WHITE PAPER

Designing Organizations Where People *Want to Stay*

Lessons from The Fellows on Building and Keeping a Thriving Workforce

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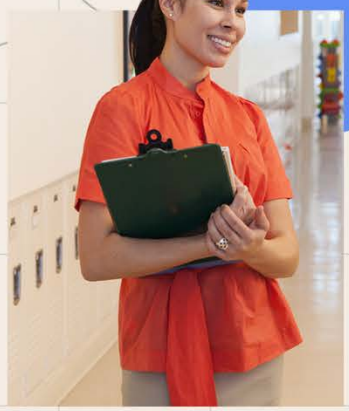





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What Districts Are Testing to Build a Thriving Career and Technical Education (CTE) Workforce

Nine district prototypes address connection, support, talent pathways, staff voice, belonging, and long-term sustainability.

Prototype

HAWAII PUBLIC SCHOOLS, HI

Teacher Connection Needs

Identifies the natural and culturally responsive relationships each teacher needs to remain committed to teaching at their school

HAMILTON COUNTY, TN

Student-Led Teacher Interviews

Uses student interviews to identify teacher goals, program needs, and factors affecting CTE satisfaction and turnover

VICKSBURG-WARREN SCHOOL DISTRICT, MS

Teacher Experience Pathways

Builds a competitive teacher experience through clarity, belonging, support, recognition, and long-term pathways

SOUTH SIOUX CITY COMMUNITY SCHOOLS, NE

Academy Relationships and Culture (ARC)

Builds educator belonging and ownership through teacher-led efforts that strengthen relationships, academy identity, and school culture

GRAND PRAIRIE ISD, TX

CTE Talent Experience

Uses branding, experiential recruitment, career mobility, and performance support to attract and retain industry professionals

CRETE SCHOOL DISTRICT, NE

Industry-to-Classroom Support

Builds industry-to-education pathways with tailored onboarding and mentorship for CTE teachers entering from industry

OMAHA PUBLIC SCHOOLS, NE

Staff Engagement Protocol

Uses a transparent 90-minute protocol to surface staff input before college and career academy programs (CCAP) program decisions advance

METRO NASHVILLE PUBLIC SCHOOLS, TN

Academy Common Planning

Redesigns common planning with structures, professional development, and training to strengthen identity, belonging, onboarding, and retention *(It reflects district's work within the project rather than a description of current practice.)*

JEFFERSON COUNTY PUBLIC SCHOOLS, KY

Academies of Louisville (AofL) Guidebook

Created a shared guidebook to standardize the AofL experience across 15 schools and to support recruitment.

→ **The common thread: Each prototype redesigns part of the educator experience so talented people can connect, grow, and stay.**

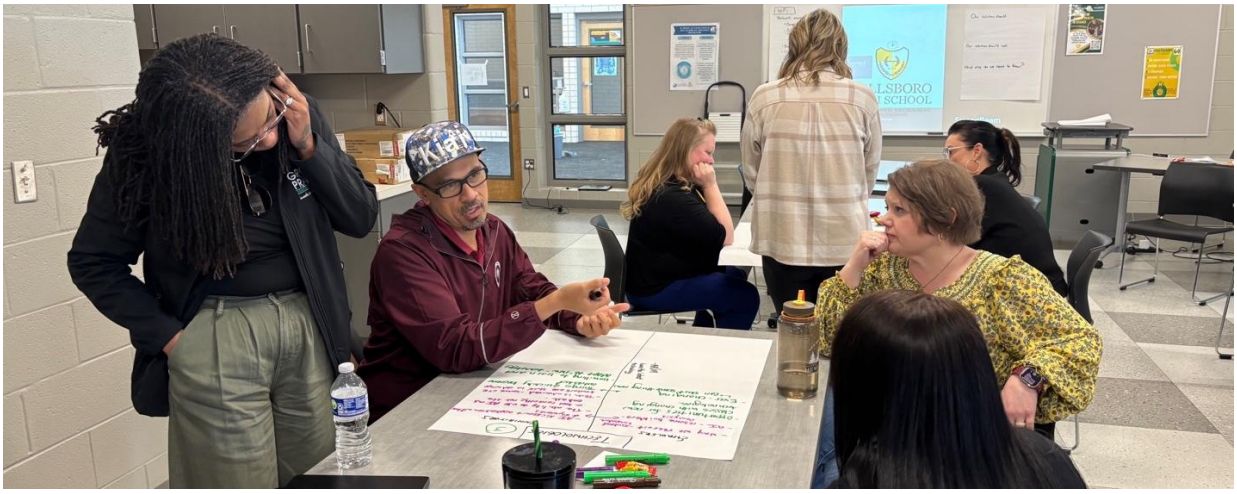
Executive Summary

Career and technical education (CTE) is central to preparing young people for a future-ready workforce. When districts cannot recruit and retain qualified CTE educators, students may lose access to high-quality career pathways, work-based learning, and industry-connected experiences that help them prepare for further education and employment. The challenge, therefore, is larger than filling hard-to-staff teaching positions—it is about ensuring schools can deliver the learning opportunities students and communities need to be future ready.

A career academy is a high school learning model that organizes students' academic and career-connected learning through small learning communities focused around a shared career theme, often with support from employers, postsecondary institutions, and community partners. However, career academy leaders are being asked to sustain these programs while navigating teacher shortages, changing workforce demands, and increasingly complex implementation challenges.

The Fellows Innovation Network—referred to throughout this paper as The Fellows—was created to help leaders address those persistent challenges. Convened and funded by the National Career Academy Coalition (NCAC) and co-designed and facilitated by Education Development Center (EDC), The Fellows brought together experienced academy leaders for two years of protected time, structured collaboration, and design-focused inquiry. The first cohort included leaders from 10 participating districts and education agencies across six states. Rather than receiving another traditional professional development experience, participants worked as an innovation community: they identified local challenges, defined the people most affected, developed small prototypes, and used peer feedback and improvement cycles to refine their ideas.

The Fellows did not test one universal solution to CTE educator recruitment and retention. Instead, participating teams developed a portfolio of locally adaptable prototypes addressing different points along the talent pathway: attraction, hiring, onboarding, professional learning, belonging, teacher voice, industry connection, and long-term retention. Some teams focused on strengthening academy identity and connection. Others explored ways to reduce change fatigue, support transitions from industry into teaching, improve professional learning, build



more responsive listening systems, or preserve institutional knowledge beyond the tenure of individual leaders.

The variation across prototypes is itself an important finding. Local context determines where leaders should intervene, while a disciplined process of inquiry helps them decide what to test first.

Across the work, five lessons emerged:

- Retention is an organizational design challenge, not only a staffing challenge.
- Belonging, teacher voice, professional identity, and recognition are part of the infrastructure that helps people stay.
- Small user-centered tests can generate more useful learning than broad districtwide declarations.
- CTE talent strategies must align with the industry labor market from which many educators come and to which they may return.
- Building leaders' capacity to investigate problems, learn from evidence, and adapt may be one of the field's highest-leverage investments.

These lessons extend recent research on CTE teacher entry pathways, field-specific exit risk, preparation, professional learning, and the opportunity costs of leaving or entering the profession. The research helps explain who enters CTE teaching, who leaves, and which fields are hardest to staff. The Fellows adds a practice-based implementation layer: a way for districts to connect recruitment, transition, identity, belonging, professional learning, and teacher voice through a portfolio of small locally testable experiments.

The Fellows should be understood as a solution design process, not as a research project or proof that any single prototype increases retention. Its contribution is a practical method for workforce pipeline design: understand the local challenge, listen to the people closest to it, define a manageable test, study what happens, and refine the work with peers. The broader message is clear: when organizations face workforce shortages, they should look not only at the top of the hiring funnel, but also at the daily experience that determines whether people choose to stay.

Lessons from The Fellows on Building and Keeping a Thriving Workforce

1. Context and Journey

Career academies are high school learning models that organize students' academic and career-connected learning around a shared career theme, often with support from employers, postsecondary institutions, and community partners. Across the country, career academy leaders are implementing increasingly complex educational reforms while navigating teacher shortages, changing workforce demands, and the ongoing need to prepare future-ready students. Many leadership programs build knowledge, but few provide leaders with structured opportunities to work collaboratively on the persistent challenges they encounter after training ends.

The National Career Academy Coalition (NCAC) supports schools in implementing high-quality career academies through professional learning, leadership development, and national certification. Since 2017, the Career Academy Leaders Collaborative (CALC) has prepared over 300 academy leaders from across the United States, most of whom hold or have gone on to hold leadership positions in their districts. Over time, CALC participants expressed a desire for something more: dedicated time to wrestle with persistent challenges alongside colleagues facing similar issues. Rather than another professional development experience, participants wanted an innovation community.

In response, NCAC and EDC designed the Fellows Innovation Network, referred to throughout this paper as The Fellows. The two-year cohort provides experienced academy leaders with protected time, structured collaboration, and design-focused inquiry to investigate persistent implementation challenges, develop and refine prototypes, and share learning with peers across the network.

The work began with a familiar hypothesis: if districts could improve recruitment, hiring, and support, they could stabilize CTE staffing. As teams examined their local challenges, that hypothesis expanded. Leaders began to ask specific questions: What happens after a teacher accepts the job? Do teachers feel that academy work is part of their professional identity? How do staff experiences change? Whose voice is missing from decisions about programs and working conditions?

The pivotal move was from solution-first thinking to disciplined inquiry. Teams were asked to identify a local aim, define an end user, narrow an idea to a small prototype, and conduct Plan-Do-Study-Act (PDSA) cycles. This process did not eliminate uncertainty; rather, it made uncertainty useful by turning it into something teams could investigate with colleagues and refine through evidence.

Research Context and Contribution

Recent scholarship clarifies that CTE teacher staffing is not one national shortage. It is a set of field- and career-stage-specific labor market problems. In Tennessee, teachers in hard-to-staff areas, such as health science, information technology, and STEM, were more likely to leave teaching and be harder to replace; teachers who exited also tended to move into higher-paying employment (Kistler et al., 2024). In Washington, CTE teachers came from varied industries, but the highest-demand clusters were not proportionately represented among entrants. At the same time, previously employed CTE teachers generally experienced an earnings increase when they entered teaching, with smaller gains for entrants from higher-paying fields (Dizon-Ross et al., 2026). Together, these studies caution against treating industry experience as a uniform recruitment advantage or disadvantage. The relevant question is how a district designs a viable transition for a particular occupational labor market.

Research also supports the legitimacy—but not the sufficiency—of flexible entry routes. In Maryland, CTE teachers were roughly twice as likely as non-CTE teachers to enter through alternative licensure, and nearly one-fifth entered with a high school diploma or associate's degree. Maryland also had a larger share of Black teachers in CTE than in other high school teaching, creating more opportunities for teacher-student race matching (Blazar et al., 2025). Because that study is descriptive, it does not show that flexible licensure causes recruitment, diversity, or retention gains. A causal evaluation of Maryland's Teacher Academy of Maryland found that exposure to a high school grow-your-own CTE program increased the likelihood of becoming a teacher by 0.6 percentage points or 45 percent relative to the comparison group (Blazar et al., 2026). These findings strengthen the case for pathways that recognize occupational experience and local connection while preserving preparation and support.

The emerging evidence also warns against separating technical expertise from instructional quality and working conditions. In Massachusetts, stronger performance on CTE subject-licensure assessments was associated with approximately $1,000 higher student earnings five years after expected graduation (Chen et al., 2023). In Virginia, a survey of 743 CTE teachers found general career satisfaction but identified salary, benefits, and school variables outside teachers' control as the leading reasons teachers were less likely to recommend CTE teaching as a career (Kosloski et al., 2022). A 2026 mixed-methods study of Kentucky CTE educators likewise found that the largest professional development gaps were in work-based learning, hands-on learning, and business-and-industry collaboration, along with barriers to external learning opportunities and a preference for learning from experienced practitioners (Sun et al., 2026).

The evidence base on identity and belonging is more developed for career-change teachers generally than for CTE teachers specifically. A systematic review found that prior occupational identity, validation, individualized mentoring, and opportunities to connect earlier expertise to teaching shape the transition into teaching (Hogg et al., 2024). The finding is highly relevant to industry-to-classroom transitions, but it should be treated here as an adjacent research bridge rather than direct evidence of CTE retention effects.



The literature has largely mapped who enters CTE teaching, who exits, which fields are hardest to staff, and how teacher qualifications relate to student outcomes. The Fellows adds a practice-based account of what districts can do with that knowledge: (1) treat the educator experience as a connected pathway from recruitment to induction to belonging and (2) use cross-sector, user-centered PDSA cycles to test locally specific responses. This contribution is one of design and implementation, not a causal claim that any prototype increases retention. It advances the conversation in three ways: it shifts the unit of intervention from the individual teacher to the system of relationships around the teacher; it makes identity, belonging, voice, and recognition visible as design variables; and it treats leaders' capacity to learn and adapt as an outcome worth building.

2. What We Tested

Across The Fellows, districts did not test a single solution to educator recruitment and retention. They developed a portfolio of practical, locally adaptable prototypes aimed at different points along the talent pathway. The prototypes were intentionally designed as small testable versions that could be refined through peer feedback and PDSA cycles rather than launched as full-scale reforms from the start.

Several teams focused on retention by redesigning the day-to-day teacher experience. One team developed a prototype centered on teacher identity, ownership, and recognition within the academy model. Planned activities included an identity framework, academy connection sessions, an academy leadership council, staff spotlights, externship visits, staff surveys, and focus groups. Peer feedback sharpened the concept into concrete tests such as social chairs, teacher-driven events, and shorter celebration-oriented communications intended to build belonging and pride rather than compliance.



Other teams addressed recruitment and retention together by borrowing from industry talent-development models. One team framed its work as a reimagined talent experience for CTE educators, while others explored mentoring, onboarding cohorts, listening series, support concierges, growth maps, industry-to-classroom transitions, and CTE cluster networks. Taken together, these prototypes targeted current CTE teachers, early-career teachers, teachers in hard-to-fill pathways, industry professionals considering a second career, academy leads, district administrators, and, in some cases, students and industry partners who influence the teacher experience indirectly.

SNAPSHOT: OMAHA PUBLIC SCHOOLS, NE

Turning Change Fatigue into Shared Ownership

PROBLEM: Repeated academy changes felt top-down and disconnected from staff expertise, creating change fatigue.

PROTOTYPE: A standardized, staff-centered 90-minute engagement process surfaced strengths and risks, gathered input before decisions, and visibly connected feedback to district proposals.

LEARNING: Early and transparent participation builds trust without sacrificing momentum. Standardization helps when it makes participation and follow-through visible.



3. What the Evidence Tells Us

Patterns Observed Across the Work

The strongest evidence from The Fellows is not endline retention data, but rather the convergence in what experienced leaders identified as worth testing. Across contexts, teams moved away from one-dimensional recruitment fixes and toward practices that addressed belonging, identity, teacher voice, support, mentoring, clearer pathways, and connections to industry and mission.

Another pattern was the value of disciplined inquiry. Teams translated broad concerns into small user-centered tests with a local aim, a defined end user, a prototype, and a plan for evidence collection. The Fellows therefore offers a method for investigating specific mechanisms locally, not a universal intervention.

Assumptions That Were Challenged

One assumption that was challenged is that more communication by itself is enough. In one district, peers questioned whether information in a newsletter would matter if teachers were not in the habit of reading it, pushing the team toward shorter formats, celebrations, alternative platforms, and more direct teacher ownership. Information flow alone is not the same as belonging, trust, or motivation.

A second challenged assumption is that more meetings or more data automatically create ownership. One district described a history of spending significant time in meetings without seeing meaningful change in teacher ownership. The team shifted toward direct teacher engagement, student-led interviews, and structures that cut past administrative bottlenecks and weak information “trickle down.” Their prototype similarly treated early visible feedback as a condition for trust rather than a one-way information funnel or “fake collaboration.”

A third challenged assumption is that the right response begins with districtwide policy change. Several teams deliberately chose smaller opt-in relational tests that could generate faster learning. One team, for example, identified a manageable starting point in industry immersions, micro-innovation grants, and culture-building events rather than beginning with an immediate districtwide policy change.

Unexpected Outcomes

One notable outcome of The Fellows’ process is that the work broadened beyond traditional human resources thinking. Early problem statements included concerns voiced by parents, students, industry partners, district leaders, and potential candidates. Brainstormed responses ranged from job boards and revised hiring processes to externships, principal-for-a-day experiences, student leadership, and community-facing recruitment tactics. What began as a question about teacher hiring and retention increasingly became a question about the health of the larger ecosystem surrounding career academies.



Another unexpected outcome is how frequently student voice entered the design space. One team positioned students not just as beneficiaries of teacher stability, but as active contributors to understanding and contributing to teacher motivation and program needs. That move suggests the Fellows' willingness to test less conventional sources of insight rather than rely only on administrator perception.

Finally, the process itself generated an important kind of evidence: Leaders repeatedly needed support to narrow promising but expansive ideas into small prototypes. Meeting design, peer critique, and PDSA cycles made disciplined reduction—not just creativity—a necessary part of innovation.

SNAPSHOT: SOUTH SIOUX CITY COMMUNITY SCHOOLS, NE

Building Culture Before Deeper Alignment

PROBLEM: Teachers could experience academy structures as extra workload and administrative clutter rather than as a shared professional community.

PROTOTYPE: An Academy Spotlight and Social Committee model used recognition, visibility of daily wins, and low-friction social connection outside instructional time to build belonging.

LEARNING: Culture building is retention infrastructure. People are more ready to invest in deeper instructional alignment after they feel visible, valued, and connected.

4. Patterns Across the System

Across districts, several themes surfaced with striking consistency. First, The Fellows framed recruitment and retention as connected but not identical challenges. In some contexts, the pressing issue was attracting qualified candidates from industry or making the role appealing to second career professionals. In others, the urgent issue was why capable teachers were disengaging, feeling isolated, or failing to see a future for themselves inside academy structures. Recent research similarly shows that CTE exit risk varies by occupational field and that the teachers most difficult to replace may have the strongest outside labor market opportunities (Kistler et al., 2024). Long-term retention begins before a teacher decides whether to leave; it begins with how the work is introduced, supported, recognized, and connected to purpose.

Second, belonging emerged as a core design principle, not a "fluffy" or non-rigorous consideration, that must be considered as an integral part of the human resource and staffing model. Social chairs, academy connection sessions, mentoring, leadership councils, onboarding cohorts, teacher spotlights, and peer learning communities all treated professional culture as essential infrastructure. This emphasis is consistent with adjacent career-change research showing that validation, relationships, and participation in professional communities shape the development of a sustainable teacher identity (Hogg et al., 2024). The Fellows extends that insight by turning belonging into a set of concrete, testable organizational

practices. People stay not only because they are recruited well, but because they experience connection, affirmation, and meaningful contribution once they arrive.

Third, many of the most promising prototypes cut across traditional silos. Rather than leaving recruitment to human resource departments, support to principals, and industry engagement to advisory boards, The Fellows envisioned systems in which students, employers, academy leads, teachers, and district staff all influence the educator experience. Parent trust, student engagement, employer participation, hiring processes, and working conditions were treated as interconnected levers, a central condition for the career academy model.

Fourth, districts encountered systemic barriers that made technical fixes insufficient. These included initiative fatigue, low trust, rumors and uncertainty, weak internal communication, skepticism that survey feedback leads anywhere, and the perception that academies represent extra work rather than shared purpose. These barriers are consistent with CTE teacher research identifying dissatisfaction with salary, benefits, and school factors outside teachers' control (Kosloski et al., 2022), but the Fellows adds attention to the local mechanisms through which trust and ownership are built or lost. These barriers reinforce a central lesson of The Fellows model: Workforce challenges in career academies are adaptive challenges. They require leaders to understand culture, identity, motivation, and local history, not only staffing mechanics.

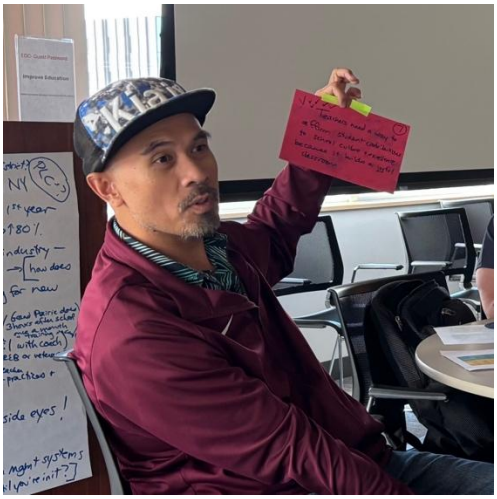
Finally, something genuinely new emerged in how The Fellows combined design thinking, improvement methods, and career academy standards. Prototypes were refined for local relevance, rated against a portrait of the kind of career academy/CTE that teacher districts hoped to recruit and retain, tested through PDSA cycles, and cross-walked to the National Standards of Practice. The Fellows' contribution is to offer a practical, disciplined process for turning research-informed hypotheses about identity, professional learning, industry connection, and working conditions into locally observable tests and context-specific interventions.



5. Implications for the Field

The value of the Fellows Innovation Network's first cohort is not that participating districts solved their staffing shortages. None claimed to. The value is in what the pattern across their prototypes reveals about where the field has been looking for answers to CTE educator recruitment and retention—and where it needs to look instead. Recent research has improved the field's understanding of entry routes, occupational opportunity costs, preparation quality, and field-specific exit patterns. The Fellows adds the missing implementation layer—how

districts can redesign the experience of entering, learning, belonging, contributing, and growing within a career academy.



Read individually, social chairs, teacher industry immersions, student-led interviews, staff engagement sessions, culture-building events, and a district guidebook look like small site-specific experiments. Read together, they add up to an argument: districts have often treated recruitment and retention primarily as a staffing function, while the deeper opportunity is to redesign the day-to-day experience of the people already in the building.

Retention Is the Lever, Not Recruitment

For years, the default response to educator shortages in career and technical pathways has been to widen the top of the funnel: signing bonuses, job fairs, faster hiring timelines, and recruitment marketing. Those strategies remain relevant, but recent evidence shows that recruitment volume cannot substitute for field-specific retention strategies when teachers have strong outside options or when working conditions undermine commitment (Kistler et al., 2024; Kosloski et al., 2022). The Fellows' prototypes therefore treat retention as a necessary lever, not a downstream concern. Teacher identity frameworks, academy leadership councils, career accelerator cohorts, growth maps, listening series, and mentoring structures are retention infrastructure, not hiring infrastructure. Recruitment spending only pays off if there is somewhere stable for that investment to land.

Structured Inquiry Is Itself the Intervention

A second implication concerns how districts get to good ideas, not just what the ideas are. Requiring each prototype to specify a local aim, a defined end user, a small test, and at least two PDSA cycles gave experienced academy leaders a structured way to convert frustration into testable action. That capability is transferable and independent of any single prototype's results. For state CTE offices and networks, a high-leverage investment may be building leaders' capacity to run structured user-centered inquiry rather than disseminating a single retention program without regard to context.

CTE Talent Competes in an Industry Labor Market

The prototypes that borrowed from outside education—brand campaigns, concierge-style support, externships, accelerator cohorts, and industry secondments—appeared because CTE teachers are recruited from, and can return to, industry. Traditional education human resources practices were not built to compete with every segment of that labor market. Districts serious about hard-to-fill CTE pathways will need to design roles with the career mobility language, professional recognition, instructional support, and industry connectivity that experienced professionals already expect from employers outside education.

SNAPSHOT: GRAND PRAIRIE ISD (DUBISKI), TX

Treating CTE Teachers Like Industry Talent

PROBLEM: Traditional education hiring, onboarding, and support did not match private-sector expectations or career pathways, making it harder to attract and retain CTE teachers.

PROTOTYPE: A CTE Talent Experience minimum viable prototype combined a talent concierge, digital microlearning and peer connection, the Unplugged Series, micro-credential badges, industry externships, and micro-innovation grants.

LEARNING: Industry-experienced teachers need a competitive, supportive experience, and psychological safety to experiment without treating every innovation as a performance evaluation.

No Single Fix: Implications for Policy and Funding

Because The Fellows developed prototypes for different points along the talent pathway and for different populations, and no single prototype generalizes as the solution. That variation is consistent with the research literature, which finds meaningful differences by CTE field, entry route, prior industry, and local labor market. It argues against policies or funding streams that mandate one retention model across dissimilar districts and for continued investment in networked peer learning paired with local authority to design and test context-specific responses. The better question for funders and state offices is not which prototype to copy, but whether more districts can receive protected time, peer structure, and permission to run their own version of this process.

What Leaders Can Do Differently

- District leaders: Treat retention as a design problem. Examine onboarding, belonging, recognition, teacher voice, and growth pathways alongside recruitment metrics.
- CTE and pathway leaders: Start with a defined end user and a small test. Make the evidence you will collect visible before expanding the intervention.
- Community and industry partners: Help shape realistic onboarding, provide immersion and externship experiences, participate in advisory and communication structures, and reinforce that CTE teaching is high-impact professional work.
- State leaders and policymakers: Pair streamlined pathways, flexible credentialing, and incentives with enabling conditions such as trust, role clarity, support, and local design authority.
- Leadership-development organizations: Create structured cross-sector spaces where experienced leaders can investigate adaptive challenges, test ideas in context, and turn learning into field-ready tools.

6. Legacy and What Comes Next

The Fellows' next contribution should be a common measurement frame across locally different prototypes.



Districts should track the following:

- Recruitment: Outreach source, applicant yield, time to hire, time to credential, and alignment between prior industry experience and the CTE cluster taught.
- Transition and support: Completion of onboarding; participation in mentoring or peer learning; access to CTE-specific professional development; and teacher-reported clarity, belonging, recognition, and psychological safety.
- Retention and access: One-, three-, and five-year retention; movement within the district; exits to industry or other sectors; vacancy duration; course sections offered; and student access to the affected pathway.
- Workforce profile: Results disaggregated by CTE cluster, licensure route, prior industry, geographic location, school context, race/ethnicity, gender, and rurality. These measures would allow the field to test whether The Fellows' hypotheses are strongest for particular groups and settings rather than treating CTE teachers as a single population.

The Fellows pilot points to a contribution that extends beyond educator shortages. It shows how a structured cross-sector innovation process can generate practical ideas about workforce design, organizational resilience, and leadership in complex systems. The lasting contribution is a method that guides leaders to understand the local challenge, listen to the people closest to it, define a small test, study what happens, and refine the work with peers.

The examples discussed throughout this paper make the method concrete: the work moves from a local challenge to a small prototype to evidence about what people need in order to participate, grow, and stay. The common thread is not the surface form of the intervention. It is the discipline of designing with the people closest to the problem in mind and treating their experience as evidence.

What Fellows do next is both practical and generative: they can keep testing locally relevant prototypes while strengthening a national network of leaders who know how to learn together. The questions that remain—about implementation quality, longer-term retention, scalability,

and the conditions that allow promising ideas to endure—are not reasons to wait. They are the next cycle of inquiry.

SNAPSHOT: JCPS ACADEMIES OF LOUISVILLE, KY

Making the Model Sustainable

PROBLEM: Inconsistent documentation across 15 high schools put implementation continuity and the long-term sustainability of the academy model at risk.

PROTOTYPE: A multi-stakeholder Academies of Louisville Guidebook/Handbook would define shared expectations and practices across schools while also helping recruit new teachers.

LEARNING: Accessible shared documentation turns institutional knowledge into implementation infrastructure, reduces dependence on individual leaders, and signals how the organization works.

It is worth noting that districts who do not already value and sustain a consistent culture of continuous improvement are at a disadvantage when it comes to locally owned innovation design and testing. Many districts, including some of those participating in The Fellows, are subject to slowdowns and changes in innovation designs due to staffing and leadership changes, shifting district mandates, and uncertainty about federal and state priorities. It is therefore crucial that there is consistent central office support and explicit value for such localized inquiry. If supported, this design process can be used to explore multiple deep-rooted and persistent challenges in academy implementation beyond recruitment and retention.

The broader field should understand the central message: organizations facing workforce shortages often respond with recruitment strategies when the more effective intervention is redesigning the employee experience.

Career academies offer a powerful case study because they sit at the intersection of education, workforce development, and industry partnership. When CTE educators lack the support to stay, students lose access to pathways that can shape their futures. Redesigning the educator experience is therefore not optional—it is the urgent work of keeping career pathways open and building the workforce our communities need.

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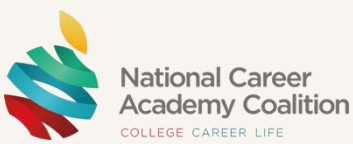
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