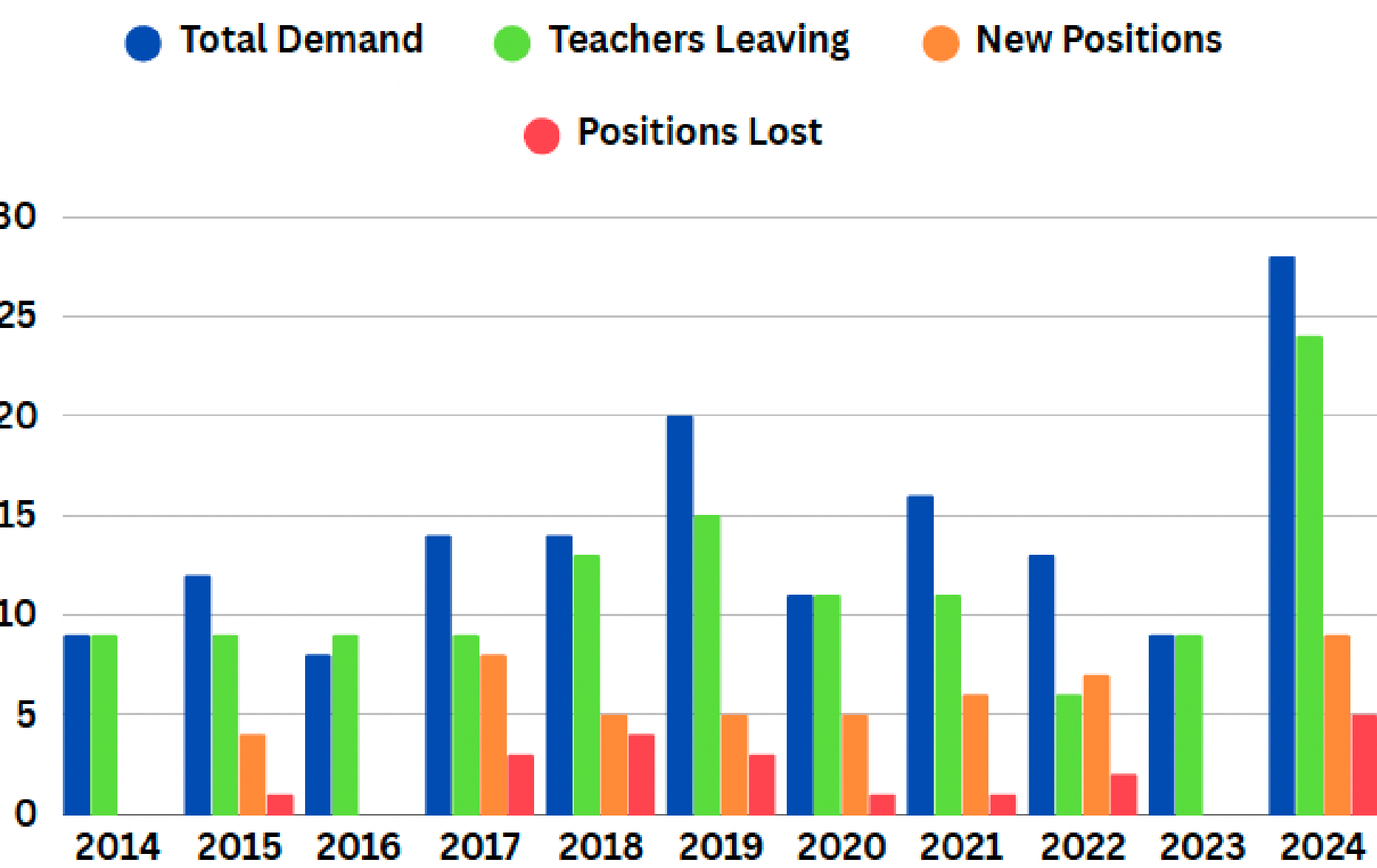


2024 Agriculture Teacher Supply and Demand Overview NAAE Region I



Ag Teachers: In High Demand

Over the past decade (2014–2024), Utah has experienced fluctuating but overall increasing demand for agricultural education teachers, driven by both teacher attrition and the creation of new teaching positions.



Demand for agricultural teachers in Utah rose from just 9 positions in 2014 to a peak of 20 in 2019, driven by both teacher turnover and program growth. After a dip in 2020, demand fluctuated before surging to a record 28 positions in 2024, spurred by 24 teacher departures and 9 new positions despite 5 program losses. Overall, the trend reflects a persistent need to recruit and retain qualified agricultural educators in Utah, with increasing volatility in recent years that underscores ongoing challenges in meeting workforce demands.

HOW IT WORKS

ACCESS THE DATASET: NATIONAL AGRICULTURAL EDUCATION SUPPLY AND DEMAND PROJECT DATABASE.

SELECT VARIABLES: STATE, YEAR, GENDER, PROGRAM COMPLETERS, ETC.

DATA PREPARATION & TOOLS: EXTRACT CSV → CLEAN IN EXCEL/GOOGLE SHEETS. VISUALIZE WITH EXCEL, CANVA, INFOGRAM, TABLEAU.

FUTURE DIRECTIONS

TRAINING: BUILD DATA LITERACY AND VISUALIZATION SKILLS AMONG STUDENTS.

TOOLKIT DEVELOPMENT: PROVIDE STAR COORDINATORS AND STATE LEADERS WITH VISUALIZATION RESOURCES.

INTEGRATION: EMBED VISUALS INTO ANNUAL REPORTS FOR IMPROVED ENGAGEMENT AND PROGRAM EVALUATION.

COLLABORATION: ENCOURAGE CROSS-STATE SHARING OF BEST PRACTICES AND CO-CREATION OF COMMUNICATION TOOLS WITH MULTIDISCIPLINARY TEAMS.

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