

NEW YORK JOBS CEO COUNCIL
COLLEGE APPRENTICESHIP PLAYBOOK
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Definition and Purpose

The Jobs Council College Apprenticeship program provides career pathways into specific high-potential jobs at partner companies by embedding credit-bearing, paid apprenticeships into Associate of Applied Science (AAS) degrees at partner City University of New York (CUNY) colleges. At least nine credits of the AAS degree are shifted from the classroom to the workplace to comprise the apprenticeship, through co-design by college faculty and company subject matter experts. After successful completion of the AAS degree and apprenticeship milestones jointly determined by the company and college, students are offered full-time employment by the partner company.

This is transformative work for the colleges, aligning learning with real-world job requirements; transformative work for the companies, establishing associate degree college students as a new, highly diverse talent pool; and, most importantly, transformative work for low-income two-year college students who would not otherwise have access to pathways directly into targeted high potential jobs. Apprenticeship-based programs, in which students learn in both classroom-based and workplace-based settings, are a highly effective and proven strategy to prepare individuals for high-potential jobs.

The New York Jobs CEO Council and partner companies support multiple career pathways into high-potential jobs:

- providing paid *youth apprenticeships* for high school students in partnership with CareerWise NY; youth apprentices earn a wage while gaining valuable workplace experience and nationally recognized certification through a Department of Labor Registered Apprenticeship Program.
- increasing the number of *paid internships* awarded to CUNY students, particularly for EverUp micro-credential completers; internships constitute a primary talent acquisition pipeline for Jobs Council companies, with extremely high rates of conversion to full-time employment.
- providing paid, credit-bearing *college apprenticeships* for CUNY students enrolled in select AAS degree programs; college apprentices earn a wage while learning the technical and professional skills necessary for a specified job; companies commit to hiring successful apprentices full-time.
- providing access to *registered apprenticeship and industry certification programs* developed and delivered by individual partner companies or in partnership with regional or national systems such as the *Chicago Apprenticeship Network* or *Center of Excellence for Registered Apprenticeships at Jobs for the Future (JFF)*. These career pathways are often focused on those without a college degree or those looking to upskill or change careers.

Design Principles

For Jobs Council College Apprenticeships, college and company partners agree to a set of shared principles, based on the essential design elements of the credit-bearing model as follows:

- Program design maps backward from the technical and professional skills necessary for a specific job or job category as defined by partner companies.
- Partner companies commit to a specific number of apprentices and subsequent hires.
- All apprenticeship programs are co-designed by subject matter experts from partner companies and CUNY faculty (from academic departments and/or workforce development), including the design of both the credit-bearing apprenticeship and any additional curricular changes within the AAS to better align content with industry expectations and the future of work.
- The assessment of apprentice performance satisfies both the human resources requirements of the partner company and the evaluation for college credit requirements of the partner college, through mutually-agreed upon processes with an emphasis on the ability to apply skills and knowledge in real-world activities.
- The curricular structure for shifting 9 credits from classroom-based learning to workplace-based learning comprising the apprenticeship will be jointly determined with approval by college governance as necessary.
- Colleges and companies will jointly determine the most effective length and timing for the apprenticeship (generally after 30 credits accumulated for a two-semester model or after 45 credits for a one-semester model); apprenticeship recruitment, application and selection processes are jointly developed by the college and partner company; final selection and hiring of apprentices rests with the partner company.
- Colleges and companies will jointly determine the additional elements necessary for effective student preparation and a bridge from classroom-based to workplace-based learning (e.g., summer boot camps, professional skills development, completion of a related micro-credential).
- Colleges will determine the faculty role in and compensation for the apprenticeship, including ongoing communication between faculty and company managers.
- Companies will ensure targeted onboarding and early career support for apprenticeship hires.
- The Jobs Council will support ongoing professional development to strengthen faculty expertise in practice-based teaching and learning, including engagement with interested Jobs Council companies.
- The Jobs Council will establish ongoing mechanisms to evaluate the effectiveness of the College Apprenticeship model and determine strategies to scale, with feedback from the College Apprenticeship Advisory Board and participating colleges.

As college apprenticeships expand, shared design principles will increasingly be common across partnerships as best practices are defined and models are replicated (rather than designed anew).

Design Process

1. Jobs Council recruits CUNY college and Jobs Council company partners and regularly convenes participants.
2. Jobs Council company confirms hiring commitment for targeted entry-level jobs (approval for number of apprentices and subsequent full-time hires and pay rates) and job description/ skills specifications based on hiring priorities and readiness to establish two-year college talent acquisition pipeline.
3. Jobs Council works with colleges to identify CUNY AAS degree program(s) for redesign, aligned with Jobs Council company hiring priorities and based on college readiness to shift at least 9 credits from the classroom to the workplace.
4. Colleges and companies establish design and delivery teams; college teams must include administration leadership in both academic affairs and workforce development, and faculty leadership in the appropriate academic department(s); company teams must include HR/talent acquisition leadership and appropriate hiring managers and subject matter experts.
5. Colleges determine funding needed to support co-design, with support from the Jobs Council. Colleges and companies determine staffing model needed to support apprentices and identify any additional resources needed.
6. Colleges and companies confirm shared principles for curricular co-design and apprenticeship model.
7. Colleges and companies co-design credit-bearing, paid apprenticeship within AAS, integrating classroom-based and workplace-based learning, specifying the 9 credits of learning that will shift from the classroom to the workplace, and determining how the apprentice will be evaluated for work and college credit.
8. Colleges and companies co-design professional skills development and other wrap-around support strategies for apprentices, including a bridge from the classroom to the apprenticeship.
9. Colleges and companies promote/ market apprenticeship opportunity; colleges recruit apprenticeship candidates; companies select apprentices.
10. Jobs Council engages college teams in Faculty Fellowship.
11. In partnership with College Apprenticeship Advisory Board and colleges, the Jobs Council implements ongoing assessment of the apprenticeship program, including feedback from apprentices, company supervisors and college coordinator; reporting key metrics including the performance of apprentices and their conversion to full-time positions, and the performance of apprentices after hired into full-time positions; analyzing the capacity for scaling/expanding the number of apprentices and partner colleges and companies; developing the budget and ROI framework.

College Apprenticeship Models

Model A: Two-Semester College Apprenticeship (Fall and Spring)

<i>Eligibility</i>	<i>Recruitment/selection</i>	<i>Bridge</i>	<i>Credits and Structure</i>
candidates will have completed at least 30 credits, including identified core courses, and be in good academic standing; company will determine number of positions available	<ul style="list-style-type: none"> - recruitment begins at least three months before apprenticeship starts (May-June) - selection confirmed at least one month before apprenticeship starts (July-August) 	Apprentices complete a co-designed boot camp, micro-credential, or skills assessment prior to start of apprenticeship (July-August), designed to support success in apprenticeship with needed foundation of technical and professional skills	<ul style="list-style-type: none"> - apprenticeship starts in August/September - nine credits shifted from classroom to workplace spread across two semesters - apprentice works minimum of 20 hours per week for two semesters (fall and spring) -successful apprentices hired for summer, including company onboarding and support for new hires

Model B: One-Semester College Apprenticeship (Spring)

<i>Eligibility</i>	<i>Recruitment/selection</i>	<i>Bridge</i>	<i>Credits and Structure</i>
candidates will have completed at least 45 credits, including identified core courses, and be in good academic standing; company will determine number of positions available	<ul style="list-style-type: none"> - recruitment begins at least three months before apprenticeship starts (September-October) - selection confirmed at least one month before apprenticeship starts (November-December) 	Apprentices complete a co-designed boot camp, micro-credential, or skills assessment prior to start of apprenticeship (December-January), designed to support success in apprenticeship with needed foundation of technical and professional skills	<ul style="list-style-type: none"> - apprenticeship starts in January/February - nine credits shifted from classroom to workplace in one semester - apprentice works minimum of 40 hours per week for one semester (spring)

Taking Model to Scale: Replication Process

(To be developed)

- colleges: expand capacity for apprenticeships across companies and AAS degrees; confirm staffing model by apprenticeship cohort
- companies: increase commitment to number of apprentices/subsequent hires; confirm resources needed for managers/supervisors and support for apprentices

- Jobs Council, College Apprenticeship Advisory Board and colleges:
 - identify standard curricular/structural models by job area/discipline for replication across additional colleges
 - develop strategy for increasing college and company partners
 - develop outcomes metrics reporting structure
 - establish budget model including ROI metrics