



**Career  
Technical  
Initiative**

**2024**

**ARPA FUNDING**

**REPORT**

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# INTRODUCTION

# EXECUTIVE SUMMARY

The Healey-Driscoll Administration, with the support by the Legislature, invests in the Career Technical Initiative (CTI) as a key tool to train Massachusetts talent and help businesses find qualified workers. The Workforce Skills Cabinet (WSC), a cross-government partnership, launched CTI in January 2020 to address the persistent demand for workers in manufacturing, construction, and skilled trades. By leveraging the state's existing vocational training resources at high schools with designated Chapter 74 vocational programs, CTI provides a growing number of Massachusetts residents with access to high-quality career technical training. These vocational technical schools utilize their facilities and equipment to offer training in high-demand career pathways through evening and weekend shifts. By serving unemployed and underemployed Massachusetts residents, CTI provides a pipeline of skilled and credentialed workers to meet employers' hiring needs.

The CTI model requires and fosters collaboration between Chapter 74 schools, MassHire Career Centers, and Market Makers at the regional Workforce Boards. This partnership facilitates employer engagement, alignment of training programs with local workforce demands, targeted recruitment of individuals seeking pertinent skills, and assistance with their job placement following graduation.

Commonwealth Corporation administers CTI on behalf of the WSC. CTI launched in Fiscal Year (FY) 21 with 10 participating schools then expanded to 12 schools in FY22 and grew to 27 schools in FY23. In FY24, CTI increased its reach to 32 schools serving over 2,400 participants across 20 career pathway programs statewide. CTI is funded through appropriations in the FY21, FY22, FY23 and FY24 State Budgets and funds appropriated through the federal American Rescue Plan Act (ARPA) funds of 2021. To date, \$79.9 million has been appropriated to fund CTI, with a total of \$44.5 million awarded so far through nine funding rounds. Additional funds will be awarded through requests for proposals in FY25 and following fiscal years, pending availability of funding.

The CTI ARPA Report details the spending and impact of federal stimulus support via ARPA and state funds for the CTI program in FY 2024.

In January of 2020, the Workforce Skills Cabinet (WSC) launched the Career Technical Initiative (CTI) as a strategic response to the persistent demand for skilled labor within the construction, trades, and manufacturing sectors across the Commonwealth. CTI is administered by Commonwealth Corporation, a quasi-public state agency under the Executive Office of Labor and Workforce Development (EOLWD) that administers EOLWD grant funding and fosters partnerships between industry, education, and workforce organizations.

CTI supports designated Chapter 74 vocational programs to build capacity to offer training to adults. CTI programs are offered in an “after dark” format designed to upskill adult learners during times outside the typical school day when vocational technical facilities are underutilized. This approach transforms vocational high schools across the Commonwealth into “Career Technical Institutes” that run three shifts a day for increased accessibility, including a night/weekend program for adults with integrated credentialing, wraparound support, and placement services.

The population that CTI serves comprises Massachusetts residents who are currently unemployed or underemployed. These individuals need additional skills to meet employers’ hiring requirements and find gainful employment. For those who have faced a disconnect from the workforce and require assistance in re-establishing connections to viable job opportunities, CTI programs provide case management, work readiness training and placement support in collaboration with the Career Center partners. By training individuals and placing them into jobs, CTI develops talent pipelines to meet the skill needs of businesses in high demand occupations.

An Act relative to immediate COVID-19 recovery needs, which provided American Rescue Plan Act (ARPA) Coronavirus State Fiscal Recovery Fund (CSFRF) funding for CTI directs:

*“... that annually, not later than June 1, the executive office of labor and workforce development shall submit a report to the house and senate committees on ways and means and the joint committee on labor and workforce development that shall include, but not be limited to, the: (a) vocational technical schools that are operating career technical institutes; (b) number of students served by career technical institutes and the number of adult learners participating in industry-recognized credentialing pathways, delineated by training program; and (c) employment outcomes of the graduates of such training programs.”*

This report provides an update on the performance of programs funded in CTI rounds one through four and provides enrollment as well as demographic data for ongoing rounds five through eight. Round nine programming will commence in August 2024, and demographic as well as enrollment data will be shared in the CTI Annual Report in December 2024. This report does not include job placement data on rounds five through nine as those training programs are still either in progress or will launch between July 2024 and August 2026, consistent with their workplan. CommCorp will provide placement outcomes for these rounds in future reports as data becomes available.

# BUILDING PARTNERSHIPS ACROSS THE COMMONWEALTH



Essex North Shore's NightHawks Adult Education Program, MassHire North Shore Career Center, Salem Technical Institute, and Lynn Technical Initiative collaborated to connect CTI students with over 60 employers. Pictured are staff members from these organizations and the CTI team.

# CREATING PARTNERSHIPS ACROSS THE COMMONWEALTH

The strategic allocation of state and American Rescue Plan Act (ARPA) funds facilitated the creation of new positions within the MassHire system, including regional MassHire Upskilling Navigators and Market Makers. CTI schools form collaborative partnerships with Market Makers and Upskilling Navigators to identify labor market needs within each workforce region, actively involve employers, recruit and screen participants, and assist graduates getting hired into jobs related to their field of training.

## UPSKILLING NAVIGATORS

Upskilling Navigators are positioned at MassHire Career Centers throughout the Commonwealth, with the objective of streamlining the processes related to marketing, recruitment, screening, and enrollment in state-funded training and employment initiatives including CTI. Leveraging their expertise on skill development training and available job vacancies within their specific regions, Upskilling Navigators also provide case management services and work readiness training to CTI students assisting them securing employment after graduation.

## MARKET MAKERS

The WSC has designated seven regional workforce skills planning areas and, within these regions, Market Makers have been introduced as new roles within the lead MassHire Workforce Board. Market Makers assume key roles in actively engaging with employers, facilitating connections between employers and training providers, identifying grant funding opportunities, assisting employers in the hiring process, and building pipelines of skilled workers. Market Makers play a pivotal role in assisting CTI-funded schools in understanding the specific business requirements within their respective regions by providing input on occupations that are in high demand. Furthermore, Market Makers build stronger connections among businesses, community-based organizations, regional state partners, and the WSC and its representatives.

## EMPLOYERS

Employers are crucial to the design of CTI, as they provide insights into the economic outlook for their businesses and help Market Makers understand their specific workforce needs. Employers partner with CTI schools to shape curriculum design and share first-hand information on industry trends. Drawing on their expertise and professional networks, employers also support marketing efforts of CTI programs and provide a pool of instructors as needed. In addition, employers offer internship opportunities to CTI students and hire them upon graduation.

# CAREER TECHNICAL INSTITUTES & **GRANT AWARDS**



# CAREER TECHNICAL INSTITUTES AND GRANT AWARDS

CTI launched in 2020 with 10 participating schools funded through the FY21 state budget appropriation. In December 2021, the WSC allocated an additional \$25 million from ARPA CSFRF funding appropriated by the state legislature, to expand the number of participating CTI schools and available career pathways. Subsequently, the number of CTI funded schools increased to 12 schools in FY22, to 27 schools in FY23, and to 32 schools in FY24. Out of the combined appropriation of \$79.9 million from state and ARPA funds, a total of \$44.5 million has been awarded across nine funding rounds, with additional funds earmarked for future rounds through requests for proposals.

## CTI FY21-FY24 FUNDING

The table below provides a breakdown of the total funding awarded to each Chapter 74 school for planning, start-up/implementation, and other related expenses as part of their CTI programming from its inception in January 2020 through May 2024.\*

| GRANTEE NAME  | PLANNING | START UP/<br>IMPLEMENTATION | TOTAL FUNDING  |
|---|----------|-----------------------------|----------------|
| Assabet Valley Regional Vocational School District            | x        | x                           | \$2,766,524.05 |
| Attleboro High School   |          | x                           | \$807,950.00   |
| Blue Hills Regional Technical School                          |          | x                           | \$1,034,000.00 |
| Bristol-Plymouth Regional Technical School                    |          | x                           | \$172,318.00   |
| Cape Cod Regional Technical High School                       |          | x                           | \$104,578.15   |
| City of Westfield/Westfield Public Schools                    | x        |                             | \$3,559.50     |
| Essex North Shore Agricultural and Technical School           |          | x                           | \$5,807,000.00 |
| Franklin County Technical School                              | x        | x                           | \$1,810,000.00 |
| Greater Fall River Vocational School District (Diman)         |          | x                           | \$320,220.00   |
| Greater Lawrence Technical School                             |          | x                           | \$3,364,000.00 |
| Greater Lowell Technical High School                          |          | x                           | \$1,268,000.00 |
| Greater New Bedford Regional Vocational Technical High School | x        | x                           | \$730,000.00   |

# CAREER TECHNICAL INSTITUTES AND GRANT AWARDS CONTINUED

| GRANTEE NAME   | PLANNING | START UP/<br>IMPLEMENTATION | TOTAL FUNDING  |
|--|----------|-----------------------------|----------------|
| Keefe Regional Technical School                          |          | x                           | \$1,089,821.90 |
| Lynn Vocational Tech High School                         |          | x                           | \$690,000.00   |
| Madison Park Technical Vocational High School            |          | x                           | \$2,108,000.00 |
| McCann Technical School / Taconic High School            | x        |                             | \$50,000.00    |
| Minuteman Regional Vocational Technical School District  |          | x                           | \$3,728,594.99 |
| Montachusett Regional Vocational Technical School        |          | x                           | \$1,707,669.54 |
| Nashoba Valley Technical High School                     |          | x                           | \$2,381,000.00 |
| Old Colony Regional Vocational Technical High School     |          | x                           | \$599,813.20   |
| Pathfinder Regional Vocational Technical High School     |          | x                           | \$616,703.00   |
| Salem Public Schools                                     |          | x                           | \$855,948.00   |
| Smith Vocational and Agricultural High School            |          | x                           | \$418,052.50   |
| Southeastern Regional School District                    |          | x                           | \$1,888,685.98 |
| Southern Worcester County RVSD (Bay Path)                |          | x                           | \$1,365,182.00 |
| South Shore Regional Vocational Technical High School    | x        | x                           | \$2,849,986.00 |
| Taunton High School                                      |          | x                           | \$215,237.00   |
| Tri-County Regional Vocational Technical School District |          | x                           | \$1,459,742.00 |
| Upper Cape Cod Regional Technical School                 | x        | x                           | \$1,040,800.32 |

# CAREER TECHNICAL INSTITUTES AND GRANT AWARDS CONTINUED

| GRANTEE NAME                                       | PLANNING | START UP/<br>IMPLEMENTATION | TOTAL FUNDING          |
|--|----------|-----------------------------|------------------------|
| Weymouth Public Schools                            |          | x                           | \$407,347.00           |
| Whittier Regional Vocational Technical High School |          | x                           | \$2,651,600.00         |
| Worcester Public Schools                           | x        | x                           | \$241,787.66           |
| <b>TOTAL</b>                                       |          |                             | <b>\$44,554,120.79</b> |

\*CommCorp and the WSC continued to engage schools throughout FY24, and the exact amount ultimately received by schools is subject to performance metrics and use of funds throughout planning, start-up, and implementation phases.

# ENROLLMENT GROWTH



# ENROLLMENT GROWTH

Between funding rounds one and two, CTI served 244 adult learners in manufacturing and construction/trades pathways. Enrollment experienced a notable increase of 37.7% to 336 students during rounds three and four. Subsequent rounds (five through eight) have further demonstrated impressive growth, with enrollment reaching 1,830 students, marking another substantial increase. Round nine grants were awarded in April 2024 and enrollment activities have not yet started.

As enrollment activities continue in ongoing rounds, a comprehensive update on enrollment will be provided in the CTI Annual Report in December 2024. To date,<sup>1</sup> total enrollment across all funding rounds amounts to 2,410 students.

| GRANTEE NAME  | TOTAL ENROLLMENT (ROUNDS 1-8) |
|---|-------------------------------|
| Assabet Valley Regional Vocational School District    | 83                            |
| Bay Path Regional Vocational Technical High School    | 36                            |
| Blue Hills Technical School                           | 69                            |
| Bristol-Plymouth Regional Technical School            | 9                             |
| Cape Cod Regional Tech High School                    | 13                            |
| Greater Fall River Vocational School District (Diman) | 29                            |
| Essex North Shore Agricultural and Technical School   | 309                           |
| Franklin County Technical School                      | 71                            |
| Greater Lawrence Technical School                     | 275                           |
| Greater Lowell Technical High School                  | 99                            |
| Greater New Bedford Vocational Technical High School  | 41                            |
| Keefe Regional Technical School                       | 18                            |
| Madison Park Vocational Technical High School         | 143                           |

<sup>1</sup> For this report, we are reporting on data collected through January 2024. Data are subject to change and there are ongoing adjustments as grants progress.

# ENROLLMENT GROWTH CONTINUED

| GRANTEE NAME   | TOTAL ENROLLMENT<br>(ROUNDS 1-8) |
|--|----------------------------------|
| Minuteman Regional Vocational Technical School District  | 107                              |
| Montachusett Regional Vocational Technical School        | 204                              |
| Nashoba Valley Technical High School                     | 154                              |
| Old Colony Regional Vocational Technical High School     | 29                               |
| Pathfinder Regional Vocational Technical High School     | 46                               |
| Salem High School Career & Technical Education Center    | 6                                |
| Smith Vocational & Agricultural High School              | 29                               |
| South Shore Regional Vocational Technical High School    | 220                              |
| Southeastern Regional School District                    | 114                              |
| Taunton High School                                      | 6                                |
| Tri-County Regional Vocational Technical School District | 63                               |
| Upper Cape Cod Technical School                          | 64                               |
| Weymouth High School                                     | 25                               |
| Whittier Regional Vocational Technical School District   | 119                              |
| Worcester Public Schools Night Life CE                   | 29                               |
| <b>Grand Total</b>                                       | <b>2,410</b>                     |

# ENROLLMENT GROWTH CONTINUED

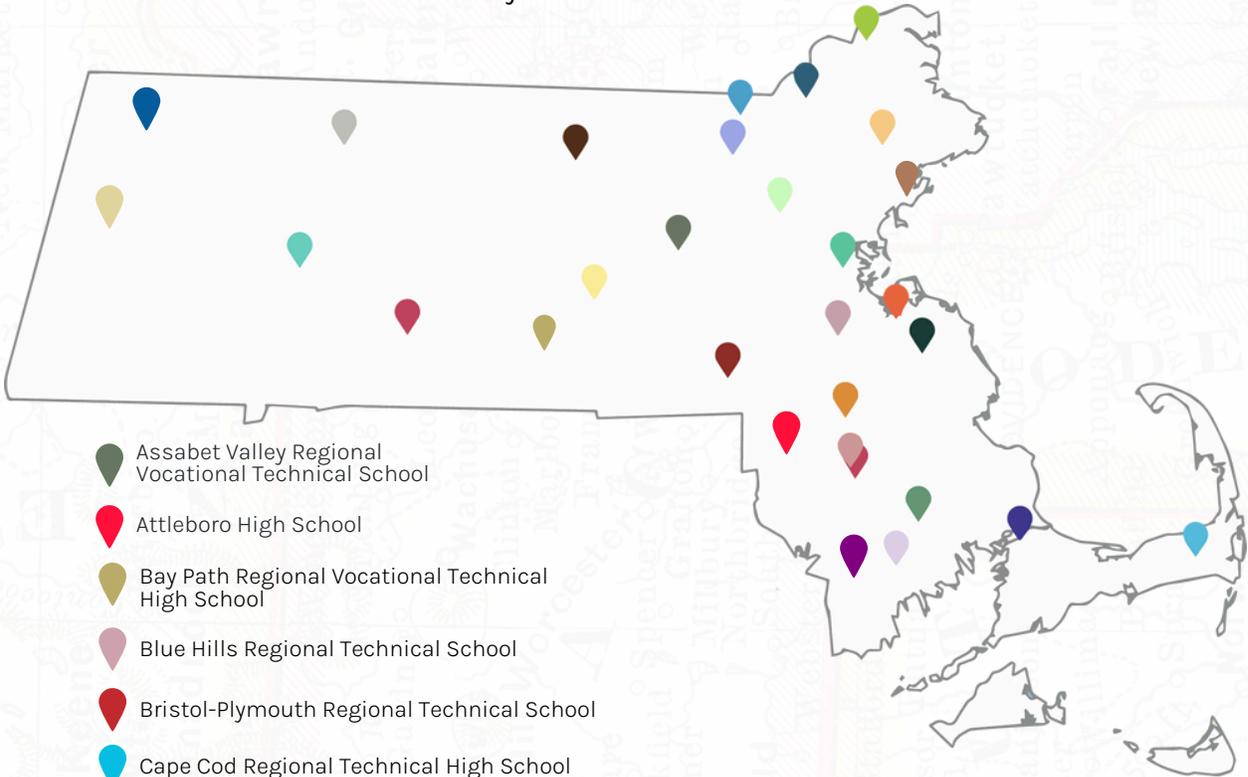
The enrollment summary per training pathway, as depicted in the table below, illustrates the demand for various training pathways. Welding remains the most sought-after pathway, boasting a total of 520 enrollments across all rounds. It is followed by Automotive Technology with 293 enrollments, Carpentry with 286 enrollments, HVAC with 284 enrollments, and Plumbing with 268 enrollments. Together, these top five pathways comprise 68 percent of the total CTI enrollment, totaling 1,651 participants. This underscores a substantial interest in hands-on technical training within industries experiencing high demand across the Commonwealth.

Although some pathways show comparatively lower enrollment figures, they offer opportunities for students interested in specialized areas. Examples include Diesel Technicians (8 enrollments), Property Maintenance (10), and Marine Trades Technician (12). This highlights the extensive outreach of CTI, providing educational and training avenues to a significant number of individuals seeking skill development across all 20 WSC-approved pathways

| TRAINING PATHWAY           | TOTAL ENROLLMENT<br>(ROUNDS 1-8) |
|----------------------------|----------------------------------|
| Advanced Manufacturing     | 117                              |
| Auto Body/Collision Repair | 55                               |
| Automotive Technology      | 293                              |
| Biotechnology Lab Tech     | 16                               |
| Carpentry                  | 286                              |
| Construction Labor         | 25                               |
| Culinary Arts              | 194                              |
| Diesel Technician          | 8                                |
| Electrical                 | 203                              |
| Electrical Systems Tech    | 16                               |
| Electronics Tech/Robotics  | 35                               |
| Groundskeeping & Equipment | 37                               |
| HVAC                       | 284                              |
| Machine Technology         | 31                               |
| Marine Trades Tech         | 12                               |
| Plumbing                   | 268                              |
| Property Maintenance       | 10                               |
| Welding/Metal Fabrication  | 520                              |
| <b>Grand Total</b>         | <b>2,410</b>                     |

# CTI SCHOOLS FUNDED TO DATE

Across all nine rounds of funding, CTI supported 32 Chapter 74 schools in all seven regions involved in regional blueprint planning, with ongoing efforts to expand its geographic footprint. CTI particularly focuses on revitalizing the workforce in Gateway Cities across Massachusetts. Through rounds one to nine, eleven out of 32 CTI schools were located in Gateway Cities.



- Assabet Valley Regional Vocational Technical School
- Attleboro High School
- Bay Path Regional Vocational Technical High School
- Blue Hills Regional Technical School
- Bristol-Plymouth Regional Technical School
- Cape Cod Regional Technical High School
- Diman Regional Vocational Tech High School
- Essex North Shore Agricultural and Technical School
- Franklin County Technical School
- Greater Lawrence Technical School
- Greater Lowell Technical High School
- Greater New Bedford Regional Vocational Technical High School
- Madison Park Technical Vocational High School
- McCann Technical School
- Minuteman Regional Vocational Technical School District
- Montachusett Regional Vocational Technical School District
- Nashoba Valley Technical High School
- Old Colony Regional Vocational Technical High School
- Pathfinder Regional Vocational Technical High School District
- Taconic High School
- Salem High School
- Smith Vocational and Agricultural High School
- Southeastern Regional School District
- South Shore Regional Vocational Technical High School
- Taunton High School
- Tri-County Regional Vocational Technical School District
- Upper Cape Cod Regional Technical School
- Weymouth Public Schools
- Whittier Regional Vocational Technical High School
- Worcester Public Schools

# INSPIRING NARRATIVES OF **ACHIEVEMENT**



**Fostering Talent, Building Futures, and Setting the Stage for National Success** →

# Passion, Support, and SkillsUSA: The Recipe for Success at Minuteman

At Minuteman Technical Institute, the Career Technical Initiative (CTI) isn't just about classes—it's about crafting opportunities for people to advance in the workforce. Lorenzo Knight's journey in welding is a testament to this mission. Lorenzo earned a spot to represent Minuteman as a CTI student at the SkillsUSA Massachusetts State competition. His remarkable performance there earned him the opportunity to represent Massachusetts this summer at the SkillsUSA National Skills and Leadership Conference in Atlanta, GA, competing in the welding category. This extraordinary achievement underscores the exceptional training provided by CTI and serves as a strong endorsement of the program's quality.



Lorenzo Knight, far left, CTI Welding instructor Paul Damon, center, and Welding instructor Robert Malkasian, far right inspect student welds in preparation for AWS certification testing.  
-Submitted

Lorenzo's path to success began in an auto shop, where he was introduced to welding by his manager. "I was introduced to welding through my boss when I was working in an auto shop," Lorenzo said. Sadly, after his manager passed away suddenly, the shop closed, leaving Lorenzo unemployed and uncertain about his future in the industry he had grown to love.

But just when it seemed like all doors were closing, there was a spark of hope. Browsing the internet, his father stumbled upon a promotion for the CTI program, and seeing Lorenzo's passion for metal work, he encouraged him to give it a shot—and he did. At Minuteman, Lorenzo excelled in the hands-on welding program, gaining extensive practical experience. "It was fun; I really enjoyed it. We learned how to weld and did hands-on welding, which gave me a lot of hours under the hood," he said. Now employed at Paul Russell and Company, a renowned automobile restoration workshop, as a Mechanical Shop Assistant, Lorenzo values the skills he acquired at Minuteman, which prepared him for a promising future in car restoration. "There's definitely more opportunities for me in the future," he says.

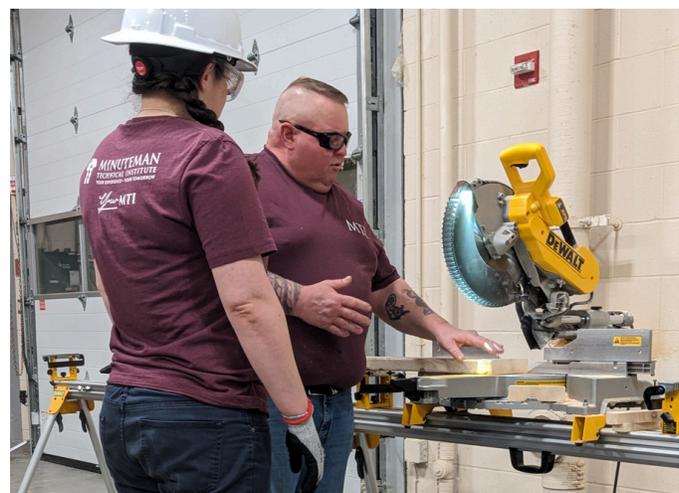


Lorenzo Knight, left, at the SkillsUSA Massachusetts competition. - Submitted

Looking ahead to his upcoming national SkillsUSA competition, having earned a spot with Minuteman Technical Institute, Lorenzo elaborated, “In the competition, they give you a blueprint, and you have to match the blueprint, and then they judge on how well your welds are, how much undercut you have, whether the weld is ropy, caved, etc.” He eagerly anticipates the challenge of competing at the national level and learning more about the trade.

To first qualify for the state competition and earn a spot at the national level, Lorenzo had to excel in both a written welding knowledge test and a SkillsUSA Employability Skills test. Receiving high scores rated by industry professionals granted him the opportunity to advance to the national stage. In Atlanta, Lorenzo will be participating in educational seminars and will demonstrate his welding expertise in competition against fellow postsecondary students.

Miriam Pofcher's journey from preschool education to carpentry parallels Lorenzo's transformative experience, this time showcasing the life-changing power of Minuteman's Build It! Carpentry Pre-Apprentice program. After earning a bachelor's degree in Spanish and a minor in Cinema & Media Studies from Wellesley College, Miriam says she felt lost after graduation, in her own words, “due to a lack of career guidance.” She found her way to early childhood education, working and studying to become a program director, but suddenly realized it just wasn't for her. “I wanted to work in an office, and I tried it out, and sitting at a computer and sending mail is not for me,” she said.



Top and Bottom: Miriam Pofcher training at Paul Russell and Company. - Submitted

Her path shifted when her wife came across a YouTube video about trades, unions, and apprenticeships, sparking her interest in carpentry. This interest was further fueled by her childhood memories of helping her mother with DIY projects. “Growing up, since I can remember, my mom always taught me how to sew, and my mom painted and hung pictures and put down the stick tiles in the floors and garden,” Miriam recalled. After buying a fixer-upper with her wife, she thought, ‘How difficult could construction be?’ “I never really thought of construction or the skill trades as an option for me before, and then the stars aligned—it was the perfect storm. We retiled the floor; it just coincided with seeing a video about apprenticeships.”

Miriam did some more digging online and ended up attending a MassHire information session, where she learned about the Build It! Carpentry program at Minuteman. Miriam enrolled in the program and thrived. She appreciates the practical skills and connections she made, leaving the program equipped with essential tools and confidence. “The program was great, and walking out with a pair of boots and the tools was amazing,” Miriam shared. Now employed at Turner Construction, an international construction services company, Miriam no longer dreads going to work and enjoys the camaraderie of her team. Reflecting on her journey, she expressed gratitude for her instructors, saying, “The carpentry instructors were awesome. The Minuteman CTI program even helps you to become a better professional.”

Nancy Palladino, PhD, Executive Director at the Minuteman Technical Institute, underscores the success of their programs, attributing it to program participants like Lorenzo and Miriam, who have an eagerness to perfect their craft, their passionate instructors, and their robust support networks, giving special thanks to the Minuteman Regional Vocational School District, MassHire and the unions and employers with whom they work closely. Their CTI programs, highly coveted, boast waiting lists propelled by positive referrals and the unwavering guidance of Upskilling Navigators. Nancy accentuates the distinct methodology of Minuteman’s educators, who harness vast industry experience and truly create a welcoming classroom environment, stating, “They have 10 or 12 people who never met each other before, and by the end of the 15 weeks, they become families. They become a support system for each other, and it is amazing to me how the CTI instructors do it. It is amazing to me that, eventually, every cohort turns into a close-knit family,” said Nancy.

Moreover, the instructors’ fervor for their craft shines through. “They are all deeply passionate about what they do, eager to impart their knowledge to anyone willing to learn,” Nancy notes. “Our instructors know firsthand the benefits of the craft they are teaching. You can truly see the satisfaction and the pride. They know how the industry benefited them and their families, and they share that with our students. They love sharing how the trades provide amazing options for folks.”

Under her leadership and the support system the program has created, this CTI program has also built great rapport with employers. “Contractors and unions keep hiring students from our programs because they know how well-trained they are,” Nancy said. The ripple effect of this success is palpable, driving both students and instructors to strive for excellence continually.



On the job: Miriam Pofcher at a work site with Turner Construction - Submitted

# OUTCOMES & **IMPACT**



Montachusett Regional Vocational Technical School-Submitted

# OUTCOMES AND IMPACT

CTI program progress and success are assessed through four performance metrics: enrollment, credential attainment, program completion, and employment/retention. Job placement and retention rates for program completers are evaluated three months after the close-out of each grant. This timeframe allows grantees to gather information regarding participants' employment status post-program completion, reconcile data, including documentation requirements, meet the 30-day retention benchmarks, and conduct follow-up activities at the participant level.

As of June 2024, rounds one, two, three, and four were completed and subsequently closed. Rounds five through nine are ongoing, and CommCorp will provide placement outcomes for these rounds in future reports as data becomes available.

Throughout rounds one to four, CTI allocated funding to 11 Chapter 74 schools statewide. Among the 580 participants, 88 percent successfully completed the program and obtained one or more credentials. Typically, participants acquired safety credentials like OSHA 10/30, Hot Work Safety, or S/P2 Safety and Pollution Prevention, along with technical credentials such as AWS 1G for welding, EPA608 for HVAC, or ASE Certification for automotive technology. This combination of high-quality training and industry-recognized credentials equips graduates with a competitive advantage when they seek job opportunities in training-related occupations.

The implementation of CTI programming commenced during the early stages of the COVID-19 pandemic, with round one starting in January 2021. Round two was awarded and launched during the peak of the pandemic, with completion dates extended until June 2022. Considering this timing, the first two rounds faced the challenge of facilitating job placements for graduates during a period marked by widespread business closures, layoffs, furloughs, and other significant disruptions in the job market caused by the pandemic. To assist with job placement in the face of these difficult circumstances, CTI graduates were provided with comprehensive support through the MassHire system. Despite the pandemic challenges, the employment rate for graduates from Rounds one through four stands at 86 percent.<sup>2</sup>

Among the graduates employed after completing training in rounds one to four, 35 percent reported salaries ranging between \$20-25 per hour, while 12 percent reported earning \$25 per hour or higher. From an employer's viewpoint, CTI grantees have established partnerships with 375 employers throughout these first four rounds, who have hired individuals from this pool of skilled workers.

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<sup>2</sup> Placement data were derived from a records matching process facilitated through a data-sharing agreement between Commonwealth Corporation and the Massachusetts Department of Unemployment Assistance (DUA).

# DEMOGRAPHICS

## OF CTI STUDENTS



# DEMOGRAPHICS OF CTI STUDENTS

The data below offers insights into the demographic composition and various attributes of CTI students, encompassing factors such as age, race, ethnicity, gender, employment status at the time of enrollment, and additional characteristics. These data points yield valuable information regarding the makeup and distinctive characteristics of CTI students and the communities we serve.

The age distribution among CTI students showcases diversity across different age groups, with a significant portion (45%) falling within the 17-24 years old category. However, there's also representation across older age brackets, indicating a diverse range of life experiences and perspectives within the overall student body. The data also reflects a mix of employment statuses among CTI students at the time of enrollment, with a near-even distribution between program participants who were either unemployed (48%) or underemployed (52%). This indicates a commitment to serving individuals from diverse socio-economic backgrounds and providing opportunities for career advancement. Across both groups, a substantial 69 percent of students were identified as low-income. This finding is likely related to the fact that 91 percent of enrollees did not possess an associate's, bachelor's, or an advanced degree. It also underscores how CTI serves as a starting point in the educational journey of program participants toward securing gainful employment. The demographic data also highlights the racial and ethnic composition among CTI students: While students identifying as "white" constitute a significant portion, their percentage is balanced with other racial/ethnic groups, indicating CTI's commitment to diversity. Overall, the demographic data underscores CTI's commitment to diversity and inclusivity, with efforts to support individuals from various demographic backgrounds, socio-economic statuses, and identities in pursuing their educational and career goals.

|                   |                     |                 |
|-------------------|---------------------|-----------------|
| <b>Age</b>        | Age 17-24 Years Old | 45%             |
|                   | Age 25-34 Years Old | 25%             |
|                   | Age 35-44 Years Old | 14%             |
|                   | Age 45-54 Years Old | 10%             |
|                   | Age 55+ Years Old   | 6%              |
|                   | <b>Average Age</b>  | <b>30.2 yrs</b> |
| <b>Median Age</b> | <b>26 yrs</b>       |                 |

|               |                  |     |
|---------------|------------------|-----|
| <b>Gender</b> | Female           | 18% |
|               | Male             | 80% |
|               | Non-Binary/Other | 1%  |
|               | Not Disclosed    | 1%  |

|                                    |                               |     |
|------------------------------------|-------------------------------|-----|
| <b>Race/Ethnicity</b> <sup>3</sup> | American Indian/Alaska Native | 1%  |
|                                    | Asian                         | 3%  |
|                                    | Black/African American        | 13% |
|                                    | Hispanic/Latinx               | 31% |
|                                    | Multi-Racial                  | 4%  |
|                                    | Other/Not Disclosed           | 7%  |
|                                    | White                         | 41% |

|                                      |                |     |
|--------------------------------------|----------------|-----|
| <b>Employed Status at Enrollment</b> | Unemployed     | 48% |
|                                      | Under-employed | 52% |

<sup>3</sup> The numbers are derived from the consolidation of data pertaining to race and ethnicity.

# DEMOGRAPHICS OF CTI STUDENTS

## Highest Level of Education

|                               |     |
|-------------------------------|-----|
| Less Than High School         | 3%  |
| High School Diploma/HiSET/GED | 60% |
| Some Postsecondary/College    | 22% |
| Associate Degree              | 6%  |
| Bachelor Degree or Higher     | 9%  |

## Other Characteristics

|                             |     |
|-----------------------------|-----|
| Persons with Disabilities   | 6%  |
| Immigrant                   | 22% |
| Receiving Public Assistance | 38% |
| Low Income <sup>4</sup>     | 69% |
| UI Claimant/Exhaustee       | 14% |

## Language

|                |      |
|----------------|------|
| English        | 83%  |
| Spanish        | 8%   |
| Haitian Creole | 2%   |
| Portuguese     | 1.2% |
| Arabic         | 0.4% |

<sup>4</sup> Low Income: Participant is considered low-income if their annual family income is below 200% of the poverty income level for the size of family and/or is receiving public assistance such as TAFDC, SNAP, EAEDC, SSI.



# INSPIRING NARRATIVES OF **ACHIEVEMENT**



**Forging Success: A Marine's  
Journey through Workforce  
Training**



## South Shore's CTI Program Paves Path to Success for Former Marine



Jonathan Bailey's journey from job instability to a promising career at R&S Redco, a Weymouth-based family-owned machine shop, is a testament to the power of vocational training and workforce opportunities. A former Marine, Jonathan faced a series of job transitions after his military service, struggling to find stable employment. After a layoff from a construction job led him to delivering packages, he yearned for a more secure and fulfilling career.

"I needed something to get by. I worked at Amazon for a bit, but I was looking for something more stable," Jonathan recalls. The turning point came when a family member introduced him to South Shore Vocational Technical High School's Career Technical Initiative.

Enrolling in the Mechanical Engineering and Technology/ Manufacturing program marked the beginning of Jonathan's journey towards stability and professional growth. "The program was phenomenal! The instructor was great, and I learned every trick in the book," he enthused. The program not only equipped him with essential skills but also provided a comprehensive support system. "The school helped me get an awesome job; it was really rewarding. The staff really cared about the students, helping us with the job search, resumes, and whatever we needed."

The program's supportive environment pushed Jonathan to his limits, both physically and mentally. "It was challenging, in a great way. It was very different from all I had done before. I felt challenged every day. People were really invested."

Upon completing the program, Jonathan attended a CTI job fair where he connected with R&S Redco, a family-owned machine shop in Weymouth specializing in food packaging, transportation, and air filtration. His newfound skills and dedication quickly made an impression.

"I love working here. You don't find people like them anymore," Jonathan said about his coworkers and supervisors at R&S Redco. His commitment and work ethic do not go unnoticed. John B. Swan, President of R&S Redco, praised Jonathan, saying, "He is fantastic! Does everything we need and is already working up for a promotion. He will be able to earn more and go for the next step."



Jonathan Bailey training at the South Shore Vocational Technical High School's Career Technical Initiative.

Jonathan is now training to program software and set up machines, positioning himself for further advancement. “I couldn’t think of anything more fruitful than this. If it wasn’t for the CTI program, I would still be running around, dealing with work instability,” he reflects.

The broader success of South Shore’s Career Technical Initiative lies in its ability to create a robust workforce ecosystem. “From what we are seeing, people are realizing that you can truly make a decent living in the trades industry,” says Paul Bello, Director of Career and Community Development at South Shore Vocational Technical High School. “Our program completion is really high [84%], and we are dedicated to getting our students into the workforce.”

This ecosystem is strengthened by the support of the MassHire South Shore Workforce Board, which organizes job fairs and connects participants with potential employers. “We could not do this without the MassHire South Shore Workforce Board. They have worked hand in hand supporting participants with placement services,” Paul explains. The demand for these programs is so high that there is even a waitlist for some courses, such as HVAC.

R&S Redco values employees like Jonathan, who bring reliability and dedication to their work, and when they need skilled laborers, they rely on the CTI program. “I have a hard time finding skilled people, and in these times, there are a lot of people who jump from job to job, so we work closely with South Shore,” says John. “I want people who are willing to work for a long time. We need to keep the shop going, and I know that Jonathan will be here for a long time,” he added.

Jonathan’s story highlights the impactful role of vocational training programs in bridging the gap between job seekers and employers, creating a pathway for stable and rewarding careers. Jonathan expresses his gratitude for the program and the team behind it. “The staff at the school really cares about the students. They were very present both in the classroom and in helping us with our job search. I am truly grateful for this opportunity,” he said.

# COMMONWEALTH CORPORATION

## We thank you for your continued support.

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