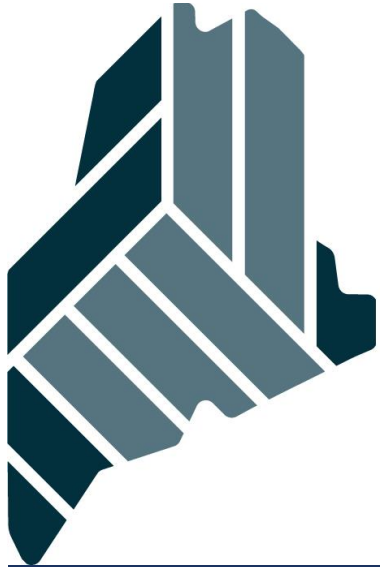
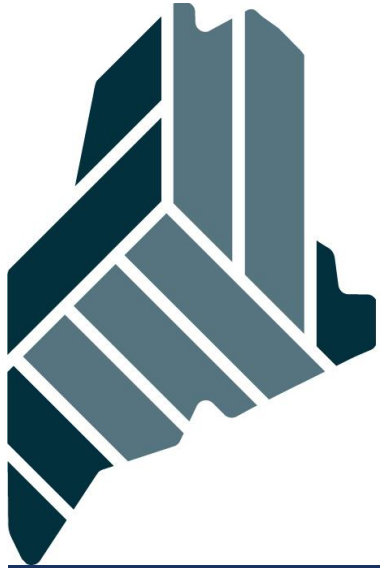




Work Source

MAINE

**STATE WORKFORCE DEVELOPMENT BOARD
QUARTER 2 MEETING – JUNE 12, 2026
MDOL, 45 COMMERCE DRIVE, AUGUSTA**



Work Source

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DEFENSE & MANUFACTURING TRAINING FUND



Defense and Manufacturing Training Fund

Goals & Opportunities

Workforce system goals:

- **Advance SWB as home for data-driven industry partnerships**—connecting industry and training providers to identify & address evolving sector needs
- **Scale registered apprenticeship** as effective training model by encouraging employer investment
- **Create more streamlined way for employers to engage with workforce system** – leveraging unified portal and engaging various partners to proactively braid various training resources

Grant-specific goals:

- Build **skilled trades workforce** to fill critical entry & mid level roles
- Develop **AI-ready skilled workforce** for manufacturing & defense sectors

Design principles

- ❑ Maximizing **flexibility** while promoting **high quality** programs & abiding by **US DOL regs**
- ❑ Lead to **worker advancement with industry-recognized credential** (e.g., wages, increased skills, responsibility, etc.)
- ❑ **Streamlined** system – for application AND coordination of several training benefits for employer ease
- ❑ Ensuring **access for smaller businesses** while providing reimbursement for larger employers' proven training programs



Defense and Manufacturing Training Fund

Received \$8M Grant from US DOL for Training for Defense Shipbuilding and Advanced Manufacturing.
\$7.2M of that goes to direct reimbursement to employers.

Employers may submit up to **\$10,000** in training costs per employee for reimbursement, up to **\$250,000** per employer/year.

- Eligible employers: Defense and Advanced Manufacturing employers, operating in Maine
- Eligible employees: New hires and incumbent workers (age 17+) working in Maine
- Eligible training types: Apprenticeship, classroom, on-site that result in an industry recognized credential
- Reimbursement: Up to 80% of cost, paid at completion and 6-months post completion if retained

Success Indicator	Target
Total number of participating employers	30
Total number of participants who will receive training that is reimbursed with grant funds	900

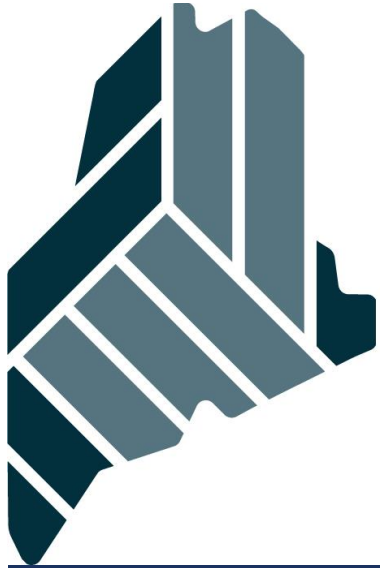


Defense and Manufacturing Training Fund – Progress

- Work Source Maine page and Training Fund application live
 - <https://www.worksourcemaine.com/training-fund>
- Soft launched at MAME Annual Summit on May 8
- Onboarded Training Fund Consultant – Urie Deshommes
- Offer made to Program Manager: target start date - June 15
- Joint Apprenticeship & Training Fund breakout session at APEX/DOD Training & Matchmaking seminar on June 10 & 11

By the numbers

- 7 inquiries, with 3 resulting in applications
- 5 total applications
 - 2 submitted employee data
 - 8 employees to be trained
- Potentially 1 new registered apprenticeship program with 4 initial apprentices



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INDUSTRY PARTNERSHIP PROGRAM EVALUATION REPORT

Maine's Industry Partnership Program: Implementation Lessons and Early Outcomes

Presented to the State Workforce Board
June 12, 2026

Sarah Goan, Amy Geren, Aaron Rose, Matthew Starr
Catherine Cutler Institute, USM



A proud partner of the AmericanJobCenter network
**Work Source
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Background

Purpose

- \$3.7 million program; part of Governor Mills' workforce strategy and a key priority to Maine's long-term economic growth
- Second of three reports to evaluate efforts and impacts; follows a preliminary report released in early 2025
- Provides an in-depth look at the successes, challenges, and key themes emerging across IPPs

Methods

- Analysis of the quarterly reports submitted to MDOL
- Key informant interviews with IPP site leads and key collaborators
- Survey of business partners and stakeholders engaged with IPP sites
- Focus groups with individuals engaged in IPP programming or training

Findings

- ◆ Over **8,000 workers directly affected** through exposure to the workforce through over **300 recruitment activities**
- ◆ Engaged **185 employers**
- ◆ Collaborated with **160 strategic partners**
- ◆ Developed **40 career pathways** and **60 individual career maps**
- ◆ **~4,000 individuals receiving training**, including incumbent workers advancing in their careers
- ◆ Over **1,200 workers entered the workforce**

Key Takeaways

1. IPP partnerships are effective workforce intermediaries.
2. Durable infrastructure is a lasting outcome of the pilot.
3. Flexibility and relationship-driven implementation are central to success.
4. Structural barriers remain the primary constraint on workforce participation.
5. Policy barriers limit IPP effectiveness for highly regulated industries.

Children's Oral Health Network (COHN), Oral Healthcare Sector

Helps community health partners build, place, and scale oral healthcare capacity

- Developed and launched the Oral Health Navigation learning series
- Developed a course and self-guided toolkit for Registered Dental Hygienists seeking to become Independent Practice Dental Hygienists
- Expanding access to oral health services and addressing workforce shortages

“This opportunity was the first time that resources have been invested in being able to provide this needed skill set to the dental hygienists. And that has been astronomical.”

-COHN Partner

The Roux Institute of Northeastern University (ROUX), Healthcare Sector

Works with a range of healthcare partners across Maine, placing candidates in entry-level roles before they enter advanced medical programs

- Connecting pre-clinical, post-baccalaureate students with frontline healthcare jobs to address immediate workforce shortages and build long-term talent pipelines
- Employer and education partnership relationships have grown the programs
- Interest has surged and the internship has had wait lists of applicants interested in the opportunity

“I feel like it helps us get really good candidates that we know are really dedicated to this work ... [and] we’re getting them through a trusted source.”

-Roux Medical Partner

Maine Labor Resource Center (MLRC), Healthcare & Social Services Sector

Leverages cultural capital to recruit, train, and place immigrants, refugees, and asylum seekers into healthcare and social service workforce

- Provide ESL trainings and created clear career pathways tailored to New Mainers
- Supported transition into stable, in-demand jobs
- Strengthened both the industry and the economic integration of Maine's growing immigrant population

"[MLRC is] an organization that supports newcomers to get certification needed for them to get a job. Giving training to them, giving orientation to them, and some education on how to navigate the system."

-MLRC Community Partner

Maine Tourism Association (MTA), Hospitality & Tourism Sector

Fills the gap for small businesses in managing internships programs and developing training to meet the needs of this industry's workforce

- Vetting and connecting interns with employers and delivering training opportunities across the sector
- Embraced a media-driven strategy to promote the industry and attract workers to Maine
- Hosted large-scale workforce summits
- Visited classrooms, brought youth 16-24 on career exploration field trips and trainings, and connected youth with internships in the tourism industry

"We let interns know about opportunities, and then we just talk to them about what they're interested in. And then we'll reach out to a business and say, 'Hey, I have an intern who's interested in X, Y, and Z. Would you be interested in having them for the summer?' And the answer is always yes."

-MTA Site Lead

Maine Business Education Partnership (MBEP), Retail Sector

Responded to employer-identified skills gaps in the retail sector by developing targeted training, internships, and career pathways in partnership with schools and workforce agencies

- Engaged retail workforce development through large-scale training and credentialing
- Enrolled participants in RISE Up, a nationally recognized retail training certification
- Engaged middle and high school students through career events, field trips, internships, and job shadows, promoting retail as a viable, long-term career option with diverse pathways

"I'll start a presentation and ask them what their perception of retail is, and I tell them not to hurt my feelings, and a lot of times it's not positive. But by the end of the presentation, I ask that question again, and they're like, 'It's not what we thought. We didn't realize you could do that.' So those are the wins."

-MBEP Site Lead

Maine Development Foundation (MDF), Forestry Products Sector

Coordinated approach to training and promoting forestry careers and a stronger foundation for multi-partner collaboration that allows the group to pursue more ambitious grant opportunities together

- Marketing forestry careers to high school students and job seekers
- Dispelling misconceptions about the industry
- Ensuring a well-trained workforce for future industry needs
- Brought Maine's forest landowners, harvesters, and mills together on neutral ground

“When we engage people, it’s a much more consistent message about what things are, where things are, and what are those opportunities, rather than 50 uncoordinated voices ...”

-MDF Business Partner

Recommendations

1. Sustain and stabilize funding for intermediary-led workforce partnerships
2. Leverage and maintain the infrastructure created through the pilot
3. Continue to support coordinated field-building and shared workforce narratives
4. Institutionalize support for priority populations and geographies
5. Align workforce development with broader structural investments
6. Strengthen healthcare workforce incentives and reimbursement structures

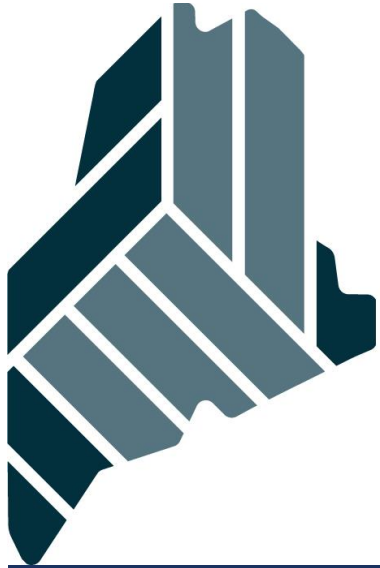
Coming Up...

Detailed profile of each pilot site:

- ◆ **Follow-up Interviews** with site leads

- + ***Analysis** of final quarterly reporting*

Final Report: September 2026



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MAINE WIOA PLAN IMPLEMENTATION



Implementation of Maine's WIOA Plan

Area One: Improving agency coordination focused on employers

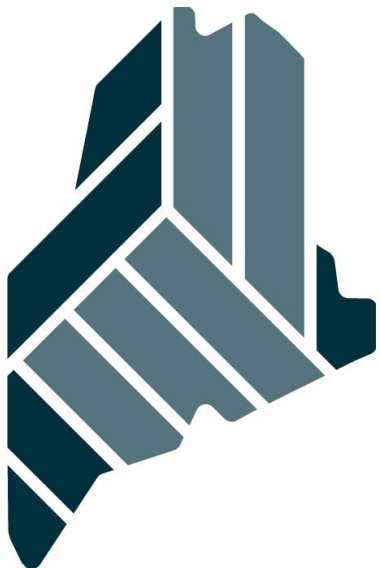
- Results by November:
 - Increased transparency for employers of the tools available to them to improve their workforce (hiring, retention, and advancement)
 - All employer-facing staff trained in all resources available, with increased coordination in employer engagement, ideally in at least 1-2 sectors

Area Two: Expand Industry Partnership work

- Results by November:
 - Begin to stand up two new industry partnerships, Defense/Manufacturing and Outdoor
 - Work with all industry partnerships to align funding to their career pathways/skill levels
 - Begin building consensus on way forward for Industry Partnership Program in preparation for next Governor

Area Three: Improve access to services for residents and workers

- Results by November:
 - Map existing entry points for residents and workers to publicly subsidized services
 - Create comprehensive manual of services (training, coaching, etc) and eligibility requirements across all workforce programs



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WORKFORCE PELL

Today

- Review policy draft and **vote to publish for public comment**
 - Provide **background on Workforce Pell**, proposed governance structure, key roles, and implementation timeline
 - Review proposed policy definitions and supporting evidence for **portable, stackable credentials & meets employer hiring requirements**
 - Review **data outcomes calculations**
 - Discuss **stakeholder engagement** and outreach plan, including public comment period
- Review and vote to approve the initial priority **high-wage, high-skill, in-demand occupations** list

Background on Workforce Pell

Workforce Pell, established by the Working Families Tax Cuts Act, expands federal Pell Grant eligibility to approved short-term workforce training programs.



Why Workforce Pell is Exciting for the SWDB

- **Strengthens alignment** between education, workforce, and economic development priorities through a shared focus on high-demand occupations and industry recognized credentials.
- **Positions the State Workforce Board as a key policy leader**, including broader discussions around credentials of value and career pathways.
- **Provides an opportunity to both build and refine the program**, focusing first on a minimum viable product to ensure timely implementation and access to federal funding.
- **Continues work to strengthen partnerships** among employers, workforce system partners, and postsecondary institutions.



Workforce Pell: Baseline Program Eligibility

To qualify, programs must first meet the basic standards under the federal statute:

- Be offered by a **Title IV-eligible postsecondary institution** offering programs that meet federal Workforce Pell requirements
- Be at least **8 weeks but less than 15 weeks** in length (150 – 599 clock hours in duration);
- Have been in **existence for at least one year** (which means the eligible workforce program has met the required conditions for at least one year prior to approval);
- Not be a correspondence course or part of a study abroad program.
- Lead to a **recognized postsecondary credential** that is **stackable** and **portable** (or prepares students for employment for which there is only one recognized postsecondary credential), and ensures that a student **receives academic credit** for at least one certificate or degree program at one or more eligible institutions;
- Align with the requirements of **high-skill, high-wage, or in-demand** industry sectors or occupations;
- Meets the **hiring needs of employers** of potential employers;
- Demonstrate $\geq 70\%$ completion (within 150% of normal time) and $\geq 70\%$ placement (second quarter after exiting program); and
- Satisfy ED's value-added earnings (VAE) standard.



Role of the Governor and States

The Governor, in consultation with the State Workforce Board, must certify the program:

- Aligns with high-skill, high-wage, or in-demand industry sectors or occupations, as identified under the Carl D. Perkins Career and Technical Education Act
- Meets the hiring requirements of potential employers in those sectors
- Leads to:
 - A recognized postsecondary credential that is stackable and portable across multiple employers; or
 - A sole recognized credential for a specific occupation, awarded upon program completion
- Prepares students to pursue further education by:
 - Ensuring academic credit from the program is accepted toward a certificate or degree at one or more eligible institutions



Guiding Principles & Goals

Primary goals:

- Align programs with high-skill, high-wage, in-demand occupational needs of Maine (as defined by state's economic development priorities)
- Ensure quality outcomes (completion, placement, and value-added earnings)
- Provide a transparent, consistent process for institutions and learners

Guiding principles for initial implementation:

- Build on existing processes and policies to integrate within (e.g., HWID job list, ETPL, Maine Earns) vs. create entirely new, separate structure
- Use lessons learned from the initial eligibility review to provide guidance to help expand the pool of eligible programs next year
- Start small in the early stages of implementation, and recognize that this is not going to be a long list of eligible programs

Proposed Governance Structure & Processes

Advisory Council

- Composed of MDOL, MDOE, FAME, MCCS, UMS and SWDB leaders (2 members)
- Advise on policy and guidance decisions including eligible programs & occupations
- Annually review program eligibility policies, priority occupations, and propose recommendations to align with State's workforce, education & economic priorities
- Advise training program approvals for SWDB vote (quarterly, potentially less frequent after year 1)
- Appeals Review Panel will consist of sub-set of Advisory Council (non-training provider members) to review appeals from programs whose eligibility for Workforce Pell is denied or terminated.

Maine State Workforce Development Board

Board

- Policy & guidance approval (including priority occupation and sectors list)
- Approve eligible program & maintain program list

Staff

- Host and process program applications
- Data validation (in partnership with CWRI)
- Share public information
- Package and share information w/ Gov's Office

Governor's Office

- Approve and share with US Secretary of Education for final program approval
- Issue final decision on Appeals process



Implementation Efforts

- **Advisory Group** — Composed of leaders from the Maine Department of Labor (MDOL), Maine Department of Education (MDOE), Finance Authority of Maine (FAME), Maine Community College System (MCCS), University of Maine System (UMS), and two members of the State Workforce Development Board (SWDB). The group met to provide strategic guidance and feedback on Workforce Pell implementation (May – present).
- **Policy Working Group** — Met to develop policy (informed by other states' policies) and program approval process (March – present).
- **Data Working Group** — Met to establish data requirements, reporting processes, and implementation supports (March – present).
- **National Governors Association Policy Academy** — Engaged with more than 30 states through the NGA Policy Academy (January–present).



Next Steps

Upcoming milestones

June – Early July

- June 12: Put forth final policy to State Workforce Development Board for review and approval
- Mid-late June: Public comment period

Mid-July – August

- Publish revised policy guidance
- Build portal
- Open WF Pell training program application for any Maine-based title IV provider
- Partner with higher ed partners and financial aid offices to raise awareness about WF Pell criteria, eligibility and processes

September

- Review and make determinations on eligible WF Pell programs (with SWDB) to submit in fall
- Partner with Governor's Office to package and submit to US DOE

Note: The second round of program review and approvals will occur from Oct – Dec and then continue on a quarterly basis moving forward.



States Need To Draft Policies For:

- Methodology and list of **high-skill, high-wage, or in-demand occupations**
- Policy for assessing whether programs **meet employer hiring requirements** in the relevant sectors or occupations
- Policy for determining whether a credential is **stackable** and **portable**, including documentation requirements
- Policy establishing how institutions must demonstrate that an eligible program ensures the **award of academic credit**
- Policy regarding **annual outcomes for Job Placement, Program Completion, and Value-Added Earnings**
- Establishing **bilateral agreements** for education programs with other states



Proposed Priority Occupation List



Proposed Maine Criteria for Identifying High-Skill, High-Wage or In-Demand Priority Occupations

An occupation may be designated as a WF Pell Priority Occupation if it meets **all of** the following baseline criteria:

- In-demand occupation with average annual openings exceeding 20
- Aligned with industry sector defined in state or local economic development priorities
- Minimum of 110% state minimum wage (to meet VAE threshold)
- Alignment of Workforce Pell training length and licensure /degree requirements

In addition to meeting the baseline criteria, an occupation must meet one of the following conditions:

Path1: High-skill, high-wage, in-demand

- Minimum education requirement meets or exceed “Postsecondary non-degree award” or “HS diploma plus significant OJT (apprenticeship, moderate, long term)”
- High-wage meaning median wage exceeds median wage of the state
- Aligned with at least one of the top three sector in local workforce development areas

OR

Path 2: Essential, in-demand occupations

Occupations that are essential to the operation of Maine’s supporting **public infrastructure systems**—healthcare, childcare, housing, transportation, broadband and digital connectivity, and community-based services—and their role in enabling labor force participation and economic growth, consistent with Strategy E (Providing Supporting Infrastructure) of Maine’s Economic Development Strategy-- even if the occupation does not meet “high-wage” or educational requirements stated above.

Exclusions:

- Occupations typically requiring a bachelor’s degree or higher, or occupations typically accessible with only a high school diploma, are excluded from Workforce Pell priority designation under this policy
- Eligible related technical instruction for registered apprenticeship programs automatically meet high-skill, high-wage, in-demand criteria



Path 1: High-wage, High-skill, In-demand Occupations

SOC Occupation

- 47-2021 Brickmasons and Blockmasons
- 47-2031 Carpenters
- 51-9124 Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
- 15-1231 Computer Network Support Specialists
- 51-9161 Computer Numerically Controlled Tool Operators
- 15-1232 Computer User Support Specialists
- 53-7021 Crane and Tower Operators
- 31-9091 Dental Assistants
- 47-2111 Electricians
- 51-9041 Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
- 51-2051 Fiberglass Laminators and Fabricators
- 29-2099 Health Technologists and Technicians, All Other
- 49-9021 Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- 49-9041 Industrial Machinery Mechanics
- 47-2132 Insulation Workers, Mechanical
- 29-2061 Licensed Practical and Licensed Vocational Nurses
- 51-4041 Machinists
- 49-9043 Maintenance Workers, Machinery
- 17-3013 Mechanical Drafters

SOC Occupation

- 29-2072 Medical Records Specialists
- 49-9044 Millwrights
- 51-9023 Mixing and Blending Machine Setters, Operators, and Tenders
- 47-2073 Operating Engineers and Other Construction Equipment Operators
- 51-9196 Paper Goods Machine Setters, Operators, and Tenders
- 29-2043 Paramedics
- 47-2071 Paving, Surfacing, and Tamping Equipment Operators
- 47-2152 Plumbers, Pipefitters, and Steamfitters
- 29-2034 Radiologic Technologists and Technicians
- 51-9012 Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders
- 47-2211 Sheet Metal Workers
- 47-2022 Stonemasons
- 51-2041 Structural Metal Fabricators and Fitters
- 29-2055 Surgical Technologists
- 29-2056 Veterinary Technician
- 51-4121 Welders, Cutters, Solderers, and Brazers



Path 2: Essential, In-demand Occupations

<u>SOC</u>	<u>Occupation</u>	<u>SOC</u>	<u>Occupation</u>
■ 49-3023	Automotive Service Technicians and Mechanics	■ 29-2057	Ophthalmic Medical Technicians
■ 49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	■ 29-2081	Opticians, Dispensing
■ 53-3051	Bus Drivers, School	■ 49-3053	Outdoor Power Equipment and Other Small Engine Mechanics
■ 53-3052	Bus Drivers, Transit and Intercity	■ 39-9099	Personal Care and Service Workers, All Other
■ 53-5021	Captains, mates, and pilots of water vessels	■ 29-2052	Pharmacy Technicians
■ 39-9011	Childcare Workers	■ 31-9097	Phlebotomists
■ 29-2010	Clinical Laboratory Technologists and Technicians	■ 25-2011	Preschool Teachers, Except Special Education
■ 21-1094	Community Health Workers	■ 29-2053	Psychiatric Technicians
■ 47-4011	Construction and Building Inspectors	■ 21-1093	Social and Human Service Assistants
■ 49-9051	Electrical Power-Line Installers and Repairers	■ 21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors
■ 29-2042	Emergency Medical Technicians	■ 25-9045	Teaching Assistants, Except Postsecondary
■ 47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	■ 49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers
■ 53-1047	Firstline Supervisors of Transportation & Material Moving Workers, Exc Aircraft Cargo Handling Supervisor	■ 49-9052	Telecommunications Line Installers and Repairers
■ 47-4041	Hazardous Materials Removal Workers	■ 51-8031	Water and Wastewater Treatment Plant and System Operators
■ 53-3032	Heavy and Tractor-Trailer Truck Drivers		
■ 31-1120	Home Health and Personal Care Aides		
■ 31-9092	Medical Assistants		
■ 31-1131	Nursing Assistants		



Draft Program Policies





Employer Validation

Policy guidance

Employer validation should primarily be provided through employer-led or industry-based entities, such as:

- Industry associations
- Sector partnerships (as defined by the State Workforce Development Board)
- Program advisory boards (e.g., community college or university)
- Other employer-led industry groups

These entities must represent employers that:

- Have current or projected hiring demand in the occupation(s) associated with the program; and
- Reflect the relevant regional or industry labor market served by the program.

If validation through an employer-led entity is not feasible, programs may instead provide validation from a **minimum of three Maine-based employers** that meet the same criteria above.

Evidence includes but is not limited to:

- **Industry-defined career pathways** with credential requirements published on Work Source Maine, or other industry-defined career pathway framework (documentation required)
- **Registered apprenticeship** schedule of work: Eligible RTI automatically satisfies requirements
- **Employer hiring standards** or published occupational qualification requirements
- **Competency or curriculum alignment** materials
- Formal **endorsement letters** from employers
- Sector partnership, industry association or advisory board meeting minutes reflecting employer participation and curriculum review



Stackable Requirements

Stackable policy

Programs may be determined to be stackable if there is evidence of **alignment to additional credentials that can be accumulated over time to move individuals along an industry-defined career pathway or up a career ladder to different and potentially higher-paying jobs**, unless the program prepares students for employment in an occupation for which there is only one recognized postsecondary credential.

The evidence must demonstrate that the credential is stackable by showing alignment to additional credentials at the originating institution or another institution of higher education participating in Title IV federal student aid programs. This includes demonstrating that the credential awards transcribed academic credit applicable to a higher-level certificate or degree program and/or is accepted in transfer toward specific credential or program requirements

Evidence includes, but is not limited to:

- Official transcripts or academic program documentation showing the award and application of credit,
- Articulation agreements
- Transfer-of-credit agreements
- Consortium or partnership agreements,
- Registered apprenticeship schedule of work
- Other similar formal arrangements

Articulation agreements must clearly specify the credits accepted and their applicability and be fully executed and in effect for a minimum of one year prior to the submission for program approval



Portable Requirements

Portable policy: A postsecondary recognized credential is considered portable when it is recognized and accepted as verifying the qualifications of an individual in other settings. A credential may be determined to be portable if one or more of the following are documented:

- **Multi-employer recognition**
- **Industry-recognized status**
- **Labor market alignment**
- **Transferability of competencies**
- **Licensure or regulatory recognition**

Evidence may include but not limited to

- Labor market info including employment projections and job posting info, to assess extent to which credentials are recognized as standard or required for employment in those occupations
- Employer validation submitted under the WF Pell Employer Validation section
- Provider-submitted documentation of career pathway alignment published on Work Source Maine, or other industry-defined career pathway framework
- Evidence from a Community College or other Advisory Board, including validation of occupational alignment, industry relevance, and the credential's role within established pathways



Eligibility Determination Timeline and Cadence

Maine will accept applications on a rolling basis, with quarterly eligibility determination structured as follows:

- **Application Submission (Rolling):** Application portal is anticipated to open in late summer
- **Quarterly Eligibility Determinations:**
 - Initial Application Completeness Review — conducted by SWDB staff to confirm all required materials submitted and initial eligibility criteria met
 - Advisory Committee Review — evaluates applications and provides recommendations to SWDB
 - SWDB Quarterly Reviews — SWDB reviews recommendations at quarterly meeting and sends a list of approved programs to the Governor's Office
 - ED Review and Approval — final certification by ED
- **Public Posting of Approved Programs:** Approved programs will be publicly listed on WorkSource Maine



Outcomes

Job Placement and Completion

For the 2026-27, 2027-28, and 2028-29 years only, as determined through a certification from the Governor, based on the Governor's analysis using administrative data, including wage records, the program must meet: program meets the following standards

- A **completion rate** of at least 70 percent, within 150 percent of the normal time to completion; and
- A **job placement rate** of at least 70 percent, calculated as the percentage of students that are employed during the second quarter after exiting the program
- *In 2029, employment rate calculation shifts to "in occupation for which student was trained"*

Value-Added Earnings

Beginning in 2030 -2031, tuition and fees must not exceed the "value-added earnings" of program completers who received a Pell grant.

An eligible workforce program's value-added earnings are determined by calculating the difference between—

- The median earnings of such students during the earnings measurement period, as adjusted by the State and metropolitan area regional price parities of the Bureau of Economic Analysis based on the location of such programs;
- 150 percent of the poverty line applicable to a single individual as determined under section 673(2) of the Community Service Block Grant Act (42 U.S.C. 9902(2)) for such tax year.



Data Elements

 Employer Alignment	Information on labor market and employer needs to ensure WFP programs are aligned to the requirements of high-skill, high-wage, or in-demand sectors and occupations, and otherwise address employer hiring requirements. Generally, Employer Alignment information will be established at the state-level.
 Program-level	Information on the provider of the program, the program characteristics (such as length and delivery mode), and how the program stacks into other postsecondary education programs. Program-level information will be reported by the WFP provider to the state, who will then use this information for various approval and compliance purposes.
 Participant-level	Information on the individual participants in WFP programs needed for compliance with regulatory requirements and outcomes analysis. Similar to Program-level elements, Participant-level information will be reported by the WFP provider to the state, who will then use this information for various approval and compliance purposes.
 Employment & Pathway Outcomes	Information on employment, earnings, and educational advancement outcomes. Employment and Pathway Outcomes will be calculated by the federal government and the state. State calculations will use Program- and Participant-level data along with administrative records, such as wage records collected for the unemployment insurance (UI) program.



Bilateral Agreements

- **Governor authority** — Maine's Governor, with the State Workforce Development Board (SWDB), may enter into bilateral agreements with other states to allow Maine residents to enroll in distance education programs offered elsewhere.
- **Program eligibility check** — Before an agreement is signed, the Governor and SWDB must confirm the out-of-state program:
 - Prepares students for a job on the Maine Workforce Pell Priority Occupations List
 - Is officially recognized as an eligible Workforce Pell program in its home state
- **Public posting requirement** — All bilateral agreements must be publicly posted, (WorkSource Maine), so residents can easily access them.
- **Data-sharing plan** — Each agreement must include a data-sharing plan between states to support calculation of program completion and job placement rates.



Appeals Process

An institution whose Workforce Pell Program's eligibility is found to be ineligible or removed will have 15 calendar days from the date of that determination to submit an appeal in writing to the voting members (non-training provider members) of Maine's Workforce Pell Advisory Committee which will serve as the Appeal Review Panel. The institution must specify the reasons they believe the denial is not justified, including evidence and documentation pertaining to the program that supports the appeal.

The Appeals Review Panel will provide its recommendation to the Governor's Office and a final decision will be made by *the Governor's Office* within 60 calendar days of receipt of the appeal.

The Appeals Review Panel and the Governor's Office will only review the information submitted by the institution in writing in making the final decision. The institution should ensure all necessary information is included with its appeal.

All appeals must be forwarded, via email, to the following address (add email).

The Appeals Review Panel and the Governor's Office does not have the ability to issue exceptions to the law, regulations, or policies governing Maine's Workforce Pell Grant Program, and such appeals will not be accepted. The Governor's Office will notify USDOL and ED within 15 calendar days of the final decision to withdraw approval of an eligible workforce program.



Stakeholder Engagement and Outreach Plan



LEARNINGS FOR TITLE IV INSTITUTIONS



Strengthen

Strengthen Data Collection (including collecting student social security numbers for wage matching)



Develop

Develop Articulation Agreements



Explore

Explore Title IV/Apprenticeship Partnerships



Build

Build Internal Coordination Between Workforce and Financial Aid Offices

For discussion:

- 1) What technical assistance will institutions need to participate?
- 2) How can Workforce Pell help advance Maine's broader workforce strategy?



Outreach

Public Comment

- **Financial Aid Staff**
- **Title IV Institutions in Maine**
- **Legislators**
- **Workforce System Partners**
- **Secondary and Postsecondary**
- **State Agencies**
- **Community Based Organizations**
- **Students/ Job Seekers**
- **Employers & Industry Associations**
- **Unions & Apprenticeship Partners**

For discussion:

What existing communication channels can be leveraged to promote awareness of Workforce Pell?

Implementation Planning

- **Financial Aid Staff:** Provide policy, data collection, share program information for referrals
- **Title IV Institutions in Maine:** Share eligibility guidelines and application process for providers to submit eligible programs. Use lessons learned from the initial eligibility review to provide technical assistance that helps expand the pool of eligible programs next year, including collecting SSN, developing articulation agreements, encouraging Apprenticeship sponsors to partners with Title IV.
- **Legislators:** Build awareness and support for implementation
- **Workforce System Partners:** Develop referral pathways and leverage wraparound supports
- **Secondary and Postsecondary:** Referrals and career pathways
- **State Agencies:** Coordinate implementation and policy alignment
- **Community Based Organizations:** Expand outreach to students/job seekers
- **Students/Job Seekers:** Increase awareness
- **Employers, Industry Associations, Unions & Apprenticeship Partners:** Promote employer engagement and alignment



Vote

Approval to Release Policy for Public Comment

- Motion - The State Workforce Development Board approve the draft policy as presented by the SWDB Workforce Pell Advisory Committee for release to public comment and authorize staff to make any non-substantive edits necessary for clarity or formatting.
 - *Following the close of the public comment period and incorporation of any required revisions, the Board further authorizes submission of the final policy to the Governor's Office for approval.*

Approval of Workforce Pell Priority Occupations List

- Motion - The State Workforce Development Board approve the proposed Workforce Pell Priority Occupations List as presented.
 - *The State Workforce Development Board will review the proposed Workforce Pell Priority Occupations List on a biannual basis.*