



**Career
Technical
Initiative**

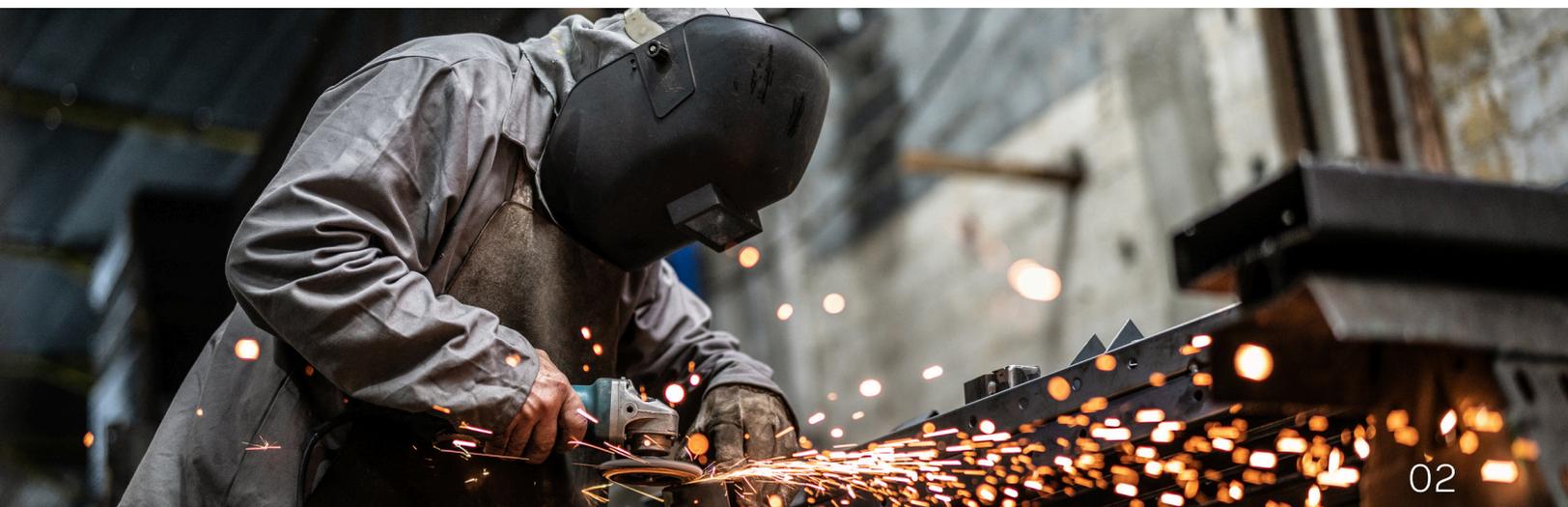
2024

ANNUAL

REPORT

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INTRODUCTION

EXECUTIVE SUMMARY

The Career Technical Initiative (CTI) stands as a cornerstone of Massachusetts' strategy to address the ongoing demand for skilled workers. Launched in January 2020 by the Workforce Skills Cabinet (WSC), CTI is a key tool to train Massachusetts talent and help businesses find qualified workers, with strong support from the Healey-Driscoll Administration and the legislature.

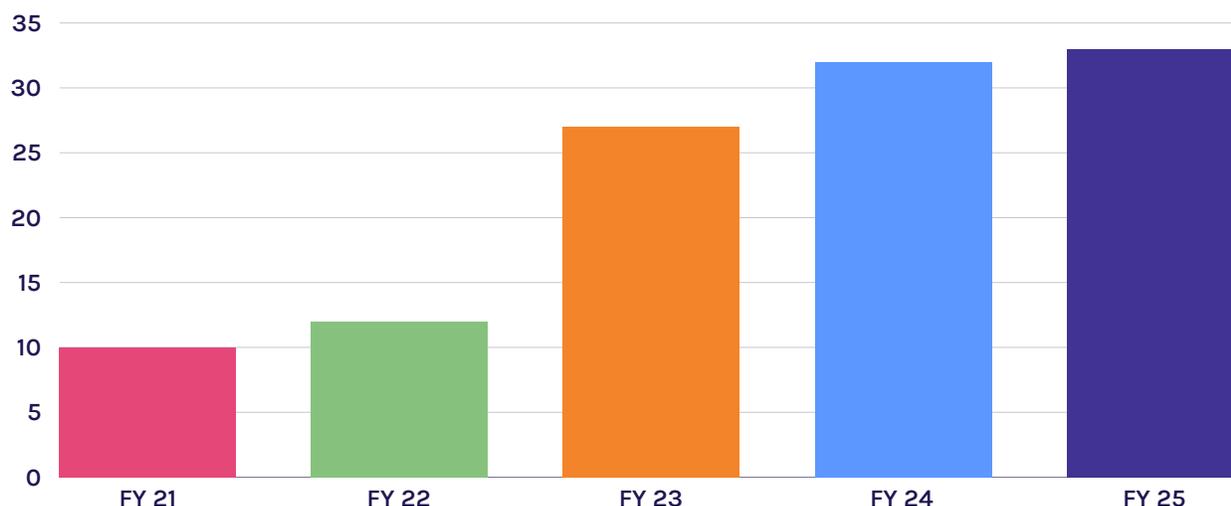
CTI provides a growing number of Massachusetts residents with access to high-quality career technical training by leveraging the state's existing vocational training resources, also known as Chapter 74 vocational programs. These are career-oriented programs that combine academic learning with practical skills training. Vocational technical schools utilize their facilities and equipment to train unemployed and underemployed adults in high-demand career pathways during periods of low space utilization, evenings, and weekends. CTI provides a pipeline of skilled and credentialed workers to meet employers' hiring needs, especially in manufacturing, construction, and other trades.

CTI fosters collaboration between vocational high schools, MassHire career centers, and MassHire regional workforce boards. Through these partnerships, stakeholders collaborate to identify local employers with hiring needs, tailor training programs to meet those needs, recruit individuals seeking pertinent skills, and support employment placement at participating employers post-graduation.

Commonwealth Corporation (CommCorp) administers the CTI program on behalf of the WSC. CTI launched in Fiscal Year (FY) 21 with 10 participating schools then expanded to 12 schools in FY22, grew to 27 schools in FY23 and to 32 schools in FY24. As of October 2024, CTI has increased its reach to 33 schools serving over 2,900 participants across 20 career pathway programs statewide.



NUMBER OF GRANTEES PER FY



CTI is funded annually through appropriations in the state budget. CTI first received state funding through the FY21 state budget followed by the one-time appropriation of funds allocated by federal 2021 American Rescue Plan Act (ARPA) funds. To date, \$89.5 million has been appropriated to fund CTI, of which \$45.1 million has been awarded through nine funding rounds. The remaining allocated funds will be awarded through requests for proposals in FY25 and the following fiscal years.

The state budget line item for CTI (7002-1091) calls for a report to be filed with the joint committee on labor and workforce development and the house and senate committees on ways and means that shall include, but not be limited to:

- i) "a list of vocational-technical schools that are operating career technical institutes;
- ii) the amount of funding each vocational-technical school will receive under this item;
- iii) the number of students served by career technical institutes, including technical institutes established in chapter 74 of the General Laws and the number of adult learners participating in industry-recognized credentialing pathways at each vocational-technical school, delineated by training program; and
- iv) the employment outcomes of the graduates of the training programs."

This report provides an update on the performance of training programs funded through CTI. It includes data on enrollment, job placements, and the demographics of program participants. Job placement data are available for rounds one through four, which have concluded, and the final data are available. Enrollment and demographic data are provided for rounds one through eight. Programming for round nine commenced in August 2024. Data on enrollment and demographics for round nine is not included, as its start date falls after the report's cut-off date of June 2024. CommCorp will provide data for this round in future reports as it becomes available.

ABOUT CTI

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 grant funding and fosters partnerships between industry, education, and workforce organizations.

CTI supports expanded capacity for designated Chapter 74 vocational programs to provide adult training. 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.

CTI serves unemployed or underemployed individuals who additionally face credential barriers to accessing career-oriented employment. With additional skills and industry credentials, these individuals are better positioned in the labor market. CTI programs provide case management, work readiness training, and placement support in collaboration with the MassHire Career Centers. By training individuals and directly connecting them to jobs, CTI develops talent pipelines to meet the skill needs of businesses in high-demand occupations.



BUILDING PARTNERSHIPS **ACROSS THE COMMONWEALTH**



BUILDING PARTNERSHIPS

The unprecedented surge in investment required a focused expansion of staff to cultivate employer interest and adequately screen and refer candidates to ensure that the expanded training capacity was efficiently and effectively utilized. CTI schools form collaborative partnerships with MassHire regional workforce boards and MassHire career centers, including Upskilling Navigators and Market Makers, 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

During the pandemic, each of the seven regional workforce skills planning areas, designated by the WSC, hired additional staff known as “Market Makers” to promote increased training resources to employer networks. While MassHire regional workforce boards engage and connect employers by design, Market Makers enabled boards to expand their capacity to communicate with more employers, facilitate connections between employers and training providers, identify and match employers to grant funding opportunities, assist employers in the hiring process, as part of the pipeline building and during a period of significant ARPA funding. Market Makers and business services liaisons 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.

EMPLOYERS

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

BUILDING PARTNERSHIPS

MASSACHUSETTS WORKFORCE SKILLS FUND

The Massachusetts Workforce Skills Fund is a pilot initiative launched in September 2024 by the Executive Office of Labor and Workforce Development (EOLWD) in partnership with CommCorp. The program leverages available federal ARPA funding to provide stipends to un- and underemployed individuals enrolled in eligible CTI or Workforce Competitiveness Trust Fund (WCTF) training programs, helping to cover living expenses during training, which supports participant retention.

Participants receive stipends of \$3,000 for programs lasting less than 90 days and \$5,000 for programs over 90 days. Payments are made in three installments tied to key milestones: enrollment, program completion, and employment. Backed by \$6.1 million in federal ARPA funding and administered by the Public Consulting Group as the fiscal vendor, this pilot promotes pipeline development in needed occupational areas, while also helping participants reach their career goals.

GE VERNOVA FOUNDATION GRANT SUPPORTING CTI

In FY25, the Commonwealth Corporation Foundation secured a \$300,000 award from the GE Vernova Foundation to support CTI clean energy programs. The Commonwealth Corporation Foundation, a 501(c)(3) non-profit supporting the mission of Commonwealth Corporation, addresses resource gaps by targeting unmet workforce development needs and empowering workers and employers in Massachusetts. This is achieved through strategic partnerships with the business community, organizing events, and grant-making initiatives. Awarded funding by the GE Vernova Foundation will enable CTI programs to procure training equipment based on the needs and demands of the employers in the region. Additionally, both CTI and Career and Technical Education school staff will benefit from additional professional development on the equipment.



Lieutenant Governor Kim Driscoll, Labor and Workforce Development Secretary Lauren Jones, Education Secretary Patrick Tutwiler, Economic Development Undersecretary Sarah Stanton, and Senate President Karen Spilka join the Commonwealth Corporation Foundation and the GE Vernova Foundation for an announcement at the Keefe Regional Technical School.

CAREER TECHNICAL INSTITUTES & **GRANT AWARDS**

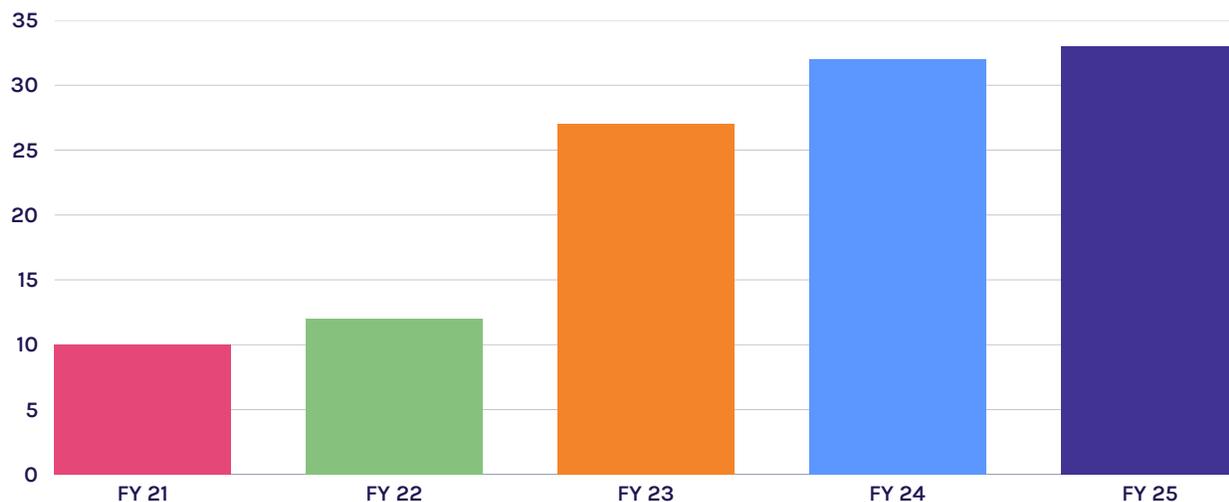


Secretary of Labor and Workforce Development Lauren Jones visits Tri-County Regional Vocational Technical School

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 funding appropriated by the state legislature, to expand the number of participating CTI schools and available career pathways across the Commonwealth. 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 \$89.5 million from state and ARPA funds, a total of \$45.1 million has been awarded across all funding rounds, including rounds one through nine and Planning Grants.

NUMBER OF GRANTEES PER FY



CAREER TECHNICAL INSTITUTES AND GRANT AWARDS

CTI FY21-FY25 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 June 2024.*

| GRANTEE NAME | PLANNING | IMPLEMENTATION/ START UP | 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 | | x | \$320,220.00 |
| Greater Lawrence Technical School | | x | \$3,364,000.00 |

*CommCorp and the WSC continue 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.

CAREER TECHNICAL INSTITUTES AND GRANT AWARDS CONTINUED

| GRANTEE NAME | PLANNING | IMPLEMENTATION/ START UP | TOTAL FUNDING |
|---|----------|-----------------------------|----------------|
| Greater Lowell Technical High School | | x | \$1,268,000.00 |
| Greater New Bedford Regional Vocational Technical High School | x | x | \$730,000.00 |
| Keefe Regional Vocational 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 | x | x | \$394,871.35 |
| 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 District | | x | \$616,703.00 |
| Salem Public Schools | | x | \$855,948.00 |
| Smith Vocational and Agricultural High School | | x | \$418,052.50 |

CAREER TECHNICAL INSTITUTES AND GRANT AWARDS CONTINUED

| GRANTEE NAME | PLANNING | IMPLEMENTATION/ START UP | TOTAL FUNDING |
|--|----------|-----------------------------|------------------------|
| 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 |
| Taconic High School | x | x | \$180,610.89 |
| 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 |
| 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 |
| TOTAL | | | \$45,079,603.03 |

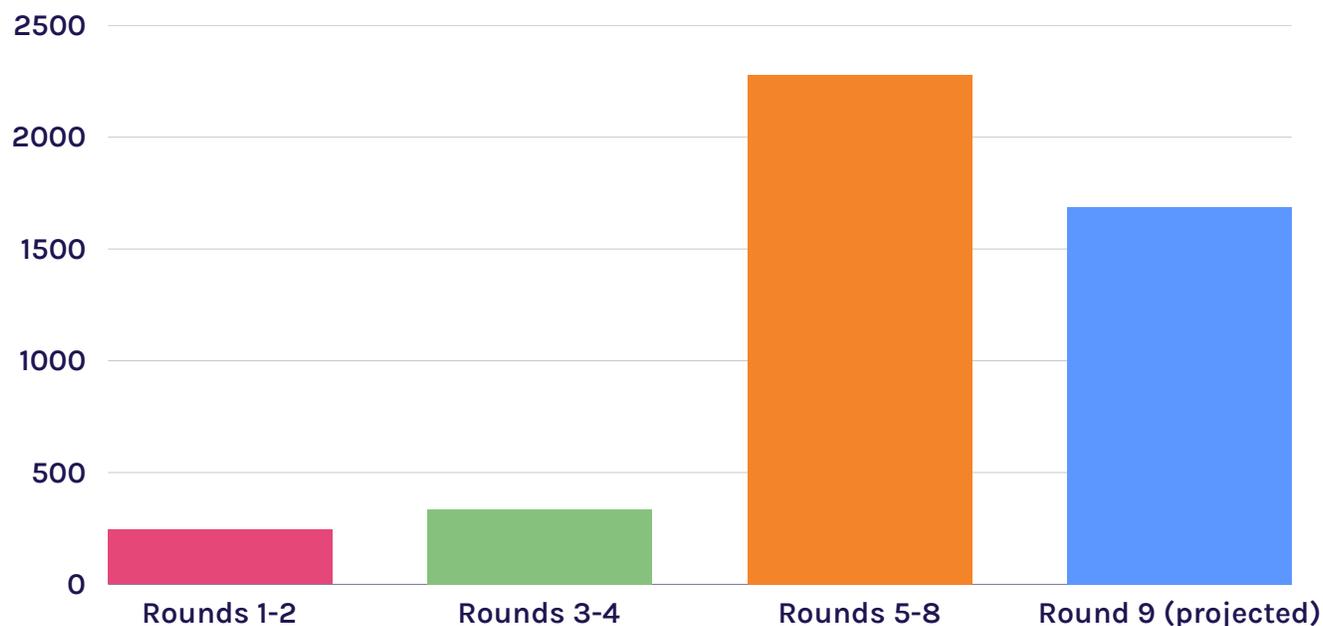
ENROLLMENT **GROWTH**



ENROLLMENT GROWTH

Between funding rounds one and two, CTI schools enrolled 244 adult learners in manufacturing, construction, and trades pathways. Enrollment saw a significant rise in rounds three and four, increasing by 37.7% to 336 students. By June 2024, enrollment grew to 2,280 students in rounds five through eight. This represents a significant increase, equating to a growth rate of 578%. While programming for subsequent round nine has not yet begun, it is projected to serve another 1,686 students. The total number of students served by CTI, including both actual and projected enrollments across all rounds, surpasses 5,400.

ENROLLMENT GROWTH



CTI grants operate on a two-year cycle, with enrollment taking place at various times during the grant period, depending on the individual grantee's schedule. As enrollment activities continue in ongoing rounds six, seven and eight, a comprehensive update on enrollment will be provided in the CTI ARPA Report in June 2025. To date,¹ total enrollment across all funding rounds amounts to 2,860 students.

[1] For this report, we are reporting on data collected through May 2023. Data are subject to change, and there are ongoing adjustments as grants progress.

ENROLLMENT GROWTH

| GRANTEE NAME | TOTAL ENROLLMENT (ROUNDS 1-8) |
|---|----------------------------------|
| Assabet Valley Regional Vocational School District | 92 |
| 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 | 338 |
| Franklin County Technical School | 111 |
| Greater Lawrence Technical School | 334 |
| Greater Lowell Technical High School | 102 |
| Greater New Bedford Vocational Technical High School | 52 |
| Keefe Regional Vocational Technical School | 27 |
| Lynn Vocational Technical Institute | 21 |
| Madison Park Vocational Technical High School | 170 |

ENROLLMENT GROWTH CONTINUED

| GRANTEE NAME | TOTAL ENROLLMENT (ROUNDS 1-8) |
|--|----------------------------------|
| Minuteman Regional Vocational Technical School | 158 |
| Montachusett Regional Vocational Technical High School | 203 |
| Nashoba Valley Technical High School | 187 |
| Old Colony Regional Vocational Technical High School | 31 |
| Pathfinder Regional Vocational Technical High School | 46 |
| Salem High School Career & Technical Education Center | 46 |
| Smith Vocational & Agricultural High School | 29 |
| South Shore Regional Vocational Technical High School | 226 |
| Southeastern Technical Institute | 114 |
| Taunton High School | 6 |
| Tri-County Regional Vocational Technical School District | 82 |
| Upper Cape Cod Technical School | 64 |
| Weymouth High School CTI | 25 |
| Whittier Regional Vocational Technical School District | 182 |
| Worcester Public Schools Night Life CE | 58 |
| Grand Total | 2,860 |

ENROLLMENT GROWTH CONTINUED

The training pathway enrollment summary presented in the table below underscores the demand for programs across all 20 pathways. Welding stands out as the most sought-after pathway, attracting a total of 600 enrollments across all rounds. It is followed by automotive technology with 367 enrollments, carpentry with 354 enrollments, HVAC with 328 enrollments, and plumbing with 303 enrollments. Together, these five pathways make up 68% of the total CTI enrollment, comprising 1,952 participants. This reflects strong interest in hands-on technical training in high-demand industries across the Commonwealth.

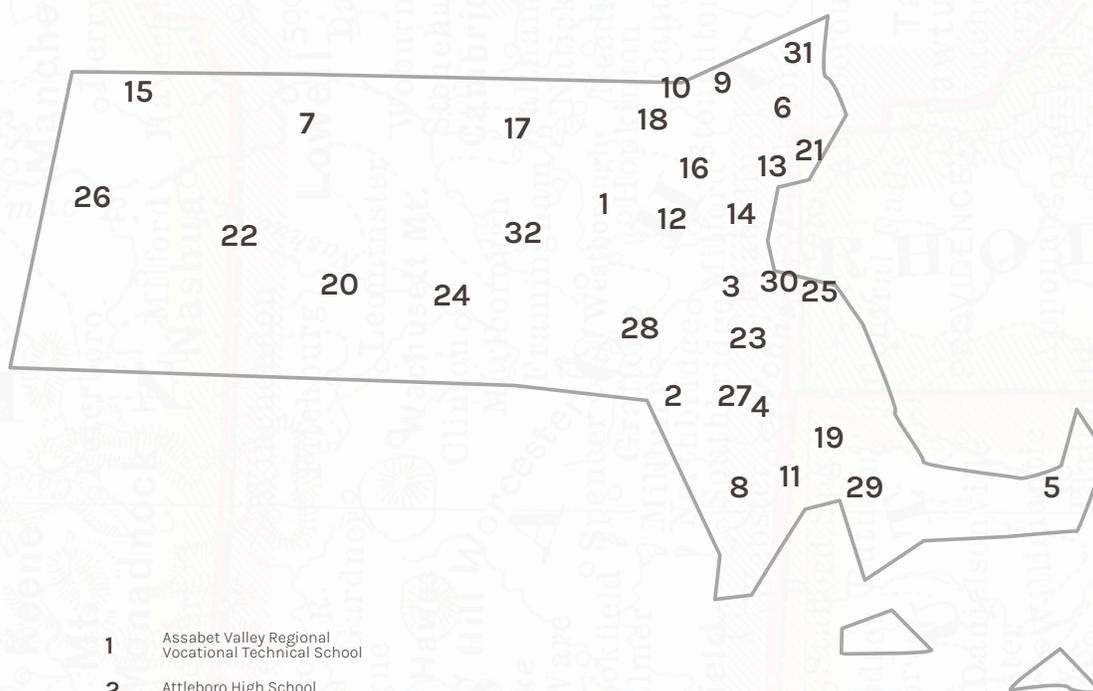
While some pathways have relatively lower enrollment numbers, they provide valuable opportunities for students pursuing specialized fields. This demonstrates CTI's broad outreach, offering training and credentialing to a significant number of individuals seeking skill development across all 20 WSC-approved pathways.

| TRAINING PATHWAY | TOTAL ENROLLMENT (ROUNDS 1-8) |
|----------------------------|----------------------------------|
| Advanced Manufacturing | 155 |
| Auto Body/Collision Repair | 78 |
| Automotive Technology | 367 |
| Biotechnology Lab Tech | 16 |
| Carpentry | 354 |
| Construction Labor | 32 |
| Culinary Arts | 203 |
| Diesel Technician | 8 |
| Electrical | 238 |
| Electrical Systems Tech | 16 |
| Electronics Tech/Robotics | 35 |
| Groundskeeping & Equipment | 38 |
| HVAC | 328 |
| Machine Technology | 31 |
| Marine Trades Tech | 20 |
| Plumbing | 303 |
| Property Maintenance | 38 |
| Welding/Metal Fabrication | 600 |
| Grand Total | 2,860 |

*

CTI SCHOOLS FUNDED TO DATE

CTI provides funding and technical assistance to 32 vocational schools across all seven regions involved in regional blueprint planning, with ongoing efforts to broaden its geographic impact. 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.



- | | | | |
|----|---|----|---|
| 1 | Assabet Valley Regional Vocational Technical School | 18 | Nashoba Valley Technical High School |
| 2 | Attleboro High School | 19 | Old Colony Regional Vocational Technical High School |
| 3 | Blue Hills Regional Technical School | 20 | Pathfinder Regional Vocational Technical High School District |
| 4 | Bristol-Plymouth Regional Technical School | 21 | Salem Public Schools |
| 5 | Cape Cod Regional Technical High School | 22 | Smith Vocational and Agricultural High School |
| 6 | Essex North Shore Agricultural and Technical School | 23 | Southeastern Regional School District |
| 7 | Franklin County Technical School | 24 | Southern Worcester County RVSD (Bay Path) |
| 8 | Greater Fall River Vocational School District | 25 | South Shore Regional Vocational Technical High School |
| 9 | Greater Lawrence Technical School | 26 | Taconic High School |
| 10 | Greater Lowell Technical School | 27 | Taunton High School |
| 11 | Greater New Bedford Regional Vocational Technical High School | 28 | Tri-County Regional Vocational Technical School District |
| 12 | Keefe Regional Technical School | 29 | Upper Cape Cod Regional Technical School |
| 13 | Lynn Vocational Tech High School | 30 | Weymouth Public Schools |
| 14 | Madison Park Technical Vocational High School | 31 | Whittier Regional Vocational Technical High School |
| 15 | McCann Technical School | 32 | Worcester Public Schools |
| 16 | Minuteman Regional Vocational Technical School District | | |
| 17 | Montachusett Regional Vocational Technical School District | | |

SUCCESS STORIES



**Southeastern Technical Institute
CTI graduate Ty Moore celebrates
the grand opening of her
restaurant Nytia's Soul Kitchen →**

Cooking Up Confidence

How Ty Moore Transformed Her Passion into a Restaurant thanks CTI



For Ty Moore, a former accountant, the journey to opening her own soul food restaurant was far from easy. “Fast forward to COVID, and I realized that life is too short; you need to follow your passion,” Moore reflects. After years in Corporate America, it was a food truck program at the Southeastern Technical Institute (STI) that ignited her confidence and equipped her with the skills to pursue her lifelong dream. Today, she’s preparing to launch Nytia’s Soul Kitchen in Taunton, thanks to the support and training she received through STI’s Food Truck Program, funded by the Career Technical Initiative.

Moore’s experience embodies the heart of the program: cooking is more than just chopping and frying—it’s a gateway to creativity and opportunity. The Food Truck Program at STI, located in Bristol County, is a testament to this philosophy, as it prepares students for culinary success. Moore is among the many students who have greatly benefited from the program, eager to fulfill her passion for cooking. After graduating from Bentley University in 2002, Moore worked as an accountant while managing her own soul food catering business for friends and family. However, it was her connection with MassHire that led her to the Food Truck Program at STI. “I was on unemployment and heard about the program through MassHire and was totally excited,” she says.

The program offers comprehensive training to its culinary participants, including ServSafe certifications, workforce readiness skills, and specialized instruction tailored to expanding their kitchen operations. One of the things that the program did for me was give me confidence,” Moore says. “Even though I was a great cook, I was not confident because I didn’t have a culinary degree.” With a variety of specialized instructors, the program supports its students and sets them up for success. Moore also attests that “They are very good at trying to place people in employment opportunities after the program” and mentions that she was able to intern at Kinfolk BBQ, a restaurant located in Taunton, where she was praised for her knife skills.

“Moore was a real asset to the program, always upbeat, and a mother figure to some of the other students in the program. She was a leader in the program,” says Patricia Illsley, Program Director at Southeastern Technical Institute. The STI Food Truck Program operates an on-sight food truck in the evenings four nights a week, preparing students from various backgrounds – from recent high school graduates to older adults changing careers – with the skills necessary to become chefs. The program not only provided Moore with the foundational skills, like knife techniques, but also the opportunity to design menus and serve customers through the food truck “At the beginning of each week the students design the menu, prep the ingredients, and if the weather is good and if the food truck is available, they start working the food truck on Wednesday or Thursday nights,” says Illsley. “If the weather is not good then we have a cafeteria and restaurant as well and they’ll do a grab and go, like counter service.”

The impact of the program has been nothing short of transformative for Moore. “I honestly think that I got more out of this program than my accounting degree,” says Moore in gratitude. Overall, Moore is beyond thankful for STI for offering this opportunity to her. “If the state hadn’t funded this program, my life wouldn’t be where it is now,” shares Moore appreciatively. The time at the program and beyond has equipped her with the skills and connections needed to launch her business. Moore hopes that she will open Nytia’s Soul Kitchen at the end of 2024. She plans to have her restaurant run as a “casual dining and take-out” serving soul food to the community. “I’m also having a lot of Taunton High culinary students come because I want to mentor them and help them understand that no one should talk them out of what they really want to do,” she said.

Moore has proven that programs like the Food Truck Program at Southeastern Technical Institute are extremely rewarding. Not only do the students benefit, but businesses in the community thrive, younger generations want to get involved, and community members like her start believing that their dreams can come true.

Pictured here: CTI graduate Ty Moore celebrates the grand opening of Nytia’s Soul Kitchen at 73 Main St, Taunton, bringing a fresh taste of soul food to her community.



OUTCOMES & **IMPACT**



OUTCOMES AND IMPACT

CTI program progress and success are assessed through four performance metrics: 1) enrollment, 2) credential attainment, 3) program completion, and 4) employment. Job placement 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 documentation and data entry requirements, meet the 30-day job retention benchmarks, and conduct participant follow-up activities.

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 vocational high schools statewide. Among the 580 participants, 88% successfully completed the program successfully and obtained one or more credentials. Typically, participants acquired safety credentials like OSHA 10/30,² Hot Work Safety,³ or S/P2 Safety and Pollution Prevention,⁴ along with technical credentials such as AWS 1G⁵ for welding, EPA608⁶ for HVAC, or ASE Certification⁷ 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.

CTI program implementation commenced during the early stages of the COVID-19 pandemic; round one started in January 2021. Round two was awarded and launched during the peak of the pandemic and concluded in June 2022. Considering this timing, the first two rounds of graduate job placements occurred during a period of widespread business closures, layoffs, furloughs, and other significant disruptions in the job market. To assist with job placement in the face of these difficult circumstances, CTI graduates were provided comprehensive support through the MassHire workforce system. Comprehensive support encompasses workshops and training sessions on career readiness, resume writing, job search tools, and assessing the possibility of federal Workforce Innovation and Opportunity Act (WIOA) co-enrollment, among other topics. Despite the pandemic challenges, the employment rate for graduates from rounds one through four stands at 86%.⁸

Among the graduates employed after completing training in rounds one through four, 35% reported salaries ranging between \$20-25 per hour, while 12% reported earning \$25 per hour or higher. CTI grantees have built partnerships with 375 employers over the first four rounds, enabling them to fill open positions by hiring skilled workers from CTI's talent pipeline.

[2] OSHA 10/30: Occupational Safety and Health Administration (OSHA) training programs that provide 10 or 30 hours of instruction on workplace safety and health hazards. [3] Hot Work Safety: Training focused on safety practices for tasks involving open flames, sparks, or heat production, such as welding or cutting. [4] S/P2 Safety and Pollution Prevention: Industry-specific training on workplace safety and environmental practices, commonly used in automotive, construction, and other technical fields. [5] AWS 1G: A certification from the American Welding Society (AWS) indicating proficiency in basic flat-position welding. [6] EPA608: A certification from the Environmental Protection Agency (EPA) required for HVAC technicians who handle refrigerants. [7] ASE Certification: Automotive Service Excellence (ASE) certification demonstrates a technician's expertise in automotive repair and maintenance. [8] 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 PARTICIPANTS**



DEMOGRAPHICS OF CTI PARTICIPANTS

The data below provide a detailed overview of the demographic makeup and key characteristics of CTI participants, highlighting a diverse population representing a variety of racial, ethnic, and socio-economic backgrounds. This underscores the critical role CTI plays in providing accessible education and career training opportunities for underserved communities, particularly from Gateway Cities.

At the time of enrollment, there is a near-even split between unemployed and underemployed program participants. Additionally, around two-thirds of participants are classified as low-income,⁹ and over one-third receive public assistance, underscoring CTI's focus on serving individuals with significant economic challenges.

The educational attainment data further emphasizes CTI's role in supporting participants from varied educational backgrounds. A majority of participants (59.8%) reported a high school diploma, HiSET, or GED as their highest level of education, while 21.5% have some postsecondary education but no degree. Only 15.1% hold an associate's degree or higher, highlighting CTI's importance as a starting point for many participants on their journey toward career advancement.

The age distribution of CTI participants shows a significant concentration in the younger age group, with 46% of participants aged 17-24 years old. However, a notable 54% of participants are 25 years or older, with the average age being 29.9 and the median age 26, demonstrating that CTI serves both early-career individuals and those seeking career changes or upskilling later in life.

CTI also serves an inclusive range of racial and ethnic diversity. 48% of participants represent people of color including 32% of Hispanic/Latinx individuals, 13% Black/African American individuals, and 3.5% Asian individuals, with White individuals totaling 42% of participants. Other key characteristics show that 22% of participants are immigrants, and 17% speak a language other than English.

Overall, this demographic data underscores CTI's commitment to diversity, equity, and inclusion, providing workforce training to individuals from a wide range of backgrounds, educational levels, and economic situations. The program continues to create vital opportunities for those most in need of workforce training, setting participants on a path toward sustainable, gainful employment in high-demand sectors.

[9] 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.

DEMOGRAPHICS OF CTI PARTICIPANTS CONT.

| | | |
|------------|---------------------|----------|
| Age | Age 17-24 Years Old | 46% |
| | Age 25-34 Years Old | 24% |
| | Age 35-44 Years Old | 15% |
| | Age 45-54 Years Old | 9% |
| | Age 55+ Years Old | 5% |
| | Average Age | 29.9 yrs |
| | Median Age | 26 yrs |

| | | |
|---------------|------------------|-----|
| Gender | Female | 17% |
| | Male | 81% |
| | Non-Binary/Other | 1% |
| | Not Disclosed | 1% |

| | | |
|--|-------------------------------|------|
| Race/Ethnicity Combined⁹ | American Indian/Alaska Native | 0.5% |
| | Asian | 3.5% |
| | Black/African American | 13% |
| | Hispanic/Latinx | 32% |
| | Multi-Racial | 3% |
| | Other/Not Disclosed | 6% |
| | White | 42% |

| | | |
|--|----------------|-----|
| Employment Status at Enrollment | Unemployed | 48% |
| | Under-employed | 52% |

| | | |
|-----------------------------------|-------------------------------|-------|
| Highest Level of Education | Less Than High School | 3.6% |
| | High School Diploma/HiSET/GED | 59.8% |
| | Some Postsecondary/College | 21.5% |
| | Associate Degree | 5.6% |
| | Bachelor Degree or Higher | 9.5% |

| | | |
|------------------------------|-----------------------------|-----|
| Other Characteristics | Persons with Disabilities | 7% |
| | Immigrant | 22% |
| | Veterans | 3% |
| | Receiving Public Assistance | 38% |
| | Low Income ¹¹ | 69% |
| | UI Claimant/Exhaustee | 13% |

| | | |
|-----------------|---------------------|------|
| Language | English | 83% |
| | Spanish | 8% |
| | Haitian Creole | 2% |
| | Portuguese | 1.3% |
| | Arabic | 0.5% |
| | Cape Verdean Creole | 0.4% |
| | French | 0.4% |
| | Khmer (Cambodian) | 0.3% |

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[10] The numbers are derived from the consolidation of data pertaining to race and ethnicity.

[11] 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.

SUCCESS STORIES



Behind the scenes at Nashoba: Students in the CTI Electrical Program are learning the skills that will power their careers and shape the future of our workforce —>

Rewiring Careers: Nashoba's CTI Electrical Program Opens Doors for Workforce Transformation

The Career Technical Initiative (CTI) at Nashoba Valley Technical High School is transforming the landscape of workforce development in Middlesex County by equipping individuals with the skills necessary to thrive in high-demand fields such as Automotive Technology, Plumbing, and Electrical Technology. Through a combination of hands-on training and strategic industry partnerships, Nashoba ensures that graduates are well-prepared to enter the workforce, contributing to the local economy and addressing critical labor shortages in Massachusetts.



Pictured here: Nashoba program participant, Felicia, with Bob Baker, lead instructor of the CTI Electrical Program, celebrating the success of Felicia's program completion.

Felicia*, a mother and former bartender, found a new direction in her career by participating in the CTI Electrical Program at Nashoba. After years in the hospitality industry, she was searching for stability and better opportunities. "I did some college, and I was stuck in the restaurant industry. There was no growth, and the hours were inconsistent. I heard about the program through MassHire, and I knew this was my chance to turn things around," Felicia reflects.

Upon enrolling in the CTI Electrical Program, Felicia faced a steep learning curve but was determined to succeed. "I knew that an office job wasn't going to work for me, so I took electrical on a whim. It opened my eyes to career possibilities I hadn't considered before," she shares. The program, which combines theoretical knowledge with practical skills, provided Felicia with an invaluable foundation in electrical circuits, wiring systems, and safety protocols. It also helped her develop a network of industry connections, which led to her securing a full-time position at Granite City Electric in Billerica just after completing the 200-hour, 10-week program through CTI.

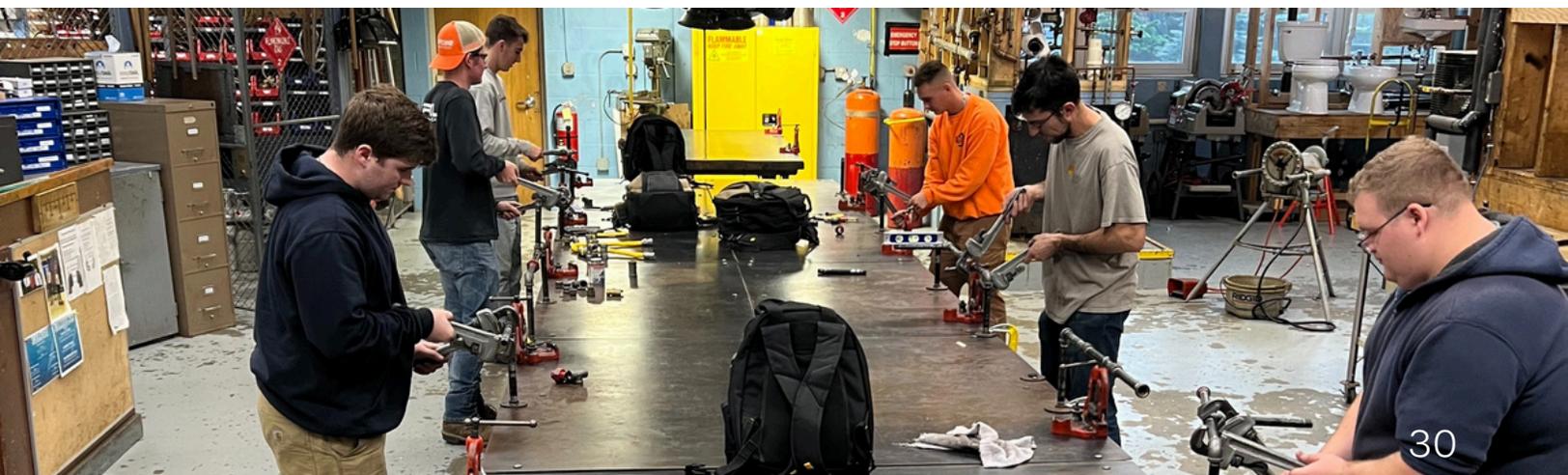
Bob Baker, the lead instructor of the electrical program at Nashoba and a master electrician, notes that Felicia's dedication and resilience were evident from the start. "She never gave up, even when the material was challenging. By the end of the program, she was one of the top students, and she was the first to be employed," he recalls. Bob, who is passionate about the program's mission, emphasizes that graduates are equipped with the tools and credentials to enter the workforce with confidence. "We aim to give our students not just technical skills but the industry knowledge that makes them stand out to employers," he says.

The CTI Electrical Program at Nashoba, which began offering training in 2023, has gained significant momentum, drawn increased interest, and even created a waitlist for future classes. This surge in demand reflects the growing recognition of the program's value in addressing labor shortages in skilled trades, particularly in the electrical field, where women represent just 2% of the workforce. Jobee B. O'Sullivan, Director of Post-Secondary & Community Education at Nashoba Tech, underscores the broader significance of the program: "CTI is helping people shift careers, particularly in the post-COVID landscape. It's a lifeline for those looking for economic mobility and professional reinvention," she says. Felicia's success story is a testament to the life-changing potential of CTI programs, which empower individuals to leave behind dead-end jobs and transition into fulfilling good-paying careers. "It's been a great fit, a perfect segue from my previous experience in the restaurant industry. I love my new job—it offers stable hours, great pay, and benefits," she explains. She now enjoys a healthy work-life balance that allows her to spend time with her child while building a career with long-term growth opportunities. "I never knew this was possible, and I'm so grateful for the opportunity to have found something that fits my life as a mother," she says.

The program's impact extends beyond the individual, contributing to local economies by producing a skilled workforce that stays in the community, works locally, and supports local businesses. The CTI program is not just about teaching technical skills; it's about creating a cycle of opportunity and support within the community, Bob explains. "We're training people for careers that can't be outsourced—especially in electrical work, which requires local expertise and licensure," he said.

For Felicia, the program has opened doors to a fulfilling career that she had never imagined. "I really want to emphasize how important programs like these are. I had no idea that a career in electrical was even an option for me. Now I have a stable job, and I'm in a great environment that supports my growth," she concludes.

*Last name omitted at the participant's request.





**We thank you for your
continued support.**

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