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December 3, 2025

Senator Michael Tipping
Representative Amy Roeder
Members of the Joint Standing Committee on Labor

Dear Committee Members,

The Maine Department of Labor is submitting the enclosed report in accordance with PL 2025, chapter 306, which directs the Department to conduct a study of certified pre-apprenticeship and registered apprenticeship programs in Maine and other states. The report analyzes program structure, funding methods, and stakeholder input.

Public Law 2025, chapter 306 amended 26 MRS §3213 to expand requirements for certified pre-apprenticeship programs and directed the Department to report findings and recommendations by December 3, 2025.

We appreciate the opportunity to share the valuable research and information gathered in this report.

Sincerely,

Dillon Murray
Director of Legislative Strategy

The Maine Department of Labor is committed to serving Maine workers and businesses by helping employers recruit and train a talented workforce, providing workers with skills needed to compete in our economy, assisting individuals when jobs are lost, aiding people with disabilities reach career goals, ensuring safe and fair workplaces for people on the job and providing research and analysis of employment data to support job growth.

Study of Certified Pre-apprenticeship Training Programs and Registered Apprenticeship Programs

Report to the Joint Standing Committee on Labor and Housing
Pursuant to Public Law 2025, chapter 306 (LD 1117)

Maine Department of Labor
December 3, 2025

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1. Executive Summary

This report responds to Section 2 of Public Law 2025, chapter 306, directing the Department to conduct a study of certified pre-apprenticeship and registered apprenticeship programs in Maine and other states. The report analyzes program structure, funding methods, and stakeholder input.

2. Introduction and Legislative Background

Public Law 2025, chapter 306 (LD 1117) amended 26 MRS §3213 to expand requirements for certified pre-apprenticeship programs and directed the Department to report findings and recommended legislation by December 3, 2025.

3. Study Methodology

The Department conducted a cross-state survey, analyzed administrative data from the Maine Apprenticeship Program (MAP), and engaged stakeholders representing employers, labor unions, education partners, and community organizations.

4. Maine's Apprenticeship and Pre-Apprenticeship System

Registered Apprenticeship has long served as a core workforce strategy in Maine, offering structured, paid on-the-job learning and related instruction. Maine pre-apprenticeship statute is designed to ensure that training programs effectively prepare individuals for successful careers in various apprenticeship occupations through structured training and support. Certified pre-apprenticeship programs require connection to registered apprenticeship programs, provision for direct entry into registered apprenticeship, with statutory emphasis on equity and supportive services.

1. Executive Summary

Section 2 of Public Law 2025, chapter 306 (LD 1117) directs the Maine Department of Labor to review certified pre-apprenticeship training programs and registered apprenticeship programs in Maine and in other states, with particular attention to program funding and structure, and to report any recommended legislation to the Joint Standing Committee on Labor and Housing by December 3, 2025. This report responds to that directive.

The Department conducted a cross-state survey of apprenticeship agencies in 13 states, examined Maine's own registered apprenticeship and certified pre-apprenticeship system, and convened a stakeholder workgroup including employers, labor organizations, education and training partners, and community-based organizations. Together, these inputs provide a snapshot of how states are resourcing and governing apprenticeship and pre-apprenticeship today.

Across the responding states, apprenticeship offices remain relatively lean: reported staffing dedicated to apprenticeship ranges from approximately 1 to 51 full-time equivalent positions, with a median of 14 FTEs. Reported numbers of active apprentices range from just under 1,703 to more than 18,186, with a median of 6,284 apprentices. Maine's program is staffed by 8 FTEs, and has 1,729 registered apprentices, plus 1,111 active apprentices at Portsmouth Naval Shipyard.

Most responding states (10 of 13) report some recognition of pre-apprenticeship in statute, rule, or policy. A majority certify or register pre-apprenticeship programs, and several have dedicated staff capacity or braided funding streams to support those programs. However, the survey also surfaced gaps: pre-apprenticeship funding is often fragmented, dollar amounts are modest relative to demand, and definitions and quality standards vary significantly across states.

For Maine, the findings reinforce the approach taken in LD 1117 to tie certified pre-apprenticeship grants to clear outcomes—particularly equitable access, strong wraparound supports, and direct entry into high-wage registered apprenticeship programs. They also highlight opportunities to: refine statutory and regulatory definitions; stabilize and diversify funding for pre-apprenticeship; strengthen quality and accountability tools; and continue building an integrated apprenticeship system that meets the needs of workers, employers, and communities.

The recommendations at the end of this report are intended as a starting point for legislative and stakeholder discussion heading into the Second Regular Session of the 132nd Legislature.

2. Introduction and Legislative Background

LD 1117, “An Act to Strengthen Maine’s Workforce Through Certified Pre-apprenticeship Training Programs,” was enacted as Public Law 2025, chapter 306. Section 1 of the law amends 26 MRS §3213 to prioritize state grant funding for certified pre-apprenticeship programs that: (1) successfully engage and enroll individuals from historically marginalized communities and place graduates into registered apprenticeship; (2) connect to registered apprenticeship programs that deliver a minimum total compensation threshold upon completion; and (3) provide strong, comprehensive support services that are essential to participant success.

Section 2 of the same law directs the Department of Labor, within existing resources, to conduct a study of certified pre-apprenticeship and registered apprenticeship programs in Maine and other states, to analyze the funding methods of those programs, to invite relevant stakeholders to participate, and to report findings and any proposed legislation to the Joint Standing Committee on Labor and Housing. The committee is authorized to introduce a bill based on this report in the Second Regular Session of the 132nd Legislature.

This report is designed to meet that statutory charge while also serving as a practical planning tool for the Maine Apprenticeship Program (MAP) and its partners as they continue to expand and strengthen the state’s apprenticeship and pre-apprenticeship ecosystem.

3. Study Methodology

The Department’s study relied on three primary sources of information:

- **Cross-state survey.** The Maine Apprenticeship Program distributed a structured questionnaire to peer apprenticeship agencies in other states and U.S. territories. The survey captured information about program staffing, numbers of active apprentices, funding levels and sources, use of tax credits and other employer incentives, and statutory or regulatory approaches to pre-apprenticeship.
- **Maine administrative data.** The Department reviewed Maine Apprenticeship Program data for 2024, including numbers of active apprentices and sponsors, sector distribution, demographic composition, and funding sources, as well as recent initiatives to expand certified pre-apprenticeship.
- **Stakeholder engagement.** The Department convened a stakeholder workgroup that included representatives of employers, labor organizations, workforce and community-based partners, and current program sponsors. The group reviewed preliminary survey results and discussed potential policy and program implications for Maine.

Because the survey was voluntary and the sample size is modest, the findings should be interpreted as illustrative rather than exhaustive. However, the responses provide useful qualitative and quantitative insights into how states are designing and resourcing apprenticeship and pre-apprenticeship systems.

4. Maine's Apprenticeship and Pre-Apprenticeship System

Registered Apprenticeship has been part of Maine's workforce system since 1941. Today, the Maine Apprenticeship Program operates under Maine Statute Title 26, Chapter 37 and federal regulations in 29 CFR Parts 29 and 30. Registered apprenticeship programs must provide a minimum of 2,000 hours of on-the-job training and at least 144 hours of related instruction per year, combining paid work with structured learning and a clear pathway to industry-recognized credentials.

As of 2024, Maine had more than 3,600 active apprentices across 155 sponsors, with intermediary sponsors accounting for a majority of apprentice registrations. Apprenticeship activity is concentrated in construction, manufacturing, healthcare, and education, with growth in additional sectors such as aquaculture and financial services. Over the past five years, the average age of apprentices has declined as new pre-apprenticeship initiatives and outreach efforts draw more young people into earn-while-you-learn careers.

Certified pre-apprenticeship programs, established under 26 MRS §3213, provide structured preparation for registered apprenticeship. To be certified, programs must have a formal agreement with at least one registered apprenticeship sponsor; align curriculum and assessment with industry standards; incorporate hands-on, supervised training; meet state and federal equal opportunity requirements; and demonstrate a clear bridge into registered apprenticeship. Grants awarded through the Maine Jobs and Recovery Plan and federal apprenticeship funding have supported the launch and expansion of certified pre-apprenticeships in sectors including healthcare, construction, automotive technology, manufacturing, aquaculture, hospitality, and education.

LD 1117 builds on this foundation by sharpening expectations for equity, earnings, and supportive services in certified pre-apprenticeship programs, and by directing the Department to examine how other states are funding and governing similar efforts.

5. Cross-State Findings from the Survey

5.1 Program scale and staffing

Thirteen states responded to Maine's survey. Reported numbers of active apprentices ranged from approximately 1,703 to 18,186 apprentices, with a median of 6,284. While states differ significantly in population and industrial mix, responses suggest that apprenticeship programs are growing and that demand for technical assistance and oversight is increasing accordingly.

Dedicated staffing for apprenticeship administration is limited relative to the scale of programs. Reported staffing levels range from about 1 to 51 full-time equivalent positions, with a median of 14 FTEs devoted to apprenticeship functions. Several states noted that staff are responsible for both apprenticeship and broader workforce or education duties, which can constrain capacity for employer outreach, quality assurance, and data analysis.

5.2 Funding structure and braiding

States report a mix of state general funds, federal apprenticeship grants, and other sources (including Workforce Innovation and Opportunity Act funds, philanthropic grants, and employer contributions) to support apprenticeship operations and related services. Many apprenticeship offices rely heavily on time-limited federal grants – including Maine. This can make it difficult to sustain staffing and long-term employer relationships.

Several respondents described intentional braiding of funds—for example, using federal dollars to seed new programs and state funds to sustain successful models; aligning pre-apprenticeship supports with workforce and education programs targeting specific populations; or pairing employer tuition support for classroom training with public funding for wraparound services for participants such as transportation, tools, or childcare.

5.3 Pre-apprenticeship funding levels and uses

States generally reported modest dedicated funding for pre-apprenticeship relative to the scale of their registered apprenticeship systems. A few respondents indicated specific annual appropriations in the low six-figure range, while others rely on episodic grant funding or braided resources that may or may not be available from year to year.

Where dedicated pre-apprenticeship funding exists, states most commonly use it to underwrite participant supports (stipends, transportation, tools, and child care), to develop or adapt curricula in partnership with employers, and to provide staff capacity for program coordination and data reporting. Several respondents noted that small but flexible grants have been particularly effective in enabling community-based organizations to partner with apprenticeship sponsors.

5.4 Employer incentives and tax credits

States take varied approaches to employer-facing incentives within their registered apprenticeship systems. Some states offer tax credits tied specifically to apprentice hiring and retention, while others provide direct training reimbursements, cost-sharing grants, or wage subsidies that help employers offset the cost of related instruction or on-the-job training. Several survey respondents noted that they do not offer state-funded incentives at all, relying instead on federal apprenticeship grants or other general workforce development funds that can be braided into employer support.

Survey responses also highlighted that even where incentives do exist, their impact depends heavily on program design. States emphasized that clarity, predictability, and administrative simplicity are essential for encouraging employers to sponsor apprentices. Respondents noted that complex application processes or small, one-time funding awards were less effective in motivating employer participation. In contrast, incentives that are stable across multiple years, have clear eligibility requirements, and are easy for employers to access and understand were cited as far more useful in helping employers plan for consistent apprentice cohorts and long-term workforce development.

The Dirigo Business Incentives program offers incentives to qualified Maine employers in targeted sectors, including a refundable tax credit of \$2,000 per employee per year for providing qualified employee training. To qualify, training must be an apprenticeship or certified pre-apprenticeship registered under the Maine Apprenticeship Program, on-the-job training through a Local Workforce Board, or education provided or approved by the Maine Community College System, the University of Maine System, or another accredited Maine institution. In addition, businesses must invest more than \$2,000 per participant or pay the employee's regular wages, provide at least 20 hours of training per employee, and claim a minimum of three qualified employees in the tax year."

5.5 Pre-apprenticeship policy and certification practices

Most respondents (10 of 13) reported that pre-apprenticeship is referenced in statute, rule, or formal policy. Definitions and quality criteria vary, but common elements include: a required or strongly preferred link to one or more registered apprenticeship programs; alignment with industry standards; and attention to recruitment of underrepresented populations.

A majority of the surveyed states (9 of 13) certify or register pre-apprenticeship programs. Certification processes range from light-touch registration to more rigorous application, review, and renewal models. States with more developed certification systems emphasized the value of clearly articulated minimum standards, transparent expectations for direct entry into registered apprenticeship, and ongoing monitoring of outcomes.

Roughly five of the responding states reported having staff with specific responsibility for pre-apprenticeship. In most cases, these positions are embedded within the apprenticeship office rather than standing alone. States highlighted the importance of dedicated capacity to support partnerships with community-based organizations, schools, and training providers that operate pre-apprenticeships.

6. Implications for Maine

The survey findings affirm Maine's direction and underscore several key considerations for the continued development of the Maine Apprenticeship Program and certified pre-apprenticeship system.

First, Maine is aligned with peer states in relying on a blend of state general funds and federal apprenticeship grants to support core program operations and expansion. Continuing to stabilize and grow state support will be important to sustain progress as time-limited federal grants sunset.

Second, LD 1117's focus on equity, strong support services, and direct connections to high-wage registered apprenticeship programs mirrors emerging best practice in other states. The requirement to prioritize funding for programs that successfully serve historically marginalized communities and lead to quality jobs is consistent with Maine's broader workforce and economic development goals.

Third, the variation in how other states define and certify pre-apprenticeship programs suggests that Maine can continue to refine its own standards and guidance, particularly around expectations for transition into registered apprenticeship and for documenting participant outcomes over time.

Finally, the survey highlights the need for adequate staffing and data capacity. As Maine's apprenticeship and pre-apprenticeship portfolio grows, the Department will need to maintain sufficient program staff to provide technical assistance, ensure quality, and track progress toward statutory equity and earnings goals.

8. Stakeholder Input and Themes

The Department convened a stakeholder workgroup on November 21, 2025, including the bill sponsor, Rep. Webb; Kelly Flagg, representing AGC of Maine; Matt Marks also representing AGC; Matt Schlobohm representing the Maine AFL-CIO, and Sam Boss also representing the Maine AFL-CIO. The purpose of the meeting was to review emerging findings from the cross-state survey and related research, and to obtain practical insights about the strengths and challenges of Maine's current apprenticeship and certified pre-apprenticeship landscape. Several strong themes emerged:

1. The need for durable, predictable funding.

Stakeholders emphasized that the most successful period for pre-apprenticeship and apprenticeship expansion in recent years coincided with significant federal investments through the Maine Jobs and Recovery Plan. Participants noted that while these investments catalyzed innovation and expanded access, their temporary nature has created uncertainty for providers. Several participants urged the development of a more stable state-level investment strategy, particularly for

critical elements such as wraparound supports, staff capacity, and sustained partnership development.

2. Barriers related to funding navigation and eligibility.

Several stakeholders described challenges in accessing or braiding funding streams such as WIOA, CSSP, industry-based supports, and youth funding. Common issues included complex enrollment requirements, timing delays that complicate cohort-based pre-apprenticeship models, and income-based eligibility rules that make some workers—especially career changers—unable to access key supports. Stakeholders expressed interest in exploring expanded CSSP eligibility, cohort-based eligibility models, and a more streamlined, unified approach to supporting participant stipends and wraparound services. Providers, employers, and participants all experience “help fatigue” when multiple case managers or funding systems must be navigated. Stakeholders emphasized the importance of establishing simple, predictable, and transparent processes wherever possible.

3. Language access and English proficiency as major limiting factors.

Participants consistently identified English language learning as one of the most significant barriers for New Mainers seeking to participate in apprenticeship pathways. Adult education programs reported long waitlists; existing tools (including online language learning platforms) are not always specific enough to industry needs; and reductions in immigrant housing supports have made it harder to deliver cohort-based training. Stakeholders emphasized the need for stronger state-level investments in vocational English language supports, coordinated tools and guidance from the Department, and partnerships with providers capable of delivering contextualized instruction.

4. Need for stronger cross-agency coordination and statewide partnership structures.

Stakeholders highlighted opportunities to deepen coordination among MDOL, DOE, Adult Education centers, CTE schools, employers, and intermediary organizations. Suggestions included strengthening efforts to educate high school counselors and principals about apprenticeship opportunities; expanding career exploration and career academy pilots; and clarifying how pre-apprenticeship aligns with career and educational timelines and readiness expectations for transitioning high school students into registered apprenticeship.

7. Preliminary Recommendations

Based on this review and stakeholder input to date, the Department offers the following preliminary recommendations for consideration by the Joint Standing Committee on Labor and Housing:

1. Modify existing statutory expectations for certified pre-apprenticeship.

During the September 2025 quarterly meeting of the Maine Apprenticeship Council, an overview of LD 1117 was presented. Council members expressed concerns about the language in the approved legislation. As of October 2025, the legislation requires that 51% of pre-apprenticeship grant funding be allocated, amongst other criteria, to providers that can demonstrate placement of program completers in an apprenticeship within six months of completion. These concerns were also mentioned by Stakeholder group members at our November meeting.

This requirement significantly restricts support for high school–based pre-apprenticeship programs. Pre-apprenticeship is intended, in part, to help young people explore career options and make informed decisions about post-graduation pathways. The six-month placement metric conflicts with this purpose and is often unrealistic due to child labor laws that prohibit minors from participating in certain hazardous activities. Additionally, many pre-apprentices still have a year or more of high school remaining before they can pursue an apprenticeship.

Statutory and/or regulatory adjustments should be considered to modify this requirement so that it better aligns with the broader goals of pre-apprenticeship programs.

2. Stabilize, diversify, and strategically align funding for pre-apprenticeship.

Explore options to establish recurring core funding for certified pre-apprenticeship programs that can be braided with federal apprenticeship and workforce funds. Stable, predictable funding—rather than episodic or competitive-only grants—was a near-universal theme of the stakeholder meeting. Participants emphasized that inconsistent funding reduces focus on apprentices, complicates program planning, and contributes to “help fatigue” for both providers and participants. A more reliable funding structure would allow programs to sustain wraparound supports, stipends, and cohort models that have proven effective.

3. Strengthen access to participant supports and deepen partnerships with providers and employers.

Stakeholders consistently identified English language proficiency as a major barrier to program entry and completion, especially for New Mainers. Partnerships with Adult Education, community colleges, CTEs, high schools, and community-based organizations are essential to addressing these challenges. Consider options to

expand or coordinate access to adult English-language instruction, translation technology, sector-specific language supports, and more flexible stipend delivery mechanisms. Stakeholders emphasized that current processes—particularly those tied to WIOA—are complex, eligibility-restricted, and not responsive to the realities of “late applicants.” Strengthening intermediary capacity and DOE engagement (including initiatives like the Maine Career Pathways pilot) would support high-quality pre-apprenticeship pathways, expand access beyond CTEs alone, and allow programs to reach underrepresented and New Mainer populations more effectively.

4. Improve administrative simplicity and enhance cross-agency coordination and navigation tools.

Stakeholders emphasized that simplifying administrative systems is essential to program success. Complex eligibility requirements, multiple caseworker assignments, and mismatched timing across workforce programs contribute to “help fatigue” and reduced participation. Consider opportunities to streamline enrollment, align referral pathways, improve service timing, and explore cohort-based eligibility thresholds (including through CSSP). In addition, the fragmented funding landscape suggests a need for stronger cross-agency coordination—potentially through an interagency workgroup, shared funding calendar, or a publicly accessible portal that helps providers identify and apply for federal, state, philanthropic, and industry funds. National research indicates that tools that match programs to eligible funding streams reduce underspending and administrative burden; stakeholders echoed these concerns and emphasized that clearer communication from MDOL about available resources would materially improve program operations.

5. Strengthen quality assurance, technical assistance, and data capacity to track outcomes.

Build on existing Maine Apprenticeship Program quality assurance processes to incorporate certified pre-apprenticeship more explicitly, providing clearer guidance, technical assistance, and optional templates to help providers align program design with LD 1117. Stakeholders emphasized the importance of consistent quality standards, structured feedback loops, and retrospective evaluation of major investments—such as MJRP—to understand which approaches were most effective. At the same time, additional data capacity is necessary to track participation and outcomes for both apprenticeship and pre-apprenticeship participants, disaggregated by key demographics. Over time, and with additional resources, consider developing public dashboards or summary analytics tools to highlight progress toward equity, wage, and completion goals and to support ongoing program improvement.

6. Align employer incentives with quality, equity, and long-term workforce outcomes.

If future employer-facing incentives (e.g., tax credits or training reimbursements) are considered, design them to prioritize high-quality apprenticeship and pre-apprenticeship programs that meet Maine's equity, wage, and completion goals. Stakeholders expressed strong interest in durable funding streams that help employers commit to multi-year cohorts rather than short-term, one-off incentives, which were described during the survey as less effective in motivating participation.

7. Improve cross-agency coordination and develop tools to help programs navigate funding.

Given the fragmented funding landscape, consider mechanisms—such as an interagency workgroup, shared calendar of funding opportunities, or a publicly accessible portal—to help providers identify and apply for relevant federal, state, philanthropic, and industry funds. National research suggests that tools which match programs to eligible funding streams can reduce underspending and ease administrative burden. Stakeholders echoed similar concerns, noting that better communication from MDOL about what resources are available and how to use them would improve program operations.

Appendix A. Cross-State Survey Snapshot

Table A summarizes selected responses from the Department's cross-state survey of apprenticeship agencies. It is intended to provide a high-level snapshot of program scale, staffing, pre-apprenticeship policy, and funding across responding states.

State	App Program FTEs	Active Apprentices	Total Annual Funding All Sources	Pre-App in Law	Pre-App Certified	Pre-App Staff	Pre-App Funding Annual Total
Maine	8	1,729 apprentices, plus 1,111 active apprentices at Portsmouth Naval Shipyard	Between \$3 and \$5 million.	Yes	Yes	No	\$200K annually with state dollars; \$1M is a federal grant; and there is a little over \$1M in remaining ARPA funds.
Minnesota	18	12,000	Between \$5 million and \$7 million	Policy	Yes	Yes	\$100K in federal dollars; \$350K with state dollars.
Montana	12	2,650	Between \$1 million and \$2 million	Rules	Yes	No	0 direct, but you could argue indirect costs with our

							staff time.
New York	51	18,186	Between \$7 million and \$9 million	Policy	Yes	No	
Kansas	6	4,000	Over \$9 million annually	Pre-apprenticeship is not included in statute, rules or policy in my state.	No	No	0
Vermont	3	1,703	Between \$1 million and \$2 million	Statute	Yes	No	0
Oregon	16	9,500 active per quarter (3 months)	Between \$1 million and \$2 million	Rules	Yes	Yes	If I count staff time, approximately 100K
North Carolina	29	11,000	Between \$3 million and \$5 million	Policy	Yes	No	Last year the tuition waiver used was just of \$1 million

Florida	11	16,732	Over \$9 million annually	Rules	Yes	No	unknown
Maryland	26	13,800	Over \$9 million annually	Policy	No	No	None dedicated. Some grants allow it as an activity.
Alabama	7	4,369	Between \$2 million and \$3 million	Policy	Yes	Yes	0
New Mexico	6 (State Director, Admin, 3-ATR's and program coordinator for SAEF 2 competitive grant)	2,700	Between \$5 million and \$7 million	Pre-apprenticeship is not included in statute, rules or policy in my state.	No	Yes	Unsure
Massachusetts	22	approximately 9,000	Between \$5 million and \$7 million	Rules	Yes	Yes	We have staff working with pre-apprenticeship program at varying rates and we are providing \$360,000 to pre-

							apprenticeship programs in FY26.
Nevada	1	8,200	Between \$500,001 and \$1 million	Pre-apprenticeship is not included in statute, rules or policy in my state.	No	No	250,00

Appendix B. Maine Apprenticeship Program Expenditures

Table B details expenditures and future financial obligations for the Maine Apprenticeship Program. It is intended to provide a base of which to compare other state's programs with Maine's program.

FY25 Expenditures	State	Federal ETA	MJRP	NBRC Grant
BES Salary & Fringe	359,559.58	434,008.22		
Pre-Apprenticeship	200,000.00	624,650.74	631,062.95	
All Other Apprenticeship	100,863.34	1,565,788.99	1,850,448.73	
VR Salary & Fringe		95,687.03		
Total Expended	660,422.92	2,720,134.98	2,481,511.68	-
Available Funds FY26 plus obligations				
BES Salary & Fringe	367,686.00	1,358,142.02		367,426.26
Pre-Apprenticeship	200,000.00	1,000,000.00	1,042,315.75	
All Other Apprenticeship	691,604.79	3,062,059.98	3,539,479.61	132,573.74
Total Available	1,259,290.79	5,420,202.00	4,581,795.36	500,000.00
Availability	Thru 6/30/26	Thru 6/30/28	Thru December 2026	Thru 9/30/28

Appendix C. Current MOA Template used for Pre-Apprenticeship Registration

Section I Overview

This Memorandum of Agreement (MOA) is in reference to the certified pre-apprenticeship program known as:

Title of Pre-Apprenticeship Program

The intent of certified pre-apprenticeship programming is to serve as a direct connection to employment in apprenticeship programs registered with the Maine Department of Labor. This MOA outlines how each partner agrees to support the pre-apprenticeship program and details how the trainee will be prepared to meet/exceed the minimum qualifications and compete for or receive direct entry into the registered apprenticeship program.

Section II Pre-Apprenticeship Training & Requirements

[Education provider] agrees to:

- carefully assess the trainee's readiness for entry into the certified pre-apprenticeship program and only approve trainees in good standing who have met pre-determined criteria
- ensure that all pre-apprentices are at least 16 years of age and monitor any work hours allowed by school policy and/or applicable Child Labor Laws
- inform potential trainees and in the case of minors, their parents, of the availability and requirements for entry into the certified pre-apprenticeship program
- register selected pre-apprentices with the Maine Department of Labor
- facilitate meaningful hands-on training in:
 - ☐ a workplace ☐ simulated lab experience ☐ work-based learning environment
 - Details: _____
- provide relevant safety training (such as First Aid/ CPR, OSHA-10)
 - Details: _____

[Education provider] agrees to provide the following (*select all that apply*):

- ☐ academic credit for on-the-job learning - _____ (list details)
- ☐ the following industry recognized credential(s) and/or certification(s) - _____
- ☐ high school diploma or HiSet diploma
- ☐ access to career and supportive services, including (*customize as appropriate*):
 - résumé and job interview preparation
 - student portfolio (i.e. education profile and plan)
 - financial literacy training
 - supportive service needs assessment
- ☐ referral to **[WIOA Service Provider]** for assessment of support service eligibility
- ☐ workplace soft skills training
- ☐ English language acquisition
- ☐ dual Credit options with Community College or University; MOU from post-secondary provider is attached
- ☐ tools and equipment - _____ (list details)
- ☐ other: _____

The classroom training and on-the-job learning curriculums from both the education provider and the apprenticeship sponsor are attached to this MOA. To be a Maine State certified pre-apprenticeship program, a copy of this MOA and related documents must be submitted and approved by the Maine Apprenticeship Program.

Section III Connection to Registered Apprenticeship(s)

Part A

[The apprenticeship sponsor/employer] agrees that pre-apprentice graduates will be prepared to enter the following registered apprenticeship program(s):

Part B

[The apprenticeship sponsor/employer] agrees to provide at minimum one of the following, as indicated in Part C:

- guaranteed employment interview for individuals who have successfully completed the pre-apprenticeship program for apprenticeship program(s) listed in Part A
- direct entry into apprenticeship program(s) listed in Part A for individuals who have successfully completed the pre-apprenticeship program
- advanced placement in registered apprenticeship program(s) listed in Part A if hired

Part C

[The apprenticeship sponsor/employer] agrees to provide at minimum two of the following as indicated, one of which must include activities listed in Part B:

- ☐ job shadow experience for pre-apprentices
- ☐ mentored and paid work experience for pre-apprentices
Details (wage per hour or stipend provided): _____
- ☐ guaranteed employment interview for individuals who have successfully completed the pre-apprenticeship program for apprenticeship program(s) listed in Part A
- ☐ direct entry into apprenticeship program(s) listed in Part A for individuals who have successfully completed the pre-apprenticeship program
- ☐ advanced placement in registered apprenticeship program(s) listed in Part A if hired
Recognized classroom hours upon registration will be _____
Recognized on the job learning hours upon registration will be _____
- ☐ other: _____

Section IV Agreements

By signing this MOA, the employer/sponsor and the education provider agree to the following:

- The pre-apprenticeship program aligns with the employer/sponsor's registered apprenticeship program and both the education provider and employer/sponsor agree to uphold the terms of the MOA.
- Conform to the U.S. Department of Labor's [Training and Employment Notice Number 23-23](#) for a quality framework for pre-apprenticeship.
- Limit the duration of the pre-apprenticeship program to not more than 6 months, except for programs in secondary educational institutions or prisons which are limited to no more than a span of 2 calendar years.

- **[Name of pre-apprenticeship sponsor]** agrees to maintain all records pertaining to the pre-apprenticeship program. These records will be made available on request to the Maine Apprenticeship Program.
- The Maine Apprenticeship Program shall be notified within 45-days of the registration, termination, or suspension of any pre-apprenticeship agreement, with cause for same, and of pre-apprenticeship completions.
- Any modification(s) or change(s) to the pre-apprenticeship MOA shall be promptly submitted to the Maine Apprenticeship Program, and if approved, shall be recorded, and acknowledged as a revision of such program.
- During the period of the program, the Maine Apprenticeship Program shall terminate a pre-apprenticeship agreement at the request in writing of any party thereto.
- Comply with state and federal law regarding equal employment opportunity in pre-apprenticeship and training. **[Name of pre-apprenticeship sponsor and education provider] will not discriminate against pre-apprenticeship applicants or pre-apprentices based on race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40 years old or older. [Name of pre-apprenticeship sponsor and education provider] will take affirmative action to provide equal opportunity in pre-apprenticeship.**
- Include workplace safety training such as OSHA 10 or other comparable safety training determined by industry as standard.

Section V Outreach Plan

The apprenticeship sponsor/employer and education provider agree to the following outreach plan to increase registered apprenticeship opportunities for underrepresented, disadvantaged, or low-skilled individuals and members of historically marginalized communities (*select all that apply*):

- ☐ Disseminate information to the following organizations: _____
- ☐ Advertise all openings for pre-apprenticeship opportunities by publishing advertisements in the following media that have wide circulation in our relevant recruitment areas: _____
- ☐ After every selection cycle for registering pre-apprentices, we will evaluate and document the overall effectiveness of the above-targeted outreach and recruitment activities and refine them as needed.
- ☐ Enlist registered apprentices and/or journeyworkers (i.e. experienced workers) to mentor pre-apprentices
- ☐ Enlist registered apprentice and/or journeyworkers to assist with targeted outreach and recruitment activities
- ☐ Conduct exit interviews of each pre-apprentice who leaves our pre-apprenticeship before completion to understand better why they left and to help shape retention activities
- ☐ Other (list): _____

Print Employer/Sponsor Name

Print Education Provider Name

Print Employer/Sponsor Authorized Signatory/Title

Print Education Provider Authorized Signatory/Title

Employer/Sponsor Signature

Date

Education Provider Signature

Date

Joan M. Dolan, Director of Apprenticeship

Date of Approval by Maine Department of Labor