

NextLevel CTE

September 9, 2026

<https://qanr.usu.edu/aste/>

Underprepared and Disconnected



CTE Programs Struggle to Maintain Work-based Learning Program Continuity

2X as many teachers enter CTE programs via Alternative Licensure Pathways than general education (Devier, 2019)

Differences in Teacher Persistence for Traditional Pathway and Alternative Pathway grows over time (Decker, 2022)

- Year 2, 87.3% for Traditional vs 81.2% for Alternative
- Year 3, 81.2% for Traditional vs 73.6% for Alternative
- Year 4, 75.3% for Traditional vs 66% for Alternative
- Year 5, 69.1% for Traditional vs 59.4% for Alternative

Why It Matters

Continuity and Relevance

- High turnover and shortages in qualified CTE instructors
 - Disruptions in program continuity severing vital employer connections
 - Jeopardizes work-based learning opportunities
- Professional development is needed for:
 - Work-based learning
 - Industry engagement

1 in 10

Business leaders strongly agree graduates have the skills to meet workforce needs

49%

of CTE Leaders state the industry partners lack awareness of CTE programs



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Teacher Mentorship and Policy Planning

Building a collaborative

Educators connecting curriculum to real-world applications while **Industry Partners** guide preparation of future workforce



- Stackable Pathway for teacher credentialing through the CTE Academy
- Architecture for Alignment
- Intentional Experiences for Building Work-Based Learning Programs

How?

Engagement and Communication

- Clear Vision
- Open Communication
- Simplify and Streamline Processes
- Prioritize and Align Incentives
- Foster Solutions

