Department of Workforce Development
Employment and Training Division
Bureau of Apprenticeship Standards
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STATE OF WISCONSIN
DWD
Department of Workforce Development

April 3, 2019

TO: State Electric Utility Trades Apprenticeship Advisory Committee Members & Consultants

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

SUBJECT: State Electric Utility Trades Apprenticeship Advisory Committee meeting

DATE: Monday, April 8, 2019

TIME: 10:00 a.m.

PLACE: Oakdale Electric Cooperative,
489 N Oakwood St.
Tomah, WI 54660

TENTATIVE AGENDA

1. Call the meeting to order.

2. 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**
    a. WTCS
    b. Chippewa Valley Technical College
    c. Mid-State Technical College
    d. Northeast Wisconsin Technical College

7. Review the program participants.

8. Schedule the next meeting.

9. Adjourn.

WISCONSIN APPRENTICESHIP SINCE 1911

STATE OF WISCONSIN DWD Department of Workforce Development

Draft Minutes of the

Electric Utility
State Apprenticeship Advisory Committee

October 15, 2018
Western Technical College
Mauston, WI

Members Present	Employer / Organization
Ardelt, Bruce	Oakdale Electric Cooperative
Brodbeck, Steve	Madison Gas & Electric
Burke, Lance	Dairyland Power Co-operative
Chartier, Chris	WPPI Enegery
DeGraves, Jeff	Wisconsin Public Service
Jeske, Ken	WE Energies
Kumm, Nicholas	Marshfield Utilities
Lukasavitz, Craig	IBEW Local 2150
Muench, Mark	Alliant Energy
Nitek, Jeremy	Dairyland Power
Tremaine, Todd	City of Oconomowoc Utilities
Members Absent	**Employer / Organization**
Consultants & Guests	**Employer / Organization**
Dahl, Troy	Dairyland Power Cooperative
DuBenske, Scott	Wisconsin Technical College System
Larson, Randy	Chippewa Valley Technical College
Mayek, Mandy	Mid-State Technical College
Rogers, Milton	Bureau of Apprenticeship Standards
Siebert, Robert	WE Energies
Smith, Owen	Bureau of Apprenticeship Standards

1. The meeting was called to order at 10:05 a.m. by Craig Lukasavitz, Committee Co-Chair, 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. The committee advised that the Bureau move Jeff to the Employer side of the committee, remove Leo Diehl due to retirement, add Lance to the employer side, and recruit a substation electrician representative from either Menasha or Kaukauna Utilities. If needed, the committee supports having two representatives from one utility.

   Action: The committee noted that Gary Christopherson retired and recommended Steve Brodbeck serve as the new co-chair. The official vote will occur at the 2019 spring meeting.

4. **Old Business**

   a. For action: approve the minutes.

   i. The committee approved the minutes with one revision: move Jeff to the employer side.

   ii. Sponsors without ratios in their collective bargaining agreements

Owen reviewed that the committee had asked how this situation is handled under the new state law that requires all registered apprenticeships have a 1:1 apprentice-to-journeyworker ratio but does not extend to collective bargaining agreements. Owen explained that the 1:1 ratio would apply to utilities that do not have a ratio in their collective bargaining agreements. In addition, although the law applies to all registered apprenticeships, it will not affect utility trades because they have always used a 1:1 ratio.

The committee asked what a municipality would do if it employed one journeyworker and two apprenticeships. Owen replied that the municipality would be out of ratio.

The committee asked how a utility with multiple satellite locations counts its total skilled workforce. Milton Rogers answered that each satellite location counts it skilled workforce independently.

The committee asked whether a journeyworker could train multiple trades. Milton replied that it depends; the determination would be made by the sponsor and approved by the Bureau.

The committee asked how a sponsor would count its ratio if it sends an apprenticeship to multiple locations to train. Milton replied that the journeyworkers at the different locations would not be calculated towards the total skilled workforce.

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

Josh Johnson reported that the Bureau has yet to receive guidance from the U.S. Department of Labor. The Bureau projects it will receive the guidance before the committee's 2019 spring meeting.

Several apprenticeship training representatives (ATRs) either retired or resigned. Therefore, the new ATRs, as well as senior ATRs, received refresher training in AA/EEO policies and procedures, and have been catching up on compliance reviews for sponsors with five or more apprentices.

Last, the Department of Workforce Development and the state legislature have been drafting related revisions to the state administrative rules governing registered apprenticeship.

Attendees did not have questions or comments.

c. Federal grants to expand "registered apprenticeship"

Josh reviewed that the Bureau received three federal grants to expand registered apprenticeship in Wisconsin: WAGE$ grant; state expansion grant; and state accelerator grant.

i. WAGE$

The $5 million WAGE$ grant has met or exceeded all performance metrics except one: enrollments in new registered apprenticeships developed through the grant. WAGE$ expanded existing apprenticeships in advanced manufacturing to additional technical colleges throughout the state; and increased enrollment of women and minority apprentices. Additionally, the grant has been largely successful in expanding registered apprenticeship into new industries; the Bureau developed new registered apprenticeships in advanced manufacturing, health care, and information technology occupations. For example, the new Data Analyst registered apprenticeship will officially launch during National Apprenticeship Week 2018.

However, enrollments in industries' first registered apprenticeship are commonly slow because employers are unfamiliar with the training method. Contrastingly, enrollments grow quickly in new registered apprenticeships in industries that already use the training method.

ii. State expansion grant

The expansion grant is proceeding well, too. The initial award was $1.8 million; the Bureau recently received an additional $1.8 million award; and the Bureau may receive a third award next fiscal year. The grants two goals are to expand registered apprenticeship in the biotechnology, construction, and financial services industries, and to increase the recruitment and retainment of women and minority apprentices.

The first goal is proceeding well: development of the new Biotechnology Laboratory Support Technician registered apprenticeship began this year; and the official launch of the new Financial Services Professional occurred this summer.

The second goal is proceeding slowly. Bureau management met with several major construction contractors to discuss how to approach increasing recruitment and retainment of women and minorities. The Bureau was informed that major projects are meeting their recruitment and retainment requirements and there is "no problem." The Bureau will re-strategize this winter; it views recruiting and retaining women and minorities not as a failure of local committees but as an opportunity for them. Therefore, the Bureau is very focused on providing local committees with the resources they need to conduct intentional outreach ahead of hiring season.

Last, the expansion grant will fund a new outreach campaign which will be launched during National Apprenticeship Week. The campaign features, in part, a new "A" logo that does not include the wrench and pencil that define the current logo. The new logo was inspired by much input from stakeholders that registered apprenticeship seems to be intended only for construction and manufacturing occupations. The Bureau believes the new logo will convey the breadth of sectors that currently utilize and can utilize registered apprenticeship in the future.

iii. State Accelerator Grant

The Bureau continues to use the state accelerator grant to increase its capacity to administer the state's registered apprenticeship system. The accelerator grant has been used to train ATRs in consultative sales and AA/EEO and to upgrade BASERS.

Attendees did not have questions or comments.

d. Presidential executive order to expand "apprenticeship"

Josh updated attendees on the implementation of the presidential executive order to expand "apprenticeship." He reviewed that the order refers to "industry-recognized apprenticeship programs," or IRAPs, not registered apprenticeships. These programs are being developed in response to nationwide industry concern that the process to sponsor a registered apprenticeship program is too lengthy and difficult. Josh acknowledged that the process to become a registered apprenticeship sponsor is lengthy and difficult in many states, because the states lack the staff and support. Contrastingly, Wisconsin is among a small percentage of states with robust staffing and resources.

He informed attendees of the following developments: IRAPs will not require minimum hours for on-the-job learning and related instruction; the programs will be piloted in industries that have not used registered apprenticeship; and the programs will not target construction occupations. IRAPs will need to be certified, and the U.S. Department of Labor is currently drafting rules and policies for which entities can certify programs and how.

He concluded by reminding attendees that "much still remains to be seen," and Wisconsin's registered apprenticeship program will continue to operate "business as usual." By state law, the Bureau must approve and register all apprenticeship programs in the state.

Attendees did not have questions or comments.

e. Bureau of Apprenticeship Standards Electronic Registration System (BASERS)

Josh reported that implementing BASERS is proceeding very well. Many sponsors have reported that it functions easily and intuitively, and they value the ownership and direct access it provides. He reminded attendees that BASERS is optional for sponsors; it is not required. The Bureau trusts that sponsors will see its benefits.

Josh informed attendees that BASERS now includes several new functions: sponsors can now request reassignments, un-assignments, and completions. Soon, sponsors will be able to request

cancellations, too. These functions will be immediately beneficial, but quantitative data on their efficiencies will not available until next year.

The committee commented that BASERS works very well and is very effective. A member suggested that BASERS allow sponsors to place an apprentice on hold for military or medical reasons. Milton replied that BASERS now includes that function; the sponsor can request unassignment and provide the reason in the specific field.

f. Apprenticeship Completion Award Program

Josh briefly reviewed the purpose of the program and the respective totals for approved reimbursements and denied reimbursements. He noted that the total for denied reimbursements is substantially large because many apprentices request more than the maximum reimbursement. He clarified that the program will conclude on June 30, 2020.

The committee asked whether the program will be renewed again. Josh explained that will be a decision of the state legislature.

g. Other

Attendees had no further questions or comments.

5. **New Business**

a. 2018 National Apprenticeship Week

Josh informed attendees that National Apprenticeship Week will be November 12-18, 2018. He reviewed that Wisconsin placed fifth nationally in the number of events held last year, with 46 events. The first-place state boasted 55 events.

This year, the Bureau wants to exceed its prior total and take first place. The potential to do so is high because prior year's events generated much interest and the Bureau began planning this year's events much earlier. For example, the Bureau notified high schools 30 days in advance, so they could schedule buses to transport students. In addition, the Bureau notified additional partners, such as workforce development boards, career and technical education staff, high school guidance counselors, and correctional facilities.

He reviewed that National Apprenticeship Week is open to all stakeholders, so the Bureau encourages all stakeholders to host an event independently or collaboratively. Prior years' events included substantial support from construction training centers and technical colleges. This year's event will highlight unique programs, such as the YA-to-RA bridge and registered apprenticeships in several new industries.

Josh encouraged attendees to notify the Bureau of events so they can be included on either the public or private calendar. He concluded by stating if the U.S. Department of Labor would discontinue coordinating the event nationally, the Bureau would likely host a Wisconsin version.

The committee shared that WE Energies is hosting an event for "designers" at their service center. The event will target high school students. Madison Gas & Electric is running the NAW banner on its

website. Mid-State Technical College will host five high school outreach events to discuss youth apprenticeship and registered apprenticeship.

b. 2019 27th Biennial Wisconsin Apprenticeship Conference

Josh reported the 27th Biennial Wisconsin Apprenticeship Conference will be held March 12-13, 2019, at the Madison Marriott West in Middleton, WI. The conference theme will be, "Workforce Next," and will focus on the necessity to recruit and retain unconventional and underutilized talent pools. The conference will include nearly 30 workshops and five general session speakers. It will not include an Apprenticeship Expo. BAS will provide a technical assistance guide session for new local committee members on March 11th. BAS will mail "Save the Date" notices soon.

Attendees did not have questions or comments.

c. BAS website changes

Josh shared that the Bureau revised its homepage to be more user-friendly for applicants. The include the following: a quick-search menu for registered apprenticeships, by occupation or industry; clearly identifiable navigation boxes for each user group, e.g. career seeker, employer, and current apprentices and sponsors; and less text, more graphics. He added that the Bureau may add sponsor logos to the website, as suggested by a state manufacturing committee.

The committee commented that the revised homepage is much easier to navigate.

d. BAS personnel changes

Josh reported the following changes. Kathy O'Sullivan, apprenticeship training representative (ATR) for LaCrosse, retired; Milton Rogers was hired in her place. Rachell Faber, ATR for Eau Claire, and Matt White, policy analyst in Madison, accepted external positions; their replacements are projected to be hired in early 2019. The Bureau received funding from the state legislature for three additional ATR positions, which will focus predominantly on the manufacturing sector. The first of the positions, in Wausau, was filled by Stephanie Haka. The remaining two positions, in Appleton and Milwaukee, will be hired in early 2019.

Attendees did not have questions or comments.

e. Other

Attendees had no further questions or comments.

6. **WTCS Update**

Scott DuBenske reported that overall enrollment of apprentices across all technical colleges increased by 18%. He reviewed other items from the written report.

The committee commented that several utilities have had a hiring freeze on metering technicians, after supplying many metering technicians to Mid-State and learning the instructor retired.

Mandy Mayek replied that several instructors are jointly covering the meter technician courses and the overall health of the program is good. The college has been actively recruiting and promoting the program, including to the Upper Midwest Metering Association, which covers a five-state region. The Bureau allowed Mid-State to accept non-Wisconsin metering technicians apprentices in order to support overall enrollment. She noted that many utilities in Wisconsin and the nation combine the metering technician duties with that of a line worker.

Randy Larson reported that Kendall Schmidt is the new metering instructor at Chippewa Valley.

7. Participants included 373 apprentices and 92 sponsors with a contract in active or unassigned status on October 1, 2018.

8. The committee tentatively requested to schedule its next meeting via electronic survey.

9. The meeting adjourned at 11:55 p.m.

_____

Submitted by Owen Smith, Program and Policy Analyst

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

Annually	At Compliance Review	As Needed
Update list of recruitment sources	**Update written affirmative action plan**	**Conduct anti-harassment training and share EEO policy at orientation and periodically**
Review of personnel processes for selection criteria, wages, assignments, discipline, etc.	**Conduct workforce analysis for disability**	**Invite prospective and new apprentices to self-identify disability status:** 1. During apprenticeship application process 2. After acceptance into program, but before start date
Notice to apprentices they may update disability self-identification	**Undertake targeted outreach and action-oriented programs, if necessary**	
	Conduct workforce analysis for race, sex and ethnicity	
	Conduct utilization analysis for race, sex and ethnicity	
	Establish utilization goals for race, sex and ethnicity and conduct targeted outreach and action-oriented programs, if necessary	

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**

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STATE OF WISCONSIN
DWD
Department of Workforce Development

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 Concording 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.

YOU HAVE: NEXT-GENERATION ACCUPLACER SCORES: Start with your scores on the next-generation ACCUPLACER test.	**YOU WANT: CLASSIC ACCUPLACER SCORES:** Find the related scores on the classic ACCUPLACER test	**USE THE FOLLOWING CONCORDANCE TABLE:**
Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS) (200-300)	**Elementary Algebra** (20-120)	**Table 2**
Next-Generation Reading (200-300)	**Reading Comprehension** (20-120)	**Table 3**

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 Concording 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.

YOU HAVE: CLASSIC ACCUPLACER SCORES: Start with your scores on the classic ACCUPLACER test.	**YOU WANT: NEXT-GENERATION ACCUPLACER SCORES:** Find your scores on the next-generation ACCUPLACER test.	**USE THE FOLLOWING CONCORDANCE TABLE:**
Elementary Algebra (20-120)	**Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS)** (200-300)	**Table 4**
Reading Comprehension (20-120)	**Next-Generation Reading** (200-300)	**Table 5**

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

WISCONSIN TECHNICAL COLLEGE SYSTEM

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

Wisconsin Technical College System
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	MORAINE PARK	NICOLET AREA	NORTHCENTRAL	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											■					
Electical Line Worker		■										■				
Funeral Director								■								
Metering Technician							■									
Substation Electrician												■				
Wastewater Treatment Operator				■					■							