

May 13, 2019

TO: State Iron Worker Apprenticeship Advisory Committee Members & Consultants

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

SUBJECT: State Iron Worker Apprenticeship Advisory Committee Meeting

DATE: Friday, May 17, 2019

TIME: 10:00 AM

PLACE: Local 383 Training Center  
5501 Manufacturers Dr.  
Madison, WI 53704

#### **TENTATIVE AGENDA**

1. Call the meeting to order.
2. Introduce attendees.
3. Review the roster.
4. **Old Business**
  - a. Review the follow-up items from the previous meeting:
    - i. **Action:** approve the minutes.
    - ii. Assessing applicants with Accuplacer Next Generation
    - iii. Curriculum documentation from BAS
    - iv. Statewide curriculum standard model for WTCS
    - v. Guidance on apprentices working for a different employer on weekends
  - 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. 2019 National Apprenticeship Week
  - b. BAS personnel changes
  - c. Other
6. WTCS Update

7. Review the program participants.
8. Schedule the next meeting.
9. Adjourn.

Draft Minutes of the  
**Ironworking**  
**State Apprenticeship Advisory Committee**

**October 26, 2018**  
Local 383 Training Center  
Madison, Wisconsin

| <b>Members Present</b>        | <b>Organization / Employer</b>     |
|-------------------------------|------------------------------------|
| Cyganek, Brad (Co-Chair)      | Ironworkers Local 8                |
| Davies, Barry                 | Local 512 (MN)                     |
| Hanson, Rich                  | Ironworkers Local 8                |
| Mayrhofer, Tony               | Ironworkers Local 8                |
| Shultis, Andrew               | Ironworkers Local 383              |
| <b>Members Absent</b>         | <b>Organization / Employer</b>     |
| DeMinter, Tim                 | Ironworkers Local 383              |
| Hager, Ben (Co-Chair)         | J.H. Findorff                      |
| Hooyman, Chad                 | SPE Little Chute                   |
| Riley, John                   | K.F. Sullivan Co.                  |
| <b>Consultants and Guests</b> | <b>Organization / Employer</b>     |
| Johnson, Josh                 | Bureau of Apprenticeship Standards |
| Mayek, Mandy                  | Mid-State Technical College        |
| Nakoul, Nancy                 | WTC                                |
| Schanke, Debbie               | Bureau of Apprenticeship Standards |
| Smith, Owen                   | Bureau of Apprenticeship Standards |
| Stern, Pete                   | Ironworkers Local 383              |

1. The meeting was called to order at 10:07 a.m. by Co-Chair Brad Cyganek, in conformance with the Wisconsin open meeting laws.
2. A roll call was conducted. A quorum was not present.
3. The committee reviewed the current roster. Owen Smith noted members absent.
4. **Old Business**

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

i. For action: approve the minutes

The minutes were approved as written.

ii. How is the new training center proceeding?

Josh Johnson inquired how the new training center was progressing. The committee replied that the facility works well and has been operational for a little bit now. Josh reminded the committee that the training center must be inspected and approved by the Bureau; he suggested that apprenticeship training representatives Debbie Schanke and Richard Badger conduct the inspection.

**b. Implementing revisions to CFR 29.30**

Josh reported the Bureau has yet to receive guidance from the U.S. Department of Labor and hopes to provide that guidance at the next meeting. Owen reminded attendees that all sponsors will have to revalidate their applicant assessments and noted that the Accuplacer Classic will be replaced by the Accuplacer Next Generation next January.

The committee expressed concern that scores do not correspond between the Accuplacer versions. The committee asked whether the Bureau will provide guidance to sponsors on how to compare scores. Josh confirmed that the Bureau will provide a crosswalk and policy guidance in an official letter in January. In the meantime, he suggested, local committees can contact Milwaukee Area Technical College to obtain the college's crosswalk.

**c. Federal grants to expand apprenticeship**

Josh reported that the Bureau received two grants. The WAGE\$ grant has met or exceeded their projected numbers. Through the grant, the Bureau has been expanding registered apprenticeship into advanced manufacturing, health care, and information technology occupations. The Expansion grant received \$1.8 million and is in the second phase. Josh stated BAS will assist the committees in the expansion, recruitment and retainment of women and minority apprentices.

Attendees did not have questions or comments.

**d. Presidential executive order to expand 'apprenticeship'**

Josh discussed Industry Recognized Apprenticeship Programs (IRAPS). He emphasized that IRAPS will be piloted in non-traditional occupations, not construction trades, and will not require minimum hours for on-the-job learning or related instruction. How IRAPS will be certified and by whom are unknown. All apprenticeships in Wisconsin will remain required to register with the Bureau.

Attendees did not have questions or comments.

**e. BASERS**

Josh reported that the next iteration of BASERS will allow sponsors to request contract actions.

Rich Hansen reported BASERS does not recognize immediate cancellations caused by apprentices quitting. He said the interim, paper procedure the Bureau implemented works. Peter Stern stated Local 383 is considering using the paper procedure, too. Both recommended that adding the procedure to BASERS would be much easier. Josh replied the next iteration will resolve the matter.

**f. Apprenticeship Completion Award Program**

Josh referred to the handout provided in the meeting packet. He further explained the reimbursement allotments available to pay for books and tuition.

**g. Other**

Attendees did not have additional topics.

**5. New Business**

**a. 2018 National Apprenticeship Week**

Josh reviewed that National Apprenticeship Week will be November 12-18, 2018. He reported that Wisconsin placed fifth nationally last year in the number of events held, with 46 events. As of today's date, Wisconsin has 49 events statewide scheduled.

Pete reported the Madison Area Ironworkers will hold an open house on November 14<sup>th</sup>. Locals 8 and 383 reported no one attended their events last year. Josh replied the Bureau will help outreach.

**b. 2019 27<sup>th</sup> Biennial Wisconsin Apprenticeship Conference**

Josh reported the 27<sup>th</sup> Biennial Wisconsin Apprenticeship Conference will be held March 12-13, 2019 at the Madison Marriott West in Middleton, WI. He said the theme for this conference is "Workforce Next". There will be approximately 30 workshops and give keynote speakers, but not an apprenticeship expo. BAS will also provide a technical assistance guide session on March 11<sup>th</sup>. The Bureau will mail "Save the Date" cards soon.

Attendees did not have questions or comments.

**c. BAS website changes**

Josh reported that the Bureau is updating its homepage. The current page is focused on resources for current sponsors and apprentices; the revisions will focus the website towards applicants. Owen Smith will be instrumental in leading the new design. The revisions will streamline the occupations-specific pages and feature information on sponsors that are recruiting apprentices. The page is projected to launch in early 2019.

Pete requested the Bureau revise address for the Madison Area Ironworkers and the section that incorrectly lists Associated Builders & Contractors as sponsoring Ironworker apprenticeships.

#### **d. BAS personnel changes**

Josh reported the following changes: Kathy O'Sullivan, apprenticeship training representative (ATR) for LaCrosse, retired; Rachell Faber, ATR for Eau Claire, accepted an external position; and Matt White, policy analyst in Madison, accepted an external position. Stephanie Haka was hired as an additional ATR for Wausau; she will focus primarily on manufacturing.

Attendees did not have questions or comments.

#### **e. Other**

##### i. Weekend work with different contractors

Tony asked if registered apprentices are permitted to work for one contractor during the work week and a separate contractor on the weekend. If so, which employer assumes liability? Pete concurred this happens frequently and there is no specific policy language to address it.

Josh replied confirmed apprentices are permitted to work for a different contractor on the weekend, if the apprentice returns to his or her primary employer on Monday. The liability follows the contractor employing the apprentice on the particular job.

**Action:** *Josh will research related policies and recommend language at the 2019 spring meeting.*

##### ii. Approving Madison Joint Apprenticeship Committee's curriculum for related instruction

Pete Stern requested Josh provide assistance in approving the related instruction curriculum for the Madison Area Ironworkers Apprenticeship Program. Pete originally submitted curriculum for approval in 2013 and has not received a response. He also noted that the curriculum is required to re-certify the Madison program with the Ironworkers International by the end of the year.

Pete also reported, on behalf of absent member Tim DeMinter, that if the Madison Area Ironworkers LU 383, did not receive assistance from BAS to address this issue, they will no longer participate on the State Ironworking Committee or follow BAS direction.

Pete made a personal appeal to Josh for assistance in resolving this matter. Pete explained the new ironworker curriculum has been modified but contains foundational content acknowledging industry changes. Tony also acknowledged this is problem for LU 8 ironworking committee.

Josh noted concerns and will provide follow up to the committee.

#### **6. WTCS Update**

Nancy Nakoul reported the Great Lakes Scholarship will be available for another year. She stated the application window recently closed for this period. Mandy Mayek, Mid-State Technical College requested the eligibility guidelines be clarified and shared.

Discussion was held on the WIDS repository for curriculum. Barry Davies asked if the ABC program had access to the union's curriculum. Nancy reported WTCS has control over who can access this repository. Nancy stated WIDS is a proprietary curriculum repository and not a public account. All committee members called for a caucus and briefly left the room. Members returned and Pete said they would contact Nancy for further discussion.

**Action:** *the Bureau will add this topic to the agenda for the next meeting.*

7. Participants included 286 apprentices and 60 employers with a contract in active or unassigned status on October 1, 2018. Barry reported LU 512 had 30 apprentices.
8. The committee requested the Bureau schedule the next meeting via electronic survey and include various Fridays in April and May as options. The Madison Training Center is the preferred location.
9. The committee adjourned at 11:47 a.m.

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*Submitted by Debbie Schanke, Apprenticeship Training Representative,  
Bureau of Apprenticeship Standards*

# 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><br>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><br>9 Completed 35 Cancelled (15%)                     |  | 231           | 3 (1%)   | 22 (10%)                     |
| <b>Mechatronics Technician</b><br>12 Cancelled (19%)                                |  | 63            | 1 (2%)   | 5 (8%)                       |
| <b>Software Developer</b>   |  | 2             | 2 (100%) | 0 (0%)                       |
| <b>Welder / Automated Welding &amp; Fabricator</b><br>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> |



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.

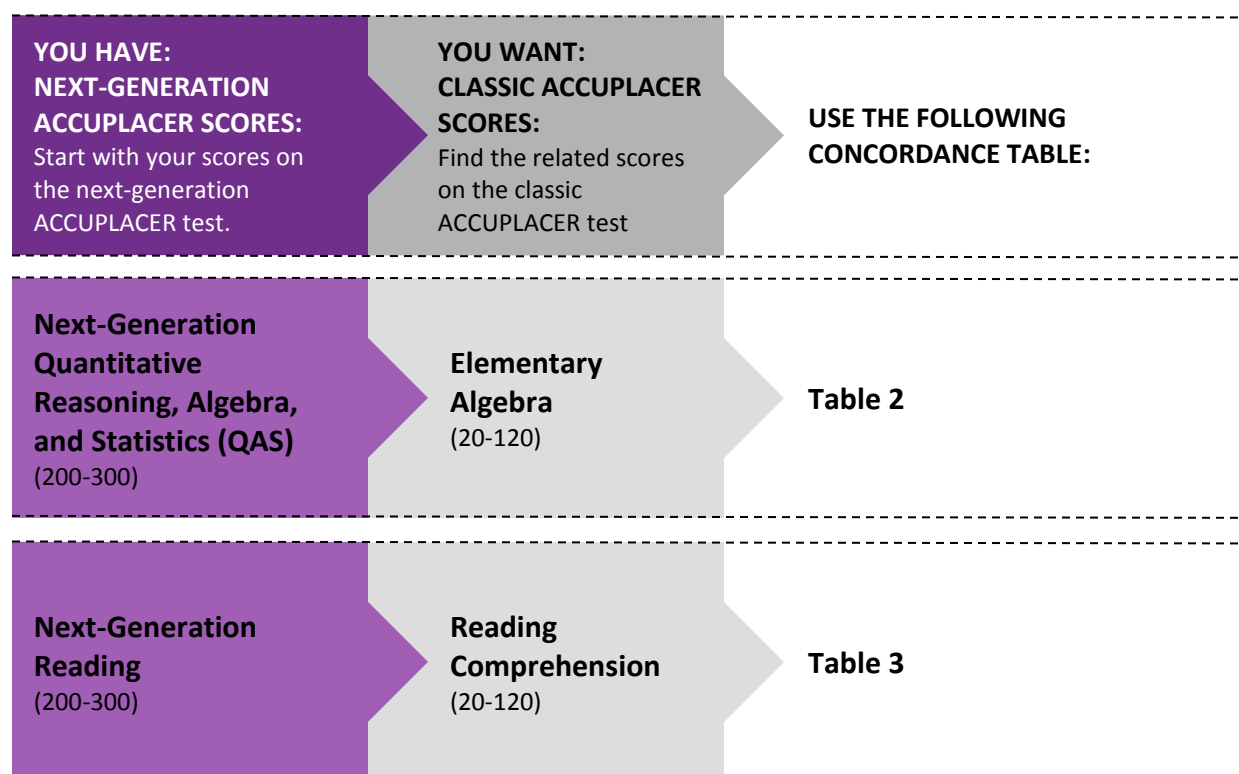
The College Board strongly recommends that institutions use multiple academic and nonacademic factors to determine placement policies and implement predictive placement validity studies to help validate those placement decisions. Institutions should conduct validity studies as soon as sufficient data 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*

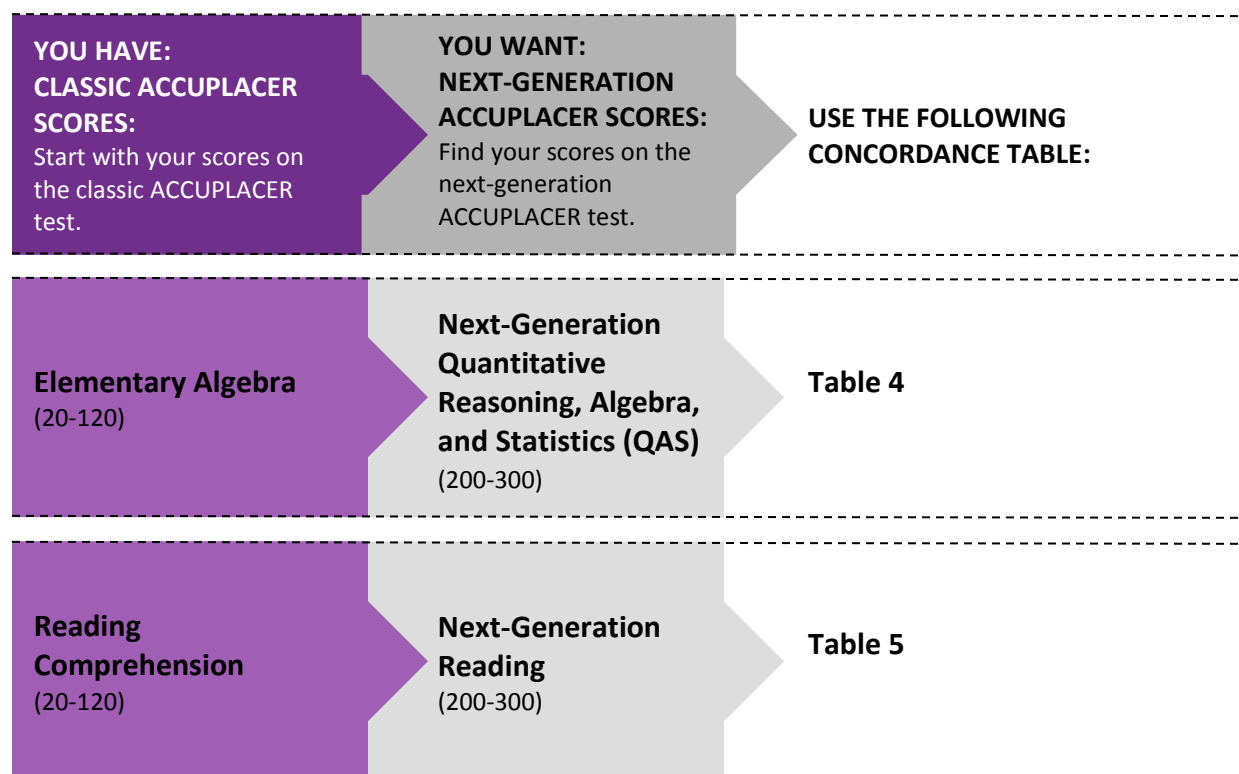
| Next-Generation QAS | Classic Elementary Algebra | Next-Generation QAS | Classic Elementary Algebra | Next-Generation QAS | Classic Elementary Algebra |
|---------------------|----------------------------|---------------------|----------------------------|---------------------|----------------------------|
| 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 concord 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 concord 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 concord 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 concord using the appropriate next-generation to classic table. The concord 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 Ironworking Committee

This summary counts employers and apprentices with contract(s) active or unassigned on 5/1/2017 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             | 310         | 49       | 15.8 | 16     | 5.2 | 310   | 100.0 |            |    | 64        | 64           | 100.0 |                  |    |
| Madison Area Ironworking JAC   | 104         | 7        | 6.7  | 6      | 5.8 | 104   | 100.0 |            |    | 31        | 31           | 100.0 |                  |    |
| Iron Worker (180138101401)     | 104         | 7        | 6.7  | 6      | 5.8 | 104   | 100.0 |            |    | 31        | 31           | 100.0 |                  |    |
| Milwaukee Area Ironworking JAC | 206         | 42       | 20.4 | 10     | 4.9 | 206   | 100.0 |            |    | 48        | 48           | 100.0 |                  |    |
| Iron Worker (180138101401)     | 206         | 42       | 20.4 | 10     | 4.9 | 206   | 100.0 |            |    | 48        | 48           | 100.0 |                  |    |