

Approved Minutes of the  
**Automatic Fire Sprinkler Fitter**  
**State Apprenticeship Advisory Committee**

**April 18, 2019**  
Local 183 Training Center  
Menomonee Falls, WI

| <b>Members Present</b>          | <b>Organization</b>                    |
|---------------------------------|--|
| Biel, Michael                   | Sprinkler Fitters Local 183            |
| Burg, Nick                      | Sprinkler Fitters Local 183            |
| Carlson, Sherry                 | Design Build Fire Protection           |
| Klug, Kevin                     | Dave Jones Inc.                        |
| <b>Members Absent</b>           | <b>Organization</b>                    |
| Driebel, Dan                    | Sprinkler Fitters Local 669            |
| Gall, Corey (Co-Chair)          | Sprinkler Fitters Local 183            |
| Radke, Eric                     | Gruneau Fire Protection                |
| Sferra, Steve (Co-Chair)        | United States Alliance Fire Protection |
| <b>Consultants &amp; Guests</b> | <b>Organization</b>                    |
| Badger, Richard                 | Bureau of Apprenticeship Standards     |
| Burkette, Blair                 | Blair Fire Protection                  |
| Johnson, Josh                   | Bureau of Apprenticeship Standards     |
| Smith, Owen                     | Bureau of Apprenticeship Standards     |
| Emrick, Leigh                   | Associated Builders & Contractors      |

1. The meeting was called to order at 10:00 a.m. by Owen Smith, Bureau of Apprenticeship Standards, in conformity with Wisconsin Open Meeting Law.
2. A sign-in sheet was circulated to record those in attendance. A quorum was present.
3. The committee reviewed its current roster. New Employee member Nick Burg replaced Ronald Kraft. Employer member Eric Radke will be replaced by a nominee from the appropriate contractor association. One Employee and one Employer member will be added, as well. The Employer member will represent Associated Builders and Contractors.

#### 4. Old Business

##### a. Review the follow-up items from the previous meeting.

###### ii. For action: approve the minutes

The committee approved the minutes of the previous meeting as written.

###### ii. For action: expand the committee size?

This topic was discussed during the review of the roster. Owen added that Local 669 is permitted to have a voting member on the state committee due to their involvement in the Wisconsin apprenticeship program. The committee asked the Bureau to review this matter at the last meeting.

###### iii. How is finding an alternative mechanical-spatial assessment proceeding?

Representatives of Local 183 stated that their local committee continues to assess applicants using the mechanical-spatial assessment in question and does add the applicant's scores to the overall total. However, Local 183 does not proctor the assessment; the assessment is administered by WRTP / BIG STEP and Milwaukee Area Technical College.

Josh reminded the local committee that the assessment was prohibited by the U.S. Department of Labor and the Bureau because it is discriminatory against minorities. He reiterated that the Bureau wants to ensure the committee complies with the policies and uses an assessment that is legally defensible. This will soon become even more important because the revisions to CFR 29.30 will require sponsors to revalidate their applicant assessments. Josh added that he researched the committee's claim that other states use the NOCTI mechanical-spatial assessment; the claim is not true.

**Action:** *the Bureau suggested Local 183 consider adopting WorkKeys; the Bureau will research the assessment policies further, and issue guidance to the local committee.*

**Action:** *Local 183 accepted the Bureau's offer to have an Apprenticeship Training Representative review data from the mechanical-spatial assessments from WRTP / BIG STEP and MATC as a protective measure in case the committee is challenged before it adopts Work Keys.*

##### b. Implementing revisions to CFR 29.30 (AA/EEO requirements)

Josh Johnson reported that the Bureau projects the revisions will be fully implemented by January 2020. Some minor revisions have been implemented under an emergency administrative rule; all revisions and the final version are being finalized by the state legislature and the Governor's Office.

Josh clarified that the minor revisions that have been implemented, such as the non-discrimination pledge, will not have a substantial state or local effect because sponsors already have the same or very similar policies in place. Other minor revisions will continue to be implemented through the year.

The Bureau will have further guidance on specific changes and their effects at the fall meeting.

##### c. Federal grants to expand "registered apprenticeship"

Josh reported that the Bureau is proceeding very well on its three federal grants: the WAGE\$ grant, the state expansion grant, and the state accelerator grant.

The WAGE\$ grant is nearing completion. It has successfully met nearly all its targets. For example, it helped increase the enrollment of minority apprentices by 10%, which is very good, and developed new apprenticeships in information technology, healthcare, and advanced manufacturing. Information technology may be very successful because its occupations work across all sectors; the Bureau will conduct outreach efforts to recruit IT sponsors and apprentices across all sectors.

Two targets have proved difficult to meet: enrolling apprentices in the first apprenticeships in new industries; and enrolling female apprentices. The first apprenticeships in an industry commonly grow very slowly because employers are either unfamiliar with apprenticeship or need more time to adapt their administrative operations. Recruiting women apprentices has proven historically challenging.

Attendees did not have questions or comments.

**d. 27<sup>th</sup> Biennial Apprenticeship Conference Follow-Up**

Josh reported that the 27<sup>th</sup> Biennial Apprenticeship Conference was an overall success: it drew 375 attendees; included 30 workshops; and received positive feedback on the variety of topics and workshops, especially on career pathway programs such as youth apprenticeship and pre-apprenticeship. Many attendees reported, though, that they did not like the venue. The Bureau is planning the 28<sup>th</sup> Biennial Conference for early 2021. The location and venue are pending.

Attendees did not have questions or comments.

**e. Updates to [www.WisconsinApprenticeship.org](http://www.WisconsinApprenticeship.org)**

Josh reviewed many historic updates the Bureau made to its webpage. Foremost, for the first time in its history, the Bureau website features sponsors. The update was made at the request of sponsors because they continue having trouble recruiting qualified applicants. Prior to this, sponsors preferred not to be featured because so they would not receive public inquiries outside of their hiring windows.

Additional updates include the following: three quick search functions on the homepage—by key word, by occupation, and by industry; three distinct navigation boxes based on user group—career seeker, employer, and current apprentices and sponsors; and apprenticeship-specific webpages that feature visual representations of the training information, employment projections, and salaries.

Josh encouraged attendees to review their organizations' information, submit updates, and test the site for any potential improvements.

The committee voiced support for the revisions and stated featuring sponsors will benefit their recruitment efforts.

**f. Other**

Attendees did not have additional topics.

**5. New Business**

**a. Assessing Applicants Using Accuplacer Next Generation**

Owen reviewed the Bureau's guidance to local committees for comparing applicants' scores between Accuplacer Classic and Accuplacer Next Generation. The guidance was issued via official letter in January. To compare scores for Elementary Algebra and Reading, local committees should use the

national crosswalk issued by College Board. No national crosswalk was developed for Arithmetic. Therefore, local committees should use the local crosswalk developed by the technical college that administered the assessment.

In the absence of a national crosswalk, local crosswalks are the most defensible option. However, Technical college crosswalks vary because each is based on local data. If applicants test at various technical colleges, the committees will use various crosswalks, and the equivalent scores will vary.

If a local committee prefers not to deal with various scores, it can either suspend assessing Arithmetic or assess Elementary Algebra instead, which has a national crosswalk. The Bureau wanted to discuss these options with all state construction committees prior to issuing further guidance.

Attendees shared the following:

- Local 183 reiterated that it Accuplacer and the mechanical-spatial assessment to arrive at a composite score for each applicant.
- Leigh Emrick stated that using multiple crosswalks is "disastrous" because apprentices compare requirements and could contest their decision.

Josh explained that the Bureau could select the lowest minimum score for Next Generation Arithmetic stated specifically in a crosswalk. That would provide a single number and include the most candidates; the risk is the score could be lower than the original Accuplacer Classic.

**Action:** *the committee supported implementing the lowest minimum Arithmetic score stated on the crosswalks; the Bureau will issue the interim guidance via official letter by June 15.*

#### **b. Registered Apprenticeships with the Department of Corrections**

Josh explained that the Bureau is enhancing registered apprenticeship opportunities within correctional facilities after an inspiring tour of Ohio's correctional apprenticeship programs. Wisconsin has 42 apprentices in correctional facilities; Ohio has 2,400.

Josh introduced Liz Pusch, the Bureau's Program and Policy Analyst in charge of developing the programs with Wisconsin's Department of Corrections (DOC).

Liz summarized several facts about registered apprenticeships within correctional facilities. First, 90% of offenders are released, so they are a large talent pool worth training and employing. Second, registered apprenticeships are selective opportunities within the facilities; individuals are selected based on aptitude, interest, and parameters of offense. Third, most programs are offered through minimum security facilities. The facility provides up to 60% of the training, and offenders are released to complete the rest.

This initiative expands training DOC has been providing many years. The Bureau is formalizing it and ensuring that it meets the current training needs of industry. Much of it is provided through the Wisconsin Technical College System and includes the same instruction apprentices receive.

The state committee suggested that the correctional training include the Accuplacer so graduates are prepared to apply immediately to a registered apprenticeship.

**c. 2019 National Apprenticeship Week**

Josh announced that 2019 National Apprenticeship Week will be held November 10-16. November 11 will be Veterans Day, so the Bureau is planning an event to recognize veterans in apprenticeship. Overall, the Bureau is planning and outreaching the event six months in advance to increase the likelihood that high schools and other partners can attend.

Attendees did not have questions or comments.

**d. BAS personnel changes**

Josh reported the following changes:

- Deb Schanke, Madison Apprenticeship Training Representative (ATR), retired.
- Mary Harrington, federal ATR, retired.
- Mary Pierce, policy analyst, retired.
- Long Vang was hired as the new ATR for Eau Claire.
- Dominique Robinson, former ATR for Racine, was hired as a policy analyst in the Madison office.

Attendees did not have questions or comments.

**6. WTCS Update**

No WTCS representative was presents, so Owen encouraged attendees to read the written report in the meeting material.

**7. Review the program participants.**

Participants included 93 apprentices and 19 employers with a contract in active or unassigned status on April 1, 2019.

8. The next meeting is tentatively scheduled for Thursday, September 19, 10:00 a.m., at Local 183.
9. The committee adjourned at 11:30 a.m.

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*Submitted by Owen Smith,  
Bureau of Apprenticeship Standards*



April 11, 2019

TO: State Automatic Fire Sprinkler Fitter Apprenticeship Advisory Committee  
Members & Consultants

FROM: Owen Smith, Bureau of Apprenticeship Standards  
608-266-2491; [Owen.Smith@wi.gov](mailto:Owen.Smith@wi.gov)

SUBJECT: State Automatic Fire Sprinkler Fitter Apprenticeship Advisory Committee meeting

DATE: Thursday, April 18, 2019

TIME: 10:00 AM

PLACE: Local 183  
W175 N5750 Technology Dr.  
Menomonee Falls, WI

#### **TENTATIVE AGENDA**

1. Call to the meeting to order.
2. Introduce attendees.
3. Review the roster.
4. **Old Business**
  - a. Review the follow-up items from previous meeting:
    - i. **For action:** approve the minutes.
    - ii. **For action:** expand the committee size?
    - iii. How is finding an alternative mechanical-spatial assessment proceeding?
  - b. Implementing revisions to CFR 29.30 (AA/EEO requirements)
  - c. Federal grants to expand "registered apprenticeship"
  - d. 27<sup>th</sup> Biennial Apprenticeship Conference Follow--Up
  - f. Updates to [www.WisconsinApprenticeship.org](http://www.WisconsinApprenticeship.org)
  - g. Department of Corrections registered apprenticeships
  - h. Other
5. **New Business**
  - a. Assessing applicants with Accuplacer Next Generation
  - b. 2019 National Apprenticeship Week

October 16, 2018

**5. New Business, *continued***

- c. BAS personnel changes
- d. Other

- 6. WTCS Update
- 7. Review the program participants.
- 8. Schedule the next meeting.
- 9. Adjourn.



# DWD 296: Sponsor Obligations

## All sponsors

**Do not** discriminate based on race, color, religion, sex, national origin, disability, age (over 40), sexual orientation or genetic information

**Designate** an individual to oversee equal opportunity functions, maintain records, and submit reports to the Department

**Perform** universal apprentice outreach and recruitment, maintain a list of recruitment outlets, and provide those outlets 30-day advance notice of apprenticeship postings

**Publish**, post and disseminate an equal opportunity pledge, policy and complaint instructions

**Ensure** apprenticeship activities and facilities are free from discrimination and establish an internal process for reviewing harassment and intimidation complaints—disseminated in writing

**Hold** information sessions to conduct anti-harassment training, introduce apprentices program staff to equal opportunity policy, and instruct them how to file a discrimination complaint with the Department

**Keep** records of apprentice demographics, selection, assignment, layoff, accommodation requests, etc., for at least five years

**Select** apprentices through any non-discriminatory methods, so long as they are outlined in the sponsor's written standards and applied uniformly. Selection methods must also comply with the Uniform Guidelines on Employee Selection Procedures (UGESP) and not violate the Americans with Disabilities Act (ADA)

## Five or more Apprentices

**Maintain** a written affirmative action program which includes:

1. utilization analysis to compare race, sex and ethnicity of apprentices to recruitment area
2. establishment of utilization goals for race, sex and ethnicity, if appropriate
3. establishment of utilization analyses and goals for individuals with disabilities
4. targeted outreach, recruitment and retention activities, if necessary, to meet utilization goals
5. Perform annual review of personnel processes for potential discrimination

**Invite** applicants and apprentices to confidentially disclose a disability, at two times during hiring process and annually

# DWD 296: Implementation Timeline 2019

|                     |   |
|---------------------|---|
| <b>January 18</b>   | <b>Emergency rule enacted</b>   |
| <b>January 22</b>   | <b>Economic impact analysis period ended. Rule draft filed with Legislative Rules Clearinghouse. Public Comment begins.</b> |
| <b>February 20</b>  | <b>Public hearing for DWD 296 and 295</b>   |
| <b>March 15</b>     | <b>Submit to Governor's Office for approval</b>   |
| <b>April 1</b>      | <b>Rule filed with Senate and Assembly</b>  |
| <b>April 15</b>     | <b>Legislature refers rule to appropriate assembly and senate committees</b>  |
| <b>May 15</b>       | <b>Review period ends for senate and assembly committees</b>  |
| <b>May 20</b>       | <b>Rule referred to Joint Committee for Review of Administrative Rules (JCRAR)</b>  |
| <b>June 18</b>      | <b>JCRAR completes review of rule</b>   |
| <b>June</b>         | <b>First phase of sponsor requirements</b>  |
| <b>July/August</b>  | <b>Publication date of permanent rule DWD 296 and 295</b>   |
| <b>January 2020</b> | <b>Second phase of sponsor requirements</b>   |

# DWD 296: Recurring Obligations

| <u>Annually</u>   | <u>At Compliance Review</u>  | <u>As Needed</u>  |
|---|--|---|
| <p>Update list of recruitment sources</p> <p>Review of personnel processes for selection criteria, wages, assignments, discipline, etc.</p> <p>Notice to apprentices they may update disability self-identification</p> | <p>Update written affirmative action plan</p> <p>Conduct workforce analysis for disability</p> <p>Undertake targeted outreach and action-oriented programs, if necessary</p> <p>Conduct workforce analysis for race, sex and ethnicity</p> <p>Conduct utilization analysis for race, sex and ethnicity</p> <p>Establish utilization goals for race, sex and ethnicity and conduct targeted outreach and action-oriented programs, if necessary</p> | <p>Conduct anti-harassment training and share EEO policy at orientation and periodically</p> <p>Invite prospective and new apprentices to self-identify disability status:</p> <ol style="list-style-type: none"><li>1. During apprenticeship application process</li><li>2. After acceptance into program, but before start date</li></ol> |



## WAGE\$ Apprentices Spring Committee Update March 2019

The Wisconsin Apprenticeship Growth and Expansion Strategies (WAGE\$) grant is a 5-year, \$5 million grant from the US Department of Labor. The purpose is to expand Registered Apprenticeship in Advanced Manufacturing and develop new programs in Information Technology and Health Care. The grant started October 1, 2015, and will conclude September 30, 2020.

### WAGE\$ Apprentices by Trade

#### Current Count

Entered Active Status 10/1/15 - 3/13/19 from data pull 3/14/19

This report includes apprentice contract records which, during the selected report period, match the following criteria: CONTRACT TRADE=Industrial Manufacturing Technician;Maintenance Technician;Mechatronics Technician;Welder - Fabricator;Welder / Automated Welding;Software Developer;IT Service Desk Technician;Data Analyst;Medical Assistant,

|  |  | Current Count | Female   | Minority & Race / Ethnicity* |
|--|--|---------------|----------|------------------------------|
| <b>All WAGE\$ Occupations</b>                      |  | 427           | 16 (4%)  | 60 (14%)                     |
|  |  |               |          |                              |
|  |  | Current Count | Female   | Minority & Race / Ethnicity* |
| <b>Industrial Manufacturing Technician</b>         |  |               |          |                              |
| 18 Completed 19 Cancelled (18%)                    |  | 106           | 10 (9%)  | 32 (30%)                     |
| <b>IT Service Desk Technician</b>                  |  | 2             | 0 (0%)   | 0 (0%)                       |
| <b>Maintenance Technician</b>                      |  |               |          |                              |
| 9 Completed 35 Cancelled (15%)                     |  | 231           | 3 (1%)   | 22 (10%)                     |
| <b>Mechatronics Technician</b>                     |  |               |          |                              |
| 12 Cancelled (19%)                                 |  | 63            | 1 (2%)   | 5 (8%)                       |
| <b>Software Developer</b>                          |  | 2             | 2 (100%) | 0 (0%)                       |
| <b>Welder / Automated Welding &amp; Fabricator</b> |  |               |          |                              |
| 2 Completed 4 Cancelled (34%)                      |  | 23            | 0 (0%)   | 1 (5%)                       |



## All ACAP Reimbursement Requests Processed (Time Period) - Summary

Apprenticeship Completion Award Program (ACAP)

Bureau of Apprenticeship Standards

Division of Employment and Training

4/1/19 02:19 PM

Filters Applied: Determination Date between 7/1/18 and 4/1/19, Fiscal Year(s)= FY19

| Type                     | Fiscal Year | # of RRs   | \$Approved          | \$Denied              |
|--------------------------|-------------|------------|---------------------|-----------------------|
| Year One                 | 19          |            | \$110,520.09        | \$558,356.80          |
| <b>Year One Totals</b>   |             | <b>528</b> | <b>\$110,520.09</b> | <b>\$558,356.80</b>   |
| Completion               | 19          |            | \$199,208.76        | \$1,148,242.04        |
| <b>Completion Totals</b> |             | <b>441</b> | <b>\$199,208.76</b> | <b>\$1,148,242.04</b> |
| <b>Report Totals</b>     |             | <b>969</b> | <b>\$309,728.85</b> | <b>\$1,706,598.84</b> |





Department of Workforce Development  
Employment and Training Division  
Bureau of Apprenticeship Standards  
201 E. Washington Ave., Room E100  
P.O. Box 7972  
Madison, WI 53707-7972  
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Tony Evers, Governor  
Caleb Frostman, Secretary  
Chytania Brown, Division Administrator

January 7, 2018

TO: All Local Committees

FROM: Owen Smith, Program and Policy Analyst  
Bureau of Apprenticeship Standards  
[Owen.Smith@dwd.wisconsin.gov](mailto:Owen.Smith@dwd.wisconsin.gov)

RE: Converting from Accuplacer Classic to Accuplacer Next Generation

### Summary

Effective January 28, 2019, Accuplacer Classic will be fully replaced by Accuplacer Next Generation. If your local committee uses Accuplacer Classic to assess applicants, it must convert its scores to the equivalent Next Generation scores by January 28.

### Converting Accuplacer Classic Scores to Accuplacer Next Generation

| Classic            | Next Generation                            | Crosswalk                            |
|--------------------|--|--------------------------------------|
| Elementary Algebra | Quantitative Analysis and Statistics (QAS) | College Board, Table 4 (enclosed)    |
| Reading            | Reading                                    | College Board, Table 2 (enclosed)    |
| Arithmetic         | Arithmetic                                 | Contact your local technical college |

National concordance tables (crosswalks) for Elementary Algebra and Reading were developed by the College Board. They are enclosed for your use.

*No national concordance table is available for Arithmetic due to insufficient data.* Therefore, many Wisconsin technical colleges developed concordance tables based on local data. The tables vary by college.

### Action Items for Local Committees, Effective January 28, 2019:

If your local committee uses Accuplacer Classic to assess Elementary Algebra and/or Reading:

Use the Accuplacer Concordance Tables developed by College Board (enclosed) to determine the equivalent scores on Accuplacer Next Generation scores.

For example, if your local committee requires a minimum Elementary Algebra score of 33, the corresponding QAS score on Accuplacer Next Generation would be 235 (see Table 4).

For example, if your local committee requires a minimum Reading score of 55, the corresponding Reading score on Accuplacer Next Generation would be 236 (see Table 2).

If your local committee uses Accuplacer Classic to assess Arithmetic and the minimum score was set by your respective state committee:

1. Use the Arithmetic concordance table of the technical college at which the applicant took Accuplacer Classic.
2. If the technical college does not have a concordance table, use the one from the nearest technical college to your committee.
3. If your local committee administers Accuplacer Classic in-house, use local data to determine the equivalent score.

If your local committee uses Accuplacer Classic to assess Arithmetic and the minimum score was NOT established by a state committee:

1. Do actions one through three above, OR
2. Suspend assessing Arithmetic by submitting revised local standards to the Bureau for review and approval.

If your local committee does not use Accuplacer Classic, no action is needed.

### **Discussion by State Committees**

All state construction committees except those that use proprietary assessments will discuss Accuplacer Next Generation at their 2019 spring meetings. Please bring your questions and concerns to the meetings.

### **Questions**

Please direct immediate questions or comments to Mr. Joshua Johnson, Chief of Field Operations, at 608-266-3132 or [Joshua.johnson@dwd.wisconsin.gov](mailto:Joshua.johnson@dwd.wisconsin.gov).

# ACCUPLACER® Concordance Tables

Next-generation ACCUPLACER placement tests launched in September 2016 to more effectively help higher education institutions place students in classes that match their skill level. To assist institutions in transitioning from the classic to the next-generation ACCUPLACER placement tests, the College Board conducted concordance studies between corresponding classic and next-generation tests that have adequate content alignment and for which sufficient data were collected (see Table 1). Concordance tables in this document were developed based on the results of the studies.

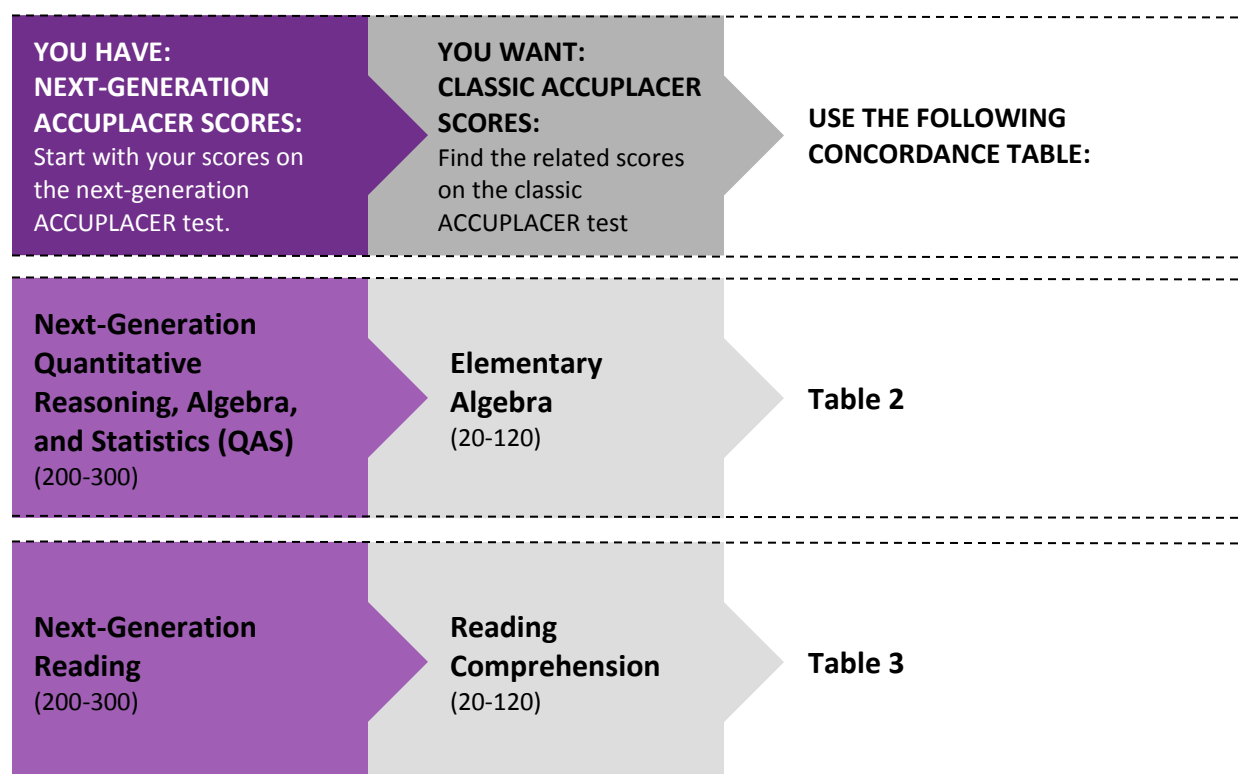
The College Board strongly recommends that institutions use multiple academic and nonacademic factors to determine placement policies and implement predictive placement validity studies to help validate those placement decisions. Institutions should conduct validity studies as soon as sufficient data are available to confirm or adjust next-generation ACCUPLACER placement scores. This can be done using the College Board's free Admitted Class Evaluation Service (ACES) at [aces.collegeboard.org](https://aces.collegeboard.org).

*Table 1: Next-Generation and Classic ACCUPLACER Placement Tests*

| Next-Generation                                       | Classic               | Content Alignment | National Concordance Tables |
|---|-----------------------|-------------------|-----------------------------|
| Arithmetic  | Arithmetic            | Strong            | Not constructed             |
| Quantitative Reasoning, Algebra, and Statistics (QAS) | Elementary Algebra    | Strong            | Table 2 and Table 4         |
| Advanced Algebra and Functions (AAF)                  | College-Level Math    | Moderate          | Not constructed             |
| Reading   | Reading Comprehension | Strong            | Table 3 and Table 5         |
| Writing   | Sentence Skills       | Minimal           | Not constructed             |

## Instructions for Concoring Next-Generation to Classic ACCUPLACER

**Note:** Two sets of tables are available: one to concord scores from next-generation to classic ACCUPLACER and one from classic to next-generation ACCUPLACER. Be sure to use the appropriate direction – if you are starting with scores on classic and need to concord to next-generation ACCUPLACER, please see Tables 4 and 5, on pages 6 and 7 respectively, in this document.



*Table 2: Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS) to Classic Elementary Algebra Concordance*

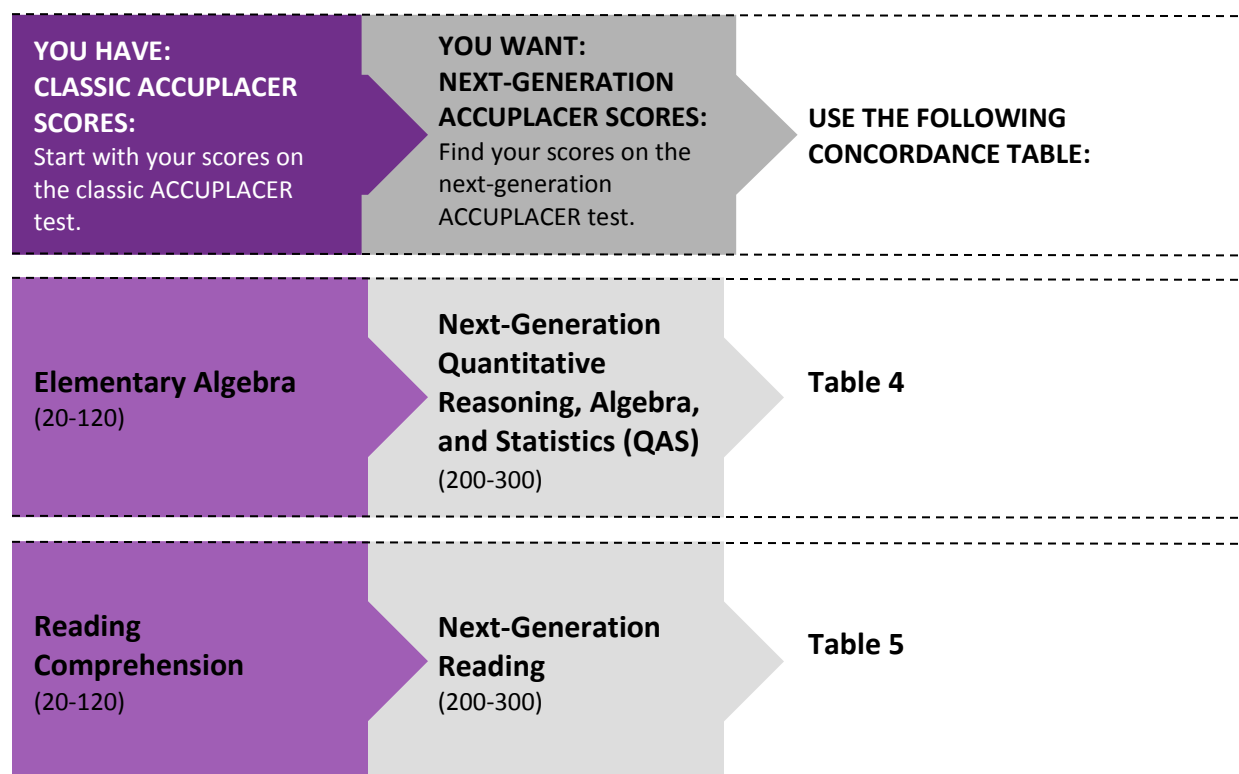
| Next-Generation QAS | Classic Elementary Algebra | Next-Generation QAS | Classic Elementary Algebra | Next-Generation QAS | Classic Elementary Algebra |
|---------------------|----------------------------|---------------------|----------------------------|---------------------|----------------------------|
| 200-211             | 31                         | 246                 | 53                         | 268                 | 82                         |
| 212-215             | 32                         | 247                 | 54                         | 269                 | 84                         |
| 216-218             | 33                         | 248                 | 55                         | 270                 | 85                         |
| 219-221             | 34                         | 249                 | 56                         | 271                 | 87                         |
| 222-223             | 35                         | 250                 | 57                         | 272                 | 89                         |
| 224-225             | 36                         | 251                 | 58                         | 273                 | 90                         |
| 226-227             | 37                         | 252                 | 59                         | 274                 | 92                         |
| 228-229             | 38                         | 253                 | 61                         | 275                 | 94                         |
| 230                 | 39                         | 254                 | 62                         | 276                 | 96                         |
| 231-232             | 40                         | 255                 | 63                         | 277                 | 97                         |
| 233                 | 41                         | 256                 | 64                         | 278                 | 99                         |
| 234                 | 42                         | 257                 | 66                         | 279                 | 101                        |
| 235-236             | 43                         | 258                 | 67                         | 280                 | 103                        |
| 237                 | 44                         | 259                 | 68                         | 281                 | 105                        |
| 238                 | 45                         | 260                 | 70                         | 282                 | 107                        |
| 239                 | 46                         | 261                 | 71                         | 283                 | 109                        |
| 240                 | 47                         | 262                 | 73                         | 284                 | 111                        |
| 241                 | 48                         | 263                 | 74                         | 285                 | 113                        |
| 242                 | 49                         | 264                 | 76                         | 286                 | 115                        |
| 243                 | 50                         | 265                 | 77                         | 287                 | 117                        |
| 244                 | 51                         | 266                 | 79                         | 288                 | 119                        |
| 245                 | 52                         | 267                 | 80                         | 289-300             | 120                        |

*Table 3: Next-Generation Reading to Classic Reading Comprehension Concordance*

| Next-Generation Reading | Classic Reading Comp | Next-Generation Reading | Classic Reading Comp | Next-Generation Reading | Classic Reading Comp | Next-Generation Reading | Classic Reading Comp |
|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|
| 200                     | 32                   | 225                     | 54                   | 251                     | 76                   | 276                     | 98                   |
| 201                     | 33                   | 226-227                 | 55                   | 252                     | 77                   | 277                     | 99                   |
| 202                     | 34                   | 228                     | 56                   | 253                     | 78                   | 278                     | 100                  |
| 203-204                 | 35                   | 229                     | 57                   | 254                     | 79                   | 279-280                 | 101                  |
| 205                     | 36                   | 230                     | 58                   | 255                     | 80                   | 281                     | 102                  |
| 206                     | 37                   | 231                     | 59                   | 256-257                 | 81                   | 282                     | 103                  |
| 207                     | 38                   | 232                     | 60                   | 258                     | 82                   | 283                     | 104                  |
| 208                     | 39                   | 233                     | 61                   | 259                     | 83                   | 284                     | 105                  |
| 209                     | 40                   | 234-235                 | 62                   | 260                     | 84                   | 285                     | 106                  |
| 210                     | 41                   | 236                     | 63                   | 261                     | 85                   | 286                     | 107                  |
| 211-212                 | 42                   | 237                     | 64                   | 262                     | 86                   | 287-288                 | 108                  |
| 213                     | 43                   | 238                     | 65                   | 263                     | 87                   | 289                     | 109                  |
| 214                     | 44                   | 239                     | 66                   | 264-265                 | 88                   | 290                     | 110                  |
| 215                     | 45                   | 240                     | 67                   | 266                     | 89                   | 291                     | 111                  |
| 216                     | 46                   | 241-242                 | 68                   | 267                     | 90                   | 292                     | 112                  |
| 217                     | 47                   | 243                     | 69                   | 268                     | 91                   | 293                     | 113                  |
| 218-219                 | 48                   | 244                     | 70                   | 269                     | 92                   | 294-295                 | 114                  |
| 220                     | 49                   | 245                     | 71                   | 270                     | 93                   | 296                     | 115                  |
| 221                     | 50                   | 246                     | 72                   | 271                     | 94                   | 297                     | 116                  |
| 222                     | 51                   | 247                     | 73                   | 272-273                 | 95                   | 298                     | 117                  |
| 223                     | 52                   | 248                     | 74                   | 274                     | 96                   | 299                     | 118                  |
| 224                     | 53                   | 249-250                 | 75                   | 275                     | 97                   | 300                     | 119                  |

## Instructions for Concoring Classic to Next-Generation ACCUPLACER

**Note:** Two sets of tables are available: one to concord scores from classic to next-generation ACCUPLACER and one from next-generation to classic ACCUPLACER. Be sure to use the appropriate direction – if you are starting with scores on next-generation and need to concord to classic ACCUPLACER, please see Tables 2 and 3 on pages 3 and 4 respectively, in this document.



*Table 4: Classic Elementary Algebra to Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS) Concordance*

| Classic Elementary Algebra | Next-Generation QAS | Classic Elementary Algebra | Next-Generation QAS | Classic Elementary Algebra | Next-Generation QAS |
|----------------------------|---------------------|----------------------------|---------------------|----------------------------|---------------------|
| 20-22                      | 230                 | 54-55                      | 245                 | 88-89                      | 260                 |
| 23-24                      | 231                 | 56-58                      | 246                 | 90-91                      | 261                 |
| 25-26                      | 232                 | 59-60                      | 247                 | 92-93                      | 262                 |
| 27-28                      | 233                 | 61-62                      | 248                 | 94-96                      | 263                 |
| 29-31                      | 234                 | 63-64                      | 249                 | 97-98                      | 264                 |
| 32-33                      | 235                 | 65-66                      | 250                 | 99-100                     | 265                 |
| 34-35                      | 236                 | 67-69                      | 251                 | 101-102                    | 266                 |
| 36-37                      | 237                 | 70-71                      | 252                 | 103-105                    | 267                 |
| 38-40                      | 238                 | 72-73                      | 253                 | 106-107                    | 268                 |
| 41-42                      | 239                 | 74-75                      | 254                 | 108-109                    | 269                 |
| 43-44                      | 240                 | 76-78                      | 255                 | 110-111                    | 270                 |
| 45-46                      | 241                 | 79-80                      | 256                 | 112-114                    | 271                 |
| 47-49                      | 242                 | 81-82                      | 257                 | 115-116                    | 272                 |
| 50-51                      | 243                 | 83-84                      | 258                 | 117-118                    | 273                 |
| 52-53                      | 244                 | 85-87                      | 259                 | 119-120                    | 274                 |



*Table 5: Classic Reading Comprehension to Next-Generation Reading Concordance*

| Classic Reading Comprehension | Next-Generation Reading | Classic Reading Comprehension | Next-Generation Reading | Classic Reading Comprehension | Next-Generation Reading |
|-------------------------------|-------------------------|-------------------------------|-------------------------|-------------------------------|-------------------------|
| 20                            | 213                     | 54-55                         | 236                     | 88                            | 258                     |
| 21                            | 214                     | 56                            | 237                     | 89-90                         | 259                     |
| 22-23                         | 215                     | 57-58                         | 238                     | 91                            | 260                     |
| 24                            | 216                     | 59                            | 239                     | 92-93                         | 261                     |
| 25-26                         | 217                     | 60-61                         | 240                     | 94                            | 262                     |
| 27                            | 218                     | 62                            | 241                     | 95-96                         | 263                     |
| 28-29                         | 219                     | 63-64                         | 242                     | 97                            | 264                     |
| 30                            | 220                     | 65                            | 243                     | 98-99                         | 265                     |
| 31-32                         | 221                     | 66-67                         | 244                     | 100                           | 266                     |
| 33                            | 222                     | 68                            | 245                     | 101-102                       | 267                     |
| 34-35                         | 223                     | 69-70                         | 246                     | 103                           | 268                     |
| 36                            | 224                     | 71                            | 247                     | 104-105                       | 269                     |
| 37-38                         | 225                     | 72-73                         | 248                     | 106                           | 270                     |
| 39                            | 226                     | 74                            | 249                     | 107-108                       | 271                     |
| 40-41                         | 227                     | 75-76                         | 250                     | 109                           | 272                     |
| 42                            | 228                     | 77                            | 251                     | 110-111                       | 273                     |
| 43-44                         | 229                     | 78-79                         | 252                     | 112                           | 274                     |
| 45-46                         | 230                     | 80-81                         | 253                     | 113-114                       | 275                     |
| 47                            | 231                     | 82                            | 254                     | 115                           | 276                     |
| 48-49                         | 232                     | 83-84                         | 255                     | 116-117                       | 277                     |
| 50                            | 233                     | 85                            | 256                     | 118-119                       | 278                     |
| 51-52                         | 234                     | 86-87                         | 257                     | 120                           | 279                     |
| 53                            | 235                     |                               |                         |                               |                         |

## Appendix

### Concordance Tables: Appropriate Uses

Concordance tables allow institutions to compare scores between two tests that measure similar but not the same thing. While a concordance table is one way to compare scores from different assessments, a concorded score is not a perfect prediction of how a student would perform on the other test.

The ACCUPLACER concordance tables were constructed from a sample that is intended to represent the ACCUPLACER test-taking population. Applying the concordance tables to populations of students that are demographically different from the national population may result in decisions that are not beneficial to students. When using the classic to next-generation concordance tables to establish placement scores, recognize that the resulting placements using the concorded scores may be materially different from placement using the classic scores.

The College Board strongly recommends that institutions use multiple academic and nonacademic factors to determine placement policies and implement predictive placement validity studies to help validate those placement decisions. Institutions should conduct validity studies as soon as sufficient data are available to confirm or adjust next-generation ACCUPLACER placement scores. This can be done using the College Board's free Admitted Class Evaluation Service (ACES).

**Note:** Two sets of concordance tables were constructed. One to concord next-generation scores to classic scores, another to concord classic scores to next-generation scores. Be sure to use the appropriate direction.

### Next-Generation to Classic Concordance

Table 2 is the concordance table for Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS) to Classic Elementary Algebra. Table 3 is the concordance table for Next-Generation Reading to Classic Reading Comprehension. Use these tables when you have next-generation scores and need to concord to the classic scores. A concorded score in this context is the likely score on the classic test for a given score on the next-generation test. For each score on the next-generation test, there is a corresponding score on the classic test. However, there are scores on the classic test that do not have a corresponding score on the next-generation test.

### Use Case 1: Placing Students with Next-Generation Scores Using Existing Classic Placement Scores

Tables 2 and 3 are recommended for use during transition when an institution has placement scores for classic tests but has not yet set placement scores for the next-generation test using the Bookmark method or other procedures. After a student takes the next-generation test, their score is concorded using the appropriate next-generation to classic table. The concorded score is then used for placement based on the institution's classic placement policy.

*Example 1:*

Melville College is a current user of the Classic Elementary Algebra placement test and transitioning to QAS. Their placement policy states that students who receive a score of 82 or above in Elementary Algebra and have a GPA of 2.6 are placed in MATH 101, an introductory credit-bearing course. Mark and Diana took QAS and both have GPAs that are above 2.6. Mark received a score of 262 while Diana received a 269. Mark's concorded score on Elementary Algebra is 73. Based on the placement policy he is not placed in MATH 101; Diana's concorded score in Elementary Algebra is 84 and therefore she is placed in MATH 101.

By submitting data from the transition period to ACES, an institution can obtain data to inform placement scores on the next-generation test that are based on the institution's student population and specific course description. A sample size of 50 students or greater is required to use ACES.

**Use Case 2: Transferability of Scores Across Institutions**

Classic to next-generation concordance tables are useful when students take a next-generation test and then need to transfer to a school that has not yet transitioned to next-generation or has placement policies based on classic ACCUPLACER tests.

*Example 2:*

Bobby planned to enroll in Greendale Community College, an institution that has transitioned to the next-generation tests. He took the reading test and received a score of 291. Later, he enrolled in Hudson College to take a sociology class. Hudson College is still using the Classic Reading Comprehension test for placing students in reading-intensive courses, where a score of 75 is deemed college-ready. Rather than having to take the classic test, Bobby's concorded score of 111 may be used to place him in any reading-intensive course at Hudson College, including an introductory credit-bearing sociology class.

**Classic to Next-Generation Concordance**

Table 4 is the concordance table for the Classic Elementary Algebra to Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS). Table 5 is the concordance table for Classic Reading Comprehension to Next-Generation Reading. Use these tables to concord classic scores to next-generation scores. A concorded score in this context is the likely score on the next-generation test for a given score on the classic test.

For each score on the classic test, there is a corresponding score on the next-generation test. However, there are scores on the next-generation test that do not have corresponding scores on the classic test.

**Use Case 3: Transferability of Scores**

Institutions have different policies regarding the length of time between when an ACCUPLACER test was taken and the time of enrollment and course placement. For institutions using the next-generation tests to set their placement scores, the classic to next-generation concordance tables will enable them to

accept students who come to their institution that have previously taken the classic test. This is especially useful for institutions using the next-generation tests but have never used the classic tests.

*Example 3:*

Ed intends to enroll in Barnett College which is an early adopter of next-generation tests. Barnett College requires students to score 253 and 262 on Next-Generation Reading and Next-Generation QAS are, respectively, to be placed in a credit-bearing course, and accepts scores from tests taken within the last two years. Ed took Classic Reading Comprehension and Classic Elementary Algebra at another college within the last year but decided to enroll at Barnett instead. His scores of 97 in Reading Comprehension and 103 in Elementary Algebra concord to 264 and 267. Therefore, Ed can take credit-bearing courses at Barnett College without taking the next-generation ACCUPLACER tests.

#### Use Case 4: Concorded Placement Scores

The College Board is committed to easing the transition between classic and next-generation ACCUPLACER tests, including providing support for establishing placement scores on the next-generation tests. The College Board provides procedure documents and materials to support a standard setting process using the Bookmark method. The College Board has also produced ACCUPLACER Skills Insight™ statements for all the next-generation tests. Skills Insight consist of statements of what students know and can do at each of the five score ranges. When compared to what students need to know and be able to do to enroll and succeed in credit-bearing courses, it is a powerful tool for establishing initial placement scores. For institutions with established placement scores on the Classic Elementary Algebra and Classic Reading Comprehension, concorded placement scores are found using Tables 4 and 5.

*Example 4:*

Adams College is using the Classic Elementary Algebra test to place their incoming freshmen in appropriate levels of college math. Their placement scores for levels 1, 2, and 3 are 44, 82, and 109, respectively. Using the concordance information in Table 4, placement scores using Next-Generation QAS are as follows:

- 240 to 256: Level 1 Math
- 257 to 268: Level 2 Math
- 269 or higher: Level 3 Math



## **WTCS System-Wide Activity Update March 2019**

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### **Wisconsin Fast Forward Awards \$250,000 to the WTCS to Support Apprenticeship Instruction**

In recognition of the rapid expansion of apprenticeship programs in Wisconsin, the WTCS will administer Wisconsin Fast Forward grant funds as sub-grants to WTCS Colleges to supplement instructional costs where need has outpaced projected growth. Funds will be available from January 2019-December 2020.

### **WTCS-BAS 2019 Apprenticeship Completion Report**

The 2019 WTCS-BAS Apprenticeship Completer Report is now available online. The report contains employment, wage and training satisfaction outcomes for apprentices completing their programs in 2016-17. It can be found here: <https://www.wtcsystem.edu/about-us/resources-publications> Or via direct link here: <https://www.wtcsystem.edu/wtcsexternal/cmspages/getdocumentfile.aspx?nodeguid=b3153b83-19ff-41d4-8527-39fe0e9c845c>

- Of the 847 completers surveyed, 330 (39%) responded.
- Respondents reported a 96% satisfaction rate for both on-the-job training and classroom instruction.
- Median salary across all trades increased to \$77,753 from \$71,624 in the prior year.
- Respondents indicating an interest in continuing education beyond apprenticeship rose to 46%, up from 43% and 34% in the two preceding years.

### **WTCS Apprenticeship Enrollment Trend**

WTCS enrollments across all apprenticeship programs increased from 6528 to 6903 unduplicated, and 7124 to 7450 duplicated, students by the end of 2017-2018 academic year. That is a 5.7% and 4.6% increase, respectively, in one year. A current mid-year snapshot for 2018-19 is showing 7058 and 7154 enrollees. Confirmed actual enrollment for the 2018-19 academic year will not be available until August 2019.

### **Great Lakes Higher Education Corporation (under new corporate name Ascendium Education Group) Tools of the Trade Scholarships**

As in the prior year, Ascendium Education Group again awarded 200, \$1500 scholarships for industrial and construction sector apprentices in Spring 2019.

### **Active WTCS-BAS Apprenticeship Programs, By Sector, Occupation, and College as of January 2019**

The master chart of all apprenticeship programs with related instruction offered through the WTCS colleges can be found here via the following link. "Active" is defined as approved programs with enrollments in the past two years. The color-coded chart can be found on the MyWTCS website here:

<https://mywtcs.wtcsystem.edu/wtcsinternal/cmspages/getdocumentfile.aspx?nodeguid=2b3fe9c1-681d-4ceb-a612-f474b04aaa8b>

# Apprentice Related Instruction



## Active WTCS/BAS Programs by Sector and Occupation - January 2019

|   | BLACKHAWK | CHIPPEWA VALLEY | FOX VALLEY | GATEWAY | LAKESHORE | MADISON AREA | MID-STATE | MILWAUKEE AREA | MORAINES PARK | NICOLET AREA | NORTH CENTRAL | NORTHEAST WI | SOUTHWEST WI | WAUKESHA | WESTERN | WI INDIANHEAD |
|---|-----------|-----------------|------------|---------|-----------|--------------|-----------|----------------|---------------|--------------|---------------|--------------|--------------|----------|---------|---------------|
| <b>Construction Sector Apprentice Related Instruction</b> |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Bricklaying/Masonry                                       |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Carpentry   |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Concrete Finishing  |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Electrical  |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Electronic Systems Tech/Voice-Data-Video                  |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Glazing   |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| HVAC/Environmental Service                                |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Ironworking   |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Operating Engineer/Heavy Equipment                        |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Painting & Decorating                                     |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Plumbing  |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Roofing   |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Sheet Metal   |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Sprinkler Fitting   |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Steamfitting Service/Refrigeration                        |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Steamfitting Construction                                 |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| <b>Industrial Sector Apprentice Related Instruction</b>   |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Automated Packaging Technician                            |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Electrical & Instrumentation/Instrumentation Tech         |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Industrial Electrician                                    |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Industrial Manufacturing Technician                       |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Injection Mold Set-Up (Plastic)                           |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Machinist/Tool & Die/Patternmaker/Moldmaker               |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Maint Mech/Machine Repair/Millwright / Lube Tech          |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Maintenance Technician                                    |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Mechatronics  |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Metal Fabricator/Welder                                   |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Pipe Fabricator   |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Pipefitter  |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| <b>Service Sector Apprentice Related Instruction</b>      |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Arborist  |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Barber/Cosmetologist                                      |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Cook/Chef   |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Dairy Grazier   |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Electrical Line Worker                                    |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Funeral Director  |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Metering Technician                                       |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Substation Electrician                                    |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |
| Wastewater Treatment Operator                             |           |                 |            |         |           |              |           |                |               |              |               |              |              |          |         |               |

## State Committee Report - Construction

### State Auto Fire Sprinkler Committee

This summary counts employers and apprentices with contract(s) active or unassigned on 4/1/2019 in trade(s) associated with this committee.

| Sponsor Name<br>Trade               | Apprentices |          |      |        |     |       |       |            |       | Employers |              |       |                  |       |
|-------------------------------------|-------------|----------|------|--------|-----|-------|-------|------------|-------|-----------|--------------|-------|------------------|-------|
|                                     | Total       | Minority |      | Female |     | Union |       | Non- Union |       | Total     | W/Union Appr |       | W/Non-Union Appr |       |
|                                     |             | #        | %    | #      | %   | #     | %     | #          | %     |           | #            | %     | #                | %     |
| 1                                   | 2           | 3        | 3a   | 4      | 4a  | 5     | 5a    | 6          | 6a    | 7         | 8            | 8a    | 9                | 9a    |
| All Sponsors Total                  | 93          | 6        | 6.5  | 0      | 0.0 | 60    | 64.5  | 33         | 35.5  | 19        | 11           | 57.9  | 8                | 42.1  |
| ABC of Wisconsin (All)              | 33          | 4        | 12.1 | 0      | 0.0 |       |       | 33         | 100.0 | 8         |              |       | 8                | 100.0 |
| Sprinklerfitter (186228102205)      | 33          | 4        | 12.1 | 0      | 0.0 |       |       | 33         | 100.0 | 8         |              |       | 8                | 100.0 |
| Milwaukee Area Sprinkler Fitter JAC | 60          | 2        | 3.3  | 0      | 0.0 | 60    | 100.0 |            |       | 11        | 11           | 100.0 |                  |       |
| Sprinklerfitter (186228102205)      | 60          | 2        | 3.3  | 0      | 0.0 | 60    | 100.0 |            |       | 11        | 11           | 100.0 |                  |       |