

Required Attachment: Abstract

Lead Applicant / Organization Name: University of Maryland Global Campus	
Lead applicant entity type: Institution of Higher Education (IHE)	
Lead Applicant City and State: Adelphi, Maryland	
Select Grant Category: Creation of Education System-aligned Pre-apprenticeship and Registered Apprenticeship Programs: up to \$4 million	
Project Title: The Perfect Trifecta Towards a Career: Pre-RAP, RAP, and College Credits	
Funding Amount Requested: \$3,947,276	
Applicants Geographic Scope of Proposed Project: National	
Number of apprentices enrolled in RAPs during the life of the grant: 400	
Population(s) to be served: Community college students, employees, adult learners	
Required Partners:	
Insert name(s)	Insert type of organization
OpenClassrooms	RAP Sponsor
Division of Workforce Development and Adult Learning, Maryland Department of Labor	State Apprenticeship Agency
Optional Partners: (Organization names and entity type)	
Insert name(s)	Insert type of organization
Project Purpose: To develop and implement a replicable national model for increasing employment in high-demand information technology (IT) fields that consists of pre-apprenticeship and Registered Apprenticeship Programs (RAPs), along with higher education achievement (associate and bachelor's degree) and job placement.	
Sub recipient Activities: OpenClassrooms (OC), a Registered Apprenticeship provider recognized by the US Department of Labor (DOL), will be responsible for implementing four RAP programs in information technology and pre-apprenticeships programs for participants not ready for an apprenticeship program. OC will utilize their vast network of employers working in partnership with UMGC.	
List of Credentials(s) to be awarded: RAP certificates	
Scope of Project: University of Maryland Global Campus (UMGC), the largest public university in the United States, in partnership with OpenClassrooms (OC), a DOL recognized Registered Apprenticeship provider, proposes a national scale project to create education system-aligned pre-apprenticeship programs and Registered Apprenticeship Programs (RAP). UMGC will articulate up to 55 credits towards a bachelor's degree to learners who have completed a RAP with OC including articulation credits (3-6) from OC's pre-apprenticeship program. The project has a technical training focus, prioritizing the high-demand and fast-growing field of technology spanning various industries. The program, believed to be the first of its kind, creates seamless pathways from entry-level to bachelor's degree, with a record number of credits articulated towards a bachelor's degree for	

apprenticeship completers. The program proposes a replicable and scalable model, involving three participant types: students who have earned an associate's or are earning an associate's degree may complete a RAP and transition seamlessly to UMGC to complete a bachelor's degree; employees who seek to reskill or upskill in their careers have the opportunity to enroll in a RAP, and then complete a bachelor's degree; and individuals who apply to the program have the option to complete a RAP and then complete a bachelor's degree. This state-of-the-art solution is designed to directly meet the challenges facing workforce development and credential attainment for America's workforce. Proposed Outcomes: Outcome #1) Ensure 360 enrollees have completed apprenticeships; Outcome #2) By end of grant period, 270 enrollees will receive offers of fulltime employment; Outcome #3) Increase number of established partnerships over the course of the project; Outcome #4) Expand program access for a percentage of individuals representing underserved communities and underrepresented populations.

Industry Engagement & Support: UMGC boasts a robust network of community college partnerships spanning the U.S. This project aims to utilize these partnerships by promoting this unique program to institutions that already have strong pathways directly to UMGC. The University has a dedicated career services department and maintains active engagement with employers in high-demand industries, aligning with OC's RAP offerings in cybersecurity, IT, technology, and business development. Furthermore, UMGC leverages longstanding partnerships with prominent organizations in the private and public sectors, providing program participants with access to a vast network of industry leaders. Several of these partnerships include upskilling and reskilling employees at organizations such as The Fraternal Order of the Police and Amazon Career Choice.

Promotion and Outreach Activities: As a global university UMGC possesses a strong and experienced marketing program. A detailed marketing plan for this project will be developed and implemented at both UMGC and OC. This plan will include a sophisticated virtual presence for potential participants to learn about the program and register. Promotional efforts will be conducted in partnership with community colleges through email notifications, hard copy collateral, and events such as transfer fairs and career expos. Part of the marketing effort will include promoting the array of student support services at UMGC and OC. Additionally, OC has extensive marketing expertise and will replicate their efforts to this project.

Partnership Building: OpenClassrooms will take the lead in building and fostering employer partnerships and incentivizing employer involvement through match incentives to promote RAPs and pre-apprenticeship programs nationally and in the identified geographic target regions of the District of Columbia/Maryland/Virginia (DMV), California (San Diego area), and Arizona (Maricopa area). UMGC will support OC with its own efforts in employer partnership building with the support of its partner nonprofit entity, UMGC Ventures.

Engaging Underrepresented Populations and Underserved Communities: Since 1947, UMGC has been deeply committed to serving underrepresented student populations in Maryland and around the world. Presently, more than 50% of enrolled students identify as Black or African American, Hispanic or LatinX, or Indigenous. In addition, more than 60% of underrepresented students are from households with an income below \$40,000. Students' postsecondary success not only impacts their own trajectory in life, but also has a ripple effect on their children, families, communities, and beyond. Worth noting and specific to this project is the fact that UMGC graduates more Black students in their Computer Science undergraduate degree than any other institution in the US. In 2023, the university was designated a Minority Serving Institution (MSI) by the Department of Education. Today, UMGC offers 125 degrees and certificates worldwide with 88,500 students enrolled in FY23. UMGC also has strong academic alliances with over 60 community colleges nation-wide.

Leveraging Resources: In this project UMGC will leverage existing resources including a vast network of allied community colleges and corporate partnerships. Additionally, UMGC's comprehensive suite of student services, including advising, success coaching, open-sourced classroom materials, and waived application fees for external partners, reflects its commitment to accessibility and flexibility, empowering individuals to pursue

their educational goals amidst the demands of work, family, and personal life. OC leverages resources through student success leads, mentors, and assessors who work regularly with pre-apprentices to ensure they successfully complete and articulate into an apprenticeship. Once in an apprenticeship, apprentices receive weekly mentoring from OC's dedicated mentor instructors in the topical area of their apprenticeship, weekly for the one-year duration of the apprenticeship.

Data-informed Decision-Making: Data lies at the heart of both organizations. UMGC has a strong analytics program and through this program it allows the university to be nimble through accelerating decision-making and building a sustainable future that drives student success and maximizes the return on investment. In 2017, the university established a for-profit entity, Helio Campus, to provide data insights to the university and other institutions. OC's multi-level analytics capabilities include a platform equipped with advanced multi-level analytics tools. At the macro level, key stakeholders can access a dashboard providing a comprehensive overview of program performance. At the micro level, the platform offers tailored analytics for direct managers, enabling them to gain detailed insights into the real-time performance of individual apprentices. Data will be tracked and analyzed over the 4-year period and inform the program evaluation that will be used to determine project success and identify areas of improvement that can be used to update the program.

Policy and System Alignment: This project has been structured to align with current US workforce needs in the high demand field of IT. According to the Bureau of Labor Statistics September 2023 Labor Force and Macroeconomic Projections Overview, labor force growth has slowed in recent decades, driven by two demographic trends: lower population growth and the aging of the United States (US) population. These trends have an outsize impact on Gross Domestic Product (GDP), with projections of a modest 1.9% foreseen over the next ten years compared to 3.4% between 1992 and 2002, mostly driven by productivity gains instead of labor participation rates. The aging of the baby-boom generation has already lowered the overall labor force participation rate, a trend that is projected to continue as many baby boomers enter the 75-and-older age group by 2032.

Conclusion: The message is clear: for the US economy to grow, every potential worker needs the skills to fully participate in the labor market. This is not only a need for the economy but also for individuals – who for reasons spanning finances, family needs, geography, and health – have not accrued high-demand skill sets that lead to well-paying, in-demand jobs. The consequences of not addressing this need include lack of upward mobility, a potential decrease in US competitiveness as global demographics shift. This project will create a national model that includes pathways to gainful employment, career advancement, and academic completion.

Public Contact Information:

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April 8, 2024

U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave NW
Washington, DC 20210

Letter of Support for OpenClassrooms - Apprenticeship Building America - Round 2 Application

To the Review Committee,

The Maryland Department of Labor's Division of Workforce Development and Adult Learning, operating as the State Apprenticeship Agency, is writing this letter to recommend the University of Maryland Global Campus/OpenClassrooms proposal for consideration as a highly qualified application for the Apprenticeship Building America - Round 2 grant funding opportunity.

University of Maryland Global Campus was founded more than 75 years ago specifically to serve the higher education needs of working adults and military servicemembers. Today, UMGC is the largest provider of postsecondary education in Maryland and continues its global tradition with online and hybrid courses, more than 175 classroom and service locations worldwide, and more than 125 degrees and certificates backed by the reputation of a state university and the University System of Maryland.

OpenClassrooms' has achieved remarkable success globally and in the U.S. They have demonstrated a strong knowledge of the realities of the education sector, the labor market, and the challenges that the need to reskill millions of people in the coming decade (i.e. especially in the digital, security and AI fields). Their expertise with regard to apprenticeship training is indeed an asset to take up this challenge, as this specific training model meets the demands of both professional and educational sectors for the benefit of all parties.

In addition to their successful collaborations with renowned clients such as Merck and Nestlé, where they implemented four Registered Apprenticeship Programs (RAPs), their focus on empowering small-to-medium sized businesses with the tech talent they need to thrive speaks to their understanding of the marketplace and demand for talent by the organizations that make up 99% of the U.S. economy.

By partnering together, UMGC and OpenClassrooms will create a scalable apprenticeship framework and the needed momentum to ensure apprenticeship for IT careers is a gold-standard pathway for workforce and skills development.

For the purposes of this commitment, if there are any future questions, please contact me by email at christopher.maclarion@maryland.gov or by phone at 410-767-3969.

Sincerely,

Christopher MacLarion

Christopher MacLarion
Director, Apprenticeship and Training
Division of Workforce Development and Adult Learning
Maryland Department of Labor

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April 8, 2024

Zachary Waddell
Senior Manager
US Accreditation & Compliance
Open Classroom
80 Broad Street, Suite 3502
New York, NY 10004

Re: Apprenticeship Building America, Round 2 (ABA2)

Dear Mr. Waddell:

On behalf of the California Division of Apprenticeship Standards, I am writing to express our strong support for Open Classroom's application for the United States Department of Labor's Apprenticeship Building America, Round 2 (ABA2). This project will help the City of Richmond Employment & Training Department create apprentice and pre-apprentice opportunities in the IT field.

The California Department of Industrial Relations' Division of Apprenticeship Standards is the state apprenticeship agency in California and consults with employers to develop a skilled workforce by establishing innovative apprenticeship programs that offer training to create viable career pathways for Californians. DAS currently has over 90,000 active apprentices registered in the state and support programs across a wide variety of industries, including education.

The focus and scope of this grant proposal closely aligns with Governor Newsom's goal of serving 500,000 apprentices in California by 2029. Further, it focuses on expanding apprenticeship opportunities in non-traditional sectors with a lens toward diversity, equity and inclusion. We look forward to collaborating on this project.

Sincerely,

Curtis Notsinne
Chief
Division of Apprenticeship Standards