

Approved Minutes of the
Masonry
State Apprenticeship Advisory Committee

April 17, 2019
Bricklayers & Allied Craftsman Council
New Berlin 53151

Members Present	Employer / Organization
Burns, Gary (Co-Chair)	BAC District Council of WI
Vick, Jim	BAC District Council of WI
Young, Natalie	Walsh Masonry, Inc.
Zignego, Daniel (Co-Chair)	Zignego Construction
Members Absent	Employer / Organization
Engleke, Kilah	OPCMIA Local 599 Area 558
Burt, Mark	Miron Construction
Gray, Todd	OPCMIA Local 599
Hetzel, Jim	Hetzel Tile & Marble
Hink, Scott	OPCMIA Local 599 Area 558
Hyatt, Mike	BAC District Council of WI
Consultants	Employer / Organization
Emrick, Leigh	Associated Builders & Contractors
Johnson, Josh	Bureau of Apprenticeship Standards
Pusch, Liz	Bureau of Apprenticeship Standards
Smith, Owen	Bureau of Apprenticeship Standards
Vander Heyden, Steve	Bureau of Apprenticeship Standards

1. The meeting was called to order at 10:00 a.m. by Co-Chair Dan Zignego, in conformance with the Wisconsin Open Meeting Law.
2. A roll call was conducted. A sign-in sheet was circulated. A quorum was present.
3. The committee reviewed the current roster.

4. **Old Business**

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

i. For action: approve the minutes

The committee approved the minutes as written.

ii. 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.

To compare scores for Arithmetic, local committees should use the local crosswalk developed by the technical college that administered the assessment. Technical college crosswalks will vary because each is based on local data. However, in the absence of a national crosswalk, local crosswalks are the most defensible option. If a local committee's applicants test at various technical colleges, the committees will have to use various crosswalks, and the equivalent scores will likely 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.

Josh explained that these are the interim options. The Bureau wanted to discuss other the options with all state construction committees before deciding whether to issue new guidance in June. The option, if state committees agree, is to use the lowest minimum score stated specifically in a crosswalk. That would provide a single number, which is easier to administer, and include the most candidates. The risk, he stated, is that the lowest equivalent score could turn out to be lower than the original Accuplacer Classic, once further national data becomes available.

The committee declined to suspend its Arithmetic requirement and declined to assess Elementary Algebra in lieu of Arithmetic. The committee expressed frustration with the differing Arithmetic scores between technical colleges and claimed requiring different scores appears discriminatory. The committee asked the Bureau to average the scores into a single score.

Owen acknowledged that the range of scores is frustrating and appears unfair; he reiterated that the lack of a national crosswalk makes the local crosswalks the next most defensible option. The crosswalks come from different local data sets, so they cannot be averaged into a single number

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.

iii. Registered Apprenticeships with the Department of Corrections

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

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

Liz summarized several key facts about registered apprenticeships within correctional facilities. First, 90% of offenders are released, so the correctional population is a large talent pool that is 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, provide up to 60% of the training in the facility, and then release participants to complete the rest.

Last, this initiative expands the registered training that DOC has been providing many years. DOC has offered apprenticeships in correctional officers, carpenters, horticulturalists, and cooks; added machining, masonry, and welding; and is expanding further into building maintenance and construction, and considering pre-apprenticeships. Much of the training is provided through the Wisconsin Technical College System, and some programs provide the same instruction as apprentices receive. Many companies currently employ offenders on work release. Since the training itself is already being delivered, the Bureau's role is to formalize the training so it results in a valuable credential and facilitate partnerships between the DOC and sponsors.

Liz asked attendees for feedback on what training would help offenders be more qualified for registered apprenticeships in the committee's trades. Attendees provided the following:

- Provide as much training as possible prior to release. Otherwise, upon release, the individuals would likely have to complete a pre-apprenticeship program.
- Many instructors for trade trades already work in the correctional system; ask them for input on necessary curriculum.
- To award credit for prior learning or to recognize the DOC training as a pre-apprenticeship program, local committees would need an outline of the DOC training content.
- The state committee reminded that pre-apprenticeships are exactly that—prior to an apprenticeship. Therefore, the local committees will not likely grant a lot of credit.

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 other 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 a very successful endeavor because its occupations work across all other 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 for many sectors of the economy.

Attendees did not have questions or comments.

d. 27th Biennial Apprenticeship Conference Follow-Up

Josh reported that the 27th 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 28th Biennial Conference for early 2021. The location and venue are pending.

Attendees did not have questions or comments.

e. Updates to 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 salary estimates.

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

The committee expressed support for the revisions and believe they will be very helpful in recruiting applicants.

h. Other

Attendees did not have additional topics.

5. New Business

a. 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.

b. 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.

c. Other

Attendees did not have additional topics.

6. WTCS Update

No WTCS representative was in attendance.

7. Review the program participants.

Participants included 170 apprentices and 67 employers with a contract in active or unassigned status on April 1, 2019.

8. The committee asked to schedule the next meeting via electronic survey.

10. The meeting adjourned at 11:00 a.m.

Submitted by Owen Smith, Program and Policy Analyst, BAS

April 10, 2019

TO: State Masonry Apprenticeship Advisory Committee Members and Consultants

FROM: Owen Smith, Bureau of Apprenticeship Standards
(608) 266-2491; Owen.Smith@dwd.wisconsin.gov

SUBJECT: State Masonry Apprenticeship Advisory Committee meeting

DATE: Wednesday, April 17, 2019

TIME: 10:00 AM

PLACE: BAC District Council
17126 W Cleveland Ave
New Berlin, WI

TENTATIVE AGENDA

1. Call the meeting to order.
2. Distribute the sign-in sheet. Introduce attendees.
3. Review the roster.
4. **Old Business**
 - a. **For action:** approve the minutes
 - b. Implementing revisions to CFR 29.30 (AA/EEO requirements)
 - c. Federal grants to expand "registered apprenticeship"
 - d. 27th Biennial Apprenticeship Conference Follow--Up
 - f. Updates to 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
 - 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

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

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"> 1. During apprenticeship application process 2. After acceptance into program, but before start date

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*
All WAGE\$ Occupations		427	16 (4%)	60 (14%)
		Current Count	Female	Minority & Race / Ethnicity*
Industrial Manufacturing Technician 18 Completed 19 Cancelled (18%)		106	10 (9%)	32 (30%)
IT Service Desk Technician		2	0 (0%)	0 (0%)
Maintenance Technician 9 Completed 35 Cancelled (15%)		231	3 (1%)	22 (10%)
Mechatronics Technician 12 Cancelled (19%)		63	1 (2%)	5 (8%)
Software Developer		2	2 (100%)	0 (0%)
Welder / Automated Welding & Fabricator 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
Year One Totals		528	\$110,520.09	\$558,356.80
Completion	19		\$199,208.76	\$1,148,242.04
Completion Totals		441	\$199,208.76	\$1,148,242.04
Report Totals		969	\$309,728.85	\$1,706,598.84

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
Telephone: (608) 266-3332
Fax: (608) 266-0766
Email: DWDDDET@dwd.wisconsin.gov



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

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.

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.

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.

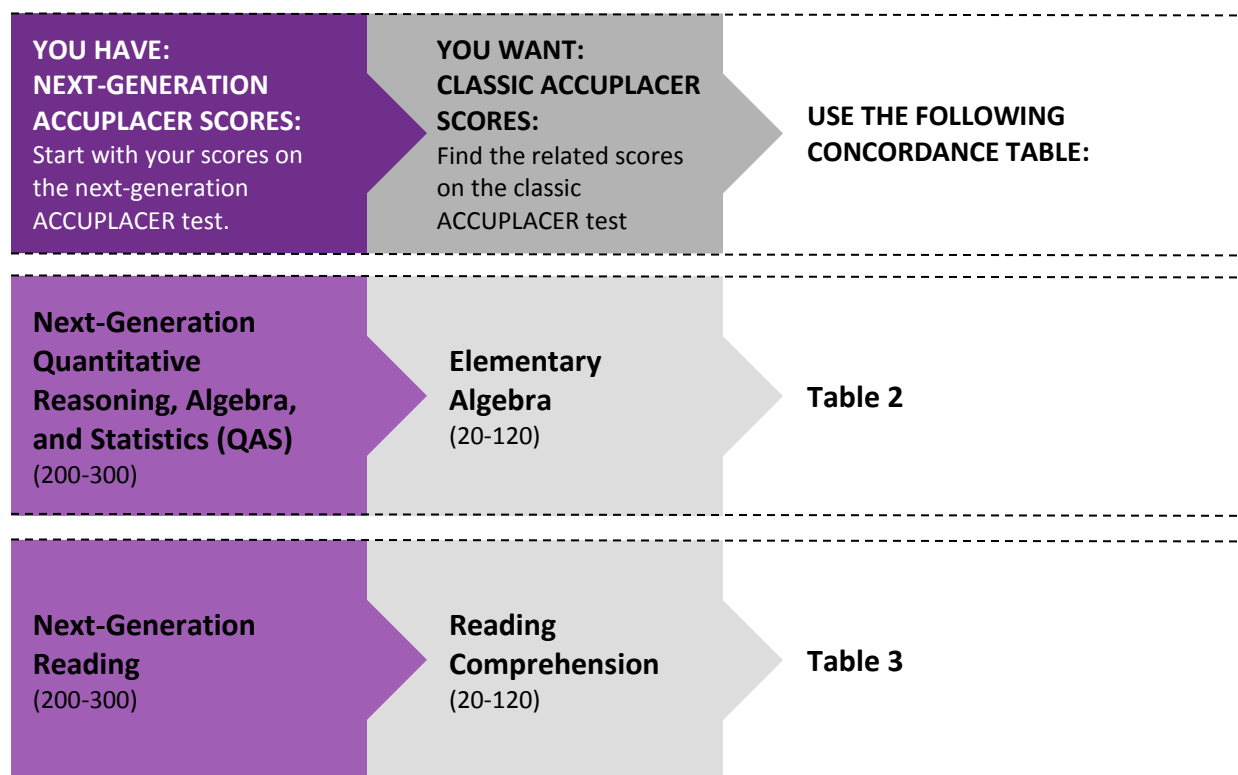


Table 2: Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS) to Classic Elementary Algebra Concordance

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.

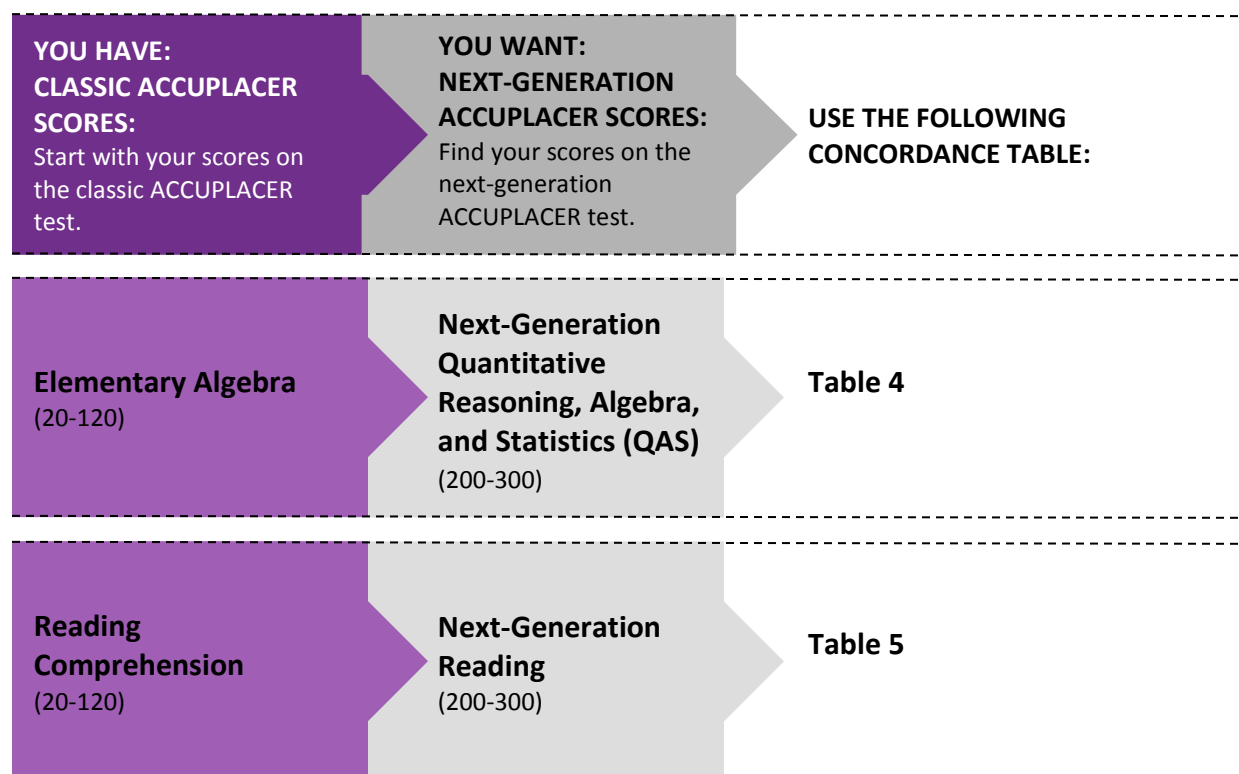


Table 4: Classic Elementary Algebra to Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS) Concordance

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

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
Construction Sector Apprentice Related Instruction																
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																
Industrial Sector Apprentice Related Instruction																
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																
Service Sector Apprentice Related Instruction																
Arborist																
Barber/Cosmetologist																
Cook/Chef																
Dairy Grazier																
Electrical Line Worker																
Funeral Director																
Metering Technician																
Substation Electrician																
Wastewater Treatment Operator																

State Committee Report - Construction

State Masonry 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 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	170	30	17.6	4	2.4	169	99.4	1	0.6	67	66	98.5	1	1.5
La Crosse Area Masonry JAC	12	0		0	0.0	12	100.0			10	10	100.0		
Bricklayer (186138101801)	4	0		0	0.0	4	100.0			4	4	100.0		
Cement Mason (184436401001)	2	0		0	0.0	2	100.0			2	2	100.0		
Cement Mason (Heavy Highway) (184436401003)	3	0		0	0.0	3	100.0			3	3	100.0		
Tile Setter (186138105401)	3	0		0	0.0	3	100.0			2	2	100.0		
Madison Area Bricklaying JAC	20	2	10.0	0	0.0	20	100.0			7	7	100.0		
Bricklayer (186138101801)	19	2	10.5	0	0.0	19	100.0			6	6	100.0		
Tile Setter (186138105401)	1	0		0	0.0	1	100.0			1	1	100.0		
Madison Area Cement Masonry JAC	18	2	11.1	0	0.0	18	100.0			9	9	100.0		
Cement Mason (184436401001)	16	2	12.5	0	0.0	16	100.0			9	9	100.0		
Cement Mason (Heavy Highway) (184436401003)	2	0		0	0.0	2	100.0			1	1	100.0		
Milwaukee Area Bricklaying JAC	29	12	41.4	1	3.4	29	100.0			12	12	100.0		
Bricklayer (186138101801)	29	12	41.4	1	3.4	29	100.0			12	12	100.0		
Milwaukee Area Cement Masonry JAC	17	5	29.4	2	11.8	17	100.0			12	12	100.0		
Cement Mason (184436401001)	12	2	16.7	2	16.7	12	100.0			8	8	100.0		
Cement Mason (Heavy Highway) (184436401003)	5	3	60.0	0	0.0	5	100.0			5	5	100.0		
Milwaukee Area Tile Setters JAC	13	5	38.5	0	0.0	13	100.0			5	5	100.0		
Tile Setter (186138105401)	13	5	38.5	0	0.0	13	100.0			5	5	100.0		
Northeast WI Area Masonry JAC	37	3	8.1	1	2.7	36	97.3	1	2.7	14	13	92.9	1	7.1
Bricklayer (186138101801)	16	1	6.3	0	0.0	16	100.0			7	7	100.0		
Cement Mason (184436401001)	2	0		0	0.0	1	50.0	1	50.0	2	1	50.0	1	50.0
Cement Mason (Heavy Highway) (184436401003)	7	1	14.3	0	0.0	7	100.0			2	2	100.0		
Tile Setter (186138105401)	12	1	8.3	1	8.3	12	100.0			4	4	100.0		
Northwestern WI Masonry JAC	12	0		0	0.0	12	100.0			4	4	100.0		
Bricklayer (186138101801)	9	0		0	0.0	9	100.0			4	4	100.0		
Cement Mason (184436401001)	3	0		0	0.0	3	100.0			1	1	100.0		
Tri-County Area Trowel Trades JAC	5	0		0	0.0	5	100.0			4	4	100.0		
Bricklayer (186138101801)	4	0		0	0.0	4	100.0			3	3	100.0		

State Committee Report - Construction

State Masonry Committee

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Sponsor Name Trade	Apprentices									Employers				
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		#	%	#	%	#	%	#	%		#	%	#	%
1	2	3	3a	4	4a	5	5a	6	6a	7	8	8a	9	9a
All Sponsors Total	170	30	17.6	4	2.4	169	99.4	1	0.6	67	66	98.5	1	1.5
Cement Mason (184436401001)	1	0		0	0.0	1	100.0			1	1	100.0		
WI River Valley Area Masonry JAC	7	1	14.3	0	0.0	7	100.0			3	3	100.0		
Bricklayer (186138101801)	6	1	16.7	0	0.0	6	100.0			2	2	100.0		
Cement Mason (184436401001)	1	0		0	0.0	1	100.0			1	1	100.0		