MASSHIRE | DEPARTMENT OF CAREER SERVICES

Workforce Issuance

100 DCS 14.107 X **Policy** **Information**

To: Public and Private Institutions of Higher Education
Workforce Training Providers
State Workforce and Education Agency Partners
MassHire Workforce Board Chairs
MassHire Workforce Board Directors
MassHire Career Center Directors
MassHire Fiscal Officers
MassHire DCS Operations Managers

CC: MassHire State Workforce Development Board
Local Workforce Development Boards

From: Beth Goguen, Director
MassHire Department of Career Services

Date: September 1, 2026

Subject: **2026-2027 Massachusetts Workforce Pell Pilot Policy**

Purpose: To establish the Commonwealth's policy, standards, and processes for implementing the Workforce Pell program during the 2026-2027 pilot period (which will include a limited set of programs that meet all federal and state eligibility requirements) including program eligibility, review and approval, oversight, and ongoing compliance, in accordance with federal Workforce Pell requirements.

Background: Amendments to Title IV of the Higher Education Act and regulations issued by the U.S. Department of Education expanded Federal Pell Grant eligibility to certain short-term, high-skill, high-wage, or in-demand workforce training

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programs, commonly referred to as Workforce Pell. Under federal Workforce Pell regulations, Governors are required to approve eligible workforce programs and establish state-level standards and processes to support program eligibility determinations, in consultation with the State Workforce Development Board.

Policy: The Commonwealth adopts this Massachusetts Workforce Pell Policy for the 2026-2027 pilot period, as set forth below. The policy establishes standards and processes governing Workforce Pell program eligibility, review and approval, data reporting, oversight, and continued compliance.

This policy will be used to support Governor-level determinations of Workforce Pell program eligibility and to guide coordination among workforce, higher education, and training partners. The Commonwealth may refine or update this policy based on implementation experience, federal guidance, and findings from the pilot period.

Action Required: MassHire Boards and Career Centers should review this issuance and policy and share with relevant partners. Workforce development partners, institutions of higher education, workforce training providers, and relevant state agencies should review this issuance. Training providers and partners interested in participation in Workforce Pell should use the first year to assess readiness and prepare systems, data collection, and program structures to support potential future eligibility determinations, subject to federal and Commonwealth requirements. Training providers interested in applying for first year eligibility in aligned occupations should apply by September 25, 2026

Effective: September 1, 2026

Inquiries: Please direct all inquiries to workforcepell@mass.gov

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I. Executive Summary

Workforce Pell is a new federal initiative expanding Pell Grant eligibility to short-term, high-quality workforce training programs, effective July 1, 2026. Under amendments to the Higher Education Act, eligible undergraduate-level programs of at least 8 weeks and 150 clock hours may qualify for Pell Grant funding if they meet federal requirements related to credential quality, labor market alignment, and student outcomes. Workforce Pell is intended to expand access to high-skill, high-wage, or in-demand programs that meet employer needs, lead to recognized postsecondary credentials, support economic mobility, and align with the Commonwealth's broader workforce and higher education priorities.

The Governor, with guidance from the MassHire State Workforce Development Board, is responsible for establishing state eligibility standards and issuing program-level determinations.

To be eligible for Workforce Pell, a program must meet the following requirements:

1. Be offered by an accredited Title IV-eligible institution;
2. Be at least 8 weeks but less than 15 weeks;
3. Be between 150 and 599 clock hours, or 4-15 semester or trimester credit hours, or 6-23 quarter credit hours;
4. Lead to a recognized postsecondary credential that is portable and stackable, or that prepares students for an occupation for which there is only one recognized credential;
5. Include no more than 25% of the program delivered by an ineligible third-party provider (less than 50% for Registered Apprenticeship Programs (RAPs))
6. Not be offered through correspondence education, study abroad, or direct assessment and must not include preparatory non-credit or remedial coursework;
7. Prepare learners for occupations that are high-skill, high-wage, or in-demand, as defined by the Commonwealth;
8. Align with employer hiring needs;
9. Demonstrate a 70% completion rate (within 150% of the normal time);
10. Demonstrate a 70% job placement rate among program exiters, measured in the second quarter following program exit;
11. Meet federal standards for program quality and value;
12. Have been offered and met all requirements for at least 12 consecutive months prior to approval; and
13. Meet other state approval requirements.

Programs serving as the Related Technical Instruction (RTI) component of a Registered Apprenticeship Program are presumed to satisfy occupational alignment and employer hiring alignment requirements.

II. Purpose and Authority

This policy is intended to operate in full alignment with federal Workforce Pell statutory and regulatory requirements. Detailed citations to applicable federal statute and regulation, including provisions of the Higher Education Act and implementing regulations at 34 CFR Part 690, are provided in Appendix B.

III. Program Eligibility Criteria

This section establishes the eligibility requirements that short-term workforce programs must meet for Workforce Pell. Programs must satisfy all federal eligibility criteria as well as applicable state standards.

Eligibility determinations are made based on program operations during the 12 months immediately preceding the application date.

A. Federal Eligibility Requirements

This subsection establishes federal requirements for eligibility consistent with the Higher Education Act and the U.S. Department of Education's Workforce Pell regulations.

1. **Institutional Eligibility**: The program must be offered by an institution that:
    - Is accredited by a federally recognized accrediting agency;
    - Participates in Title IV federal student aid programs; and
    - Has not been subject to suspension, emergency action, or termination from Title IV participation within the five years immediately preceding the eligibility determination.
2. **Program Length and Structure**: The program must:
    - Operate for at least 8 weeks but fewer than 15 weeks of instructional time;
    - Include 150-599 clock hours, or the equivalent 4-15 semester or trimester credit hours, or 6-23 quarter credit hours, as permitted under federal regulation;
    - Not be offered through correspondence education, study abroad, or direct assessment and may not include preparatory non-credit or remedial coursework (including ESL) in the calculation of enrollment intensity or cost of attendance.
3. **Written Arrangements with Third-Party Providers**: The program may include written arrangements with approved third-party providers, subject to the following limitations:

- No more than 25% of the program may be delivered by an ineligible entity; or
- In the case of a Registered Apprenticeship Program, less than 50% of the program may be delivered by an ineligible provider.

4. **Credential Requirement**: The program must lead to a recognized postsecondary credential that is:
    - An industry recognized certificate or certification; or
    - A certificate of completion of a Registered Apprenticeship Program;* or
    - A state or federally recognized license; or
    - Credit-bearing certificate (*e.g.*, LPN or other certificate that awards academic credit); or
    - An associate or bachelor's degree.

    *For Registered Apprenticeship Programs, the Workforce Pell-eligible portion of the program is not required to culminate in the final apprenticeship certificate of completion, provided it delivers required related technical instruction in furtherance of program completion.
5. **Academic Credit**: The program must demonstrate that successful completion results in academic credit that is accepted toward at least one certificate or degree program at one or more eligible postsecondary institutions.
6. **Program Performance Outcomes**: The program must meet minimum performance thresholds:
    - A completion rate of at least 70%*, calculated within 150% of normal program length; and
    - A job placement rate of at least 70%* for program exiters, measured in the second calendar quarter after program exit.

    *Completion and job placement rate calculations must exclude individuals who are deceased, currently incarcerated, called to active military service, or unable to complete due to documented serious illness or medical condition.

    Transitional Years (2026-27, 2027-28, 2028-29):
    - For the first three award years, completion and job placement rates may be certified by the Governor or a designee using available administrative data, including wage records. During this period, job placement is measured as employment in any occupation during the second calendar quarter after exit.

Steady-State (2029-30 award year and beyond):

- Beginning with the 2029-30 award year, job placement must be measured as employment in the occupation(s) for which the program prepares students, or in a comparable high-skill, high-wage, or in-demand occupation, during the second calendar quarter after successful completion

7. **Tuition and Value-Added Earnings**

Published tuition and fees must not exceed the program's value-added earnings (VAE). VAE is calculated by the U.S. Department of Education using the adjusted median earnings of working Workforce Pell recipients who completed the program during the applicable cohort period, minus 150% of the federal poverty guideline for a single individual for the relevant tax year. Students enrolled in another educational program during the earnings measurement period are excluded from VAE calculations. The results are then compared to the published program cost. Programs with zero or negative VAE are not eligible.

Transitional Years (2026-27, 2027-28, 2028-29, 2029-30):

- Federal VAE calculations will not be available until sufficient completer cohorts exist (first calculation for programs beginning in 2026-27 will occur for the 2030-31 award year). Until then, consistent with Workforce Pell guidelines, the Commonwealth will evaluate program cost relative to median earnings for the aligned occupation, informed by the federal VAE formula as published by this guidance.

Steady-State (2030-31 award year and beyond):

- Once federal VAE data is available, the U.S. Department of Education's VAE determination will also be used for eligibility. Programs must maintain tuition and fees at or below the published VAE for all students who first enroll in the program during the award year following the annual release of the VAE. Programs with zero or negative VAE will lose eligibility for Workforce Pell.

B. State-Specific Eligibility Requirements

In addition to federal requirements, program eligibility requires certification by the Governor or the Governor's designee, in consultation with the MassHire State Workforce Development Board. The Commonwealth applies the following additional standards pursuant to its authority under federal law as cited in Appendix B.

1. **Occupational Alignment**

For the pilot, the Commonwealth identified a targeted subset of occupations for participation through a phased review process. This approach allows the

Commonwealth to test implementation processes, apply strong guardrails, protect students and institutions, and build a foundation for future scale.

- **Step 1: Identify the broad universe of high-skill, high-wage, or in-demand occupations.**

  For Workforce Pell purposes, the Commonwealth builds on the Department of Economic Research's (DER) Opportunity Star methodology, which assigns occupations to classifications based on wage and labor market demand. This framework also identifies pathway roles that support advancement to higher-wage or higher-demand occupations. This approach incorporates high-wage as a core component of eligibility determinations, while allowing targeted inclusion of pathway roles that are essential for building talent pipelines.

  The Opportunity Star methodology uses the following definitions:

  - **High-Wage**: Occupations that:
    - Have a median wage above the regional median for jobs requiring the same education level (education-adjusted median wage premium), **or**
    - Have a median wage above the overall regional median wage.
  - **In-Demand**: Occupations that:
    - Have annual job openings above the regional median (top 50th percentile), **or**
    - Are in the top 25% of annual openings **or** top 50% in projected employment growth rate for the region.

  These wage and demand thresholds form the basis of the Opportunity Star classification and are used to identify occupations that meet the Commonwealth's interpretation of high-wage or in-demand under federal Workforce Pell requirements. Using this framework, occupations are classified as follows:

  - **Opportunity Occupations**: Occupations with strong labor market demand and competitive compensation, identified by holding at least one Opportunity Star or by being both in-demand and paying above the education-level median wage. These roles span a wide range of education levels and represent the largest share of annual openings. They are prioritized for Workforce Pell eligibility and workforce investment.
  - **Niche Opportunities**: High-wage occupations that currently hold zero stars, indicating limited demand but strong individual compensation. These roles are valuable for targeted training investments.

- **Pathways**: Occupations that do not pay above the area median and hold zero stars but have a demonstrated one-stage career transition to a starred occupation. These roles are prioritized for workforce development strategies that emphasize mobility, particularly for workers without a bachelor's degree.
- **Strategic Pathway Occupation Designation**: The Commonwealth may identify a limited subset of pathway occupations for Strategic Pathway Occupation Designation to advance statewide and regional workforce priorities. Strategically designated occupations must:
    - Meet the Commonwealth's **high-skill** definition of assignment of an O*NET Job Zone 3 or higher reflecting medium, considerable, or extensive preparation; and
    - Align with the Commonwealth's determination of high-priority occupations, informed by statewide and regional labor market considerations.

  These occupations are identified as critically important to the Commonwealth's economic vitality, workforce infrastructure, or public service delivery, despite not meeting traditional high-wage thresholds. Strategic Pathway Occupation Designation recognizes occupations that are essential to sustaining regional labor market needs, addressing documented workforce shortages, supporting priority industries, and maintaining critical community services across Massachusetts. These occupations may demonstrate persistent employer demand, limited talent pipelines, alignment with statewide workforce and economic development priorities, or importance to broader career pathway and economic mobility goals.

  Strategic Pathway Occupation Designation is informed by MassHire Regional Blueprints, sector partnerships, and regional labor market analysis so that selected pathway occupations reflect employer demand and align with priority industries across regions. This allows the Commonwealth to include key on-ramps (for example, in healthcare or education) without broadly expanding eligibility to all pathway roles.

  Strategic Pathway Occupation Designation alone does not establish Workforce Pell eligibility. Programs aligned to these occupations must demonstrate that program structure and credentialing support progression to high-wage or in-demand employment and must meet all other federal and state requirements.

- **Step 2: Validate alignment with regional workforce priorities.**

  The Commonwealth then reviewed the universe of occupations against the priorities identified in the MassHire Regional Workforce Blueprints. These blueprints were developed through collaboration among workforce, education, economic development, healthcare, labor, and employer stakeholders and identify the priority industries, occupations, talent needs, and workforce challenges facing each region.

- **Step 3: Evaluate existing program alignment.**

  Occupations that met the Commonwealth's occupational criteria and demonstrated regional workforce alignment were subsequently mapped to existing educational program offerings to assess implementation readiness and identify programs capable of supporting pilot year Workforce Pell participation.

  As a result, the pilot year occupation list represents a focused subset of the broader occupational universe identified through the Commonwealth's high-skill, high-wage, or in-demand methodology. The Commonwealth may evaluate additional occupations and programs for future participation as implementation experience, data, and workforce needs evolve.

The Commonwealth's published list of occupations and associated Standard Occupational Classification (SOC) codes is the result of the analysis described herein. Inclusion of an occupation on this list does not, on its own, constitute a commitment to fund or approve all aligned programs. Program eligibility remains contingent on satisfaction of all federal and state requirements, including alignment to the classifications and criteria described below. While Opportunity and Niche occupations are included in the Commonwealth's eligible occupational list based on their alignment with high-wage and/or in-demand criteria, pathway occupations are included only on a limited, targeted basis through a special designation.
For more information on the Opportunity Star methodology and a list of SOC codes with their corresponding occupational classifications used for Workforce Pell eligibility determinations, see Appendix D. For more information on the data sources used, see Appendix C.

2. **Employer Hiring Alignment**

To be Pell-eligible, programs must demonstrate alignment with current employer hiring needs for the target occupation(s). Employer validation is required to ensure that Workforce Pell investments support training that leads to real job opportunities and meets industry standards.
Acceptable forms of employer validation include:

- **Registered Apprenticeship Programs (RAPs)**

- Programs that serve as a component of related technical instruction for a RAP are presumed to meet employer hiring alignment requirements.
- RAPs must have active apprentices enrolled and must document that the program curriculum is aligned with the skills and competencies required by the apprenticeship sponsor.

- **Non-RAPs:**
  - The program awards a recognized postsecondary credential; and
  - Demonstrates employer validation in the form of:
    - A letter of endorsement from a state/regional sector partnership or at least one local workforce development board that confirms recent hiring and/or future intent to hire within the relevant occupation and that the skills and competencies trained by the program align with industry needs; or
    - Letters of support from three or more employers that confirm recent hiring and/or future intent to hire within the relevant occupation and that the skills and competencies trained by the program align with industry needs.

3. **Credential Stackability and Portability Alignment**

The program must (1) lead to a recognized postsecondary credential that is both stackable and portable, as defined below, or (2) prepare students for an occupation where there is only one recognized postsecondary credential and provides said credential upon program completion.

- **Stackable**: The credential must support progression within an education or training pathway, such that it:
  - Is accepted for academic credit or clock hours toward a higher-level certificate or degree at an eligible institution; or
  - Counts toward required RTI hours within a Registered Apprenticeship Program; or
  - Is part of a defined sequence of industry-recognized credentials that demonstrate progressive skill development and advancement within an occupation.

If the above conditions are not met, demonstrate evidence of progression, including:

- Documented attainment of additional related credentials by program completers; and
- Sustained earnings growth associated with continued credential attainment.

- **Portable**: The credential must:
  - Be recognized by multiple employers across the region or state, not limited to a single employer or training provider; and
  - Demonstrate labor market mobility, such that:
    - Individuals with the credential are employed in a related field (as defined above) for the credential at more than one employer in the state; or
    - The eligible program is a component of a Registered Apprenticeship, where the culminating certificate of completion is a nationally-recognized credential.

4. **Credit Articulation**

The program must ensure that students who successfully complete the program receive academic credit that is accepted toward at least one certificate or degree program at one or more eligible postsecondary institutions. A program meets this requirement if it:

- Demonstrates either (1) transferability of coursework or(2) the awarding of academic credit for prior learning into an existing academic program.

Institutions must submit written documentation confirming that the program yields such credit. Acceptable documentation may include articulation agreements, transfer agreements, articulation policy (if articulating at the same institution), or formal partnership arrangements (*e.g.*, partnership between the institution and apprenticeship sponsor that demonstrates the awarding of academic credit towards a certificate or degree program for the Registered Apprentice Program's related technical instruction). Documentation must clearly identify the institution(s) accepting the credit, specify the number of credits awarded upon program completion.

5. **Registered Apprenticeships and Treatment of On-the-Job Training**

Consistent with federal Workforce Pell regulations, a program that serves as the related technical instruction component of a Registered Apprenticeship Program (RAP) is presumed to meet high-skill, high-wage, or in-demand occupation requirements and employer hiring needs.

For purposes of Workforce Pell eligibility, only the related technical instruction (RTI) component of a RAP may be counted toward program length, instructional weeks, or clock- or credit-hour requirements. On-the-job training hours (OJT) shall not be counted,

as on-the-job training constitutes paid employment rather than instructional coursework.

As a result, the RTI component of a RAP includes a level of instruction that is consistent with Workforce Pell program length requirements.

IV. Program Review and Determination

This section describes the Commonwealth's process for reviewing, approving, and certifying programs for Workforce Pell eligibility, consistent with federal Workforce Pell regulations and the Governor's statutory authority.

A. Application Intake and Submission

Eligible institutions seeking Workforce Pell approval must submit a program-level application to the Commonwealth for review and certification by the Governor. Each program must be submitted separately. Applications must include sufficient information and supporting documentation to demonstrate compliance with federal Workforce Pell eligibility requirements and state-defined program approval standards.

1. **Institution Eligibility and Compliance**: Institutions must provide documentation demonstrating institutional eligibility and compliance, which may include:
    - Verification of accreditation and eligibility to participate in Title IV programs;
    - Disclosure of any suspension, emergency action, or termination of Title IV programs within the preceding five years;
    - Information that demonstrates compliance with Policy Issuance 100 DCS 14.106 or any successor policy implementing the Eligible Training Provider requirements for Financial Stability and Capacity; and
    - Identification of authorized institutional contacts.
2. **Program Structure and Eligibility**: Institutions must provide documentation demonstrating that the program meets Workforce Pell structure and eligibility requirements, which may include:
    - Program name, description, instructional format, and syllabus;
    - Program length and instructional hours consistent with federal requirements;
    - Confirmation that the program does not include prohibited coursework (e.g., preparatory noncredit, remedial, correspondence, direct assessment, or study abroad coursework); and
    - Disclosure and supporting documentation of any written arrangements with third-party providers.

3. **Labor Market Alignment**: Institutions must provide documentation demonstrating program alignment to high-skill, high-wage, or in-demand occupations, which may include:
   - Identification of applicable program (CIP) and occupational (SOC*) codes; and
   - Evidence that the program aligns with at least one occupation designated by the Commonwealth for the pilot year.
   - Programs serving as the Related Technical Instruction (RTI) component of a Registered Apprenticeship Program are presumed to satisfy occupational alignment and employer hiring alignment requirements.

   *For more information on SOC codes with their corresponding occupational classifications used for Workforce Pell eligibility determinations, see Appendix D.
4. **Employer Demand**: Institutions must provide documentation demonstrating alignment with employer hiring needs, which may include:
   - Evidence that the program prepares students for occupations with demonstrated hiring demand;
   - Documentation that the program aligns with industry-recognized skills and meets industry standards; and
   - Employer validation in one of the following forms:
     - Registered Apprenticeship Programs (RAPs):
       - Documentation confirming that the program serves as the related technical instruction for a RAP; and
       - Documentation demonstrating active apprenticeships and alignment between RTI curriculum and the knowledge and skills required for the apprenticeship occupation.
     - Non-RAPs:
       - Documentation demonstrating that the program leads to a recognized postsecondary credential; and
       - Documentation demonstrating employer demand, including:
         - A letter of endorsement from a state/regional sector partnership or at least one local workforce development board that confirms recent hiring and/or future intent to hire within the relevant occupation and confirms that the skills and

competencies trained by the program align with industry needs; or

- Letters of support from three or more employers that confirm recent hiring and/or future intent to hire within the relevant occupation and confirm that the skills and competencies trained by the program align with industry needs.

5. **Credential Stackability and Portability**: Institutions must provide documentation demonstrating alignment with employer hiring needs, which may include:
   - Documentation demonstrating that the program:
     - Leads to a recognized postsecondary credential that is both stackable and portable (see below); or
     - Prepares students for an occupation where there is only one recognized postsecondary credential and provides said credential upon completion of the program.
   - Evidence that the credential is **stackable**, which may include:
     - Documentation from an eligible institution, Registered Apprenticeship Program, or credentialling body demonstrating eligible stackability. If the above conditions are not met, documentation demonstrating evidence of progression, including:
       - Documented attainment of additional related credentials by program completers; and
       - Documented sustained earnings growth associated with continued credential attainment, verified by program records, or administrative records.
   - Evidence that the credential is **portable**, which may include:
     - Documentation demonstrating employer recognition of the credential across multiple employers, through employer letters, job postings, or other similar documentation;
     - Documentation demonstrating labor market mobility, such that:
       - Individuals with the credential are employed in a related field for the credential at more than one employer in the state; or

- The eligible program is a component of a Registered Apprenticeship, where the culminating certificate of completion is a nationally recognized credential.

6. **Credit Articulation**: Institutions must provide documentation demonstrating that students receive academic credit that is accepted toward a certificate or degree program at an eligible postsecondary institution, which may include:
   - Documentation demonstrating that students who successfully complete the program receive academic credit that is accepted toward at least one certificate or degree program at one or more eligible postsecondary institutions;
   - Supporting documentation confirming credit applicability, including articulation agreements, articulation policy (if articulating at the same institution), transfer agreements, or formal partnership arrangements that:
     - Identify the institution(s) accepting the credit;
     - Specify the number of credits awarded upon program completion.
7. **Performance Outcomes**: Institutions must provide documentation demonstrating compliance with federal performance requirements, which may include:
   - Program-level completion and placement rates meeting federal requirements; and
   - Student-level data sufficient to allow the Commonwealth to calculate and validate outcomes using administrative data sources for the past 12 months.
   - Documentation of methodology used to calculate outcomes, where applicable.
     - Note: Institutions may demonstrate placement outcomes using one or more verifiable sources, including existing wage record matches, direct employer verification letters, pay stubs, or other audit-ready documentation. Institutions must be able to document placement outcomes for all students included in the reported cohort. For outcomes that cannot be verified through existing documentation, institutions may request DHE/DUA wage-record matching and must provide the student-level information necessary to facilitate that process (SSNs).
8. **Program Cost Information**: Institutions must provide documentation of program cost information, which may include:
   - Published tuition and mandatory fees; and
   - Supporting documentation of published cost information.

9. **Program History and Continuity**: Institutions must provide documentation demonstrating that the program has met eligibility requirements over the required lookback period, which may include:
    - Certification that the program has been offered for at least 12 months prior to submission and has met all eligibility requirements during that period (Section A, bullets 1-7).
10. **Attestations**: Institutions must provide required attestation for their program submissions, including:
    - Certification of the accuracy and completeness of submitted information; and
    - Agreement to comply with federal Workforce Pell requirements and ongoing Commonwealth reporting and monitoring requirements.

The Commonwealth may require the use of standardized templates and may request additional documentation as necessary to support program review, outcome validation, and federal reporting requirements.

B. State Review and Determination

Following submission, applications will undergo a state level review to determine whether the program meets eligibility criteria for Workforce Pell.

State review is conducted on behalf of the Governor, or the Governor's designee, in consultation with the MassHire State Workforce Development Board through the Workforce Pell Review Committee, a joint effort between the Executive Office of Labor and Workforce Development and the Executive Office of Education. Review considers, at minimum, whether the program:

- Meets federal Workforce Pell eligibility standards;
- Prepares learners for employment in the pilot year occupations, as defined by the Commonwealth;
- Demonstrates alignment with employer hiring needs;
- Leads to a recognized postsecondary credential that is stackable and portable, or prepares learners for an occupation for which there is only one recognized credential;
- Provides academic credit articulation toward a certificate or degree program, where applicable; and
- Demonstrates required performance outcomes related to completion, employment, and earnings.

Eligibility determinations are based on program operations and outcomes during the 12 months immediately preceding the application date, consistent with federal regulation, and the documentation submitted and available to the review team. The Commonwealth may request additional information or clarification during the review process. Based on its review, the Commonwealth may certify the program, deny the application, or request revisions and resubmission.

C. State-Level Appeals

Institutions may formally appeal a state-level denial of eligibility by submitting written notification within 15 days of denial to workforcepell@mass.gov, detailing the grounds for appeal and providing clarifying data.

Appeals will be reviewed by the Workforce Pell Review Committee, a joint effort between the Executive Office of Labor and Workforce Development and the Executive Office of Education. A final determination will be issued within 60 calendar days of the Committee's receipt of the appeal.

D. The U.S. Department of Education Review

Programs approved by the Commonwealth must be submitted to the U.S. Department of Education for final Workforce Pell eligibility determination.

Commonwealth approval does not guarantee federal approval, and programs may not disburse Workforce Pell Grants unless and until authorization is granted by the U.S. Department of Education.

E. Ongoing Eligibility

Programs approved for Workforce Pell remain subject to ongoing federal and state eligibility requirements. An eligibility designation is not permanent and is contingent upon the program's ability to meet applicable regulatory requirements on an annual basis.

1. **Ongoing Federal Eligibility Requirements**: Programs will be subject to periodic reassessment to evaluate continued compliance with all Workforce Pell program requirements. Programs must meet all applicable federal and state eligibility criteria at the conclusion of each review to maintain approval.
2. **Continued Governor Approval**: In addition to federal requirements, continued eligibility is also contingent on ongoing approval by the Governor.
    - Workforce Pell program approval expires with the institution's Program Participation Agreement (PPA);
    - The Commonwealth must provide certification of continued approval prior to expiration; and

- Continued approval is contingent upon verification that the program remains in compliance with all applicable eligibility requirements.

V. Governance Framework

Workforce Pell implementation in the Commonwealth is supported through a coordinated, cross-agency governance model that integrates workforce, higher education, and labor market resources to support consistent, high-quality program determinations in alignment with federal requirements.

Implementation is supported by the following agencies and entities:

- **MassHire State Workforce Development Board**: The MassHire State Workforce Development Board provides statewide strategic guidance on Workforce Pell policy and priorities. In its advisory role, the Board supports alignment with the Commonwealth's workforce strategy, advises on definitions related to high-skill, high-wage, or in-demand occupations, and contributes to the development and refinement of state eligibility standards in accordance with federal requirements.
- **Executive Office of Labor and Workforce Development**: The Executive Office of Labor and Workforce Development (EOLWD) serves as the lead implementing entity for Workforce Pell. EOLWD is responsible for coordinating program design and administration and aligning implementation efforts across relevant state agencies and workforce system partners. EOLWD oversees implementation and supports consistency with federal requirements and statewide workforce priorities.
- **Executive Office of Education**: The Executive Office of Education (EOE) provides cross-secretariat coordination to ensure Workforce Pell implementation aligns with the Commonwealth's broader education strategy. EOE supports policy across workforce, postsecondary education, and economic development initiatives and facilitates coordination among education-focused agencies involved in Workforce Pell implementation. EOE administers the EOE Grants Management System, which serves as the Commonwealth's primary program intake tool to support the Workforce Pell pilot.
- **Department of Higher Education**: The Department of Higher Education (DHE) supports engagement with institutions of higher education and provides subject-matter expertise related to accreditation, credential quality, and credit articulation. DHE facilitates the validation and transmission of program-level information and serves as a key partner in data coordination, supporting the collection and sharing of enrollment and outcomes data necessary for eligibility determinations and federal reporting.

- **Department of Economic Research**: The Department of Economic Research (DER) provides labor market analysis and data to support validation of occupational alignment and employer demand. DER supports the application of labor market indicators and methodologies used to assess whether programs prepare learners for high-skill, high-wage, or in-demand occupations and contributes to the development of earnings- and employment-related metrics required for federal eligibility and ongoing program evaluation.
- **Division of Apprentice Standards**: The Division of Apprentice Standards (DAS) provides subject matter and verification support related to Registered Apprenticeship Programs (RAPs). DAS may support validation of apprenticeship program status and confirms when a Workforce Pell-eligible training program serves as the related technical instruction component of a registered apprenticeship. DAS serves as a key partner in employer engagement and workforce alignment efforts by helping ensure apprenticeship-connected programs meet federal and state requirements and are responsive to industry workforce needs.
- **Partner Network Coordination and Implementation Support**: Workforce Pell is supported by a coordinated partner network that includes the Commonwealth's public higher education system, career and technical education providers, employers, and workforce system partners. The network supports alignment with labor market demand, credential quality, and implementation readiness.

VI. Appendix

A. Glossary of Key Terms

- **Academic Credit**: Postsecondary credit awarded for successful completion of coursework that may be applied toward the requirements of a certificate or degree program. For Workforce Pell purposes, program completion must result in credit that is accepted toward a certificate or degree program at one or more eligible institutions. Acceptance may be documented through an articulation agreement, transfer agreement, consortium agreement, or similar arrangement.
- **Approved Program (Secretary Approval)**: A program that has been reviewed and approved by the U.S. Department of Education as meeting all federal Workforce Pell requirements, including program length, structure, and performance outcomes, and is authorized to disburse Federal Pell Grant funds to eligible students.

- **Certified Program (Governor Approval)**: A program that the Governor or the Governor's designee, acting in consultation with the MassHire State Workforce Development Board, determines meets all applicable federal and Commonwealth Workforce Pell eligibility requirements. This certification follows a formal review process evaluating program alignment to high-skill, high-wage, or in-demand occupations, employer hiring needs, credential quality, academic credit articulation, and performance outcomes prior to submission to the U.S. Department of Education.
- **CIP Code (Classification of Instructional Programs)**: A six-digit code developed by the National Center for Education Statistics (NCES) used to classify instructional programs offered by postsecondary institutions. CIP codes support federal reporting, accountability, and the construction of earnings and performance cohorts, and may be aggregated by the U.S. Department of Education at 6-, 4-, or 2-digit levels for analysis.
- **Clock Hours**: Actual hours of instruction delivered as part of a Workforce Pell program. Eligible programs must include between 150 and 599 clock hours and meet federal requirements for instructional time. In the case of Registered Apprenticeships, only the related technical instruction (RTI) component may be counted toward clock hour requirements.
- **Completion Rate**: The percentage of students who successfully complete a program within 150% of the program's normal duration. Completion rate is a required federal performance metric and must meet minimum thresholds (70%) for Workforce Pell eligibility.
- **Cost of Attendance (COA)**: The total cost associated with participation in a program, as defined in Section 472 of the Higher Education Act. This includes tuition, fees, books, supplies, housing, food, and other necessary expenses, and is used in determining student financial aid eligibility and reporting.
- **Course**: An individual unit of instruction within a Workforce Pell program, designed to deliver specific knowledge, skills, or competencies and contributing to the program's total instructional hours or credit requirements; a course does not independently qualify for Workforce Pell eligibility.
- **Credit Articulation:** The process by which a program must ensure that students who successfully complete the program receive academic credit that is accepted toward at least one certificate or degree program at one or more eligible postsecondary institutions. A program meets this requirement if it demonstrates either 1)

transferability of coursework or 2) the awarding of academic credit for prior learning into an existing academic program.

- **Credit Hours**: Academic units awarded by an institution to measure student learning and progress toward a credential or degree. Workforce Pell programs must demonstrate that program completion results in credit that can be applied to a certificate or degree program.
- **Direct Assessment**: An instructional model in which student learning is measured based on a student's ability to demonstrate mastery of specific subject matter, content areas, skills, or competencies, rather than through the completion of credit hours or clock hours. Workforce Pell programs cannot be offered using direct assessment.
- **Earnings Measurement Period**: The first full tax year following the award year in which a student completed the eligible workforce program. This period is used by the U.S. Department of Education to calculate post-completion earnings outcomes for accountability purposes, including the calculation of value-added earnings (VAE).
- **Eligible Institution (Title IV)**: An accredited postsecondary institution that is approved to participate in Title IV federal student aid programs and has not been subject to suspension, emergency action, or termination from participation within the past five years.
- **Eligible Workforce Program**: A short-term program that meets all federal Workforce Pell requirements under 34 CFR 690.92, including program length, credential type, outcomes, and approvals by both the Governor and the U.S. Department of Education.
- **Employer Validation**: Evidence demonstrating that a program aligns with current employer hiring needs in the occupations for which it prepares students. This may include direct employer input, validation from workforce development boards or industry partnerships, or participation in Registered Apprenticeship Programs, and must reflect alignment with required competencies and industry demand.
- **High-Skill Occupation**: An occupation with an O*NET Job Zone of 3 or higher, reflecting medium, considerable, or extensive education, training, or experience requirements.
- **High-Wage Occupation**: An occupation that provides median wages exceeding the regional median for comparable education levels or exceeding the overall regional median wage.

- **In-Demand Occupation**: An occupation that has annual job openings above the regional median (top 50th percentile), is in the top 25% of annual openings, or in the top 50% in projected employment growth rate for the region.
- **Ineligible Third-Party Provider**: An entity that does not participate in Title IV federal student aid programs but provides a portion of the instruction within an eligible workforce program through a written arrangement. Workforce Pell limits the percentage of a program that may be provided by an ineligible third-party provider to less than 50% for Registered Apprenticeship Programs and less than 25% for all other programs.
- **Instructional Week**: A seven-day period during which scheduled instruction, examinations, or academic engagement activities occur. Instructional weeks do not need to be consecutive for purposes of Workforce Pell program eligibility.
- **Job Placement Rate**: A required performance metric measuring employment outcomes for program exiters at or above 70%. During the transitional years (2026-27, 2027-28, 2028-29): employment in any occupation in Q2 after program exit; during the steady-state (beginning 2029-2030): employment in the occupations the program prepares students for or comparable high-skill/high-wage/in-demand occupations.
- **Niche Opportunities**: High-wage occupations that currently hold zero stars, indicating limited demand but strong individual compensation. These roles are valuable for targeted training investments but are not the primary focus of large-scale programs.
- **Opportunity Occupations**: Occupations with strong labor market demand and competitive compensation, identified by holding at least one Opportunity Star or by being both in-demand and paying above the education-level median wage. These roles span a wide range of education levels and represent the largest share of annual openings. They are prioritized for Workforce Pell eligibility and workforce investment.
- **Pathways**: Occupations that do not pay above the area median and hold zero stars but have a demonstrated one-stage career transition to a starred occupation. These roles are prioritized for workforce development strategies that emphasize mobility, particularly for workers without a bachelor's degree.
- **Portable Credential**: A credential that is recognized by multiple employers across a region or state, rather than being limited to a single employer or training provider. The credential must also demonstrate labor market mobility such that: (1) individuals holding the credential are employed in a related field at more than one employer within the state; or (2) the eligible program is a component of a Registered Apprenticeship

Program whose culminating certificate of completion is a nationally recognized credential.

- **Program Participation Agreement (PPA)**: A contract between an institution and the U.S. Department of Education governing eligibility to participate in Title IV programs; Workforce Pell program approval is tied to the duration of this agreement.
- **Recognized Postsecondary Credential**: Defined in 34 CFR 690.91 as an industry-recognized certificate or certification, a Registered Apprenticeship Certificate of Completion, state/federal license, associate degree, or bachelor's degree.
- **Regional Blueprints**: Regional planning documents developed by MassHire workforce development boards and regional partners that identify each region's priority industries, occupations, workforce challenges, talent development needs, and economic development priorities. The Blueprints are informed by collaboration among workforce, education, economic development, healthcare, community, and employer stakeholders and are used to guide workforce strategy, investment decisions, and alignment of education and training programs with regional labor market demand.
- **Registered Apprenticeship Program (RAP):** A program registered under 29 CFR Part 29 that combines paid on-the-job training with related technical instruction. Workforce Pell regulations provide that the related technical instruction component of RAP programs are presumed to automatically prepare learners for jobs that are high-skill, high-wage, or in-demand and align with regional labor market and employer hiring needs.
- **Related Technical Instruction (RTI)**: The instructional component of a Registered Apprenticeship Program as defined under G.L. c. 23, §§ 11E-11W, inclusive and 454 CMR 26, that may be counted toward Workforce Pell program requirements.
- **SOC Code**: The 2018 Standard Occupational Classification (SOC) system is a federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 867 detailed occupations according to their occupational definition. To facilitate classification, detailed occupations are combined to form 459 broad occupations, 98 minor groups, and 23 major groups. Detailed occupations in the SOC with similar job duties, and in some cases skills, education, and/or training, are grouped together.
- **Stackable Credential**: A credential that supports progression within an education or training pathway by: (1) being accepted for academic credit or clock hours toward a higher-level certificate or degree at an eligible institution; (2) counting toward required

related technical instruction hours within a Registered Apprenticeship Program; or (3) forming part of a defined sequence of industry-recognized credentials that reflect progressive skill development and advancement within an occupation. If these conditions are not met, the credential must demonstrate progression through documented attainment of additional related credentials by program completers and sustained earnings growth associated with continued credential attainment.

- **Strategic Pathway Occupation Designation**: A classification applied by the Commonwealth to a limited subset of pathway occupations that meet high-skill criteria (O*NET Job Zone 3 or higher) and align with state-determined workforce priorities based on statewide and regional labor market considerations. This designation recognizes occupations that are critical to economic vitality, workforce infrastructure, or public service delivery, including roles with strong employer demand or workforce shortages, even if they do not meet traditional high-wage thresholds. Strategic Pathway Occupation Designation informs program eligibility considerations but does not automatically result in Workforce Pell eligibility.
- **Tuition and Fees**: Institutional charges required for enrollment in an eligible workforce program, including required tuition, fees, and any books, supplies, equipment, or course materials that are bundled into institutional charges or that students are required to purchase from the institution. Costs that students have a real and reasonable opportunity to purchase elsewhere are generally not included.
- **Unallowable Coursework**: Coursework that cannot be included when determining a student's Workforce Pell eligibility. This includes preparatory non-credit coursework, remedial coursework, reduced-credit remedial coursework, and English as a Second Language (ESL) coursework. Workforce Pell eligibility must be based on the coursework that makes up the eligible workforce program itself.
- **Value-Added Earnings (VAE)**: The difference between the adjusted median earnings of Workforce Pell program completers and 150% of the federal poverty line for a single individual for the relevant tax year. This formula is used to determine whether a program's published tuition and fees exceed its calculated VAE. To maintain eligibility, programs must have a positive VAE. VAE is calculated by the U.S. Department of Education using post-completion earnings data but will not be implemented until 2030-2031 based on 2026-27 program cohorts. During this interim period, the Commonwealth may conduct a cost-and-earnings review for state certification.
- **Workforce Pell**: A federal initiative established through amendments to the Higher Education Act that expands Pell Grant eligibility to short-term workforce training

programs that meet requirements related to program length, credential attainment, labor market alignment, performance outcomes, and economic value.

B. Federal Regulatory References

This appendix provides citations to the federal statutory and regulatory provisions governing Workforce Pell program eligibility, approval, and ongoing compliance. These references are provided for transparency and to support interpretation of the requirements described in this policy. The Commonwealth will update this appendix as federal regulations are finalized or amended.

Applicable authorities include, but are not limited to:

- Higher Education Act of 1965, as amended (Title IV provisions governing Federal Pell Grants);
- U.S. Department of Education regulations at 34 CFR Part 690 (Federal Pell Grant Program), including provisions related to eligible workforce programs;
- Workforce Innovation and Opportunity Act (WIOA), as referenced for definitions of in-demand industry sectors and occupations; and
- Any additional federal guidance or interpretive materials issued by the U.S. Department of Education related to Workforce Pell implementation.

Workforce Pell was authorized through amendments to Title IV of the Higher Education Act and implemented through draft regulations issued by the U.S. Department of Education in May 2026. These regulations create a new category of Pell-eligible programs, referred to as eligible workforce programs, and establish baseline federal requirements related to program length, credential quality, labor market alignment, student outcomes, and program value.

Under the Workforce Pell regulations, Governor certification is a required condition of program eligibility. The regulations further provide Governors with discretion to establish state-determined standards and documentation requirements in areas where federal rules do not prescribe specific thresholds or methodologies. Federal regulations assign Governors explicit responsibility for determining whether workforce programs offered within their states meet key eligibility criteria, including alignment to high-skill, high-wage, or in-demand occupations, employer hiring needs, credential stackability and portability, and academic credit articulation. Governors must exercise this authority in consultation with the State Workforce Development Board and through written, publicly available policies and processes. Programs certified by the Governor must then be submitted to the U.S. Department of Education for final approval and are subject to ongoing federal performance and value-based accountability requirements.

This Workforce Pell Policy implements the Commonwealth's responsibilities under federal regulation by:

- Establishing state eligibility standards consistent with and authorized by federal Workforce Pell regulations;
- Providing a transparent and consistent framework for program certification; and
- Ensuring that programs submitted for Workforce Pell approval advance the Commonwealth's workforce, economic, and postsecondary education priorities.

Each Workforce Pell program must first be certified by the Governor or the Governor's designee through a written, publicly available process. This process evaluates whether the program meets federal eligibility requirements, including whether the program:

1. Provides education aligned with the requirements of high-skill, high-wage, or in-demand industry sectors or occupations, as defined by the Commonwealth pursuant to applicable federal law;
2. Aligns with the hiring requirements of employers in the sectors or occupations for which the program prepares students for employment;
3. Leads to a recognized postsecondary credential that is stackable and portable across more than one employer; or, where there is only one recognized postsecondary credential for the occupation, prepares students for employment in that occupation and results in the award of that credential upon completion; and
4. Prepares students for continued postsecondary education by demonstrating that successful completion of the program results in academic credit that:
    - Is accepted by one or more eligible postsecondary institutions; and
    - Is applicable toward the requirements of a related certificate or degree program.

To support Governor approval determinations, the Commonwealth's evaluation framework includes the following elements:

1. **High-Skill, High-Wage, or In-Demand Methodology**
    - A documented methodology for identifying and periodically reviewing high-skill, high-wage, or in-demand occupations and industry sectors;
    - Consideration of the competencies required in such occupations and sectors, including those identified pursuant to section 102 of the Workforce Innovation and Opportunity Act (29 U.S.C. § 3112); and

- Public availability of the Commonwealth's list of identified high-skill, high-wage, or in-demand occupations and sectors, including a process for regular review and updates.

2. **Employer Hiring Requirements Alignment**
    - A written policy for determining whether a program meets employer hiring requirements in relevant sectors or occupations;
    - Consideration of whether the competencies associated with the credential align with employer-required competencies; and
    - Incorporation of direct input from employers, which may include input from State and local workforce development boards, industry or sector partnerships, sponsors of Registered Apprenticeship Programs, joint labor-management partnerships, or other methodologies established by the Commonwealth.
3. **Stackable and Portable Credential Determination**
    - A written policy for determining whether a recognized postsecondary credential is stackable and portable across more than one employer; and
    - A process that establishes a documented connection to additional credentials and includes employer validation of the credential's relevance, recognition, and portability.
4. **Academic Credit and Articulation Requirements**
    - A written policy requiring institutions to demonstrate that successful completion of the program results in academic credit; and
    - A requirement that such academic credit is accepted at one or more eligible institutions and supported by formal agreements, including articulation agreements, transfer-of-credit agreements, consortium or partnership agreements, or similar arrangements.

C. Key Data Sources

1. **High-Skill**: High-skill occupations are identified using O*NET Job Zones, which classify occupations based on the level of education, training, and experience required for entry. Job Zones 3, 4, and 5 are considered high-skill, representing occupations that require:
    - Medium preparation (Job Zone 3);
    - Considerable preparation (Job Zone 4); or

- Extensive preparation (Job Zone 5).

2. **High-Wage**: High-wage occupations are identified using data from the Occupational Employment and Wage Statistics (OEWS) program. This data series is produced by the U.S. Bureau of Labor Statistics providing annual estimates of employment levels and wages for nearly 800 occupations across industries and geographic areas. The data is collected from surveys of nonfarm businesses and is widely used for workforce planning, policy development, and labor market analysis.
3. **In-Demand**: Identified using the Regional Occupation Alignment Dashboard (ROAD), developed by the Massachusetts Department of Economic Research. ROAD integrates occupational projections and wage data to assess labor demand, including projected annual job openings driven by both new job growth and replacement needs. This is a forward-looking estimate of total hiring demand, which is composed of two key parts: New Growth (openings created by business expansion and economic growth) and Replacement Needs (openings created when workers retire, change occupations, or leave the labor force for other reasons). The Commonwealth also considers ROAD's Opportunity Star framework, which evaluates occupations based on relative demand and wage levels within a region.
4. **Regional Workforce Blueprints**: MassHire-developed planning documents that identify priority industries, occupations, workforce needs, and economic development priorities across each region of the Commonwealth. The Commonwealth uses these blueprints to validate alignment between Workforce Pell occupations and documented regional workforce demand

D. High-Skill, High-Wage, or In-Demand Occupation List

The Commonwealth publishes and maintains a statewide list of occupations and industry sectors determined to be high-skill, high-wage, or in-demand for purposes of Workforce Pell pilot year eligibility. This list is used to support Governor certification and to ensure alignment between Workforce Pell-eligible programs and the Commonwealth's workforce and economic priorities.

The list is made publicly available and is subject to regular review and updates. Consistent with federal Workforce Pell regulations and the Workforce Innovation and Opportunity Act (WIOA), the Commonwealth reviews and updates the list not less than every two years, concurrent with the development or modification of the Massachusetts WIOA State Plan.

Occupations are classified using the Department of Economic Research's Opportunity Star framework, which groups occupations into four categories based on wage levels, labor market demand, and career mobility pathways:

- **Opportunity Occupations**: Occupations with strong labor market demand and competitive compensation, identified by holding at least one Opportunity Star or by being both in-demand and paying above the education-level median wage. These roles span a wide range of education levels and represent the largest share of annual openings. They are prioritized for Workforce Pell eligibility and workforce investment.
- **Niche Opportunities**: High-wage occupations that currently hold zero stars, indicating limited demand but strong individual compensation. These roles are valuable for targeted training investments but are not the primary focus of large-scale programs.
- **Strategic Pathway Occupation Designation**: A classification applied by the Commonwealth (for Workforce Pell only) to a limited subset of pathway occupations that meet high-skill criteria (O*NET Job Zone 3 or higher) and align with state-determined workforce priorities based on statewide and regional labor market considerations. This designation recognizes occupations that are critical to economic vitality, workforce infrastructure, or public service delivery, including roles with strong employer demand or workforce shortages, even if they do not meet traditional high-wage thresholds. Strategic Pathway Occupation Designation informs program eligibility considerations but does not automatically result in Workforce Pell eligibility.
- **Pathways**: Occupations that do not pay above the area median and hold zero stars but have a demonstrated one-stage career transition to a starred occupation. These roles are prioritized for workforce development strategies that emphasize mobility and equity, particularly for workers without a bachelor's degree.
- **Limited Opportunity**: Occupations that are neither high-wage nor in-demand and do not demonstrate a clear pathway to higher-wage or higher-demand occupations. These occupations are not eligible for Workforce Pell consideration.

SOC	Occupation	Classification
11-9051	Food Service Managers	Opportunity
11-9081	Lodging Managers	Niche
15-1231	Computer Network Support Specialists	Opportunity

15-1232	Computer User Support Specialists	Opportunity
15-1244	Network and Computer Systems Administrators	Niche
17-3023	Electrical and Electronics Engineering Technicians	Niche
17-3024	Robotics Technicians	Niche
19-4021	Biological Technicians	Opportunity
21-1094	Community Health Workers	Pathways
25-2011	Preschool Teachers, Except Special Education	Pathways
25-9045	Teaching Assistants, Except Post Secondary	Pathways
27-3091	Interpreters and Translators	Regional Opportunity
29-2010	Medical and Clinical Laboratory Technologists and Technicians	Opportunity
29-2031	Cardiovascular Technologists and Technicians	Niche
29-2052	Pharmacy Technicians	Pathways
29-2053	Psychiatric Technicians	Pathways
31-1131	Nursing Assistants	Pathways
31-9091	Dental Assistants	Opportunity
31-9092	Medical Assistants	Pathways
31-9093	Medical Equipment Preparers	Pathways
31-9097	Phlebotomists	Pathways
33-3051	Police and Sheriff's Patrol Officers	Opportunity
35-1011	Chefs and Head Cooks	Opportunity
43-3031	Bookkeeping, Accounting, and Auditing Clerks	Opportunity
47-2021	Brickmasons and Blockmasons	Opportunity
47-2031	Carpenters	Opportunity

47-2061	Construction Laborers	Opportunity
47-2111	Electricians	Opportunity
47-2152	Plumbers, Pipefitters, and Steamfitters	Opportunity
49-3023	Automotive Service Technicians and Mechanics	Pathways
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	Opportunity
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Opportunity
49-9071	Maintenance and Repair Workers, General	Pathways
51-4041	Machinists	Opportunity
51-9161	Computer Numerically Controlled Tool Operators	Regional Opportunity
53-3032	Heavy and Tractor-Trailer Truck Drivers	Opportunity