

STANDARDS OF APPRENTICESHIP

DEVELOPED BY
FLORIDA FINISHING TRADES INSTITUTE JOINT
APPRENTICESHIP & TRAINING COMMITTEE

Affiliated With The:

INTERNATIONAL UNION
OF PAINTERS AND ALLIED TRADES
FINISHING TRADES INSTITUTE

FOR THE OCCUPATIONS OF

Painter - Decorator – SOC # 47-2141.00/RAPIDS # 0379HY/NAICS # 238320/Term 4572-7052

Painter, Industrial Coating & Lining Application Specialist – SOC # 47-2141.00/RAPIDS # 2009HY/NAICS # 238320/Term 4632-6032

Dry-Wall Finisher (Taper) – SOC # 47-2082.00/RAPIDS # 0561HY/NAICS # 238310/Term 2482-4442

Glazier – SOC # 47-2121.00/RAPIDS # 0221HY/NAICS # 238150/Term 2512-4192

Floor Layer (Painters) - SOC # 47-2042.00/RAPIDS # 0199HY/NAICS # 238330/Term 4132-6032

Tradeshow Worker -SOC #47-4099.00 / RAPIDS # 2067HY Term 2,528 - 4,618

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APPROVED BY
FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF CAREER & ADULT
EDUCATION, APPRENTICESHIP SECTION

Jurisdictional Area: Statewide Jurisdiction. [Revised 2/21/20]

Time Based Program:	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
Competency Based Program:	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
Hybrid Program:	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
VA Approval Requested:	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Vocational Education Linkage:	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No

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FOREWORD

These International Union of Painters and Allied Trades Finishing Trades Institute Apprenticeship Standards have as their objective, the training of all occupations listed in these Standards skilled in all phases of the industry. The JATC recognizes that in order to accomplish this, there must be well-developed on-the-job learning combined with related instruction.

This recognition has resulted in the development of these Standards of Apprenticeship. They were developed in accordance with the basic standards recommended by the U.S. Department of Labor, Office of Apprenticeship, as a basis from which the Sponsor can work to establish an apprenticeship training program that meets the particular needs of the area.

DEFINITIONS

Apprentice: Any individual employed by the employer meeting the qualifications described in the Standards of Apprenticeship who has signed an Apprenticeship Agreement with the local *Sponsor providing* for training and related instruction under these Standards, and who is registered with the Registration Agency.

Apprentice Electronic Registration (AER): Is an electronic tool that allows for instantaneous transmission of apprentice data for more efficient registration of apprentices and provides Program Sponsors with a faster turnaround on their submissions and access to their apprenticeship program data.

Apprenticeship Agreement: The written agreement between the apprentice and the Joint Apprenticeship and Training Committee (JATC) (acting as agent for the employer), which sets forth the responsibilities and obligations of all parties with respect to the Apprentice's employment and training. Each Apprenticeship Agreement must be filed with the Registration Agency.

Certificate of Completion of Apprenticeship: The Certificate of Completion of Apprenticeship issued by the Registration Agency to those registered apprentices certified and documented as successfully completing the apprentice training requirements outlined in these Standards of Apprenticeship.

Collective Bargaining Agreement (CBA): The negotiated agreement between the Union and signatory Employers that sets forth the terms and conditions of employment.

Consultants: The JATC may request interested agencies or organizations to designate a representative to serve as a consultant. Consultants may be asked to participate without vote in conferences on special problems affecting the agencies or organizations they represent.

Director of Training: An individual designated by the JATC to oversee the day to day operations of the apprenticeship and training program, as well as, but not limited to the program's training records, apprentice and program compliance.

Electronic Media: Media that utilize electronics or electromechanical energy for the end user (audience) to access the content; and includes, but is not limited to, electronic storage media, transmission media, the Internet, extranet, lease lines, dial-up lines, private networks, and the physical movement of removable/transportable electronic media and/or interactive distance learning.

Participating Employer: Means any person or organization employing an apprentice whether or not such person or organization is a party to an Apprenticeship Agreement with the apprentice.

Employer Group: Any number of employers who are considered as approved training agents under these Apprenticeship Standards through a negotiated labor agreement, jointly or individually.

Finishing Trades Institute: The training entity for all crafts under the umbrella of the International Union of Painters and Allied Trades; and the name under which all District Council and Local Union standards shall be named. *The Florida Finishing Trades Institute.*

Hybrid Occupation: The hybrid approach measures the individual apprentice's skill acquisition through a combination of specified minimum number of hours of on-the-job-learning and the successful demonstration of competency as described in a work process schedule.

Joint Apprenticeship and Training Committee (JATC): Apprenticeship Committee means those persons designated by the sponsor to act as an agent for the sponsor in the administration of the program. A committee may be either joint or non joint as follows: A joint committee is composed of an equal number of representatives of the employer(s) and of the employees represented by a bona fide collective bargaining agent(s).

Journeyworker: A worker who has attained a level of skill, abilities and competencies recognized within an industry as having mastered the skills and competencies required for the occupation. (Use of the term may also refer to a mentor, technician, specialist or other skilled worker who has documented sufficient skills and knowledge of an occupation, either through formal apprenticeship or through practical on-the-job experience and formal training.)

O*NET-SOC Code: The Occupational Information Network (O*NET) codes and titles are based on the new Standard Occupational Classification (SOC) system mandated by the federal Office of Management and Budget for use in collecting statistical information on occupations. The O*NET classification uses an 8-digit O*NET-SOC code. Use of the SOC classification as a basis for the O*NET codes ensures that O*NET information can be readily linked to labor market information such as occupational employment and wage data at the national, State, and local levels.

On-The-Job Learning (OJL): Tasks learned on-the-job in which the apprentice must become proficient before a completion certificate is awarded. The learning must be through structured, supervised work experience.

Performance Improvement Plan: A document created by the JATC, with input from the apprentice, to identify the corrective actions necessary for an apprentice to demonstrate satisfactory progress in his or her apprenticeship training program.

Probationary Period: A defined period of time during which the apprenticeship agreement may be terminated by either party of the agreement upon written notice to the Registration Agency.

Program Sponsor: The individual District Council or Local Unions JATC in whose name the local Standards of Apprenticeship are registered, having the full responsibility for administration and operation of the apprenticeship program.

Registered Apprenticeship Partners Information Data System (RAPIDS): The Federal System which provides for the automated collection, retention, updating, retrieval and summarization of information related to Apprenticeship programs.

Registration Agency: The term “Department” & “Registration Agency” are synonymous and shall mean the, Division of Career & Adult Education – Apprenticeship, Florida Department of Education.

Related Instruction: An organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice’s occupation. Such instruction may be given in a classroom, through occupational or industrial courses, or by correspondence courses of equivalent value, electronic media, or other forms of self-study approved by the Registration Agency.

Standards Of Apprenticeship: This entire document including all appendices and attachments hereto, and any future modifications or additions approved by the Registration Agency.

Supervisor of Apprentice(s): An individual designated by the program sponsor to supervise or have charge and direction of an apprentice.

Transfer: A shift of apprenticeship agreement from one program to another or from one employer within a program to another employer within that same program, where there is agreement between the apprentice and the affected apprenticeship committee or program sponsor.

Union: Means the **District Council 78 Local 1010** and any of its affiliated Local Unions party to an appropriate labor agreement between the parties.

Work Processes: Tasks in which the apprentice must demonstrate proficiency before a completion certificate is granted.

SECTION I – PROGRAM ADMINISTRATION

Structure of the Joint Apprenticeship and Training Committee (JATC)

The International Union of Painters and Allied Trades (IUPAT) Florida Finishing Trades Institute (FFTI), Joint Apprenticeship and Training Committee (JATC), in whose name these Standards of Apprenticeship are registered, shall be composed of an equal number of representatives appointed by management and the union. The JATC shall be comprised of at least three (3) representatives and one (1) alternate appointed by management and at least three (3) representatives and one (1) alternate appointed by the union. A Quorum shall consist of no less than one (1) representative of the employers and one (1) representative of the union.

Technical assistance - such as that from the U.S. Department of Labor, Office of Apprenticeship, State Apprenticeship Agencies, and vocational schools – may be requested to advise the JATC.

Administrative Procedures:

- A. The JATC will elect Co-Chairs one representing Management and one representing Labor, and will determine the time and place of regular meetings which will take place every four (4) months.
- B. The Co-Chairs will have the power to vote on all questions affecting apprenticeship.
- C. The Co-Chairs should rotate among members of the JATC.

Responsibilities of the Joint Apprenticeship and Training Committee:

- A. Establish and register Standards of Apprenticeship with the Registration Agency, and ensure adherence thereto.
- B. Coordinate development of Standards of Apprenticeship with IUPAT/FTI and follow IUPAT/FTI prescribed procedures for approval and recognition of Standards of Apprenticeship prior to submittal to the Registration Agency.
- C. Establish and maintain rules and requirements governing the policies, administration, supervision, and training of apprentices. The rules and requirements shall be in conformity with the Collective Bargaining Agreement (CBA) and with the Apprenticeship Standards. A copy of the standards, rules and requirements, shall be provided to the Registration Agency and the Apprentice. Modifications must also be provided to the Apprentice and the Registration Agency.

- D. Determine the need for new apprentices, including when apprenticeship openings will be available and selecting apprentices in accordance with the Selection Procedures attached hereto and made a part of the Apprenticeship Standards.
- E. Initiate and sign all Apprenticeship Agreements and forward them to the Registration Agency for registration. In addition, the FFTI will notify the Registration Agency, IUPAT/FTI, employer, and other appropriate parties of the cancellation, suspension, extension, reinstatement, or completion of apprentices.
- F. Arrange for apprentices to receive the required On-the-Job Learning (OJL) and the Related Instruction (RI) that will provide them with the diversity of training delineated in the attached Program of Study.
- G. Monitor and evaluate the apprentices' progress, including the review of apprentices' records to insure apprentices are fulfilling their responsibilities under the program. Further, the FFTI JATC will review, approve, and document all apprentice actions including: hours, content, and progress of OJL and RI; wage progressions; disciplinary actions; evaluations; corrective action plans; successful completions; cancellations; and any other performance or attendance-related issues.
- H. Hear and adjust complaints regarding Apprenticeship Agreement violations.
- I. Where applicable, certify that the apprentice has completed the requirements for an Interim Credential, and submit the certification to the Registration Agency and the IUPAT/FTI with the request for the issuance of the appropriate Interim Credential. **Not applicable in Florida.**
- J. Certify that the apprentice has completed both the required OJL and RTI, and submitting the certification to the Registration Agency and the IUPAT/FTI with the request for the issuance of a Certificate of Completion of Apprenticeship.
- K. Annually review and update or modifying (if deemed necessary) the Affirmative Action Plan (Appendix C), good faith efforts, selection procedures and the Apprenticeship Standards. Such review will include an analysis of the FFTI JATC's success in meeting its goals, the good faith effort made, and the impact each element of the Affirmative Action Plan and Selection Procedures had on meeting the goals.

- L. Maintain all records relating to the recruitment, selection, employment and training of apprentices for a minimum of five years from the last date of action.
- M. Administer and operate a continuing education program for Journeyworkers.
- N. Ensure that all funds for the operation of the apprenticeship and training program(s) are held in a jointly administered Trust Fund established by the local Collective Bargaining Agreement(s) and operated as set forth in the Declaration of Trust and in accordance with applicable law.
- O. Provide apprentices with a copy of the written rules and policies and the apprentice will sign an acknowledgment receipt of same. This procedure will be followed whenever revisions or modifications are made to the rules and policies.

SECTION II - EQUAL OPPORTUNITY PLEDGE - Title 29 CFR 29.5(b) (21) and 30.3(b)

The program standards must contain provisions that address:

Compliance with 29 CFR part 30, including the equal opportunity pledge prescribed in 29 CFR 30.3(c); an affirmative action program complying with 29 CFR 30.4; and a method for the selection of apprentices complying with 29 CFR 30.10, or compliance with parallel requirements contained in a State plan for equal opportunity in apprenticeship adopted under 29 CFR part 30 and approved by the Department. The apprenticeship standards must also include a statement that the program will be conducted, operated and administered in conformity with applicable provisions of 29 CFR part 30, as amended, or if applicable, an approved State plan for equal opportunity in apprenticeship.

For each registered apprenticeship program, a sponsor is required to take affirmative steps to provide equal opportunity in apprenticeship. [Revised 3/20/20]

SECTION III - AFFIRMATIVE ACTION PLAN – Title 29 CFR 29.5(b)(21) and 30.4

If the employer employs five or more apprentices, the JATC will adopt an Affirmative Action Plan and Selection Procedures as required under Title 29, CFR part 30. It will be attached as Appendix C.

SECTION IV - QUALIFICATIONS FOR APPRENTICESHIP – Title 29 CFR 29.5(b)(10)

Apprenticeship applications will be accepted on the basis that applicants have met and shown documented proof of all required minimum qualifications at the time of application.

Apprenticeship applicants must meet the following minimum qualifications:

A. Age

All applicants must be at least eighteen (18) years of age **except as noted below*. Applicants are required to submit reliable proof of age (e.g., a driver's license, birth certificate or other acceptable documentation).

B. Education

A high school diploma or GED is required. Applicants are required to submit reliable proof of education (e.g., a high school transcript or GED scores).

All applicants must possess sufficient educational knowledge to satisfactorily complete the OJL and RI.

All applicants must be able to read write and speak the English language.

C. Physical

The Applicant shall be physically capable of performing the essential functions of the chosen trade without posing a direct threat to the health and safety of themselves or any other individuals, with reasonable accommodations.

**An applicant who is seventeen (17) years of age and is participating in a school-to-work program or equivalent and who otherwise meets all qualifications may be rated and ranked and placed on the Pool of Eligible's list. Such an applicant must provide proof that a high school diploma or GED has been awarded and must be eighteen (18) years of age prior to being registered by the sponsor.*

SECTION V - SELECTION OF APPRENTICES – Title 29 CFR 30.5

Selection into the apprenticeship program will be in accordance with the selection procedures made a part of these Standards (Appendix D).

SECTION VI - APPRENTICESHIP AGREEMENT - Title 29 CFR 29.3(d) and (e) and 29.5(b)(11)

Prior to employment as an apprentice or enrollment in RI or OJL, the selected apprentice and an authorized representative of the JATC will sign a written Apprenticeship Agreement (Appendix B). The JATC will immediately submit the

Apprenticeship Agreement to the Registration Agency for approval and registration. Such agreement will contain a statement making the terms and conditions of these standards a part of the agreement as though expressly written therein. A copy of each Apprenticeship Agreement will be furnished to the apprentice, the JATC, the Registration Agency, the employer and the union, if appropriate.

An additional copy of the Apprenticeship Agreement will be provided to the Veteran's State Approving Agency for those veteran apprentices desiring access to any benefits to which they may be entitled.

Prior to signing the Apprenticeship Agreement, each selected applicant will be given an opportunity to read and review these Standards, the JATC's written rules and policies, the Apprenticeship Agreement, and the sections of the Collective Bargaining Agreement (CBA) that pertain to apprenticeship.

The Registration Agency will be advised within forty-five (45) days of the execution of each Apprenticeship Agreement and will be given all the information required for registering the apprentice.

SECTION VII - RATIO OF APPRENTICES TO JOURNEYWORKERS - Title 29 CFR 29.5(b)(7)

To ensure proper supervision & training, each employer may employ not more than one apprentice for the employer in each apprenticeable occupation, and two apprentices for each three journeymen thereafter. It shall be the responsibility of the committee/sponsor to ensure the allowable ratio is maintained.

SECTION VIII – TERM OF APPRENTICESHIP – Title 29 CFR 29.5(b)(2)

The term of the apprenticeship shall be a period of reasonably continuous employment, including the probationary period, as prescribed in the OJL schedule found within Appendix A of these standards. The occupations listed in the apprenticeship shall be a combination of **a range of hours** of OJL, plus a minimum of 144 hours of RI annually. In the event the apprentice is required to work overtime, he/she shall receive credit on his term of apprenticeship for only the actual hours worked.

An apprentice, who by exceptional aptitude or as a result of past education and/or practical experience achieves the desired level of competency in a phase of the apprenticeship program in less than the time designated, may be advanced to the next phase with the formal approval of the JATC. The determination of such advancement is outlined in the competencies for each craft. It is the responsibility

of the FFTI JATC to confirm that all competencies have been satisfactorily met, within the guidelines of these standards.

SECTION IX - PROBATIONARY PERIOD – Title 29 CFR 29.5(b)(8), (b)(20)

Apprentices shall be subject to a probationary period during the first 1000 hours of the apprenticeship program.

During the probationary period either the apprentice or the JATC may terminate the Apprenticeship Agreement, without stated cause, by notifying the other party in writing.

The records for each probationary apprentice shall be reviewed by the JATC prior to the end of the probationary period. Records may consist of periodic reports regarding progression made in both the OJL and related instruction and any disciplinary action taken during the probationary period. Any probationary apprentice evaluated as satisfactory after such review shall be given full credit for the probationary period and continue in the program.

Prior to the end of the probationary period, the JATC must act on each probationary apprentice to end the probation, extend the probation, or cancel the apprenticeship agreement. All interested parties shall be notified of such action.

After the probationary period, the apprenticeship agreement may be canceled at the request of the apprentice, or may be suspended or canceled by the JATC for reasonable cause after documented due notice to the apprentice and a reasonable opportunity for corrective action. In such cases, the JATC will provide written notice to the apprentice and to the Registration Agency of the final action taken.

SECTION X - HOURS OF WORK

Apprentices will generally work the same hours as journeyworkers except that no apprentice will be allowed to work overtime or out of town if it interferes with attendance in related instruction classes.

Apprentices who do not complete the required hours of OJL during a given segment will have the term of that segment extended until the required number of hours of training are accrued.

SECTION XI - APPRENTICE WAGE PROGRESSION – Title 29 CFR 29.5(b)(5)

Apprentices will be paid a progressively increasing schedule of wages during their apprenticeship based on the acquisition of increased skill and competence on-the-

job and in related instruction. Before an apprentice is advanced to the next segment of training or to journeyworker status, the JATC will evaluate all progress to determine whether advancement has been earned by satisfactory performance in their OJL and in related instruction courses. In determining whether satisfactory progress has been made, the JATC will be guided by the work experience and related instruction records and reports.

The progressive wage schedule will be an increasing percentage of the journeyworker wage rate as established in the CBA. In no case will the starting wages of apprentices be less than that required by any minimum wage law which may be applicable.

SECTION XII - CREDIT FOR PREVIOUS EXPERIENCE - Title 29 CFR 29.5(b)(12) and 30.4(c)(8)

The FFTI JATC may grant credit towards the term of apprenticeship to new apprentices who demonstrate previous acquisition of skills or knowledge equivalent to the competencies established under these Standards.

Apprentice applicants seeking credit for previous experience gained outside the supervision of the JATC must submit such a request at the time of application and furnish such records, affidavits, and other such materials as may be required by the JATC to document their previous employment, training, and experience. Such applicants will be required to demonstrate their hands-on proficiencies as well as be subject to a formal written and/or electronic assessment(s) to substantiate the claim. The FFTI JATC will utilize standardized assessment instruments provided by the IUPAT/FTI to determine the knowledge, skills and competencies of apprentice applicants seeking credit for previous experience.

Applicants requesting such credit who are selected into the apprenticeship program shall start at the beginning wage rate. If credit is granted, it shall be given with the formal approval of the JATC. The request for credit will be evaluated and a determination made by the JATC during the probationary period when actual on-the-job and related instruction performance can be examined. Prior to completion of the probationary period, the amount of credit to be awarded will be determined after review of the apprentice's previous work and training/education record and evaluation of the apprentice's performance and demonstrated skill and knowledge during the probationary period.

An apprentice granted credit shall be advanced to the wage rate designated for the level to which such credit accrues. The granting of advanced standing will be uniformly applied to all apprentices, no more than 50% of the program duration can be awarded to an Apprentice. If more, program sponsor will submit letter of request to the Registration Agency. The Registration Agency will be advised of any credit granted and the wage rate to which the apprentice is advanced.

Applicants who successfully complete the application process for apprenticeship and have successfully completed the Job Corps Program or are entering through recognized preparatory programs (including the Helmets to Hardhats Program, other Veterans Programs, Pre-Apprenticeship Programs and Native American Programs) shall be evaluated, in terms of their prior experience, through hands-on assessments as well as be subject to a formal written and/or electronic assessment(s). They will then be placed within the program at the point that corresponds with their proven experience.

SECTION XIII - WORK EXPERIENCE – Title 29 CFR 29.5(b)(3) and 30.8

During the apprenticeship the apprentice will receive such OJL and related instruction in all phases of the occupation necessary to develop the skill and proficiency of a skilled journeyworker. The OJL will be under the direction and guidance of the supervisor of the apprentice(s).

SECTION XIV - RELATED INSTRUCTION-ASSURANCE QUALIFIED TRAINERS – Title 29 CFR 29.5(b)(4)

During each segment of training, apprentices are required to attend classes in subjects related to their chosen occupation as outlined in Appendix A. Provision for organized, related instruction in technical subjects related to the occupation. A minimum of 144 hours for each year of apprenticeship is recommended. This instruction in technical subjects may be accomplished through media such as classroom, occupational or industry courses, electronic media, or other instruction approved by the Registration Agency. The JATC will secure the instructional aids and equipment it deems necessary to provide quality instruction. Apprentices will not be paid for hours spent attending RI classes unless approved for payment by the FFTI JATC.

If applicable, the JATC will inform each apprentice of the availability of college credit.

Any apprentice who is absent from related instruction classes, unless officially excused, will satisfactorily complete all course work missed before being advanced to the next period of training. In cases of failure of an apprentice to fulfill the obligations regarding related instruction (or OJL) without due cause, the JATC will take appropriate disciplinary action and may terminate the Apprenticeship Agreement after due notice to the apprentice and opportunity for corrective action.

To the extent possible, related instruction will be closely correlated with the practical experience and training received on-the-job. The JATC will monitor and document the apprentice's progress in related instruction classes.

Every instructor providing Related Technical Instruction to Apprentices must:

- 1) Meet the Department requirements for a career-technical instructor per Section 1012.55 F.S.; or
- 2) Be a subject matter expert, who is an individual recognized within an industry as having expertise in a specific occupation, as demonstrated by being a Journeyworker; or
- 3) Hold the licensure or certification required in the given occupation.

All instructors must have training in teaching techniques and adult learning styles, which must occur before the apprenticeship instructor has started to provide the Related Technical Instruction. **6A-23.004(2) (n) FAC** [Revised 3/20/20]

Location where RI classes occur: 2153 W. Oak Ridge Road, Orlando, FL 32809 / 8840 US Hwy 301, Riverview, FL 33578 / 1300 S. Andrews Ave., Pompano Beach, FL 33069. [Revised 2/21/20]

SECTION XV - SAFETY AND HEALTH TRAINING – Title 29 CFR 29.5(b)(9)

The program standards must contain provisions that address:
Adequate and safe equipment and facilities for training and supervision, and safety training for apprentices on the job and in related instruction. [Revised 3/20/20]

SECTION XVI - SUPERVISION OF APPRENTICES – Title 29 CFR 29.5(b)(14)

The JATC will be responsible for the training of the apprentice on the job. Apprentices will be under the general supervision of the JATC and under the direct supervision of the journeyworker to whom they are assigned. The supervisor of apprentice(s) designated by the employer will be responsible for the apprentice's work assignments, and will ensure the apprentice is working under the supervision of a skilled journeyworker, evaluation of work performance, and completion and submittal of progress reports to the JATC.

No apprentice will be allowed to work without direct journeyworker supervision.

SECTION XVII - RECORDS AND EXAMINATIONS – Title 29 CFR 29.5(b)(6)

Each apprentice may be responsible for maintaining a record of his/her work experience/training on-the-job and in related instruction and for having this record verified by his/her supervisor at the end of each week. The apprentice will authorize an effective release of their completed related instruction records from the local school authorities to the JATC. The record cards and all data, written records of progress evaluations, corrective and final actions pertaining to the apprenticeship, will be maintained by and will be the property of the JATC. This record will be included in each apprentice's record file maintained by the JATC.

Before each period of advancement, or at any other time when conditions warrant, the JATC will evaluate the apprentice's record to determine whether he/she has made satisfactory progress. If an apprentice's related instruction or on-the-job progress is found to be unsatisfactory, the JATC may determine whether the apprentice will continue in a probationary status, or require the apprentice to repeat a process or series of processes before advancing to the next wage classification. In such cases, the JATC will initiate a performance improvement plan with the apprentice.

Should it be found that the apprentice does not have the ability or desire to continue the training to become a journeyworker, the JATC will, after the apprentice has been given adequate assistance and opportunity for corrective action, terminate the Apprenticeship Agreement.

SECTION XVIII – MAINTENANCE OF RECORDS - Title 29 CFR 29.5(b)(23)

The FFTI JATC, in whose name these Standards of Apprenticeship are registered, will maintain for a period of five (5) years from the date of last action, all records relating to apprentice applications (whether selected or not), the employment and training of apprentices, and any other information relevant to the operation of the program. This includes, but is not limited to, records on the recruitment, application and selection of apprentices, and records on the apprentice's job assignments, promotions, demotions, layoffs, terminations, rates of pay or other forms of compensation, hours of work and training, evaluations, and other relevant data.

The records will permit the identification of minority and female (minority and non-minority) participants. These records will be made available upon request to the Registration Agency.

SECTION XIX - CERTIFICATE OF COMPLETION OF APPRENTICESHIP – Title 29 CFR 29.5(b)(15)

Upon satisfactory completion of the requirements of the apprenticeship program as established in these Standards, the JATC will so certify in writing to the Registration Agency and request that a Certificate of Completion of Apprenticeship be awarded to the completing apprentice(s). Such requests will be accompanied by the appropriate documentation for both the OJL and the related instruction as may be required by the Registration Agency.

SECTION XX - NOTICE TO REGISTRATION AGENCY – Title 29 CFR 29.3(2)(d) and (e) and 29.5(b)(19)

The Registration Agency will be notified within forty-five (45) days of all new apprentices to be registered, credit granted, suspensions for any reason, reinstatements, extensions, modifications, completions, cancellations, and terminations of Apprenticeship Agreements and causes.

SECTION XXI - CANCELLATION AND DEREGISTRATION – Title 29 CFR 29.5(b)(18)

These Standards will, upon adoption by the JATC, be submitted to the Registration Agency for approval. Such approval will be acquired before implementation of the program.

The Florida Finishing Trades Institute JATC reserves the right to discontinue at any time the apprenticeship program set forth herein. The Registration Agency and the IUPAT/FTI will be notified promptly in writing of any decision to cancel the program.

Deregistration of these Standards may be initiated by the Registration Agency for failure of the JATC to abide by the provisions herein. Such deregistration will be in accordance with the Registration Agency's regulations and procedures.

Within fifteen (15) days of cancellation of the apprenticeship program (whether voluntary or involuntary), the FFTI JATC will notify the IUPAT/FTI and each apprentice of the cancellation and the effect of same. This notification will conform to the requirements of Title 29, CFR part 29.7.

SECTION XXII - AMENDMENTS OR MODIFICATIONS – Title 29 CFR 29.5(b)(18)

These Standards may be amended or modified at any time by the FFTI JATC provided that no amendment or modification adopted will alter any Apprenticeship Agreement in force at the time without the consent of all parties. Such amendment or modification will be submitted to the IUPAT/FTI for approval before being submitted to the Registration Agency for approval and registration prior to being placed in effect. Such submission shall include an explanation of the reason for the amendment, be it regulatory, programmatic, or other. A copy of each amendment or modification adopted will be furnished to each apprentice to whom the amendment or modification applies.

SECTION XXIII - ADJUSTING DIFFERENCES/COMPLAINT PROCEDURE –
Title 29 CFR 29.5(b)(22) and 30.11

The FFTI JATC will have full authority to supervise the enforcement of these Apprenticeship Standards. Its decision will be final and binding on the employer, the local union, and the apprentice, unless otherwise noted below.

If an applicant or an apprentice believes an issue exists that adversely affects his/her participation in the apprenticeship program or violates the provisions of the Apprenticeship Agreement or Standards, relief may be sought through one or more of the following avenues, based on the nature of the issue:

Title 29 CFR 29.7(k)

For issues regarding wages, hours, working conditions, and other issues covered by the CBA, apprentices may seek resolution through the applicable Grievance and Arbitration procedures contained in the Articles of the CBA.

The JATC will hear and resolve all complaints of violations concerning the Apprenticeship Agreement and the registered Apprenticeship Standards, for which written notification is received within fifteen (15) days of violations. The JATC will make such rulings as it deems necessary in each individual case and within thirty (30) days of receiving the written notification. Either party to the Apprenticeship Agreement may consult with the Registration Agency for an interpretation of any provision of the Standards over which differences occur. The name and address of the appropriate authority to receive, process and make disposition of complaints is: ***Florida Finishing Trades Institute JATC, Director of Training, 2153 W Oakridge Rd, Orlando, FL 32809***

If the apprentice believes the JATC did not resolve the issue to his/her satisfaction, the apprentice may appeal to the Registration Agency. The apprentice and his Participating Employer shall be notified by the Sponsor within five (5) business days of the date of any proposed adverse action, with stated opportunity to the apprentice during such period for corrective action.

Title 29 CFR 30.11

Any apprentice or applicant for apprenticeship who believes he/she has been discriminated against on the basis of race, color, religion, national origin, or sex with regard to apprenticeship or that the equal opportunity standards with respect to his/her selection have not been followed in the operation of the apprenticeship program, may personally or through an authorized representative contact the Federal Equal Employment Opportunity Commission (EEOC), or the Registration Agency.

The complaint will be in writing and will be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated against, the Program Sponsor involved, and a brief description of the circumstances of the failure to apply equal opportunity standards.

The complaint must be filed not later than one hundred and eighty days (180) from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and in case of complaints filed directly with the review body designated by the Program Sponsor to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur within the time limitation stated above or thirty (30) days from the final decision of such review body, whichever is later. The time may be extended by the Registration Agency for good cause shown.

Complaints of discrimination in the apprenticeship program may be filed and processed under Title 29, CFR part 30, and the procedures as set forth above.

The JATC will provide written notice of its complaint procedure to all applicants for apprenticeship and all apprentices.

SECTION XXIV - COLLECTIVE BARGAINING AGREEMENTS – Title 29 CFR 29.11

Nothing in this part or in any apprenticeship agreement will operate to invalidate:

- (a) Any apprenticeship provision in any collective bargaining agreement between employers and employees establishing higher apprenticeship standards; or
- (b) Any special provision for veterans, minority persons, or women in the standards, apprentice qualifications or operation of the program, or in the apprenticeship agreement, which is not otherwise prohibited by law, Executive Order, or authorized regulation.

SECTION XXV - TRANSFER OF AN APPRENTICE AND TRAINING OBLIGATION - Title 29 CFR 29.5(13)

The transfer of an apprentice between apprenticeship programs and within an apprenticeship program must be based on agreement between the apprentice and the affected apprenticeship committee or program sponsors, and must comply with the following requirements:

- A. The transferring apprentice must be provided a transcript of related instruction and on-the-job learning by the committee or program sponsor;
- B. Transfer must be to the same occupation; and

- C. A new apprenticeship agreement must be executed when the transfer occurs between the program sponsors.

In the event the Sponsor is unable to fulfill its obligation under the Apprenticeship Agreement due to lack of work or failure to conform to these Standards, the Sponsor will make every effort to refer the apprentice with his/her consent to another Participating Employer. This will provide the apprentice an opportunity for continuous employment and completion of his/her apprenticeship program. The apprentice must receive credit from the new employer for the training already satisfactorily completed.

SECTION XXVI - RESPONSIBILITIES OF THE APPRENTICE

Apprentices, having read these Standards formulated by the JATC and signed an Apprenticeship Agreement with the JATC agree to all the terms and conditions contained therein and agree to abide by the JATC's rules and policies, including any amendments, serve such time, perform such manual training, and study such subjects as the JATC may deem necessary to become a skilled **Painter-Decorator, Glazier, Dry-Wall Finisher (Taper), Floor Layer (Painters) & Painter, Industrial Coating & Lining Application Specialist.**

In signing the Apprenticeship Agreement, apprentices assume the following responsibilities and obligations under the apprenticeship program:

- A. Keep the Director of Training and/or training office, as designated by the JATC, informed of his/her current contact information, including but not limited to, address, phone number(s), and name changes.
- B. Perform diligently and faithfully the work of the occupation and such other duties as may be assigned by the employer and the JATC in accordance with the provisions of these Standards.
- C. Respect the property of the employer and not waste, damage or injure such property.
- D. Abide by all working rules and regulations of the employer, the union, and the JATC, including but not limited to drug and alcohol policies.
- E. Attend and satisfactorily complete the required hours in OJL and in related instruction in subjects related to the occupation, as provided under these Standards.
- F. Maintain and make available such records of work experience and training received on-the-job and in related instruction as may be required by the Sponsor.

- G. Develop and practice safe working habits and work in such a manner as to assure his/her personal safety and that of other workers.
- H. Work safely at all times and comply with all company and legislative requirements.
- I. Maintain a professional, credible, ethical and moral manner at all times.
- J. Work for the employer to whom the apprentice is assigned for the completion of apprenticeship, unless reassigned to another employer or the Apprenticeship Agreement is terminated by the JATC.

SECTION XXVII - TECHNICAL ASSISTANCE

Technical Assistance, such as that from the U.S. Department of Labor, Office of Apprenticeship, State Apprenticeship Agencies, and vocational schools, may be requested to advise the JATC.

The JATC is encouraged to invite representatives from industry, education, business, private and/or public agencies to provide consultation and advice for the successful operation of their training program.

Advice and assistance in the successful operation and implementation of these apprenticeship standards will be available at any time, upon request, from: the International Finishing Trades Institute trustees and staff; the International Union of Painters and Allied Trades; and the Finishing Contractors Association.

SECTION XXVIII – SIGNATURE PAGE ADOPTING APPRENTICESHIP STANDARDS:

The Florida Finishing Trades Institute JATC hereby adopts these Standards of Apprenticeship on this __ Day of _____.

Nikitas Manias (Co-Chair Management)
CL Coatings

Walter Ilczyszyn (Co-Chair Labor)
I.U.P.A.T. District Council 78

Bruce Wohl (Management Trustee)
Boyd Hart Company

Jack Plettinck (Labor Trustee)
I.U.P.A.T. District Council 78

Tom Troffer (Management Trustee)
Buena Vista Construction Company

Alex Vargas (Labor Trustee)
I.U.P.A.T. District Council 78

Tony Zaronias (alternate)
CL Coatings

James Andrew Bott (alternate)
I.U.P.A.T. District Council 78

SIGNATURE AUTHORITIES

FOR COMMITTEE: * **Albert Trombetta** _____

** **Chelsea Taylor** _____

Title: *Director ** Administration _____

[Revised 2/21/20]

Affiliation: I.U.P.A.T. DC 78 FTI. _____

REVIEWED BY:

Steven H. Lindas
Apprenticeship & Training Representative

Date

REVIEWED

APPROVED

REGISTERED

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF CAREER AND ADULT EDUCATION - APPRENTICESHIP

Authorized Official - Registration Agency

Date

Appendix A

INTERNATIONAL UNION OF PAINTERS AND ALLIED TRADES FINISHING TRADES INSTITUTE (IUPAT/FTI) (Location: Florida Finishing Trades Institute)

Programs of Study

Core Curriculum

Program Competencies

IUPAT/FTI Core Curriculum Program of Study

The Core Curriculum program of the IUPAT/Finishing Trades Institute is designed to provide a foundation on which apprentices in multiple crafts will be exposed to a uniform body of theoretical knowledge and practical skills needed to be a successful crafts person in the finishing trades.

While participating in the core curriculum program of study, apprentices will be exposed to On-the-Job Learning (OJL) and Related Instruction (RI) in the following disciplines:

- 1.0 Introduction to the Union and Construction Trades
- 2.0 Health and Safety in the Construction Trades
- 3.0 Leadership and Professional Development

Apprentices will be assessed on their acquisition of knowledge, skills and abilities in the core curriculum through hands-on and written tests as well as On-the-Job Learning (OJL) performance measures.

Additionally, the apprentices will integrate their Core knowledge, skills and abilities into the pursuit of specific occupational training throughout the term of their apprenticeship. This program specific training is designed to build the technical and professional skills needed by the apprentice to successfully perform his/her occupation.

The occupations represented in the Finishing Trades Apprenticeship Program are:

- 5.0 Dry-Wall Finisher (Taper)
- 6.0 Floor Layer (Painters)
- 7.0 Glazier
- 9.0 Painter-Decorator
- 4.0 Painter, Industrial Coating and Lining Application Specialist
- 11.0 Tradeshow Worker

[Revised 3/24/20]

Core Curriculum Program Competencies

Apprentices successfully completing an apprenticeship program will be proficient in the following competencies identified in the Core Curriculum:

1.0 Introduction to the Union and Finishing Trades

- Analyze the IUPAT's role in the labor movement from 1887 to the Present.
- Identify the organizational responsibilities of the IUPAT to its members.
- Demonstrate the individual's responsibilities as an IUPAT member.
- Recognize the structure of the IUPAT at the International, District Council, and Local Union levels.
- Display good character and ethical behavior in all matters personal and professional.
- Demonstrate effective skills and knowledge using computers and related technology and applications.
- Utilize trade-related tools and equipment.
- Interpret drawings related to the finishing trades.
- Apply trade math calculations on the job.
- Demonstrate sustainable/green building design awareness on all construction sites and in all trade practices.

2.0 Health and Safety

- Recognize and apply the fundamentals of worker and jobsite safety (OSHA) on the construction site.
- Perform the proper application of First Aid, CPR, and AED on the job.
- Display healthy ergonomic practices in the workplace and on the construction site.
- Demonstrate awareness and lead-safe work practices on the jobsite.

3.0 Leadership and Professional Development

- Clearly and appropriately express ideas and other information through good oral, listening and writing skills to all levels of personnel.
- Demonstrate creativity, integrity and other influential qualities and characteristics necessary to successfully lead as a foreman, project manager or jobsite supervisor.
- Execute planning and organizational skills necessary to successfully complete a job on time and on budget.
- Recognize and apply emerging technologies in the occupation in order to elevate the industry.

Suggested Program of Study for the Core Curriculum Competencies

The IUPAT/FTI Program of Study for the Core Competencies OJL and Related Instruction is outlined below. Under this hybrid approach an apprentice must participate in the indicated minimum number of hours of OJL for each category of the program. The Program Sponsor is responsible for determining the number of RTI hours that an apprentice must participate in based on the FTI guidance, local needs, and the mandated minimum of 144 hours per year (29 CFR 29.5(b)(4)).

CATEGORY #	CATEGORY NAME	OJL HOURS	RI HOURS
1.1	History of IUPAT		4
1.2	Survival of the Fittest	16	2
1.3	Green Building Awareness		4
1.4	Sexual Harassment		2
1.5	Math for the Construction Trades		12
1.6	Basic Computing		4
1.7	Architectural Drawings/Blueprint Reading		16
2.1	Introduction to Health and Safety	16	10
2.2	First Aid/CPR/AED		8
2.3	Ergonomics		4
2.4	Respiratory Protection		4
2.5	Lead Abatement Awareness for the Lead Worker		8
2.6	Hand and Power Tool Safety Awareness		6
3.1	Communication Skills		4
3.2	Foreman Training		2
3.3	Project Management		4
3.4	Supervisor Training Program (STP)		2
		32	96

Core Curriculum Course Competencies

This table identifies the Core curriculum course competencies which the apprentices will successfully complete during their apprenticeship.

Module 1.0 – Introduction to the Union and Construction Trades

1.0	INTRODUCTION TO THE UNION AND CONSTRUCTION TRADES	
1.1	HISTORY OF IUPAT (LABOR HISTORY)	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 4 hours
	<ul style="list-style-type: none"> This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> Identify the historical reasons for unionization. Describe the strengths and weaknesses of the labor movement in the U.S. Describe the union structure and its activities. Explain how unions promote the trade and serve its members Understand the union’s impact on economic issues, corporation, productivity, and distribution of wealth. Identify and explain the most significant labor laws of the 1900s. Analyze the impact the labor movement has had on social and political reform. Evaluate the IUPAT’s role in the labor movement from 1887 to the Present.
1.2	SURVIVAL OF THE FITTEST (SOF)	
	On-the-Job Learning (OJL) – 16 hours	Related Instruction (RI) – 2 hours
	<ul style="list-style-type: none"> Demonstrate the characteristics of a craft professional. Participate in union-related activities. 	<ul style="list-style-type: none"> Investigate the current state of the union’s market share. Discuss the personal rewards and consequences associated with the union’s market share. Describe successful strategies for unions to regain a market share in the construction industry. Identify and describe what the union provides on an ongoing basis to its members and affiliates. Identify the roles and responsibilities of the end users, contractors, union, and rank and file. Articulate the value that the union provides its members and affiliates. Describe the impact the IUPAT’s Top Workplace Performance (TWP) program has on shaping attitudes and performance. Discuss the generational changes in rank and file attitudes and behaviors.
1.3	GREEN BUILDING AWARENESS	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 4 hours
	<ul style="list-style-type: none"> This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> Describe sustainability and the social, environmental, and economic impact. Identify the benefits of sustainability. Explain the purpose of sustainability in commercial and residential buildings. Identify professional ‘green’ organizations. Identify elements of sustainability. Explain the importance of green practices.

		<ul style="list-style-type: none"> • Define green bid specifications. • Identify and interpret a green specification in a project manual. • Source and cost out green products. • Create a bid incorporating green products and practices. • Describe the elements involved with sustainable sites. • Describe water efficiency practices. • Determine energy and atmospheric requirements. • Identify and describe effective materials and resources. • Discuss indoor environmental quality standards. • Discuss the 'green' innovation and design process. • Identify and discuss the LEED-NC Process.
1.4	SEXUAL HARASSMENT	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 2 hours
	<ul style="list-style-type: none"> • This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> • Define sexual harassment. • Identify the law sexual harassment violates. • Identify characteristics of quid pro quo sexual harassment. • Identify characteristics of hostile environment sexual harassment. • Cite factors that contribute to the determination of whether behavior is sexual harassment. • Explain legal and other consequences of sexual harassment. • Identify effects of sexual harassment. • Identify costs associated with sexual harassment. • Discuss employer liability in harassment cases. • Identify United States' Supreme Court Landmark Cases.
1.5	MATH FOR CONSTRUCTION TRADES	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 12 hours
	<ul style="list-style-type: none"> • This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> • Add, subtract, multiply, and divide whole numbers, with and without a calculator. • Use a standard ruler, a metric ruler, and a measuring tape to measure. • Add, subtract, multiply, and divide fractions. • Add, subtract, multiply, and divide decimals, with and without a calculator. • Convert decimals to percentages and percentages to decimals. • Convert fractions to decimals and decimals to fractions. • Explain what the metric system is and how it is important in the construction trade. • Recognize and use metric units of length, weight, volume, and temperature. • Recognize some of the basic shapes used in the construction industry and apply basic geometry to measure them.
1.6	BASIC COMPUTING	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 4 hours

	<ul style="list-style-type: none"> This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> Describe the components of a computer system. Define microcomputer hardware in terms of its functions: input, output, processing, and storage. Describe how peripheral devices are connected to a microcomputer. Identify types of software and their functions and describe the difference between system software and application software. Navigate and use the Windows XP environment to open and use applications, manage documents, and identify and maintain resources. Access and navigate the World Wide Web to find information. Create, format, and edit documents using Microsoft® Word. Create, revise, and enhance business presentations using Microsoft® PowerPoint. Create, revise, and enhance spreadsheets using Microsoft® Excel.
1.7	ARCHITECTURAL DRAWINGS/BLEUPRINT READING	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 16 hours
	<ul style="list-style-type: none"> Locate trade information using blueprints Answer basic construction questions related to the layout and installation of materials at the jobsite. 	<ul style="list-style-type: none"> Define blueprint and blueprint reading. Define plans and specifications. Describe how plans and specifications are prepared. Describe the purpose and importance of a set of plans. Identify and define various parts of a set of plans. Identify the various views of a drawing that are included in a set of plans and their relationship to each other. Identify and define material symbols, abbreviations, and lines used in drawings. Define the meaning of scale. Use fractional rule to calculate measurements. Explain how an architect's scale is used to measure lines. Use the architect's scale to determine the actual length of a scaled line. Recognize, locate, and determine missing dimensions. Describe proper handling procedures for plans and drawings.

Module 2.0 – Health and Safety

2.0	HEALTH AND SAFETY	
2.1	INTRODUCTION TO HEALTH AND SAFETY	
	On-the-Job Learning (OJL) – 16 hours	Related Instruction (RI) – 10 hours
	<ul style="list-style-type: none"> • Inspect PPE to determine if it is safe to use (PPE should include safety goggles, hard hat, gloves, safety harness, and safety shoes). • Properly don and doff PPE (safety goggles, hard hat, and personal fall protection). • Demonstrate safe lifting procedures. • Set up an extension ladder properly. • Demonstrate three-point contact on a ladder. 	<ul style="list-style-type: none"> • Explain the idea of a safety culture and its importance in the construction crafts. • Identify causes of accidents and the impact of accident costs. • Explain the role of OSHA in job-site safety. • Locate OSHA Standards references applicable to specific hazardous conditions and practices. • Recognize the aspects of 1926 Subpart C (General Safety and Health Provisions). • State the purpose of the OSHA Act and list the functions of OSHA. • List the OSHA inspection priorities and describe the inspection process. • Describe the rights and responsibilities of employers and employees under the OSHA Act. • Recognize hazard recognition and risk assessment techniques. • Explain fall protection, ladder, stair, and scaffold procedures and requirements. • Identify struck-by hazards and demonstrate safe working procedures and requirements. • Identify caught-in-between hazards and demonstrate safe working procedures and requirements. • Define safe work procedures to use around electrical hazards. • Demonstrate the use and care of appropriate personal protective equipment (PPE). • Explain the importance of hazard communications (Haz Com) and Material Safety Data Sheets (MSDSs). • Identify other construction hazards on your job site, including hazardous material exposures, environmental elements, welding and cutting hazards, confined spaces, and fires.
2.2	FIRST AID/CPR/AED	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 8 hours
	<ul style="list-style-type: none"> • This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> • Demonstrate how to minimize the risk of disease transmission when giving care. • Demonstrate how to check an unconscious person for life-threatening and non-life threatening conditions. • Demonstrate how to give cardiopulmonary resuscitation (CPR) to a person.

		<ul style="list-style-type: none"> • Demonstrate how to care for a person who is not breathing and/or choking. • Describe when and how to use an AED.
2.3	ERGONOMICS	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 4 hours
	<ul style="list-style-type: none"> • This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> • Describe ergonomics and its importance in the workplace. • Describe the benefits of implementing an ergonomic program. • Identify and describe ergonomic related injuries and related musculoskeletal disorders that can occur in an office setting. • Identify and describe ergonomic related injuries and related musculoskeletal disorders that can occur in a construction workplace. • Recognize and describe risk factors that can cause musculoskeletal disorders or related injuries. • Describe healthy ergonomics in an office setting. • Describe healthy ergonomics in a construction workplace. • Demonstrate proper stretching techniques. • Identify employee and employer rights and responsibilities.
2.4	RESPIRATORY PROTECTION	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 4 hours
	<ul style="list-style-type: none"> • This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> • Describe how the respiratory system works. • Identify the different types of respirators and their purposes. • Demonstrate the proper fit, inspection, cleaning, disinfection, and storage of respirators. • Summarize how the human respiratory system works. • Identify respiratory hazards and describe how they affect the respiratory system. • Identify work activities that can create airborne hazards. • Demonstrate how to perform proper negative and positive fit-checks. • Demonstrate proper inspection of respirators. • Demonstrate safe cleaning, disinfection, and storage procedures for respirators.
2.5	LEAD ABATEMENT AWARENESS (WORKER)	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 8 hours
	<ul style="list-style-type: none"> • This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> • Explain his/her roles and responsibilities as a Lead Abatement worker. • Recall and describe basics facts in the history of lead and lead abatement. • Identify and describe the health effects of lead exposure and protection against lead exposure and poisoning. • Describe and demonstrate safe work practices when working with or around lead.

		<ul style="list-style-type: none"> • Describe general work safety and health hazards. • Identify and describe the federal, state and local regulations for lead workers. • Explain and demonstrate the pre-abatement set-up and containment procedures for residential buildings. • Recognize and describe residential lead-based paint hazards and control factors. • Describe and explain interior dust abatement procedures, clean-up and final clearance inspections. • Describe and explain the procedures for soil and exterior dust abatement with waste disposal. • Explain and demonstrate the pre-abatement set-up and containment procedures for industrial buildings. • Recognize and describe industrial lead-based paint hazards and control factors. • Describe and demonstrate lead safe work practices in compliance with the EPA Renovation, Repair, and Painting (RRP) Rule, and HUD's Lead Safe Housing Rule.
2.6	HAND & POWER TOOL SAFETY AWARENESS	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 6 hours
	<ul style="list-style-type: none"> • This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> • Recognize and identify some of the basic hand tools and their proper uses in the construction trade. • Visually inspect hand tools to determine if they are safe to use. • Safely use hand tools. • Identify power tools commonly used in the construction trades. • Demonstrate and describe all general safety rules for power tools and follow them. • Explain the importance of using guards during the operation of power tools. • Explain the importance of using a properly rated extension cord. • Demonstrate and describe how to properly <i>ground</i> a power tool. • Explain how to maintain power tools properly.

Module 3.0 – Leadership and Professional Development

3.0	LEADERSHIP AND PROFESSIONAL DEVELOPMENT	
3.1	COMMUNICATION SKILLS	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 4 hours
	<ul style="list-style-type: none"> This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> Interpret information and instructions presented in both verbal and written form. Communicate effectively in on-the-job situations using verbal and written skills. Communicate effectively on the job using electronic communication devices.
3.2	FOREMAN TRAINING	
	On-the-Job Learning (OJL)	Related Instruction (R – 2 hours)
	<ul style="list-style-type: none"> This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> Describe the role of the foreman. State the key role of the foreman in maintaining safety rules and regulations. Describe how to establish and maintain good relationships with co-workers, supervisors and other trades. Describe productive motivational techniques. Explain the importance of properly performing personnel functions in accordance with the union agreement and company policies. Explain the importance of developing and using effective communications skills. Describe the proper planning and organizational skills needed to successfully complete a job. Describe the “leadership” qualities needed to be an effective foreman.
3.3	PROJECT MANAGEMENT	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 4 hours
	<ul style="list-style-type: none"> This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> Achieve predicted and desired results in the execution of projects through implementation of consistent methodologies. Advance the skill level and knowledge of IUPAT Project Managers. Emphasize the depth and breadth of roles and responsibilities that a Project Manager may be relied upon to manage, to contribute to, or to perform.
3.4	SUPERVISOR TRAINING PROGRAM (STP)	
	On-the-Job Learning (OJL)	Related Instruction (RI) – 2 hours
	<ul style="list-style-type: none"> This is a classroom-based module, there is no OJL assessment. 	<ul style="list-style-type: none"> Define the role of the supervisor. Define the scope and importance of verbal communication. Refine written communication skills. Describe various job site personnel issues. Identify the supervisor’s role in safety. Manage and estimate the cost of tools and materials. Describe the importance of leadership in effective supervision.

IUPAT/FTI

Dry-Wall Finisher (Taper)

Program Competencies

O*NET-SOC CODE: 47-2082.00

RAPIDS CODE: 0561HY

WORK PROCESS SCHEDULE
RELATED INSTRUCTION OUTLINE
Drywall Finisher (Taper)
O*NET-SOC CODE: 47-2082.00 RAPIDS CODE: 0561HY

IUPAT/FTI Drywall Finisher Course Competencies

The Program level curriculum builds upon the foundation of the core curriculum skills, knowledge, and abilities. At the program level, occupation-specific standardized curriculum is designed by an ad-hoc committee comprised of the FTI Curriculum Department, IUPAT/FTI subject matter experts, employers, manufacturers, and associations.

Apprentices will be assessed on their acquisition of knowledge, skills and abilities in the core curriculum through hands-on and written tests as well as on-the-job learning (OJL) performance measures.

Additionally, the apprentices will integrate their core knowledge, skills and abilities into the pursuit of specific occupation training throughout the term of their apprenticeship. This program specific training is designed to build the technical and professional skills needed by the apprentice to successfully perform his/her trade profession.

Drywall Finisher Apprenticeship Program

The Drywall Finisher Apprenticeship Program is co-sponsored by the IUPAT/FTI to meet the ever-changing needs of the industry and the affiliates it serves. The apprenticeship program ensures that apprentices will learn the theoretical knowledge and the practical skills necessary to be a successful Drywall Finisher. During this program of study, apprentices will successfully complete the IUPAT/FTI core curriculum and integrate it into the Drywall Finisher occupation specific training. Apprentices successfully completing this program apply their skills and abilities as Drywall Finisher.

Description of Occupation

Drywall Finisher - In today's workplace, drywall finishers are called upon to complete a variety of tasks and to work in a variety of situations. As new products are developed and new techniques emerge, the apprentices must adapt their skills and develop their knowledge of tools, materials and techniques to complete more challenging tasks within shorter time frames. A Drywall apprentice may work as either an Installer or a Taper or both. Installers may also be called Applicators as their job is to fasten drywall panels to the inside framework of residential houses and other buildings. Tapers, or Finishers, prepare the panels for painting by taping and finishing the joints and imperfections in the drywall surface. A Drywall Decorator will provide a decorative finish to the installed and prepared drywall panels.

Drywall consists of a thin layer of gypsum between two layers of heavy paper. It is both faster and cheaper to install than plaster and is, therefore, widely used today in most buildings on both ceilings and walls.

As a Drywall apprentice, you can expect to do the following jobs:

- Measure, cut, and install materials
- Tape joints and touch up nail holes, scrapes, and other imperfections
- Install corner guards, conceal openings around pipes
- Perform mathematical calculations and read blueprints
- Estimate the cost of installing and finishing drywall
- Provide decorative wall coverings to finished drywall panels

A Drywall Finisher must measure, cut and fit drywall panels around mechanical structures. Once the required fittings are made, the drywall panels are attached to the wood or metal framework using glue, nails or screws. One or more Drywall Finisher apprentices will work together to lift the heavy and cumbersome drywall panels into position to secure them to the framework. Oftentimes, a Drywall Finisher will use a lifting device when placing drywall panels on a ceiling. Drywall panels come in standard sizes such as 4 feet by 8 feet, or 12 feet.

Once the drywall has been securely installed, Tapers fill the joints between panels with a joint compound. Using the wide, flat edge of a hand held trowel, Tapers spread the compound into and along each side of all joints and angles with brush-like strokes. Immediately after spreading the compound, a paper tape is pressed into the wet compound to reinforce the drywall and to smooth away excess compound material. The same compound is also used to cover nail and screw depressions in the panel caused by the installation of mechanical structures.

On large projects, Tapers may use automatic taping tools that apply the joint compound and tape in one step. Of utmost importance in drywall finishing is drying time since drywall compounds require water or vinyl binders that require time for application and cure time to dry. The choice of compounds will affect drying time and finished effect. A *hot mud* compound can reduce the drying time to between 5 and 90 minutes, but the chemicals it contains could cause undesired effects on the finished wall or ceiling.

Tapers apply second and third coats of the compound, sanding the treated areas where needed after each coat to create a smooth, clean surface on which paint or other wall coverings can be applied. The process for finishing drywall has evolved over many decades and is an overlapping process in which each step or application has an effect on the next step.

When the job requires it, Tapers will apply textured surfaces to walls and ceilings using various finishing techniques and drywall tools such as trowels, brushes, or spray guns. Drywall Finishers and Decorators sometimes work with materials that are hazardous or toxic, such as when they are required to remove lead-based drywalls. In the most dangerous situations, Drywall Finishers work in a sealed self-contained suit to prevent inhalation of or contact with hazardous materials.

Additional Information/Contact

For more information about IUPAT apprenticeships or work opportunities, contact a Local of the International Union of Painters and Allied Trades, a local Joint Union-Management Apprenticeship Agency, or the nearest office of the State Employment Service or State Apprenticeship Agency.

For general information about the work and training for IUPAT, contact:



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Finishing Contractors Association (FCA)
8120 Woodmont Avenue, Suite 520
Bethesda, Maryland 20814
Internet: <http://www.finishingcontractors.org>

Program Level Competencies

With reference to each of the respective areas of the Drywall Finishing occupation, apprentices successfully completing this program will be able to:

Drywall Finishing Trade

- Explore trade options as they pertain to the Drywall Finishing industry.
- Examine principles of Drywall installation and finishing.
- Identify trade-related materials and applications.
- Utilize trade-related tools and equipment.
- Interpret drawings related to the Drywall Finishing occupation.
- Apply trade math calculations.
- Apply the standards of quality control and quality assurance in the Drywall Finishing industry.
- Exemplify the qualities and characteristics necessary to be a leader in the Drywall Finishing industry.

Suggested Program of Study for the Drywall Finisher Curriculum

The IUPAT/FTI Program of Study for the Drywall Finisher OJL and Related Instruction is outlined below. Under this hybrid approach, an apprentice must participate in the indicated minimum number of hours of OJL for each category of the program. The Program Sponsor is responsible for determining the number of RI hours that an apprentice must participate in based on the FTI guidance, local needs, and the mandated minimum of 144 hours per year (29 CFR 29.5(b)(4)).

CATEGORY #	CATEGORY NAME	OJL HOURS	RI HOURS
1.1-3.4	Core Curriculum	32	96
5.1	Health and Safety Awareness for the Drywall Finisher	100 - 200	40
5.2	Introduction to the Drywall Trade	20 - 60	40
5.3	Materials of the Drywall Trade	40 - 100	40
5.4	Tools of the Drywall Trade	40 - 100	40
5.5	Framing, Hanging, Filling, Taping and Sanding Applications	1450 - 2450	100
5.6	Automatic Taping Tools of the Drywall Trade	400 - 750	60
5.7	Advanced Drywall Applications and Systems	400 - 750	60
		2482 - 4442	476

WORK PROCESS SCHEDULE
 RELATED INSTRUCTION OUTLINE
 Drywall Finisher (Taper)
 O*NET-SOC CODE: 47-2082.00 RAPIDS CODE: 0561HY

This table identifies the course competencies that the Drywall Finisher apprentice will successfully complete.

Module 5.0 – Drywall Finisher

5.1	HEALTH AND SAFETY AWARENESS	
	On-the-Job Learning (OJL) – 100 - 200 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> • Don (put on), doff (remove), inspect, and maintain the proper PPE that should be worn during drywall finishing including, but not limited to: <ul style="list-style-type: none"> • Head • Face • Eyes • Ears • Hands • Body • Feet • Respiratory • Perform a job analysis for safe working conditions: <ul style="list-style-type: none"> • Attend pre-job safety meetings • Adhere to site specific safety rules and federal regulations • Observe Vessel Entry/Confined Space regulations • Read and interpret MSDS • Establish and maintain a safe working perimeter • Safely demonstrate the proper use and maintenance of drywall tools and equipment. • Maintain clean work areas (housekeeping). • Store, handle, and transport tools, equipment and materials properly. • Identify the locations of First Aid and Fire Equipment. • Demonstrate safe work practices for erecting and dismantling scaffolds, including: pre-planning, inspecting scaffold components, load capacity, platform construction, access requirements, and fall protection. 	<ul style="list-style-type: none"> • Recognize the important areas of OSHA in general terms. • Identify the Safety Regulations as they apply to safe work practices in the drywall trade with emphasis on: <ul style="list-style-type: none"> • Identification of safety hazards (unsafe conditions) • Proper handling of materials, including hazardous • Maintenance and safe operation of tools • PPE • Describe the precautions that must be followed when using flammable liquids and adhesives. • Explain what a Material Safety Data Sheet (MSDS) is, its purpose and limitation. • Describe the role of employer, supplier, and worker in the education of workers. • Outline emergency procedures and how to obtain assistance for injured workers. • Describe the proper technique (ergonomics) for lifting and transporting drywall materials. • Identify safety requirements for erecting and dismantling scaffolds, including: pre-planning, inspecting scaffold components, calculating load capacity, platform construction, access requirements, and fall protection. • Identify the different types of aerial lifts and their related safety rules and precautions. • Describe potential fall hazards in the workplace. • Describe the different types of ladders and the conditions under which they are used. • Given illustrations or verbal clues, distinguish between a proper and improper workplace set-up with regard to hazards, safety equipment

	<ul style="list-style-type: none"> • Demonstrate a pre-inspection and the safe operation of an aerial lift. • Describe and demonstrate the proper use of various types of personal fall protection equipment. • Describe and demonstrate the steps of ladder safety, including: selection, inspection, set-up, safe techniques and proper maintenance and storage. • Demonstrate and describe the procedures for personally fitting and adjusting, and mounting and dismantling stilts. 	and stilt selection.
5.2	INTRODUCTION TO THE DRYWALL TRADE	
	On-the-Job Learning (OJL) – 20 - 60 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> • Demonstrate the characteristics of a professional Drywall Finisher, including: <ul style="list-style-type: none"> • Exhibit suitable appearance and personal hygiene. • Exhibit proper attitude and behavior on the job site, including private residences and other occupied buildings. • Deal with difficult customers in a professional and courteous manner. • Interpret written and verbal instructions. • Recognize the importance of cooperation and interaction with related trades on a job site. • Demonstrate the ability to follow specific work place protocol and procedures. 	<ul style="list-style-type: none"> • Identify and explain the basic terminology used in the drywall trade. • Describe the reasons why drywall finishing succeeded over conventional plastering. • Describe the working conditions of the drywall trade. • Identify the career options and advancement opportunities in the drywall trade. • Describe custody, care, and maintenance of tools and equipment.
5.3	MATERIALS OF THE DRYWALL TRADE	
	On-the-Job Learning (OJL) – 40 - 100 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> • Differentiate between the lengths, thickness, and widths of drywall panels, including: <ul style="list-style-type: none"> • Lengths (6, 8, 9, 10, 12, 14, and 16 feet) • Thickness (1/4, 5/16, 3/8, 1/2, 5/8, 3/4, and 1 inch) • Widths (24, 48, 54 inches) • Differentiate between various types of fillers. • Determine that proper lighting is present for all surfaces. • Inspect and prepare surfaces and recognize when pre-filling is required. • Ensure that adequate ventilation and temperature is maintained for optimum performance. • Properly handle, transport, and store drywall materials. 	<ul style="list-style-type: none"> • Identify the size, types, and application of drywall panels. • Identify various types of drywall beads and trims used in the drywall trade. • Identify various types of fasteners and adhesives used in the drywall trade (nails and screws). • Identify different types of substrates. • Identify different fireproof/firestop materials used in the drywall trade. • Identify types and applications of various drywall boards, including: <ul style="list-style-type: none"> • Standard • Fire Resistant • Foil Back • Water Resistant

	<ul style="list-style-type: none"> • Determine the type of compound to use based on the substrate. • Determine when it is necessary to use shims in the drywall installation process. • Safely use the various types of drywall tools. • Locate and prepare mixing area. 	<ul style="list-style-type: none"> • Exterior Ceiling Panels • Interior Ceiling Panels • Veneer-based Panels • List the advantages and limitations of drywall construction. • Explain the various kinds of beads including: <ul style="list-style-type: none"> • Metal • Paper Faced Metal • Plastic • Identify different types of framing materials. • Identify the various types of drywall compound and the purpose of using compounds. • Identify the different types of drywall tape (paper and fiberglass).
5.4	TOOLS OF THE DRYWALL TRADE	
	On-the-Job Learning (OJL) – 40 - 100 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> • Select and use the proper drywall hand tool for specific tasks. • Display the proper handling and balancing of drywall hand tools. • Modify hand taping tool handles and blades and the process for preparing the tools for proper use. • Explain and demonstrate proper inspection and maintenance procedures for keeping hand taping tools in good and clean condition. • Display the appropriate PPE when using hand taping tools. 	<ul style="list-style-type: none"> • Identify the tools of the drywall trade, including but not limited to: <ul style="list-style-type: none"> • Hawk • Trowels (straight, curved, specialty) • Mud, Pan or Tray • Taping Knives and Broad Knives • Putty Knives or Elastic Knives • Corner Tools • Mud Pan Holders and Tape Holders • Hammers • Phillips Screwdrivers • Utility Knives • Aviation Style Snips or Tin Snips • Sanding Tools • Pole Sander • Mud Masher or Potato Masher • Small Tools • Slicker and Straight Edges • Texturing Tools • Measuring Tape or Tape Rule • Cleaning Tools • Tool Bag and Tool Boxes • 24" Level • Combination Square • Pocket Plane or Drywall Rasp

		<ul style="list-style-type: none"> • Mitre Box • Chalk Line and Plumb • Winder with Braided Nylon (dry line) • Pliers, Wrench, Combination Screwdriver • Drywall Saw • Screw Gun • Drill • Dimpler Attachment • Utility Wet/Dry Vacuum Cleaner • Wallboard Hammer
5.5	FRAMING, HANGING, FILLING, TAPING AND SANDING APPLICATIONS	
	On-the-Job Learning (OJL) – 1450 - 2450 hours	Related Instruction (RI) – 100 hours
	<ul style="list-style-type: none"> • Demonstrate the proper Framing Technique <ul style="list-style-type: none"> ○ Layout ○ Soffits & Facias ○ Rafters & Trusses • Demonstrate Proper Hanging Technique on Wall & Ceiling Systems <ul style="list-style-type: none"> ○ Sound & Fire Systems ○ Shaft Walls ○ Pre-fab systems ○ Specialty Ceilings • Demonstrate the different uses for the various filling compounds. • Select and mix the proper filling compounds. • Demonstrate the filling mixing procedures, including pre-mix, powdered, and fast-set fillers. • Demonstrate the three main taping methods, including: <ul style="list-style-type: none"> • Hand Taping • Mechanical • Banjo • Differentiate between paper and fiberglass tape. • Apply fillers using the proper tools in the three main taping methods. • Demonstrate the wiping procedures and sequence for dry taping and wet taping. • Demonstrate the proper procedure, and sequence for wiping non-90° angles. 	<ul style="list-style-type: none"> • Read Blueprints and Work Plans • Commercial and Residential Steel Stud Construction • Wood Stud Construction • Demonstrate Basic Mathematics and Measurement • Describe the use of Specialty Systems <ul style="list-style-type: none"> ▪ Partitions & Curtain Walls ▪ Drywall Partitions & Ceilings ▪ Demountable Partitions ▪ Raised Access Flooring • Recognize the general characteristics of fillers. • Identify the correct filler and consistency for the task. • Describe the characteristics, elements, and formulations of filling compounds. • Explain drying times and the relation to temperature, humidity, and ventilation in the finishing process. • Describe the differences between the various fillers. • Identify and describe problems related to moisture and drying. • Identify and describe the three main taping techniques, including: <ul style="list-style-type: none"> • Hand Taping • Mechanical • Banjo • Describe the characteristics of paper tape and fiberglass tape. • Describe the advantages and limitations of paper tape and fiberglass tape. • Describe the hand taping and wiping procedures.

<ul style="list-style-type: none"> • Follow proper mixing procedures for filling compound. • Demonstrate how to properly apply fireproofing/firestop materials (firetape, fire caulking, and firestop). • Correct problems that can arise while wiping angle tapes. • Repair and load flat finishing boxes. • Demonstrate the procedure for filling the following: <ul style="list-style-type: none"> • flat joints using flat finishing boxes • butt joints using flat finishing boxes • ceiling joints using flat finishing boxes • Demonstrate the procedure for filling fasteners using fastener spotters. • Perform the procedure for filling vertical and horizontal angles using angle finishing boxes. • Demonstrate the procedure for filling the following: <ul style="list-style-type: none"> • Bottoms • Three-ways • Non-90° angles • Demonstrate the correct holding position for trowels and knives. • Demonstrate the types and functions of filler coats, including: <ul style="list-style-type: none"> • First Coat • Second Coat • Third Coat • Skim (level 5) • Demonstrate the application of the five (5) levels of drywall finishes. • Distinguish a finish level by observation; identify the steps needed to take it to the next level of finish. • Demonstrate the procedure for wiping angles with a former finish. • Demonstrate how to wipe horizontal, vertical, and three-way angles. • Demonstrate how to clean and maintain wiping equipment. • Demonstrate dry hand sanding and touch up. • Handle and use a pole sander. • Demonstrate dustless sanding. 	<ul style="list-style-type: none"> • Describe in the proper sequence the dry and wet taping procedures. • Identify the problems that can arise while wiping angle tapes. • Identify the tools and equipment used for wiping tapes, including: <ul style="list-style-type: none"> • Rollers • Angle Finishers • Putty and Elastic Knives • Describe the functions and operations of flat finishing boxes, fastener spotters, and angle finishing boxes. • Explain the use of and reasons for flat finishing boxes. • Describe the use of angle finishing boxes. • Identify the correct filler and consistency for the task. • Describe the application of second coat. • Describe the application of third coat (skim coat). • Describe the application of level five (5) finish and round surfaces. • Identify the correct filler and application for spotting screws/nails. • Identify various types of sandpaper and applications. • Identify and describe the different types of beads and trim. • Describe the proper installation of beads and trims. • Identify the correct filler needed for coating. • Describe the proper procedure for measuring and cutting metal and wood • Describe Thermal & Sound Theory and Application
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	<ul style="list-style-type: none"> • Select and use the appropriate tools to install beads and trims. • Demonstrate application procedures for measuring and cutting beads and trims. • Demonstrate application of fillers/compounds. 	
5.6	AUTOMATIC TAPING TOOLS OF THE DRYWALL TRADE	
	On-the-Job Learning (OJL) – 400 - 750 hours	Related Instruction (RI) – 60 hours
	<ul style="list-style-type: none"> • Demonstrate the automatic taping tool sequence. • Demonstrate the procedures for loading tape in the automatic taping tool. • Demonstrate the operation of the loading pump. • Display the proper holding techniques for proper operation and to minimize stress or injuries while using automatic taping tools when taping, including: <ul style="list-style-type: none"> • Lower butt joints • Wall flats • Ceiling flats and butt joints • Vertical angles • Horizontal angles • Demonstrate proper inspection and maintenance procedures for keeping automatic taping tools in proper working condition by replacing the cutting blade, cable, and tape and feed needle. • Demonstrate the appropriate cleaning procedures for all automatic taping tools. 	<ul style="list-style-type: none"> • Identify the various types of automatic taping tools. • Explain the operation of the automatic taping tools. • Discuss the importance of using a teamwork approach to automatic tool taping. • Explain inspection and maintenance procedures for keeping tools in good and clean condition. • Identify common problems and their solutions associated with using automatic taping tools.
5.7	ADVANCED DRYWALL APPLICATIONS AND SYSTEMS	
	On-the-Job Learning (OJL) – 400 - 750 hours	Related Instruction (RI) – 60 hours
	<ul style="list-style-type: none"> • Demonstrate the methods for making repairs to common defects. • Demonstrate proper mixing procedures and consistency of filling compounds and fast-set fillers. • Recognize common defects in drywall finishing. • Perform the procedures for repairing the following wallboard defects, including: <ul style="list-style-type: none"> • Hollow Areas • Ridged Joints • Nail Pops, Loose Filler, and Gouges • Cracks 	<ul style="list-style-type: none"> • Identify the methods for making repairs in common defects. • Describe the methods for repairing gouges and patching holes. • Describe the reason and method for keying painted surfaces. • Identify and describe the different types of texture (soft, hard, self-priming). • Identify protective covering such as polyethylene sheeting, stapled or taped and masked machine. • Describe general texture spraying techniques. • Describe different types of texture such as knockdown, splatter, skip troweling, Spanish style, brick and stone imitations, and orange peel. • Identify the different types of texturing machines.

<ul style="list-style-type: none"> • Water and Fire Damage • Plaster and Stains • Textures • Demonstrate the proper procedures for repairing beads and trim. • Select appropriate tools, equipment, and materials for texturing. • Prepare the surface prior to applying texture. • Recognize areas that need to be painted prior to applying texture. • Apply the various types of hand texture on a surface. • Demonstrate the proper use of the various types of texturing machines. • Use power compressors, selecting correct orifices and pressures. • Repair damaged texture. • Clean and maintain texturing tools and machines. • Select appropriate tools, equipment, and materials for Exterior Insulated and Finish Systems (EIFS). • Recognize and use the proper tools for: <ul style="list-style-type: none"> • Adhesive Application • Expanded polystyrene (EPS) Cutting and Rasping • Base Coat Application • Finish Applications • Assess and prepare the substrate. • Report any surface deficiencies. • Apply membranes and barriers. • Recognize EPS board, proper mesh embedment, and base coat application. • Install rigid insulation board. • Demonstrate the proper methods of EPS board installation. • Apply base coats and reinforcing mesh. • Apply finish coats. • Locate areas requiring expansion or control joints. • Demonstrate the application of Exterior EIFS accents and aesthetic reveals. • Execute proper mesh embedment and base coat 	<ul style="list-style-type: none"> • Describe the cleaning procedures for texturing machines. • Describe techniques of repairing damaged texture. • Describe various types of hand texturing such as one-coat stipple patterns. • Explain the basics of Exterior Insulated and Finish Systems (EIFS) theory. • Identify properly installed and acceptable substrate materials, conditions, and preparation. • Identify the proper tools required for applying EIFS. • Describe proper means of adhesive application and attachment. • Describe the application of different mesh types and how they affect impact resistance. • Describe the procedures for installing building systems that integrate a resinous cladding with a continuous layer of insulation on the exterior of a building or structure.
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	application. <ul style="list-style-type: none">• Evaluate and determine a successful finish application based on EIFS manufacturer's requirements.	
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IUPAT/FTI

Floor Layer (Painters)

Program Competencies

O*NET-SOC CODE: 47-2042.00

RAPIDS CODE: 0199HY

WORK PROCESS SCHEDULE
RELATED INSTRUCTION OUTLINE
Floor Layer (Painters)
O*NET-SOC CODE: 47-2042.00 RAPIDS CODE: 0199HY

IUPAT/FTI Floor Layer Course Competencies

The Program level curriculum builds upon the foundation of the core curriculum skills, knowledge, and abilities. At the program level, occupation-specific standardized curriculum is designed by an ad-hoc committee comprised of the FTI Curriculum Department, IUPAT/FTI subject matter experts, employers, manufacturers, and associations.

Apprentices will be assessed on their acquisition of knowledge, skills and abilities in the core curriculum through hands-on and written tests as well as the OJL performance measures.

Additionally, the apprentices will integrate their core knowledge, skills and abilities into the pursuit of specific craft training throughout the term of their apprenticeship. This program specific training is designed to build the technical and professional skills needed by the apprentice to successfully perform his/her trade profession.

Floor Layer Apprenticeship Program

The Floor Layer Apprenticeship Program is co-sponsored by the IUPAT/FTI to meet the ever-changing needs of the industry and the affiliates it serves. The apprenticeship program ensures that apprentices will learn the theoretical knowledge and the practical skills necessary to be a successful Floor Layer. During this program of study, apprentices will successfully complete the IUPAT/FTI core curriculum and integrate it into the Floor Layer craft specific training. Apprentices successfully completing this program apply their skills and abilities as Floor Layer.

Description of Occupation

Floor Layers generally work indoors and provide a basic flooring function. Floor Layers add decorative qualities to their finished work that enhances the appeal of the building. Work is typically done in homes, offices, hospitals, stores, restaurants, and in many other structures. Floor Layers (carpet installers, floor installers and floor layers, and floor sanders and finishers) will each learn the tools of their specific flooring trade. Workers in the floor covering trade must be able to work with plans and/or blueprints and apply math skills to measure, purchase, and install the materials for the best possible finished floor. Workers in this trade must also be able to inspect floor surfaces for imperfections and know how to correct the flaw prior to beginning the job. Safe work habits are also emphasized in this trade.

Training/Skill Set

The Flooring industry uses Apprenticeship Training as its greatest opportunity to expand the workforce. People with limited or no experience in the flooring industry can use the available apprenticeship program as a catalyst to becoming a qualified journeyworker in the trade.

The flooring curriculum and training will provide the skills, knowledge, and abilities needed to meet the needs of the industry and to ensure that each worker is equipped to use the technology, materials, and applicable methods of installation as well as adhering to all quality and safety standards on the job.

Floor Layers learning their trade through an apprenticeship program will receive relevant classroom training as well as OJL and experience. The OJL may include tasks such as preparing surfaces to receive flooring, installing stripping and padding, stretching newly installed carpet, and using tools of the trade. They will progress to learning how to cut and install the various floor coverings.

Skills needed to become carpet and floor finishers include manual dexterity, eye-hand coordination, physical fitness, and a good sense of balance and color. The ability to solve arithmetic problems quickly and accurately is also needed. As a supervisor, salesperson or estimator, carpet and floor finishers should be able to identify and estimate the quantity of materials needed to complete a job, accurately estimate how long a job will take to complete, and compute the cost of the job.

Emphasized early in the apprentice's career is adherence to and knowledge of OSHA standards for personal safety; safety on the job site; and proper handling of tools, materials and equipment. Additionally, the apprentice will discuss safe work practices when working with flooring materials and various obstacles that may be encountered on the job, such as moving and lifting heavy objects.

Working Environment

Floor Layers generally work indoors and have regular daytime hours. When the job has them working in an office or occupied store, then they may be required to work evenings and weekends to avoid disruption of the business to its customers and/or employees.

Although the work is labor intensive, the conditions under which Floor Layers typically work are favorable since most construction has been completed and the work area is relatively clean and uncluttered.

Additional Information/Contact

For more information about IUPAT apprenticeships or work opportunities, contact a Local of the International Union of Painters and Allied Trades, a local Joint Union-Management Apprenticeship Agency, or the nearest office of the State Employment Service or State Apprenticeship Agency.

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Finishing Contractors Association (FCA)

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Program Level Competencies

With reference to each of the respective areas of the Floor Covering occupation, apprentices successfully completing this program will be able to:

Floor Layer

- Explore trade options as they pertain to the floor covering industry.
- Identify trade-related materials and applications.
- Distinguish between the various floor covering installation materials and applications.
- Install, repair and replace floor covering materials.
- Utilize trade-related tools and equipment.
- Interpret drawings related to the floor covering trade.
- Apply math calculations related to the floor covering trade.
- Demonstrate the proper measurement, preparation, and installation methods of the floor covering industry.
- Apply the standards of quality control and quality assurance in the floor covering industry.
- Exemplify the qualities and characteristics necessary to be a leader in the floor covering industry.

Suggested Program of Study for the Floor Layer Curriculum

The IUPAT/FTI Program of Study for the Floor Layer OJL and Related Instruction is outlined below. Under this hybrid approach, an apprentice must participate in the indicated minimum number of hours of OJL for each category of the program. The Program Sponsor is responsible for determining the number of RI hours that an apprentice must participate in based on the FTI guidance, local needs, and the mandated minimum of 144 hours per year (29 CFR 29.5(b)(4)).

CATEGORY #	CATEGORY NAME	OJL¹ HOURS	RTI² HOURS
1.1-3.4	Core Curriculum	32	96
6.1	Health and Safety Awareness for the Floor Layer	100 - 200	40
6.2	Introduction to the Floor covering Trade	200 - 300	40
6.3	Floor Preparation	800 - 1000	40
6.4	Materials and Tools of the Floor covering Trade	200 - 500	40
6.5	Installation Methods for Resilient Floor covering	1000 - 1400	80
6.6	Installation Methods for Laminate and Hardwood Flooring	800 - 1200	60
6.7	Installation Methods of Carpet and Synthetic Turf	1000 - 1400	80
		4132 - 6032	476

¹ Refers to a Minimum – Maximum range of OJL hours that an apprentice must participate in during the specific apprenticeship program. An apprentice can take hands-on assessments in order to be awarded credit for these hours as determined by the District Council.

² Refers to the IUPAT/FTI suggested number of RI hours an apprentice should participate in during the specific apprenticeship program. However, the number of RI hours that an apprentice must participate in is determined by the District Council but must be at a minimum of 144 hours per year.

WORK PROCESS SCHEDULE
 RELATED INSTRUCTION OUTLINE
 Floor Layer (Painters)
 O*NET-SOC CODE: 47-2042.00 RAPIDS CODE: 0199HY

This table identifies the course competencies that the Floor Layer apprentice will successfully complete.

Module 6.0 – Floor Layer

6.1	HEALTH AND SAFETY AWARENESS	
	On-the-Job Learning (OJL) – 100 - 200 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> • Don (put on), doff (remove), inspect, and maintain the proper PPE that should be worn during floor covering including, but not limited to: <ul style="list-style-type: none"> • Head • Face • Eyes • Ears • Hands • Body • Feet • Respiratory • Perform a job analysis for safe working conditions: <ul style="list-style-type: none"> • Attend pre-job safety meetings • Adhere to site specific safety rules and federal regulations • Observe Vessel Entry/Confined Space regulations • Read and interpret MSDS • Establish and maintain a safe working perimeter • Safely demonstrate the proper use and maintenance of floor covering tools including, but not limited to: <ul style="list-style-type: none"> • Basic Tools • Fastening Tools • Scribes • Cutting Tools • Hand Saws • Straight Edges • Trowel • Spreaders 	<ul style="list-style-type: none"> • Recognize the important areas of OSHA in general terms. • Identify the Safety Regulations as they apply to safe work practices in the floor covering trade with emphasis on: <ul style="list-style-type: none"> • Identification of safety hazards (unsafe conditions) • Proper handling of materials, including hazardous • Maintenance and safe operation of tools • PPE • Describe the precautions that must be followed when using flammable liquids and adhesives. • Explain what a Material Safety Data Sheet (MSDS) is, its purpose and limitation. • Describe the role of employer, supplier, and worker in the education of workers. • Outline emergency procedures and how to obtain assistance for injured workers. • Describe the proper technique (ergonomics) for lifting and transporting floor covering materials.

	<ul style="list-style-type: none"> • Power Tools • Maintain clean work areas (housekeeping). • Store, handle, and transport tools, equipment and materials properly (including forklift operation). • Identify the locations of First Aid and Fire Equipment. 	
6.2	INTRODUCTION TO THE FLOOR LAYER TRADE	
	On-the-Job Learning (OJL) – 200 - 300 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> • Demonstrate the characteristics of a professional Floor Layer, including: <ul style="list-style-type: none"> • Exhibit suitable appearance and personal hygiene. • Exhibit proper attitude and behavior on the job site, including private residences and other occupied buildings. • Deal with difficult customers in a professional and courteous manner. • Interpret written and verbal instructions. • Recognize the importance of cooperation and interaction with related trades on a job site. 	<ul style="list-style-type: none"> • Identify and explain the basic terminology used in the floor covering trade. • Identify the historical events of the modern floor covering trade. • Describe the working conditions of the floor covering trade. • Identify the career options and advancement opportunities in the floor covering trade. • Differentiate between the various materials used in the floor covering trade, including resilient, carpet, laminate, hardwood, moldings, adhesives, and underlay. • Describe custody, care, and maintenance, of tools and equipment.
6.3	FLOOR PREPARATION	
	On-the-Job Learning (OJL) – 800 - 1000 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> • Recognize the different types of substrates in the floor installation process. • Conduct a moisture test on a given substrate. • Prepare substrate depending on grade level and type of flooring materials to be installed. • Identify substrate defects and describe how to resolve them. • Demonstrate the methods of cleaning, priming, patching, and leveling substrates. • Inspect substrates and recognize conditions that will impact final flooring product installation. • Demonstrate proper sanding, scraping, sweeping, and filling procedures to receive any type of flooring. • Observe manufacturer’s HVAC recommendation for installation area. 	<ul style="list-style-type: none"> • Identify the different types of substrates. • Define grade level and explain its importance in floor covering. • Identify the types of moisture issues on various substrates and explain why moisture tests are made on substrates. • Determine how to prepare new concrete floors before installing floor coverings. • Define curing and parting compounds and explain their uses. • Determine the use of a primer in the floor covering installation process. • Identify the minimum clearance for ventilated suspended concrete floors. • Identify the minimum drying time for new concrete. • Explain the importance of underlayment’s in floor covering installation process. • List and identify the types of board underlayments (hardboard, plywood, and particle board). • Explain the issues with installing new floor covering over existing floor covering.

		<ul style="list-style-type: none"> • Describe the methods to re-do an existing covered floor. • Determine the coarseness used for sanding strip wood floors. • Describe the hazards of removing existing floors.
6.4	MATERIALS AND TOOLS OF THE FLOOR LAYER TRADE	
	On-the-Job Learning (OJL) – 200 - 500 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> • Recognize the problems a Floor Layer may encounter with the different types of floors used in the floor covering industry, including: <ul style="list-style-type: none"> • On Grade or Below Grade Concrete Floors • Suspended Concrete Floors • Magnesite Floors • Floors with Asphaltic Underlayment or Lightweight Aggregate • Wood Floors • Nonporous Surfaces • Differentiate between the different types of resilient floor coverings. • Recognize the advantages of resilient floor coverings. • Differentiate between the different types hardwood floors. • Determine the appropriate type of trim to use when resilient floor coverings are a different thickness. • Properly install the appropriate trim product. • Demonstrate the proper procedure(s) for applying the appropriate adhesive, primers, and sealers. • Provide adequate ventilation when using adhesives, primers, and sealers. • Perform the proper procedure for installing the appropriate underlayment for a given floor installation. • Demonstrate the appropriate techniques for installing a floor system over concrete. • Safely use the various types of basic hand tools, special hand tools, cutting tools, miscellaneous tools, and power tools. 	<ul style="list-style-type: none"> • Identify and describe the characteristics of the different types of resilient floor covering, including: <ul style="list-style-type: none"> • Linoleum • Homogenous PVC Sheet Vinyl • Inlaid Sheet Vinyl • Rotovinyl • Cushioned Sheet Vinyl • Resilient Tile (soft tile) • Asphalt Tile • Vinyl Composition Tile (VCT) • Cork Tile • Rubber Tile • Identify the different types of safety flooring and where it is appropriate to install them. • Identify the three distinct layers in all laminate flooring (surface, core, backing). • Identify the different types of hardwood floors, including: <ul style="list-style-type: none"> • Solid • Engineered • Parquet • Floating • Longstrip • Exotic • Hand scraped • Name the three classifications of Electrostatic Discharge (ESD) control flooring. • Identify the different types of carpet including backings, surface fibers, and their properties (wool, nylon, acrylics, polypropylene, polyester, recycled, synthetic turf).

		<ul style="list-style-type: none"> • Identify and describe the various types of trim products used in the floor covering industry, including: <ul style="list-style-type: none"> • Cap Moldings • Cove rim (cove metal trim) • Transitional Metal • Finish Metal • Cove Base Fittings • Binder Bar • Stair Noising • Identify the various types of adhesives used in the floor covering industry, including: <ul style="list-style-type: none"> • Water-Soluble Paste • Asphalt-based Adhesives • Epoxy Cements • Adhesives for Sheet Vinyl (multipurpose adhesives, acrylic latex adhesives, and perimeter floor adhesives) • Adhesives for Vinyl Composition Tile (thin spread, contact cement, cove base cement, pressure sensitive cement) • Eco-friendly • Explain the significance of Primers and Sealers when applying adhesives. • Identify and describe the different types of underlayments and their properties that are commonly used in the floor covering industry, including: <ul style="list-style-type: none"> • Plywood • Hardboard • Lining Felt • Composition Felt • Concrete • Identify and describe the basic hand tools used in the floor covering industry, including: <ul style="list-style-type: none"> • (adjustable wrenches, awls, broad knives, chalk lines, chisels, duster brushes, files, hammers, knives, nail sets, pliers, push brooms, saws, screwdrivers, steel squares, tapes, tin snips/aviation shears, trowels, etc.) • Identify and describe the special hand tools used in the floor covering industry, including: <ul style="list-style-type: none"> • Fastening Tools (spot nailers, power nailers, hammer staples, brad pusher, special hammers, electric tacker, etc.)
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		<ul style="list-style-type: none"> • Scribers (divider type scribe, under scribe, hinged scribe, bar scribe, outside corner scribe, pin vise, etc.) • Cutting Tools (linoleum knife, hook knife, rubber cove base cutter, tile cutter, metal miters, miter boxes, etc.) • Miscellaneous Special Tools (straightedges, base shoe lifters, scrapers, rollers, trowels & spreaders, torches & heat guns, moving equipment, tile scooter, knee kicker, power stretcher, etc.) • Identify and describe the power tools used in the floor covering industry, including: <ul style="list-style-type: none"> • sander, strippers, buffers, drills, circular saws, vacuum cleaners, air compressors, hot metal glue guns, wood routers, special routers, soldering guns, hot air welders, heat blow guns, air sled, hot melt seaming iron, etc.
6.5	INSTALLATION METHODS FOR RESILIENT FLOOR COVERING	
	On-the-Job Learning (OJL) – 1000 - 1400 hours	Related Instruction (RI) – 80 hours
	<ul style="list-style-type: none"> • Demonstrate the measuring procedures to determine the required amount of materials needed for installation of all types of resilient flooring. • Demonstrate the layout and installation procedures to properly install manufacturer's material. • Demonstrate installation techniques for various types of resilient flooring including but not limited to safety flooring, rotovinyl, linoleum, rubber, cork, VCT, PVC, sheet vinyl, and vinyl conductive. • Select and safely use the appropriate tools to install resilient floor coverings. • Demonstrate knowledge of adhesive and substrate compatibility. • Demonstrate knowledge of proper trowel notch sizes as recommended by product manufacturers. • Demonstrate knowledge of proper cutting, fitting and seaming for various resilient flooring methods including pattern scribing (self-coving). • Demonstrate knowledge of proper installation and fitting of top-set cove base. • Demonstrate knowledge of proper job completion skills. • Observe manufacturer's HVAC recommendations for 	<ul style="list-style-type: none"> • Identify and describe the characteristics of the different types of resilient floor covering, including: <ul style="list-style-type: none"> • Linoleum • Homogenous PVC Sheet Vinyl • Inlaid Sheet Vinyl • Rotovinyl • Cushioned Sheet Vinyl • Resilient Tile (soft tile) • Asphalt Tile • Vinyl Composition Tile (VCT) • Cork Tile • Rubber Tile • Explain the advantages and limitations of using resilient floor coverings. • Identify the appropriate tools to use to install resilient floor coverings.

	<p>installation area.</p> <ul style="list-style-type: none"> • Demonstrate heat welding techniques and skills. • Demonstrate techniques and skills for proper repair and replacement procedures. • Demonstrate knowledge of proper job completion skills. • Successfully complete the requirements for industry recognized manufacturer training and certifications, such as Forbo, Armstrong, Ardex Henry, Shaw, Mohawk, Tarkett, Nora Rubber, etc. 	
6.6	INSTALLATION METHODS FOR LAMINATE AND HARDWOOD FLOORING	
	On-the-Job Learning (OJL) – 800 - 1200 hours	Related Instruction (RI) – 60 hours
	<ul style="list-style-type: none"> • Demonstrate the measuring procedures to determine the required amount of materials needed for installation. • Demonstrate the layout and installation procedures to properly install manufacturer’s materials. • Demonstrate installation techniques for various types of laminated and hardwood flooring. • Select and safely use the appropriate tools to install laminated and hardwood floor coverings. • Demonstrate knowledge of adhesive and substrate compatibility including underlayment for floating floors. • Demonstrate knowledge of proper trowel notch sizes as recommended by product manufacturers. • Demonstrate knowledge of proper cutting and fitting for various hardwoods and laminate flooring. • Demonstrate knowledge of proper installation and fitting of trim and wood base. • Observe manufacturer’s HVAC recommendations for installation area. • Demonstrate techniques and skills for proper repair and replacement procedures. • Demonstrate knowledge of proper job completion skills. • Successfully complete the requirements for industry recognized manufacturer training and certifications (Forbo, Armstrong, Ardex Henry, Shaw, Mohawk, Tarkett, Nora Rubber, etc). 	<ul style="list-style-type: none"> • Identify the three distinct layers in all laminate flooring, including: <ul style="list-style-type: none"> • Surface • Core • Backing • Identify the different types of hardwood floors, including: <ul style="list-style-type: none"> • Solid • Engineered • Parquet • Floating • Longstrip • Exotic • Hand scraped • Name the three classifications of Electrostatic Discharge (ESD) control flooring. • Explain the advantages and limitations of using laminate and hardwood floor coverings. • Identify the appropriate tools to install laminate and hardwood flooring.
6.7	INSTALLATION METHODS FOR CARPET AND SYNTHETIC TURF	
	On-the-Job Learning (OJL) – 1000 - 1400 hours	Related Instruction (RI) – 80 hours

<ul style="list-style-type: none"> • Demonstrate the measuring procedures to determine the required amount of materials needed for installation. • Demonstrate the layout and installation procedures to properly install manufacturer's material on all surfaces including stairs. • Demonstrate the installation techniques for various types of indoor and outdoor carpet and synthetic turf. • Select and safely use the appropriate tools on carpet and synthetic turf. • Demonstrate knowledge of adhesive and substrate compatibility for glue down carpet, padding for conventional carpet and turf substrates. • Demonstrate knowledge of proper trowel notch sizes as recommended by product manufacturers. • Demonstrate knowledge of proper cutting and fitting for various types of carpet and turf flooring. • Demonstrate knowledge of proper installation and fitting of trim. • Properly handle and store carpet in manner that prevents damage and distortion. • Consult the manufacturer for specific installation requirements and warranty conditions as they pertain to pile direction and pattern matching. • Refer to carpet manufacturer guidelines prior to installation. • Observe manufacturer's recommendations for seaming carpet edges. • Follow manufacturer's recommendations for double-glue-down, stretch, modular and pre-applied adhesive systems peel and stick installation. • Demonstrate knowledge and skills in pattern alignment and installation proficiencies. • Demonstrate knowledge of proper job completion skills. • Demonstrate techniques and skills for proper repair and replacement procedures. • Successfully complete the requirements for industry recognized manufacturer training and certifications (Forbo, Armstrong, Ardex Henry, Shaw, Mohawk, Tarkett, Nora Rubber, etc). 	<ul style="list-style-type: none"> • Identify the different types of carpet including backings, surface fibers, and their properties (wool, nylon, acrylics, polypropylene, polyester, recycled, synthetic turf). • Identify the factors which contributed to the growth of the carpet industry. • Identify the impact the invention of tufted carpet had on the industry. • Identify which unit of measurement the total weight of carpet is measured in. • Explain the advantages and limitations of using carpet and synthetic turf. • Identify the appropriate tools to install carpet and synthetic turf.
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IUPAT/FTI

Glazier

Program Competencies

O*NET-SOC CODE: 47-2121.00

RAPIDS CODE: 0221HY

WORK PROCESS SCHEDULE
RELATED INSTRUCTION OUTLINE
Glazier

O*NET-SOC CODE: 47-2121.00 RAPIDS CODE: 0221HY

IUPAT/FTI Glazier Course Competencies

The Program level curriculum builds upon the foundation of the core curriculum skills, knowledge, and abilities. At the program level, occupation-specific standardized curriculum is designed by an ad-hoc committee comprised of the FTI Curriculum Department, IUPAT/FTI subject matter experts, employers, manufacturers, and associations.

Apprentices will be assessed on their acquisition of knowledge, skills and abilities in the core curriculum through hands-on and written tests as well as the OJL performance measures.

Additionally, the apprentices will integrate their core knowledge, skills and abilities into the pursuit of specific craft training throughout the term of their apprenticeship. This program specific training is designed to build the technical and professional skills needed by the apprentice to successfully perform his/her trade profession.

Glazier Apprenticeship Program

The Glazier Apprenticeship Program is co-sponsored by the IUPAT/FTI to meet the ever-changing needs of the industry and the affiliates it serves. The apprenticeship program ensures that apprentices will learn the theoretical knowledge and the practical skills necessary to be a successful Glazier. During this program of study, apprentices will successfully complete the IUPAT/FTI core curriculum and integrate it into the Glazier occupation specific training. Apprentices successfully completing this program apply their skills and abilities as a Glazier.

Description of Occupation

An Architectural Glass and Metal technician, called a Glazier, is responsible for selecting, cutting, installing, replacing, and removing all types of glass. Work in the glazing field includes both residential and commercial projects. Residential projects may include replacing a home's window glass to improve energy efficiency; using various techniques and materials to incorporate good weatherization strategies; installing glass mirrors, shower doors, and bathtub enclosures; and fitting glass for tabletops and display cases. Commercial interior glazing projects include installing items such as heavy, decorative room dividers or security windows. Other glazing projects may involve replacing storefront windows for establishments such as supermarkets, auto dealerships, or banks. In the construction of large commercial buildings, glaziers build metal framework extrusions and install glass panels or curtain walls.

Glass serves many uses in modern life. Insulated and specially treated glass keeps in warmed or cooled air and provides good condensation and sound control qualities, while tempered and laminated glass makes doors and windows more secure. In large commercial buildings, glass panels give office buildings a distinctive look while reducing the need for artificial lighting. The creative use of large windows, glass doors, skylights, and sunroom additions makes homes bright, airy, and inviting.

Glaziers are continuously promoting the application of green technology with the use of solar performance and sustainability in the glazing trade. The glazing trade is specifically focused on energy efficient retrofitting projects as well as the design and installation of energy efficient weatherization materials and solar technology in both residential and commercial applications.

Care must be exercised in the removal and installation of all types of glass for building fixtures and other uses. Oftentimes, the glass is pre-cut and mounted in frames at a factory or a contractor's shop. It arrives at the jobsite ready for glaziers to position and secure it in place. Cranes and hoists with suction cups may be used to lift large, heavy pieces of glass. The work may have to be prepared either inside or outside a building, and scaffolding may be used in installations. Safe work habits are important in this occupation.

With advancements in building technology, welding skills and proper techniques are necessary to safely fasten the window system to the substrate. In order to prepare the glazier to properly perform welding techniques the glazier may be trained to the standards set forth by the American Welding Society (AWS.)

Training/Skill Set

Skills needed to become a Glazier include manual dexterity, eye-hand coordination, physical fitness, and a good sense of balance. The ability to solve arithmetic problems quickly and accurately also is required. A good work history or military service is viewed favorably by employers.

The Glazier's curriculum and training will provide the skills, knowledge, and abilities needed to meet the needs of the industry and to ensure that each worker is equipped to use the technology, materials, and applicable methods of glazing as well as adhering to all quality and safety standards on the job. Glaziers

use hand tools such as glasscutters, suction cups, and glazing knives, as well as power tools such as saws, drills, cutters, and grinders. An increasing number of Glaziers use computers in the shop or at the job site to improve their layout work and reduce the amount of glass that is wasted.

Due to improvements in the thermo capacity of modern glass, as well as increased demand for more natural light, the industry has seen an increase in the use of larger and heavier glass panels. The increased trend toward using factory glazed units means that the Glazier must increase his/her knowledge and abilities to use hoisting and rigging equipment.

Also, due to an increase in environmental concerns, there is a tendency for new structures to meet Leadership in Energy and Environmental Design (LEED) guidelines. The Glazier needs to have knowledge of high performance glazing products, solar trends, and building envelope integrity.

Glaziers learn through OJL and by working as an apprentice alongside an experienced journeyworker. This is accomplished through a combination of related instruction as delineated in these Standards.

Working Environment

Employment in the glazing trade is less seasonal than in most of the construction occupations. Such activities as replacing broken glass, making shower doors, and cutting glass for store cabinets and fixtures provide work through the year. Employment in retail outlets also tends to be stable.

Glaziers often work outdoors, sometimes in inclement weather. Their work can, at times, result in injuries as they work with sharp tools and may need to remove broken glass. They must be prepared to lift heavy glass panels and work on scaffolding, swing stages, mast climbers, and self – propelled platforms such as scissor and boom lifts; sometimes at great heights. Glaziers do a considerable amount of bending, kneeling, lifting, and standing during the installation process.

Glaziers generally work on one of several types of projects. Residential glazing involves work such as replacing glass in home windows; installing glass mirrors, shower doors, and bathtub enclosures; fitting glass for tabletops and display cases as well as energy efficient retrofits.

Commercial interior projects may require Glaziers to install items such as heavy, often etched, decorative room dividers or security windows. Glazing projects may also involve replacement of storefront windows for establishments such as supermarkets, auto dealerships, or banks. In the construction of large commercial buildings, Glaziers build metal framework extrusions and install glass panels or curtain walls. Glazing projects are focusing more and more on weatherization practices and the retrofitting and installation of new energy efficient and energy producing glazing systems.

Emphasized early in the apprentice's career is adherence to and knowledge of OSHA standards for personal safety; safety on the job site; and proper handling of tools, materials and equipment. Additionally, the apprentice will discuss safe work practices when working with glazing materials and various obstacles that may be encountered on the job, such as moving and lifting heavy or odd shaped glass and metal objects.

Additional Information/Contact

For more information about IUPAT apprenticeships or work opportunities, contact a Local of the International Union of Painters and Allied Trades, a local Joint Union-Management Apprenticeship Agency, or the nearest office of the State Employment Service or State Apprenticeship Agency.

For general information about the work and training for IUPAT, contact:



International Union of Painters and Allied Trades (IUPAT)
7234 Parkway Drive
Hanover, MD 21076
Internet: <http://www.iupat.org>



Finishing Trades Institute (FTI)
7230 Parkway Drive
Hanover, MD 21076
Internet: <http://www.finishingtradesinstitute.org/>



Labor Management Cooperative Initiative (LMCI)
7234 Parkway Drive
Hanover, MD 21076
Internet: <http://www.lmcionline.org/>



Finishing Contractors Association (FCA)
8120 Woodmont Avenue, Suite 520
Bethesda, Maryland 20814
Internet: <http://www.finishingcontractors.org>

Program Level Competencies

With reference to each of the respective areas of the Glazing trade, apprentices successfully completing this program will be able to:

Glazier

- Explore trade options as they pertain to the glazing industry.
- Examine principles of glass.
- Identify trade-related materials and applications.
- Utilize trade-related tools and equipment.
- Interpret drawings related to the glazing trade.
- Apply trade math calculations.
- Apply building controls and layout techniques.
- Demonstrate the proper fabrication, assembly, and installation methods of the glazing industry.
- Apply the standards of quality control and quality assurance in the glazing industry.
- Apply green technology as appropriate in the glazing trade.

Suggested Program of Study for the Glazier Curriculum

The IUPAT/FTI Program of Study for the Glazier OJL and RI is outlined below. Under this hybrid approach, an apprentice must participate in the indicated minimum number of hours of OJL for each category of the program. The Program Sponsor is responsible for determining the number of RI hours that an apprentice must participate in based on the FTI guidance, local needs, and the suggested minimum of 144 hours per year (29 CFR 29.5(b)(4)).

CATEGORY #	CATEGORY NAME	OJL ¹ HOURS	RTI ² HOURS
1.1-3.4	Core Curriculum	32	96
7.1	Health and Safety for the Glazing Trade	200-400	24
7.2	Introduction to the Glazing Trade	400-640	40
7.3	Sealants	80-120	40
7.4	Architectural Drawings	200-400	40
7.5	Glazing Systems, Installation and Layout	800-1000	100
7.6	Replacement Work, Retro-Fit and Weatherization	200-400	20
7.7	Skylights and Sloped Glazing	200-400	20
7.8	Energy Glazing Systems	200-400	20
7.9	Welding Applications	200-400	80
		2512-4192	480

¹ Refers to a Minimum – Maximum range of OJL hours that an apprentice must participate in during the specific apprenticeship program. An apprentice can take hands-on assessments in order to be awarded credit for these hours as determined by the District Council.

² Refers to the IUPAT/FTI suggested number of RI hours an apprentice should participate in during the specific apprenticeship program. However, the number of RI hours that an apprentice must participate in is determined by the District Council but must be a minimum of 144 hours per year..

WORK PROCESS SCHEDULE
RELATED INSTRUCTION OUTLINE

Glazier

O*NET-SOC CODE: 47-2121.00 RAPIDS CODE: 0221HY

This table identifies the course competencies that the Glazier apprentice will successfully complete.

Module 7.0 – Glazier

7.1	HEALTH AND SAFETY AWARENESS FOR THE GLAZIER	
	ON-THE-JOB LEARNING (OJL) – 200 - 400 hours	RELATED INSTRUCTION (RI) – 24 hours
	<ul style="list-style-type: none"> • Don (put on), doff (remove), inspect, and maintain the proper PPE that should be worn during glazing including, but not limited to: <ul style="list-style-type: none"> • Head • Face • Eyes • Ears • Hands • Body • Feet • Respiratory • Perform a job analysis for safe working conditions, including: <ul style="list-style-type: none"> • Attend pre-job safety meetings. • Adhere to site specific safety rules and federal regulations. • Observe Vessel Entry/Confined Space regulations. • Read and interpret MSDS. • Establish and maintain a safe working perimeter. • Maintain clean work areas (housekeeping). • Demonstrate proper and safe handling of materials and glass. • Identify the locations of First Aid and Fire Equipment. • Demonstrate basic safety awareness practices. • Demonstrate the process by which to erect and dismantle a scaffolding system. • Don and doff a personal fall arrest body harness and lanyard system. • Recognize dangerous situations that pertain to damaged 	<ul style="list-style-type: none"> • Recognize the important areas of OSHA in general terms. • Describe the role of employer, supplier, and worker in the education of safety for workers. • Identify site and job specific hazards and policies of OSHA 29CFR1926 and 29CFR1910 regulations, including: <ul style="list-style-type: none"> • Swing Stage Safety • Scaffold Erector and Dismantler • Shop Safety • Crane Safety and Hand Signals • Rigging and Hoisting • Identify the Safety Regulations as they apply to safe work practices in the glazing trade with emphasis on the importance of : <ul style="list-style-type: none"> • Identifying safety hazards (unsafe conditions) • Handling of materials, including hazardous materials • Maintenance and safe operation of tools • Selecting and using PPE • Explain the use of Material Safety Data Sheets (MSDS) for following precautions when using chemicals in the glazing trade. • Describe the precautions that must be followed when using sealants and other chemicals. • Describe the process for handling, cleaning, and storing anodized or painted aluminum finishes. • Recognize and explain the set-up and dismantling of a scaffolding system. • Recognize welder safety and working conditions and apply acceptable safety preventive measures. • Outline emergency procedures and how to obtain assistance for injured workers.

	equipment or unsafe work practices and follow proper protocol for reporting and correcting the situation.	
7.2	INTRODUCTION TO THE GLAZING TRADE	
	ON-THE-JOB LEARNING (OJL) – 400 - 640 hours	RELATED INSTRUCTION (RI) – 40 hours
	<ul style="list-style-type: none"> • Demonstrate the characteristics of a professional Glazier, including: <ul style="list-style-type: none"> • Exhibit suitable appearance and personal hygiene. • Exhibit proper attitude and behavior on job sites including private residences and other occupied buildings. • Deal with difficult customers in a professional and courteous manner. • Interpret written and verbal instructions. • Recognize the importance of cooperation and interaction with related occupations on a job site. • Demonstrate the use of glazing hand tools, including but not limited to: <ul style="list-style-type: none"> • General Tools (rules, straight edges, protractor, dividers) • Squares • Levels and Transits • Glass/Plastic Cutters • Screwdrivers • Specialty/Drill Bits and Fasteners • Caulking Guns • Knives (utility, putty, hackout) and Chisels • Glass Pliers • Metal Cutters • Hacksaws • Glass Holders • Hammers and Mallets • Pry Bars • Rivet Guns • Tap and die • Wrenches 	<ul style="list-style-type: none"> • Identify and explain basic terminology used in glazing. • Identify the historical events of the modern glazing trade. • Describe working conditions in the glazing trade. • Identify the career options and advancement opportunities in the glazing trade. • Describe at least three purposes for including windows in a building's design. • Identify the appropriate PPE needed when handling glass. • Identify hand tools used in the glazing trade. • Describe custody, care, and maintenance, of tools and equipment. • Identify symbols used in the glazing trade. • Describe the types of glass used in building construction and where they are used. • Describe the importance of load placement when moving and storing materials on a construction site. • Describe the proper technique (ergonomics) for lifting and transporting glazing materials. • Recognize the processes used on anodized or painted finishes. • Describe the purpose of the extrusion process on various types of materials (glass, aluminum, plastic, etc.). • Identify good welding applications on various joint designs and glazing finishes. • Describe the hazards associated with broken glass and its disposal. • Discuss the importance of quality workmanship when glazing aquariums, shower doors or tub enclosures. • Describe the tools, materials and safety precautions when creating art glass projects. • Discuss the importance of ensuring proper ventilation and using safety equipment when working with hazardous chemicals and materials in art glass projects.

	<ul style="list-style-type: none"> • Demonstrate the proper use of glass handling tools, materials and machinery. • Select the proper tools to safely and correctly open a case of glass. • Demonstrate the techniques used to remove, lift, carry, transport, roll and place a lite of glass on a vertical or horizontal plane. • Demonstrate the process for disposing of broken glass. • Demonstrate the process for cleaning anodized or painted aluminum. • Demonstrate auto glass replacement and repair procedures. • Demonstrate the proper use of tools, materials and safety equipment during an art glass project. 	
7.3	SEALANTS	
	ON-THE-JOB LEARNING (OJL) – 80 - 120 hours	RELATED INSTRUCTION (RI) – 40 hours
	<ul style="list-style-type: none"> • Demonstrate the techniques used to achieve good joint design. • Point out the qualities of good joint design and a properly prepared surface for sealant application. • Demonstrate methods for applying sealant on various structural glazing systems. • Demonstrate methods for sealing expansion joints. • Demonstrate knowledge of compatibility and application of membranes. 	<ul style="list-style-type: none"> • Use sealant terminology in sealant selection during course discussions and experiences. • Describe sealant forms, classifications and properties. • Describe the factors of good joint design including the basic principles of joint width and depth. • Distinguish between techniques for substrate preparations used with a variety of commonly used construction surfaces. • Describe the components, methods and applications of structural glazing systems. • Describe manufacturer’s specifications for primers, solvents, and sealants used in structural glazing applications. • Describe compatibility and application of various membranes.
7.4	ARCHITECTURAL DRAWINGS	
	ON-THE-JOB LEARNING (OJL) – 200 to 400 hours	RELATED INSTRUCTION (RI) – 40 hours
	<ul style="list-style-type: none"> • Interpret and apply architectural drawings and their associated components on the job, including: <ul style="list-style-type: none"> • Blueprints • Scale rulers • Symbols and terminology • Shop drawings • Materials lists • Cutting schedules • Perimeter sheets • Optimization schedules 	<ul style="list-style-type: none"> • Describe the parts, purpose and importance of using the following on a glazing job: <ul style="list-style-type: none"> • Blueprints • Shop drawings • Specifications and schedules • Finish schedules • Contract specifications • Change notices • Site Instructions • Request for Information

	<ul style="list-style-type: none"> • Details • Contract specifications • Demonstrate the ability to make freehand sketches in a quick and efficient manner without using a compass, straight edge, or protractor. • Demonstrate how to make the following sketches: <ul style="list-style-type: none"> • Oblique drawings of straight and curved objects • Basic isometric and perspective sketches • A section of a storefront installation • A complex storefront with returns • Read a shop drawing and relate the information on it to an actual structure. • Read cross section diagrams of architectural metal extrusions to identify the following: <ul style="list-style-type: none"> • Headers • Sills, bulkheads, and sill flashing • Jambs • Mullions • Door jambs • Intermediate horizontals • Corner metal • Make a list of materials based on the shop drawing. 	<ul style="list-style-type: none"> • Request for Quotation • Read and interpret the details of blueprints, shop drawings, and perimeter sheets for the glazing trade. • Describe the differences between an oblique drawing, an isometric drawing, and a perspective drawing. • Identify the various views of a drawing that are included in a set of plans and their relationship to each other. • Identify and define material symbols, abbreviations, and lines used in drawings. • Identify type and swing of doors. • Identify a variety of windows (single, double hung, awning, casement, sliding) • Define the meaning of scale. • Use fractional rule to calculate measurements. • Explain how an architect's scale is used to measure lines. • Use the architect's scale to determine the actual length of a scaled line. • Recognize, locate, and determine missing dimensions. • Describe proper handling procedures for plans and drawings. • Identify associated materials on a set of plans such as vinyl gaskets, shims, backer rod, anchors, caulking, and setting blocks. • Explain the difference between in-shop fabrication and on-site fabrication. • Determine final measurements, taking into consideration materials used, thermal expansion, and the required coverage of the glass. • Explain the purpose of cutting and materials lists and how they are created based on shop drawings and sketches.
7.5	GLAZING SYSTEMS INSTALLATION AND LAYOUT	
	ON-THE-JOB LEARNING (OJL) – 800 - 1000 hours	RELATED INSTRUCTION (RI) – 100 hours
	<p>Glass Cutting:</p> <ul style="list-style-type: none"> • Demonstrate the basic principles and procedures for cutting glass. • Measure, mark, and score glass to specified dimensions using a glass cutter. • Demonstrate basic fabrication techniques including: edging, removing scratches, drilling and cut outs. <p>Mirrors:</p> <ul style="list-style-type: none"> • Measure the wall and transfer measurements onto a mirror. • Cut and perform edgework to various levels on glass and 	<p>Glass Cutting:</p> <ul style="list-style-type: none"> • Identify the principles and procedures for cutting glass and plastics. • Identify the various tools, materials and machinery for cutting glass. • Describe various principles and techniques for cutting glass on the job site. • Describe various glass fabrication techniques, tools, and machinery. <p>Mirrors:</p> <ul style="list-style-type: none"> • Describe the principles and procedures for light metal fabrications and installation. • Explain the importance and use of mirrors in the marketplace.

<p>mirrors using upright wet belt sanders and hand held belt sanders.</p> <ul style="list-style-type: none"> • Drill small and large holes using the proper drill for each. • Demonstrate the following glass and mirror cutouts: corner, wall outlet, peninsula notch, island circle and outside circle. • Recognize problems and apply solutions to imperfect wall surfaces to be used for mirror mounting. • Demonstrate the layout, fabrication, and installation procedures for mirror mounting. • Properly store and handle mirrors. <p>Shower Doors and Tub Enclosures:</p> <ul style="list-style-type: none"> • Demonstrate the use of hardware for shower and tub enclosures. • Measure and layout a shower and tub enclosure. • Demonstrate fabrication and installation techniques for shower and tub enclosures. <p>Doors and Locks:</p> <ul style="list-style-type: none"> • Perform a reliability test on installed panic hardware. • Demonstrate the construction and installation of aluminum doors and other entrances. <p>Handrail Systems:</p> <ul style="list-style-type: none"> • Fabricate and install a handrail system using various anchoring and securing methods. <p>Break Metal:</p> <ul style="list-style-type: none"> • Accurately measure the corners and radius walls prior to cutting the metal to insure proper fitting during installation. • Determine layout and positioning of break metal prior to cutting. • Demonstrate accurate fabrication of break metal on the job. <p>Glazing Systems (General):</p> <ul style="list-style-type: none"> • Demonstrate the ability to locate the manufacturer's installation manuals for any glazing system. • Demonstrate the ability to work with a team to fabricate and install glazing systems. • Demonstrate safe work practices and selection and use of PPE on all glazing systems. • Select and safely use the appropriate tools to install all glazing systems. • Demonstrate the proper techniques for welding various 	<ul style="list-style-type: none"> • Describe and choose the best method for installing mirrors for each job. • Identify and describe the use of hardware used for mirror mounting. • Identify different types of drills used for creating holes in glass and mirror. <p>Shower and Tub Enclosures:</p> <ul style="list-style-type: none"> • Describe the basic types of shower and tub enclosures. <p>Doors and Locks:</p> <ul style="list-style-type: none"> • Identify various types of locks and their components. • Recognize the terminology used with the function and installation of locks and bolts. • Name the basic types of panic hardware; its purpose, terminology and general installation procedures. • Discuss the requirements for door installation and construction and the effects of the environment on aluminum entrances. • Discuss the effects of positive and negative air pressure and stack effect on entrances. • Discuss the different types of automatic doors and the hardware associated. • Describe measures that can be taken to prevent the effects of temperature extremes on aluminum entrances. • Describe door size, construction and allowable clearances. • Explain the importance of following hardware guidelines on proper door installation, adjustment methods and glazing techniques. <p>Handrail Systems:</p> <ul style="list-style-type: none"> • Describe the different components of various types of handrail systems. • Describe handrail system fabrication and its anchoring and securing methods. • List the safety codes that relate to the installation of handrail systems. • Define "tolerance" as it relates to general glazing systems layout and measurements. <p>Break Metal:</p> <ul style="list-style-type: none"> • Describe the importance of measuring corners and radius walls when installing break metal. <p>Glazing Systems:</p> <ul style="list-style-type: none"> • Describe the different design qualities of Curtain wall, Unitized, Pressure Wall, Ribbon Windows, Pre-Glazed systems. • Describe the layout procedures for each of the glazing systems.
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<p>glazing systems.</p> <p>Curtain wall System:</p> <ul style="list-style-type: none"> • Measure and layout precise Curtain wall control lines and reference points. • Demonstrate the proper calculation of “tolerances” for building dimensions. • Conduct a field inspection prior to Curtain wall layout. • Demonstrate the assembly and installation of Curtain wall, including corner seals, glazing the wall and applying Curtain wall trim. <p>Ribbon Window and Pre-Glazed Systems:</p> <ul style="list-style-type: none"> • Calculate glass sizes for framed openings using elevation drawings and details. • Demonstrate the assembly and installation of Ribbon Window systems. • Demonstrate the procedures for glazing the Ribbon Window system. • Demonstrate the installation of Pre-Glazed systems. <p>Unitized System:</p> <ul style="list-style-type: none"> • Measure and layout materials needed for the installation of unitized systems. • Demonstrate the installation procedures to properly install manufacturer’s unitized system materials. • Select and safely use the appropriate tools to install all glazing systems. <p>Pressure Wall:</p> <ul style="list-style-type: none"> • Demonstrate Pressure Wall fabrication techniques. • Demonstrate the Pressure Wall erection process for single span and multi-span buildings. • Apply the steps to prepare the Pressure Wall openings for glazing. • Install glass, pressure plates, and covers on a Pressure Wall job. • Perform the procedures for internal sealants, zone damming, and water diversion. <p>Storefront Layout and Installation:</p> <ul style="list-style-type: none"> • Measure a rough opening. • Fabricate and assemble a Storefront frame that uses shear block joinery. 	<ul style="list-style-type: none"> • Describe the fabrication techniques for each of the glazing systems. • Describe the installation procedures for each of the glazing systems. • List and describe the different types of tests used to determine the correct installation of glazing systems. • Describe proper handling procedures and window material storage of each glazing system. • Compare and contrast the differences between modular, single and multiple ribbon window system units. • Identify the problems that are caused by inaccurate measurements of ribbon window systems. • Read and interpret manufacturer’s directions and architectural drawings showing placement of Ribbon Window units. • Discuss the benefits of using pre-glazed systems. • Recognize Pressure Wall terminology and components. • Identify the steps for preparing the Pressure Wall openings for glazing. <p>Storefront:</p> <ul style="list-style-type: none"> • Describe the procedures associated with internal sealants, zone damming, and water diversion. • Describe components and materials of a Storefront including headers, sills, vinyl gaskets, shims, backer rods, anchors, sealants and setting blocks. • Explain the critical importance of proper sealant selection and application in Storefront installations. • Explain the importance of accurate field measurements. <p>Spandrel Glass and Architectural Panels:</p> <ul style="list-style-type: none"> • Identify the uses of Spandrel Glass and Architectural Panels. • Describe the components of Architectural Panel systems including layout, fabrication, and installation. • Describe the components of Louver Systems including layout and installation. • Describe the different types, colors, finishes and patterns of Spandrel Glass and Architectural Panel systems. • Describe thermal stress and its causes. • Describe Architectural Panel fabrication.
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	<ul style="list-style-type: none"> • Install Storefront metal and glass for new installations. • Fabricate and assemble a canned Storefront system. • Install, level, and plumb a given Storefront frame. • Drill holes in masonry with a hammer drill or pistol drill for a given masonry anchor. • Shim and anchor a given Storefront frame. <p>Spandrel Glass and Architectural Panels:</p> <ul style="list-style-type: none"> • Demonstrate the proper fabrication of an Architectural Panel. • Demonstrate the installation of Spandrel Glass, Architectural Panels, and Louver Systems. 	
7.6	REPLACEMENT, RETRO-FIT, AND WEATHERIZATION	
	ON-THE-JOB LEARNING (OJL) – 200 - 400 hours	RELATED INSTRUCTION (RI) – 20 hours
	<ul style="list-style-type: none"> • Demonstrate the safe removal and disposal of broken glass. • Demonstrate the techniques for re-glazing various window systems. 	<ul style="list-style-type: none"> • Identify and use the proper safety equipment and procedures. • Identify and describe the various types of replacement and retro-fit windows.
7.7	SKYLIGHTS AND SLOPED GLAZING	
	ON-THE-JOB LEARNING (OJL) – 200 - 400 hours	RELATED INSTRUCTION (RI) – 20 hours
	<ul style="list-style-type: none"> • Demonstrate self-flashing curb and curb mount skylight mountings. • Demonstrate the use and installation of various kinds of fall protection. • Demonstrate safe handling practices for skylights. • Compare the dimensions and tolerances of the skylight support structure with dimensions on skylight shop drawings. • Demonstrate the assembly of skylight components. • Demonstrate the use of various glazing and skylight hand tools. • Troubleshoot and repair problems with tools, materials, layout, leaks and other installation inefficiencies. • Demonstrate caulking and anchoring techniques. 	<ul style="list-style-type: none"> • Describe the use and purpose of skylights in both residential and commercial architecture. • Identify the types of loads to which skylights may be exposed and explain the importance of adhering to the design of a sky lighting system. • Discuss the various types of glass and their strength and response to impact, thermal stress and movement, breakage and water or moisture. • Discuss fall protection, including anchor points, hardware options, safety nets, load, and scaffolds. • Describe safe practices for handling skylights and materials including scissor and boom lifts. • Describe safe installation methods including how to avoid walking on the glass. • Describe the use of shop drawings for identifying components and materials for installation. • Describe the assembly procedures and considerations for a given skylight. • Identify skylight hand tools and materials.
7.8	ENERGY GLAZING SYSTEMS (EGS)	

	ON-THE-JOB LEARNING (OJL) – 200 - 400 hours	RELATED INSTRUCTION (RI) – 20 hours
	<ul style="list-style-type: none"> • Demonstrate the proper fabrication of various EGS. • Demonstrate the proper installation of various EGS. • Demonstrate safe work practices and appropriate PPE when working with EGS. • Demonstrate proper material handling and installation with particular emphasis on the pigtail. 	<ul style="list-style-type: none"> • Explain how EGS gather, store, and re-produce energy. • Explain how EGS benefit property owners in regard to sustainability and the green initiative. • List and identify parts and components of various EGS. • Identify various EGS manufacturers' specifications for fabrication and installation. • Define and discuss a pigtail and its care and handling. • Describe how to handle and store photovoltaic (PV) panels.
7.9	WELDING APPLICATIONS	
	ON-THE-JOB LEARNING (OJL) – 200 - 400 hours	RELATED INSTRUCTION (RI) – 80 hours
	<ul style="list-style-type: none"> • Operate the shielded metal arc welding process in all positions to AWS D1.1 acceptance criteria (stick). • Demonstrate how to manipulate the electrode to produce certain weld characteristics. • Operate the oxy fuel cutting process. • Operate the plasma arc cutting process • Tack up weldments. • Weld single and multipass fillet welds in all positions using the Shielded Metal Arc Welding process. • Weld Groove welds in the flat, horizontal, vertical and overhead positions using the shielded metal arc welding process to given specifications. • Use Shielded Metal Arc Welding to produce stringer beads and weave beads in the flat and vertical positions. • Repair faulty fillet weld areas containing undercut, overlap, uneven fillet weld legs and undersized fillet welds. • Produce stringer beads and weave beads in the flat and vertical positions. • Demonstrate oxygen fuel cutting techniques to sever metals. 	<ul style="list-style-type: none"> • Define welding and list common welding processes. • Identify industries and applications where welding processes are performed. • Recognize welder safety and working conditions and apply acceptable safety preventative measures. • List personal protective equipment and identify attire that is sufficient in coverage and materials known to minimize skin burns caused by sparks, spatter, or radiation. • Identify welding types, joint design, and positions used in welded construction. • Interpret common welding symbols as established by the American Welding Society. • Identify arc welding procedures, equipment, and materials with safety. • Define basic terminology associated with the welding trade.

IUPAT/FTI

Painter - Decorator

Program Competencies

O*NET-SOC CODE: 47-2141.00

RAPIDS CODE: 0379HY

WORK PROCESS SCHEDULE
RELATED INSTRUCTION OUTLINE
Painter-Decorator
O*NET-SOC CODE: 47-2141.00 RAPIDS CODE: 0379HY

IUPAT/FTI Painter - Decorator Course Competencies

The Program level curriculum builds upon the foundation of the core curriculum skills, knowledge, and abilities. At the program level, occupation-specific standardized curriculum is designed by an ad-hoc committee comprised of the FTI Curriculum Department, IUPAT/FTI subject matter experts, employers, manufacturers, and associations.

Apprentices will be assessed on their acquisition of knowledge, skills and abilities in the core curriculum through hands-on and written tests as well as OJL performance measures.

Additionally, the apprentices will integrate their core knowledge, skills and abilities into the pursuit of specific occupational training throughout the term of their apprenticeship. This program specific training is designed to build the technical and professional skills needed by the apprentice to successfully perform his/her occupational profession.

Painter-Decorator Apprenticeship Program

The Painters and Decorators Apprenticeship Program is an educational program co-sponsored by the IUPAT and FTI to meet the ever-changing needs of the industry and the affiliates it serves. The apprenticeship program ensures that apprentices will learn the theoretical knowledge and the practical skills necessary to be successful Painters and Decorators.

During the course of study, apprentices will be exposed to labor union history with special emphasis on the IUPAT, health and safety issues, materials, tools, equipment, and the proper techniques of the Painting and Decorating trade.

Apprentices successfully completing this program apply their skills and abilities as Painters and Decorators in residential, commercial, institutional, and industrial settings.

Description of Occupation

Painter-Decorator – Painters and Decorators apply decorative and protective finishes in residential, commercial, institutional and industrial settings. They prepare a variety of surfaces (wood, masonry, drywall, plaster, concrete, synthetics, stucco and metal) prior to the application of materials such as paint, high performance coatings, waterproofing, fireproofing, varnish, shellac, wall coverings and special decorative finishes.

Painters and Decorators are employed by construction companies, painting contractors, building maintenance contractors, or are self-employed. They work on projects such as home interiors and exteriors, residential high rises, wall covering work, industrial tanks and plants, bridges, airports, institutions, marine and offshore projects, and other commercial and industrial projects. Some Painters and Decorators may work for years on a single site; others may work for contractors that rarely work on the same site more than once.

Trends in the industry are leading manufacturers to continually make their products more environmental friendly. Environmental concerns have encouraged a movement toward 100% solid materials (low or no VOCs). The industry is on the cutting edge of the use of intumescent coatings in industrial settings. High performance emulsion paints and varnishes have vastly improved in their durability and overall performance. They have also become more environmentally and user-friendly. Ceramic insulating paints are fairly new to the trade. These paints were first introduced in the industrial sector, but are now being used for residential applications as well. The use of these paints for homes is expected to rise because of the increasing awareness of energy efficiency.

Work Environment

Painters and Decorators may come in contact with hazardous materials such as isocyanates, free silica, lead, volatile organic compounds and at times, carcinogenic materials. They may work with some physical discomfort when preparing surfaces or applying coatings in awkward positions. Painters and Decorators may work indoors and/or outdoors.

Painters and Decorators need to be aware of the safety and environmental concerns involved in the use of occupation equipment. For example, high and ultra high water jetting equipment and other types of abrasive blasting equipment are used to strip paint from building, tanks, bridges, ships, and piping. When working on tall buildings, painters erect scaffolding, including “swing stages,” scaffolds suspended by ropes, or cables attached to roof hooks. When painting steeples and other conical structures, they use a Bosun’s chair, a swing-like device.

Painters and Decorators must stand for long periods, often working from scaffolding and ladders. Their jobs also require a considerable amount of climbing and bending. These workers must have stamina,

because much of the work is done with their arms raised overhead. Painters often work outdoors but seldom in wet, cold, or inclement weather. Some painting jobs can leave a worker covered with paint.

Training/Skill Set

Key attributes for people entering this trade are manual dexterity, excellent color and artistic aptitude. Good physical condition is important because the work often requires considerable standing, kneeling, and repetitive activities such as brushing and rolling.

Painters and Decorators must have an eye for detail, the ability to plan work, and knowledge of many types of finishes, their properties and their applications. Painters and Decorators must be able to calculate areas and relate such calculations to required material. Good communications and customer service skills are required by Painters and Decorators who often interact with home/business owners, contractors, interior designers and architects.

Basic computer skills are gradually becoming a necessary occupational skill for communications, research and design. Due to technological advances in the industry, ongoing training in new materials and their applications is critical to Painter and Decorators.

Most painters and decorators learn through OJL and by working as an apprentice to an experienced journeyworker. This is accomplished through a combination of related instruction as delineated in these Standards.

Additional Information/Contact

For more information about IUPAT apprenticeships or work opportunities, contact a Local of the International Union of Painters and Allied Trades, a local Joint Union-Management Apprenticeship Agency, or the nearest office of the State Employment Service or State Apprenticeship Agency.

For general information about the work and training for IUPAT, contact:



International Union of Painters and Allied Trades (IUPAT)
7234 Parkway Drive
Hanover, MD 21076
Internet: <http://www.iupat.org>



Finishing Trades Institute (FTI)
7230 Parkway Drive
Hanover, MD 21076
Internet: <http://www.finishingtradesinstitute.org/>



Labor Management Cooperative Initiative (LMCI)
7234 Parkway Drive
Hanover, MD 21076
Internet: <http://www.lmcionline.org/>



Finishing Contractors Association (FCA)
8120 Woodmont Avenue, Suite 520
Bethesda, Maryland 20814
Internet: <http://www.finishingcontractors.org>

Program Level Competencies

With reference to each of the respective areas of the Painter-Decorator occupation, apprentices successfully completing this program will be able to:

Painter-Decorator Occupation

- Explore historical aspects of Painting and Decorating and its relevance to current applications.
- Explore trade options as they pertain to the Painting and Decorating industry.
- Examine principles of Painting and Decorating.
- Identify materials and applications of the Painting and Decorating industry.
- Utilize tools and equipment of the Painting and Decorating industry.
- Interpret drawings related to the Painting and Decorating trade.
- Apply trade math calculations.
- Apply the standards of quality control and quality assurance in the Painting and Decorating industry.

Suggested Program of Study for the Painter-Decorator Curriculum

The IUPAT/FTI Program of Study for the Painter-Decorator OJL and Related Instruction is outlined below. Under this hybrid approach, an apprentice must participate in the indicated minimum number of hours of OJL for each category of the program. The Program Sponsor is responsible for determining the number of RI hours that an apprentice must participate in based on the FTI guidance, local needs, and the suggested minimum of 144 hours per year (29 CFR 29.5(b)(4)).

CATEGORY #	CATEGORY NAME	OJL¹ HOURS	RI² HOURS
1.1-3.4	Core Curriculum	32	96
9.1	Health and Safety Awareness for the Painter-Decorator	300 - 500	40
9.2	Introduction to the Painting and Decorating Trade	800 - 1000	60
9.3	Surface Preparation and Cleaning	800 - 1000	40
9.4	Non-spray Application of Coatings	800 - 1000	60
9.5	Identifying Paints, Coatings, and Materials	400 - 600	24
9.6	Spray Painting	800 - 1000	48
9.7	Wood Finishes	160-480	16
9.8	Wall coverings	160-480	16
9.9	Abrasive Blasting	160-480	16
9.10	Decorative Finishes	160-480	16
		4572 - 7052	432

¹ Refers to a Minimum – Maximum range of OJL hours that an apprentice must participate in during the specific apprenticeship program. An apprentice can take hands-on assessments in order to be awarded credit for these hours as determined by the District Council.

² Refers to the IUPAT/FTI suggested number of RI hours an apprentice should participate in during the specific apprenticeship program. However, the number of RI hours that an apprentice must participate in is determined by the District Council but must be a minimum of 144 hours per year.

WORK PROCESS SCHEDULE
 RELATED INSTRUCTION OUTLINE
 Painter-Decorator
 O*NET-SOC CODE: 47-2141.00 RAPIDS CODE: 0379HY

This table identifies the course competencies that the Painter-Decorator apprentice will successfully complete.

Module 9.0 – Painter-Decorator

9.1	HEALTH AND SAFETY AWARENESS	
	On-the-Job Learning (OJL) – 300 - 500 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> • Don (put on), doff (remove), inspect, and maintain the proper PPE that should be worn during painting and decorating application including, but not limited to: <ul style="list-style-type: none"> • Head • Face • Eyes • Ears • Hands • Body • Feet • Respiratory • Perform a job analysis for safe working conditions: <ul style="list-style-type: none"> • Attend pre-job safety meetings • Adhere to site specific safety rules and federal regulations • Observe Vessel Entry/Confined Space regulations • Read and interpret MSDS • Establish and maintain a safe working perimeter • Safely demonstrate the proper use and maintenance of tools and equipment. • Maintain clean work areas (housekeeping). • Demonstrate how to perform positive and negative fit checks on selected respirators. • Use selected monitoring equipment to measure the atmosphere in a confined space. • Recognize the symptoms associated with excess exposure to heat and cold. • Store, handle, and transport tools, equipment and materials properly. • Identify the locations of First Aid and Fire Equipment. • Correctly use fall arresting and other fall protection equipment. • Demonstrate safe work practices for erecting and dismantling scaffolds, 	<ul style="list-style-type: none"> • Recognize the important areas of OSHA in general terms. • Identify the Safety Regulations as they apply to safe work practices in the trade with emphasis on: <ul style="list-style-type: none"> • Identification of safety hazards (unsafe conditions) • Proper handling of materials, including hazardous • Maintenance and safe operation of tools • PPE • Describe the precautions that must be followed when using flammable liquids and adhesives. • Explain the purpose of Hazard Communication programs. • Explain what a Material Safety Data Sheet (MSDS) is, its purpose and limitation. • Describe the role of employer, supplier, and worker in the education of workers. • Outline emergency procedures and how to obtain assistance for injured workers. • Compare and contrast the characteristics of a confined space with those of a permit-required confined space. • Explain confined space characteristics and hazards. • Identify 29 CFR 1910.146 as OSHA's General Industry Confined Spaces Rule. • Describe the proper technique (ergonomics) for lifting and transporting CAS materials and equipment. • Identify safety requirements for erecting and dismantling scaffolds, including: pre-planning, inspecting scaffold components, calculating load capacity, platform construction, access requirements, and fall protection. • Identify the different types of aerial lifts and their related safety rules and precautions. • Describe potential fall hazards in the workplace. • Describe the different types of ladders and the conditions under which they are used. • Describe the techniques and equipment used

	<p>including: pre-planning, inspecting scaffold components, load capacity, platform construction, access requirements, and fall protection.</p> <ul style="list-style-type: none"> • Demonstrate a pre-inspection and the safe operation of an aerial lift. • Describe and demonstrate the proper use of various types of personal fall protection equipment. • Describe and demonstrate the steps of ladder safety, including: selection, inspection, set-up, safe techniques and proper maintenance and storage. 	<p>for environmental humidity/temperature control.</p>
9.2	INTRODUCTION TO THE PAINTING AND DECORATING TRADE	
	On-the-Job Learning (OJL) – 800 - 1000 hours	Related Instruction (RI) – 60 hours
	<ul style="list-style-type: none"> • Demonstrate the characteristics of a professional Painter-Decorator, including: <ul style="list-style-type: none"> • Exhibit suitable appearance and personal hygiene. • Exhibit proper attitude and behavior on the job site, including private residences and other occupied buildings. • Deal with difficult customers in a professional and courteous manner. • Interpret written and verbal instructions. • Recognize the importance of cooperation and interaction with related trades on a job site. • Demonstrate the knowledge and use of color theory and the color wheel by selecting and applying complimentary, contrasting, and harmonious colors. • Recognize the importance of cooperation and interaction with related trades on a job site. <ul style="list-style-type: none"> • Setup and safely operate a compressor. • Setup and safely use a power washer on multiple substrates. • Demonstrate the proper use of a Pasting Table. • Demonstrate how to clean and store brushes and rollers. • Identify and select the proper brush and roller given a particular application. • Demonstrate the selection and use of masking methods, tools and materials. • Demonstrate proper layout drop cloths, 	<ul style="list-style-type: none"> • Identify and explain the basic terminology used in the Painting and Decorating trade. • Describe the working conditions of the Painting and Decorating trade. • Identify the career options and advancement opportunities in the Painting and Decorating trade. • Describe custody, care, and maintenance of tools and equipment. • Identify basic tools and equipment used for surface preparation and Painting and Decorating application. • Identify the reasons for applying coatings. • Identify the basic hand tools and equipment used in the Painting and Decorating trade. • Identify power tools used in Painting and Decorating trade. • Identify the basic hand tools and equipment used in the Drywall Trade. • Identify the basic hand tools and equipment used in the Wall covering trade. • Identify the equipment required for proper lighting of a worksite. • Identify the proper methods, procedures and equipment used for proper ventilation. • Identify different types and use of work platforms. • Identify the components of brushes and rollers. • Describe the differences between natural bristles and synthetic bristles. • Recognize the various types of paint brushes and select the proper paint brush for the application. <ul style="list-style-type: none"> ▪ Wall brushes ▪ Varnish brushes ▪ Sash and trim brushes ▪ Stain brushes ▪ Special purpose brushes

	<ul style="list-style-type: none"> • & plastic. • Demonstrate the proper use of spray shielding. • Demonstrate knowledge of wrapping methods and materials. • Demonstrate the proper clean up, removal and disposal of protective materials used in masking operations. • Recognize and describe the application of selected masking materials. • Demonstrate/describe selected methods and materials for interior/exterior coverings. • Demonstrate how to properly mask a window with tape and paper/plastic. • Demonstrate how to spray railings. • Demonstrate how to cover from overspray. <ul style="list-style-type: none"> • Demonstrate how to remove masking tape after finish coats have been applied. 	<ul style="list-style-type: none"> ▪ Decorative brushes ▪ Recognize the different kinds of rollers and roller covers and select the proper roller and cover for the application, including: <ul style="list-style-type: none"> • Dip rollers • Self-feeding rollers • Special purpose rollers. • Identify and describe masking tools and materials. • Describe the materials required for protecting surfaces, including: <ul style="list-style-type: none"> • Tape dispensers • Types of tape • Types of masking material • Paint shields • Covering materials • Describe the methods of applying interior and exterior masking and coverings to various surfaces. • Understand the importance of proper cleanup. • Describe how to protect shrubbery during the painting process. • Describe how windscreens work. • Describe the importance of using drop cloths when spraying near roofs. • Describe the dangers of masking exterior light fixtures.
9.3	SURFACE PREPARATION AND CLEANING	
	On-the-Job Learning (OJL) – 800 - 1000 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> • Demonstrate various surface preparation methods. • Demonstrate various substrate repair methods. • Demonstrate various inspection test devices. • Sand, wash, caulk, spackle and spot prime previously painted substrates in preparation for repainting. • Sand, prime, putty and caulk wood surfaces in preparation for finish coat. • Prepare new and old porous masonry surfaces for coatings. • Prepare metal substrates for coatings by utilizing selected surface prep methods. • Prepare substrate for sealant. • Estimate curing and drying times based on various ambient conditions. • Demonstrate proper start-up, operation, cleaning techniques, shutdown, and safety guidelines for typical low-pressure washers using selected 	<ul style="list-style-type: none"> • Identify selected substrates and surfaces and suitable methods of surface prep. • Recognize and identify industry standard surface prep methods and specifications. • Identify the ramifications of improper surface prep. • Recognize and describe the various categories and uses of low-pressure water washing equipment. • Recognize the different types of joints and substrates. • Explain the implications of using chemical strippers, and solvents as related to VOC's and health hazards. • Identify the classifications and uses of chemicals as related to surface prep operations. • Describe substrate preparation tools and materials. • Identify materials used in drywall finishing and state the purpose and use of each of the following materials: <ul style="list-style-type: none"> • Compounds • Joint reinforcing tapes

	<p>accessories.</p> <ul style="list-style-type: none"> • Demonstrate proper surface prep operations utilizing chemical strippers and deglossers on both new and previously painted surfaces. • Patch and finish damaged drywall. • Sand, wash, caulk, spackle and spot prime new substrates in preparation for painting. • Demonstrate basic knowledge of various surface prep inspection tools and equipment. • Demonstrate ability to repair common paint failures using various methods of surface preparation prior to repainting operation. • Recognize and describe the uses of various preparation agents. <ul style="list-style-type: none"> • Demonstrate the proper use of Drywall Finishing hand and automatic tools. • Demonstrate embedding of drywall joints, angles, corner bead and nail spotting. • Properly prepare each type of compound in use on a job. • Demonstrate the application of the second drywall coat. • Demonstrate the application of the finish coat and touch up, including the use of sanding tools. • Apply textures by hand and automated methods to perform the following tasks: <ul style="list-style-type: none"> • Joint taping and finishing • Fastener spotting • Corner finishing • Sanding • Demonstrate the ability to patch and finish damaged drywall. • Distinguish and state a level of finish by observation. 	<ul style="list-style-type: none"> • Trim materials • Textures and Coatings • Explain the differences in the six levels of finishing established by industry standards. • Identify the hand tools used in Drywall Finishing. • Identify taping and bedding materials. • Describe some of the problems and causes that occur in drywall finishes.
9.4	NON-SPRAY APPLICATION OF COATINGS	
	On-the-Job Learning (OJL) – 800 - 1,000 hours	Related Instruction (RI) – 60 hours
	<ul style="list-style-type: none"> • Apply coating (Paint, Lining, Stain, Wood Finishes, Sealers etc...) to selected surfaces using the following methods: <ul style="list-style-type: none"> • Brush • Roller • Trowel or other hand tool • Properly clean and store hand tools and 	<ul style="list-style-type: none"> • Explain the various methods and best practices in the application of stain, clear coat, and wood finish application on wood substrates. • Identify characteristics of concrete coating application. • Explain the effects of using various coatings and coating methods as related to VOC's, environmental and health concerns.

	<p>equipment, using correct solvents.</p> <ul style="list-style-type: none"> • Properly dispose of waste; paint, water, solvents, etc. • Demonstrate the ability to mix single and multi component paint, coatings, and linings. • Demonstrate the techniques for proper application of coating on various substrates. • Demonstrate the proper selection and use of hand tools required for a coating project. • Demonstrate the procedures for painting each of the following: double hung window, casement window, gutters and downspouts. • Demonstrate the procedures for painting exterior doors. • Demonstrate the procedures for painting fixed and movable shutters. 	<ul style="list-style-type: none"> • Understand the differences and unique characteristics of various substrates and their unique coating requirements, i.e., open and closed grain wood, concrete, metallic substrates, drywall, etc. • Identify common brushes used to paint window trim. • Describe various methods of painting gutters and downspouts. • Describe how to paint roll up garage doors. • Describe the procedures for painting exterior doors. • Describe the advantages and disadvantages of various clear finishes for exterior doors.
9.5	IDENTIFYING PAINTS, COATINGS AND MATERIALS	
	On-the-Job Learning (OJL) – 400 - 600 hours	Related Instruction (RI) – 24 hours
	<ul style="list-style-type: none"> • Properly select a product based on service area and use. • Demonstrate the procedure for creating a custom tint. • Utilize various waterproofing coating systems on both horizontal and vertical surfaces. • Demonstrate the general methods used for the clean up and disposal of water-based and oil-based paints. • Demonstrate the proper selection of primers, paints and stains for various residential or commercial applications. 	<ul style="list-style-type: none"> • Identify coatings and solvents by type and compatibility (Latex/Water, Alkyd/Mineral Spirits, etc). • Identify composition of coating products and the various chemicals contained in a volume of coating. • Understand the components of a Product Data Sheet and the Material Safety Data Sheet for a product. • Identify common paint failures, causes and their correction. • Understand Green technology as it relates to paint and coating technology. • Identify ways that color and/or light can influence a person's mood. • Be able to explain how Theoretical Spread rate relates to solids by Volume. • Explain the use of sealants, fillers, coatings, weather-stripping and other material as a component of weatherization procedures. • Explain the functions of pigments, resins, solvents, and additives. • Describe the basic differences between water-based and oil-based paints and coatings. • Describe the properties and functions of paints or coatings. • Identify the recommended method of surface preparation for different types of coatings. • Describe the application and interaction of various paint materials on selected residential/commercial surfaces.

		<ul style="list-style-type: none"> Identify the equipment used to prepare, apply and maintain painted surfaces in a residential or commercial setting. Describe the importance of primers when painting the exterior of commercial or residential buildings. Identify commonly used exterior coatings, stains, and primer stain blockers.
9.6	SPRAY PAINTING	
	On-the-Job Learning (OJL) – 800 - 1,000 hours	Related Instruction (RI) – 48 hours
	<ul style="list-style-type: none"> Demonstrate the ability to safely apply paints and coatings to various substrates with conventional and HVLP spray systems. Demonstrate the ability to properly clean conventional and HVLP spray systems. Demonstrate the ability to properly clean airless and air assisted spray systems. Demonstrate proper utilization of inspection tools, and equipment prior to, during, and after spray operations. Properly dispose of waste; paint, water, solvents etc. within acceptable environmental, regulatory and job specific guidelines. Display proper spray application technique and adjustment of equipment to produce a quality finish with minimal waste and overspray. Demonstrate ability to properly maintain spray equipment. Demonstrate how to properly mix paint in preparation for spray painting. Demonstrate how to use each type of spray equipment to properly apply paint to selected surfaces. Perform cleaning and maintenance on spray equipment per the manufacturer's instructions. Demonstrate how to measure the thickness of wet and dry paint films. Demonstrate how to measure the viscosity of paints and coatings. Demonstrate accurate measurements and angle calculation when striping a parking lot. Demonstrate striping application methods using the proper tools and practices. Demonstrate the preparation of pavement for receiving striping. Demonstrate the use of conventional 	<ul style="list-style-type: none"> Identify conventional and HVLP spray equipment components. Identify airless and air assisted spray equipment components. Recognize advantages and disadvantages of various spray equipment and accessories given various substrates and materials. Understand the basics of specialty spray systems including electrostatic, plural component, hopper, and thermal spray. Explain differences in interior and exterior spray application and the challenges of each. Recognize and describe spray systems and components, including: <ul style="list-style-type: none"> Conventional spray Airless and air-assisted HVLP spray systems Explain the responsibilities of a striper in parking lot layouts, including design factors such as traffic flow, number of users, exits/entry, and vehicle size. Identify striping tools, materials and application methods and practices. Describe striping equipment and substrate preparation.

	and airless spray systems during striping.	
9.7	WOOD FINISHES	
	On-the-Job Learning (OJL) – 160 - 480 hours	Related Instruction (RI) – 16 hours
	<ul style="list-style-type: none"> • Recognize hardwoods and softwoods. • Recognize open-grain and closed-grain woods. • Use a moisture meter to measure the moisture content of selected wood surfaces. • Demonstrate proper hand and power tool sanding techniques and cleaning of selected wood substrates. • Use bleach to lighten selected wood substrates. • Apply fillers to selected open-grained substrates. • Apply a sealer to selected wood substrates. • Apply stains to selected interior/exterior substrates. • Apply clear finishes to selected wood substrates. <ul style="list-style-type: none"> • Varnish • Lacquer • Shellac • Polyurethane 	<ul style="list-style-type: none"> • Explain why wood should be finished. • Describe the characteristics of wood. • Recognize open-grain and closed-grain wood surfaces. • Name and describe the use of basic wood finishing materials. • Demonstrate and/or describe the steps that are involved in the wood finishing process. <ul style="list-style-type: none"> • Sanding and cleaning • Bleaching • Staining • Filling • Sealing • Applying finish coat(s)
9.8	WALL COVERINGS	
	On-the-Job Learning (OJL) – 160 to 480 hours	Related Instruction (RI) – 16 hours
	<ul style="list-style-type: none"> • Estimate the amount of wall covering needed using various estimating techniques. • Select the proper adhesive for a particular wall covering. • Properly mix a powdered adhesive. • Prepare a surface for wall covering. • Install selected wall coverings and borders with emphasis on working around windows, doors, light fixtures, and other obstacles. • Demonstrate the ability to install wall coverings in difficult places such as stairs, slant walls, dormers, and archways. • Recognize and correct common wall covering failures. • Correctly apply a variety of wall coverings using the proper technique when confronted with doors, windows, dormers, archways, and other architectural elements. 	<ul style="list-style-type: none"> • Identify the basic types of wall coverings, their characteristics, and uses. • Identify the types and categories of commercial wall coverings. • Understand the terms associated with wall covering. • Identify the tools, equipment, adhesives, and other materials commonly used to install wall coverings.

9.9		ABRASIVE WET BLASTING	
		On-the-Job Learning (OJL) – 160 to 480 hours	Related Instruction (RI) – 16 hours
		<ul style="list-style-type: none"> • Demonstrate abrasive blasting system operations including guidelines: warnings and hazards, pre-start, daily checks, start-up, operation, and shutdown. • Demonstrate the use proper use of a conventional abrasive blast system. • Demonstrate the selection of a properly fitting blast nozzle and holder. • Demonstrate basic safety in the operation of a conventional abrasive blast system. • Create a surface that meets industry standards defining an achievable surface cleanliness level. 	<ul style="list-style-type: none"> • Describe the basic uses of conventional abrasive blast systems. • Recognize and describe the types and sizes of basic blast machines and the functions of their components. • Describe the requirements of air and blast hose and hose couplings. • Describe the types and sizes of blast nozzles and holders. • Describe the basic safety and operating guidelines for conventional blast systems.
9.10		DECORATIVE FINISHES	
		On-the-Job Learning (OJL) – 160 to 480 hours	Related Instruction (RI) – 16 hours
		<ul style="list-style-type: none"> • Apply stippling and mottling finishes to properly prepared surfaces. • Apply a grained finish to a properly prepared surface. • Recognize the type of decorative finish on any surface. • Demonstrate how to prepare surfaces for application of different decorative finishes. • Use the proper tools needed to achieve special effects when applying different decorative finishes. • Prepare oil-based and water-based glazes. • Demonstrate how to make common glaze formulas (recipes). • Apply glaze coats to properly prepared surfaces using sponging, rag rolling, and cheese clothing. • Apply a marbled finish to a properly prepared surface. • Apply antiqued finishes to a properly prepared surface using methods such as rubbing with steel wool and spattering. 	<ul style="list-style-type: none"> • Explain the purpose for using each type of decorative finish. • Recognize surfaces with decorative finishes applied by glazing. • Demonstrate how to make common glaze formulas (recipes). • Recognize surfaces with decorative finishes applied by antiquing. • Recognize surfaces with decorative finishes applied by gilding. • Recognize surfaces with decorative finishes applied by stippling and mottling, and describe the difference between the two methods. • Recognize surfaces with decorative finishes applied by marbling and graining, and describe the difference between the two methods. • Demonstrate and/or describe how to prepare surfaces for application of the different types of decorative finishes. • Use the proper tools needed to achieve special effects when applying different types of decorative finishes. • Identify the decorative colors commonly used in marbling and graining.

IUPAT/FTI

**Painter, Industrial Coating and Lining
Application Specialist**

Program Competencies

O*NET-SOC CODE: 47-2141.00

RAPIDS CODE: 2009HY

**WORK PROCESS SCHEDULE
RELATED INSTRUCTION OUTLINE
Painter, Industrial Coating and Lining Application Specialist
O*NET-SOC CODE: 47-2141.00 RAPIDS CODE: 2009HY**

**IUPAT/FTI Painter, Industrial Coating and Lining Application Specialist (ICLAS)
Course Competencies**

The Program level curriculum builds upon the foundation of the core curriculum skills, knowledge, and abilities. At the program level, occupation-specific standardized curriculum is designed by an ad-hoc committee comprised of the FTI Curriculum Department, IUPAT/FTI subject matter experts, employers, manufacturers, and associations.

Apprentices will be assessed on their acquisition of knowledge, skills and abilities in the core curriculum through hands-on and written tests as well as on-the-job learning (OJL) performance measures.

Additionally, the apprentices will integrate their core knowledge, skills and abilities into the pursuit of specific occupation training throughout the term of their apprenticeship. This program specific training is designed to build the technical and professional skills needed by the apprentice or journeyworker to successfully perform his or her profession.

Painter, Industrial Coating and Lining Application Specialist Apprenticeship Program

The Painter, Industrial Coating and Lining Application Specialist Apprenticeship Program is co-sponsored by the IUPAT/FTI to meet the ever-changing needs of the industry and the affiliates it serves. The apprenticeship program ensures that students will learn the theoretical knowledge and the practical skills necessary to become a certified Painter, Industrial Coating and Lining Application Specialist. During this program of study, students will successfully complete the IUPAT/FTI core curriculum and integrate it into the Painter, Industrial Coating and Lining Application Specialist specific training. Apprentice's successfully completing this program may apply their skills and abilities as Painter, Industrial Coating and Lining Application Specialist.

Description of Occupation

Painters, Industrial Coating and Lining Application Specialists apply techniques to prepare substrates for coating and lining application. Techniques may include removal of rust, mill scale and previously applied hazardous coatings utilizing industry-specific tools and techniques.

Painters, Industrial Coating and Lining Application Specialists apply/install protective coatings and linings to steel and concrete on complex structures, such as bridges and towers; waterfront structure, such as locks and dams, ship hulls, offshore platforms, bulkheads, and piers; metal and manufacturing facilities; chemical and processing facilities (e.g. food processing; pulp and paper mills; food and beverage plants; water and wastewater processing facilities); and conventional and nuclear power generation facilities.

By the nature of their work, Painters, Industrial Coating and Lining Application Specialists often work in dangerous environments such as bridges high over waterways, other highways or railroads, or in confined spaces such as shipboard spaces, small vessels or storage tanks. Because of this, Painters, Industrial Coating and Lining Application Specialists are required to receive more specialized training in health and safety due to the hazards associated with their work. See Attached SSPC Guide 17.

In today's environmentally-conscious culture, the Painter, Industrial Coating and Lining Application Specialist must also be careful to protect the environment surrounding the jobsite to ensure that hazardous debris such as lead-based paint and abrasive blasting media is properly contained and disposed of according to stringent federal, state and local regulations. This often requires the rigging of intricate containment systems and work platforms.

Apprentices will learn to apply their theoretical knowledge and skills to the corrosion protection of steel and concrete on complex industrial structures through course work in Health and Safety Awareness for Application Specialists, surface preparation and coating materials properties, and application. Specialty application course work in plural component and thermal spray will further assist students in expanding their skills. Apprentices will have their capabilities verified thru the IUPAT/FTI Painter, Industrial Coating and Lining Application Specialist Certification Program.

The objective of the Certification Program is to determine, through proctored written and practical examination, whether an individual journeyworker has the skill and knowledge to perform quality surface preparation and protective coatings application. The ICLAS program meets this need and provides criteria for the education, training, experience, knowledge, and motor skills required to prepare and apply protective coatings to steel and concrete surfaces of complex industrial and marine structures.

This training and certification has been designed to meet the requirements for a Level II certified Painter, Coating and Lining Application Specialist set forth in the Body of Knowledge contained within the SSPC ACS 1/NACE No.13 Joint Standard and in accordance with ISO 17024.

Apprentices shall be required to maintain their Qualifications per the requirements set forth in the SSPC ACS 1/NACE No. 13 Joint Standards.

Program Level Competencies

With reference to each of the respective areas of the Painter, Industrial Coating and Lining Application Specialist occupation, apprentices successfully completing this program will be able to:

Painter, Industrial Coating and Lining Application Specialist Occupation

- Identify types of corrosion and select coatings that meet project demands in various conditions and service environments.
- Apply proper surface preparation techniques to achieve the maximum level of protection available through protective coatings systems.
- Create a surface that meets industry standards defining an achievable surface cleanliness level.
- Demonstrate the ability to apply a coating properly through spray application; and troubleshoot spray pattern problems.
- Recognize jobsite deviations and nonconformities and identify how they may be addressed.
- Describe the requirements for writing and following written procedures and the difference between quality control and quality assurance.

Suggested Program of Study for the Painter, Industrial Coating and Lining Application Specialist Curriculum

The IUPAT/FTI Program of Study for the Painter, Industrial Coating and Lining Application Specialist OJL and Related Instruction (RI) is outlined below. Under this hybrid occupation, an apprentice must participate in the indicated minimum number of hours of OJL for each category of the program. The Program Sponsor is responsible for determining the number of RI hours that an apprentice must participate in based on the FTI guidance, local needs, and the mandated minimum of 144 hours per year (29 CFR 29.5(b)(4)).

CATEGORY #	CATEGORY NAME	OJL HOURS	RI HOURS
1.1-3.4	Core Curriculum	32	96
4.1	Health and Safety Awareness for the Industrial Coating and Lining Application Specialist	300 - 500	40
4.2	Introduction to Industrial Coatings	350 - 450	32
4.3	Materials and Corrosion	600 - 800	40
4.4	Surface Preparation	850 - 950	60
4.5	Spray Applications	600 - 850	92
4.6	Coatings	1000 - 1200	96
4.7	Specialty Applications	650 - 850	80
4.8	Contractor Quality Management	250 - 400	40
		4632- 6032	576

**WORK PROCESS SCHEDULE
RELATED INSTRUCTION OUTLINE
Painter, Industrial Coating and Lining Application Specialist
O*NET-SOC CODE: 47-2141.00 RAPIDS CODE: 2009HY**

This table identifies the course competencies that the Painter, Industrial Coating and Lining Application Specialist (ICLAS) apprentice will successfully complete.

Module 4.0 – Painter, Industrial Coating and Lining Application Specialist

4.1	HEALTH AND SAFETY AWARENESS	
	On-the-Job Learning (OJL) – 300 - 500 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> • Don (put on), doff (remove), inspect, and maintain the proper PPE that should be worn including, but not limited to: <ul style="list-style-type: none"> • Head • Face • Eyes • Ears • Hands • Body • Feet • Respiratory • Perform a job analysis for safe working conditions: <ul style="list-style-type: none"> • Attend pre-job safety meetings • Adhere to site specific safety rules and federal regulations • Observe Vessel Entry/Confined Space regulations • Read and interpret MSDS • Establish and maintain a safe working perimeter • Safely demonstrate the proper use and maintenance of ICLAS tools and equipment. • Maintain clean work areas (housekeeping). • Demonstrate how to perform positive and negative fit checks on selected respirators. • Use selected monitoring equipment to measure the atmosphere in a confined space. • Recognize the symptoms associated with excess exposure to heat and cold. • Store, handle, and transport tools, equipment and materials properly. 	<ul style="list-style-type: none"> • Recognize the important areas of OSHA in general terms. • Identify the Safety Regulations as they apply to safe work practices in the ICLAS occupation with emphasis on: <ul style="list-style-type: none"> • Identification of safety hazards (unsafe conditions) • Proper handling of materials, including hazardous • Maintenance and safe operation of tools • PPE • Describe the precautions that must be followed when using flammable liquids and adhesives. • Explain the purpose of Hazard Communication programs. • Explain what a MSDS is, its purpose and limitation. • Describe the role of employer, supplier, and worker in the education of workers. • Outline emergency procedures and how to obtain assistance for injured workers. • Compare and contrast the characteristics of a confined space with those of a permit-required confined space. • Explain confined space characteristics and hazards. • Identify 29 CFR 1910.146 as OSHA's General Industry Confined Spaces Rule. • Describe the proper technique (ergonomics) for lifting and transporting ICLAS materials and equipment. • Identify safety requirements for erecting and dismantling scaffolds, including: pre-planning, inspecting scaffold components, calculating load capacity, platform construction, access requirements, and fall protection. • Identify the different types of aerial lifts and their related safety rules and precautions.

	<ul style="list-style-type: none"> • Identify the locations of First Aid and Fire Equipment. • Correctly use fall arresting and other fall protection equipment. • Demonstrate safe work practices for erecting and dismantling scaffolds, including: pre-planning, inspecting scaffold components, load capacity, platform construction, access requirements, and fall protection. • Demonstrate a pre-inspection and the safe operation of an aerial lift. • Describe and demonstrate the proper use of various types of personal fall protection equipment. • Describe and demonstrate the steps of ladder safety, including: selection, inspection, set-up, safe techniques and proper maintenance and storage. • Use flags and paddles to safely control vehicle movements around work zones in accordance with state and national guidelines. • Demonstrate the measurement of a selected containment ventilation air pressure and/or air flow requirement using the appropriate instrumentation. • Recognize and describe a selected emission quality assessment method. • Perform and explain the procedures for conducting forklift inspections. • Calculate load weight and determine forklift capabilities for that load. 	<ul style="list-style-type: none"> • Describe potential fall hazards in the workplace. • Describe the different types of ladders and the conditions under which they are used. • Understand the requirements to protect the driving public and work zone crew at and around construction and maintenance areas (or work zones). • Describe a containment system (classes, enclosure components and methods, ventilation components and methods, emission assessment methods, and worker and equipment decontamination facilities). • Describe the techniques and equipment used for environmental humidity/temperature control. • Describe the qualifications of a competent Forklift Operator. • Explain the laws, regulations, and elevation precautions that apply to forklift operations.
4.2	INTRODUCTION TO INDUSTRIAL COATINGS	
	On-the-Job Learning (OJL) – 350 - 450 hours	Related Instruction (RI) – 32 hours
	<ul style="list-style-type: none"> • Demonstrate the characteristics of a professional Painter, Industrial Coating and Lining Application Specialist: <ul style="list-style-type: none"> • Exhibit suitable appearance and personal hygiene. • Exhibit proper attitude and behavior on the jobsite, including private residences and other occupied buildings. • Deal with difficult customers in a professional and courteous manner. • Interpret written and verbal instructions. 	<ul style="list-style-type: none"> • Identify and explain the basic terminology used in the industrial coatings field. • Describe the working conditions of the industrial coatings field. • Identify the career options and advancement opportunities in the industrial coatings field. • Describe custody, care, and maintenance of tools and equipment. • Describe the need for Painter, Industrial Coating and Lining Application Specialist and Industry recognized certification in the Industrial Painting Industry.

	<ul style="list-style-type: none"> Recognize the importance of cooperation and interaction with related occupations on a jobsite. Demonstrate the ability to follow specific work place protocol and procedures. 	<ul style="list-style-type: none"> Identify basic tools and equipment used for surface preparation and coatings application. Compare and contrast the Industrial Coatings Industry to the Commercial and Residential Painting Industry. Understand the history of bridges and the different types of bridges. Identify and define the components of the structures that comprise a bridge.
4.3	MATERIALS AND CORROSION	
	On-the-Job Learning (OJL) – 600 - 800 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> Recognize the critical role of the applicator in providing protection from corrosion. Recognize the 8 basic forms of corrosion. Demonstrate the 5 basic methods of mitigating corrosion. Select conditions that meet project demands in various conditions and service environments. Set-up of a jobsite including selection of trailers, storing flammable liquids, waste thinner, hazardous lead waste, and tarps. Demonstrate the ability to tie knots correctly and understand the different types of knots used in Industrial applications. Store, handle, and transport tools, equipment and materials properly. 	<ul style="list-style-type: none"> Identify tools of the occupation. Explain how and why corrosion occurs. Identify and describe the 8 basic forms of corrosion and how to properly mitigate using proper techniques such as use of hand tools, power tools, and blast media. Identify and describe the 5 basic methods of mitigating corrosion. Explain how coatings are used to control corrosion. Identify paint coat sequence of proper application procedures (primer, second coat, and finish coat). Explain the environmental concerns associated with Industrial Coating materials.
4.4	SURFACE PREPARATION	
	On-the-Job Learning (OJL) – 850 - 950 hours	Related Instruction (RI) – 60 hours
	<ul style="list-style-type: none"> Apply proper surface preparation techniques to achieve the maximum level of protection available through protective coatings systems. Create a surface that meets industry standards defining an achievable surface cleanliness level. Demonstrate the safe and appropriate application of surface preparation techniques: <ul style="list-style-type: none"> Solvent cleaning Hand tool cleaning Power tool cleaning Water jetting Chemical stripping 	<ul style="list-style-type: none"> Identify and describe various surfaces, substrates, and rust grades per SSPC Visual Standards and definitions. Describe common methods of surface preparation and the conditions in which they are applied. Explain abrasive blasting system operation guidelines: warnings and hazards, pre-start, daily checks, start-up, operation, and shutdown. Recognize the importance of steel surface preparation. Identify the effects of mass, velocity, air volume and pressure, nozzle, and hose size on abrasive blasting. Identify and document initial condition of steel. Identify the Standards for: <ul style="list-style-type: none"> Dry abrasive blasting

	<ul style="list-style-type: none"> • Abrasive blast cleaning • Vacuum blast cleaning • Centrifugal blast cleaning • Sodium bicarbonate blast cleaning • Sponge jetting • Carbon dioxide blast cleaning • Laser removal • Demonstrate and describe the proper use, maintenance and storage of surface preparation tools and equipment. • Demonstrate solvent hand tool cleaning, safety, PPE, methods, care, and repair SSPC – SP1. • Demonstrate power tool safety, PPE, methods of use, standards, and inspection SSPC – SP3. • Demonstrate the proper set-up of compressor, blast pot, and separators with control valves, hose and coupling layout. • Demonstrate abrasive blasting system operation guidelines: warnings and hazards, pre-start, daily checks, start-up, operation, and shutdown. • Create a surface that meets industry standards defining an achievable surface cleanliness level. • Demonstrate the proper use, care, PPE, and inspection of water cleaning and water jetting. • Recognize and describe surface preparation of concrete in accordance with SSPC – SP13/NACE 6. • Measure ambient conditions. • Determine when to measure ambient conditions. • Recognize when coating operations should not be permitted due to adverse ambient conditions. • Identify and employ troubleshooting techniques and procedures. 	<ul style="list-style-type: none"> • Power and hand tools • Wet abrasive blasting • Water cleaning and water jetting • Identify the acceptable abrasive blasting conditions (dew point, temperature, relative humidity, dehumidification, wind, and surface temperature). • Identify and describe the materials, equipment, and methods for chemical cleaning and high pressure and ultra high pressure water jetting SSPC – SP12/NACE 5. • Explain what and how ambient conditions affect application and coating performance. • Identify the primary elements of a nozzle blast cleaning system. • Discuss how abrasive characteristics affect: <ul style="list-style-type: none"> • Cleaning levels • Surface profile • Productivity • Recyclability • Dust • Waste generation
4.5	SPRAY APPLICATIONS	
	On-the-Job Learning (OJL) – 600 - 850 hours	Related Instruction (RI) – 92 hours
	<ul style="list-style-type: none"> • Demonstrate proper spray techniques for each of the spray systems and troubleshoot spray pattern problems. • Demonstrate proper care and maintenance of spray equipment. • Demonstrate appropriate use and safe handling of spray 	<ul style="list-style-type: none"> • Describe basic conventional air and airless spray systems, including variations of each: Conventional (air), Airless, Air-assisted, High-volume, Low-pressure, Electrostatic and Plural-component. • Identify by name, the parts of a spray gun and their functions. • List the procedures required to clean and lubricate a spray gun.

	<p>equipment.</p> <ul style="list-style-type: none"> Recognize, select, and demonstrate the following equipment for coating application: <ul style="list-style-type: none"> Brushes and rollers Conventional sprayers Airless and air-assisted airless sprayers High-volume, low-pressure (HVLP) sprayers Electrostatic sprayers Plural component proportioning equipment Wire flame and wire arc sprayers Dry powder coating application processes Demonstrate thermo spraying methods, i.e., wire flame, powder flame, electric arc and plasma. Demonstrate safe and proper methods to mix paint. Demonstrate proper use of wet film thickness gauge. Demonstrate the procedures required to clean and lubricate a spray gun. 	<ul style="list-style-type: none"> Identify the conditions under which each spray system may be used. Define and use the proper terms for describing spray techniques and equipment. Explain the relevance of coating terms; dry time, cure time and overcoat time. Recognize, select, and demonstrate the following equipment for coating application: <ul style="list-style-type: none"> Brushes and rollers Conventional sprayers Airless and air-assisted airless sprayers High-volume, low-pressure (HVLP) sprayers Electrostatic sprayers Plural component proportioning equipment Wire flame and wire arc sprayers Dry powder coating application processes Recognize and describe applicable hazards and safety guidelines for the above mentioned equipment. Recognize and describe proper storage conditions. Define pot life, induction time, and recoat window and explain their importance. Explain the methods used to obtain proper DFT and WFT with and without thinning.
4.6	COATINGS	
	On-the-Job Learning (OJL) – 1,000 - 1,200 hours	Related Instruction (RI) – 96 hours
	<ul style="list-style-type: none"> Demonstrate proper use of wet film thickness gauge. Demonstrate quality inspection procedures for monitoring ambient air, surface temperature, and surface profile. Interpret manufacturer’s catalog product data sheets to determine recommended uses and product/performance characteristics for industrial coatings. Use MSDSs to determine the hazards, appropriate personal protective equipment, and other safety-relevant information pertaining to the use of industrial coatings. Use manufacturer’s coating application bulletins to determine the proper surface preparation and application procedures required for use with industrial coatings. 	<ul style="list-style-type: none"> Identify the three basic mechanisms of corrosion control by coatings. Identify and explain the film properties necessary to provide the appropriate protection. Describe how coatings may provide galvanic (cathodic) protection. Discuss the different generic types available for use and the conditions under which different systems may be appropriate or inappropriate. Explain the function(s) of pigments, resins, solvents, and additives. Explain the differences between water-based and oil-based paints and coatings. Identify the film-forming mechanisms for different generic types of coatings. Explain the functions performed by the different types of industrial coatings:

		<ul style="list-style-type: none"> • Primers/undercoats • Tie, intermediate, build, and guide coats • Finish coats • High-performance coatings
4.7	SPECIALTY APPLICATIONS	
	On-the-Job Learning (OJL) – 650 - 850 hours	Related Instruction (RI) – 80 hours
	<p><i>Concrete</i></p> <ul style="list-style-type: none"> • Account for the effect each component has on concrete composition. • Determine Alkali – Aggregate Reaction and Moisture Vapor Transmissions. • Demonstrate the treatment and repair of concrete irregularities, joints and cracks. • Demonstrate product mixing and thinning techniques. • Conduct an adhesion test of a coating over concrete. <p><i>Plural Components</i></p> <ul style="list-style-type: none"> • Determine the appropriate use of plural component application. • Recognize and troubleshoot common problems associated with industrial coatings applied by the plural-component spray method. <p><i>Thermal Spray</i></p> <ul style="list-style-type: none"> • Demonstrate correct and safe operating procedures during electric arc spraying. • Demonstrate the ability to apply a thermal spray coating using the arc-spray method and employ the bend test, cut test, and ensile strength bond inspection tests as described. • Employ safe operating procedures during electric arc spraying. <p><i>Waterjetting</i></p> <ul style="list-style-type: none"> • Don and doff the proper PPE for waterjetting tasks. • Perform daily inspection procedures and identify equipment problems. • Evaluate surfaces if the required level of cleanliness has been achieved. <p><i>Powder Coatings</i></p> <ul style="list-style-type: none"> • Demonstrate and describe the two basic powder application systems and their components. 	<p><i>Concrete</i></p> <ul style="list-style-type: none"> • Define concrete and its composition. • Describe concrete surface preparations. • Recognize the importance of reinforcing concrete. • Describe the use of protective coatings over concrete. <p><i>Plural Components</i></p> <ul style="list-style-type: none"> • Identify plural component application systems. • Identify and describe the primary components of a plural component spray operation system. • Identify and describe the physical properties of plural component coatings and how they affect application methods. • Define key characteristics of plural components coatings. • Identify the physical properties of plural components coatings. • Explain how plural components coatings affect application methods. <p><i>Thermal Spray</i></p> <ul style="list-style-type: none"> • Describe common thermal spray methods of application. • Describe the proper use and applications of thermal spray coatings. • Describe the function of each component in the electric arc process of thermal spraying. • Explain the difference between SSPC – SP 3 and SSPC – SP 10 and identify the service environments when each may be specified. • Discuss the components of the job reference standard and job control record and the importance and role of each during thermal spray application. <p><i>Waterjetting</i></p> <ul style="list-style-type: none"> • Identify the various components of the waterjetting system. • Identify components and functions of Wet Abrasive Blasting (WAB) equipment. • Explain the importance of using waterjetting equipment safely. • Identify the components and functions of WAB equipment. <p><i>Powder Coatings</i></p> <ul style="list-style-type: none"> • Recognize and describe the conditions when powder is the most

	<ul style="list-style-type: none"> • Select the most appropriate method of powder coating application for the job. • Demonstrate the basics of operating, cleaning, and maintaining the equipment in powder coating systems. <p><i>Pipeline Coatings</i></p> <ul style="list-style-type: none"> • Specify inspection testing of pipeline coatings to identify defects and the appropriate methods of repairing them. • Demonstrate plant and field application of pipeline coating systems with different materials and methods of application. <p><i>Electrostatic Spray</i></p> <ul style="list-style-type: none"> • Demonstrate and describe the use of automated and manual systems. • Demonstrate operational and safety guidance. 	<p>appropriate coating system for a job.</p> <ul style="list-style-type: none"> • Identify and describe the operational and safety requirements for the job. <p><i>Pipeline Coatings</i></p> <ul style="list-style-type: none"> • Identify and select pipeline coating systems to be applied in plants. • Identify and select pipeline coating systems to be applied in the field. <p><i>Electrostatic Spray</i></p> <ul style="list-style-type: none"> • Describe the basic concepts of electrostatic spray techniques. • Identify the type of electrostatic spray appropriate for specific jobs. • Identify the basic operational and safety steps of each method. • Describe the uses of the Corona and contact charging systems.
4.8	CONTRACTOR QUALITY MANAGEMENT	
	On-the-Job Learning (OJL) – 250 - 400 hours	Related Instruction (RI) – 40 hours
	<ul style="list-style-type: none"> • Demonstrate the ability to determine WFT by notch gauge, DFT by SSPC – PA 2, adhesion by tape method, and dryness or state of cure. • Demonstrate a working knowledge of the requirements and standards that apply to the various tasks involved in the QC inspection process, including: <ul style="list-style-type: none"> • Pre-surface preparation inspection • Measurement of ambient conditions • Evaluation of compressor, air cleanliness, and surface preparation equipment • Determination of surface preparation, cleanliness, and profile • Mixing and thinning of coating materials • Evaluation of application equipment • Inspecting coating application and cleanliness between coats • Determination of wet-film and dry-film thickness • Pinhole and holiday testing • Evaluating adhesion/cure • Demonstrate how to calibrate and use the test equipment and instruments needed to verify compliance with the various quality control (QC) inspection tasks. • Demonstrate how to fill out the various forms used to record 	<ul style="list-style-type: none"> • Define quality and how it is used in a painting environment. • List the benefits of using a quality system. • Explain the differences between quality control and quality assurance. • Explain who is responsible for performing quality control and quality assurance inspections. • Describe the resources a contractor and the QC inspector should have on hand both in the office and on the job site. • Describe the components of a formal quality manual and why it is used. • Recognize the importance of document and data control. • Identify the types of documents requiring control. • Define calibration. • Describe the requirements of a calibration program. • Recognize the importance of equipment maintenance and associated records. • Discuss how to verify and record equipment calibration. • Identify appropriate hold points for work inspection during coating application. • Recognize pre-bid review, contract amendments, and the CSI format. • Describe the importance of the pre-job conference and hold-point/check-point progress meetings and what is covered in each meeting.

	the results of QC inspections.	
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Glossary of Acronyms

AED	Automated External Defibrillator
AWS	American Welding Society
CDL	Commercial Driver's License
CPR	Cardiopulmonary Resuscitation
EIFS	Exterior Insulation and Finishing System
EPA	Environmental Protection Agency
EPS	Expanded Polystyrene
ESD	Electrostatic Discharge
GVWR	Gross Vehicle Weight Rating
HAZ COM	Hazardous Communication
HAZWOPER	Hazardous Waste Operations and Emergency Response
HUD	Housing and Urban Development
HVAC	Heating, Ventilating, and Air Conditioning
HVLP	High-volume, Low Pressure
J-BAR	Johnson Bar
LED	Light-emitting Diode
LEED-NS	Leadership in Energy and Environmental Design – New Construction
MDO	Medium Density Overlay
MSDS	Material Safety Data Sheet
OSHA	Occupational Safety and Health Administration
PPE	Personal Protective Equipment
PV	Photovoltaic
PVC	Polyvinyl Chloride
RRP	Renovation, Repair and Painting
STP	Supervisory Training Program
TWP	Top Workplace Performance
VCT	Vinyl Composition Tile
VOC	Volatile Organic Compound

IUPAT/FTI

TRADESHOW WORKER

Program Competencies

**O*NET-SOC CODE: 47-4099.00 RAPIDS CODE:
2067HY**

**WORK PROCESS SCHEDULE
RELATED INSTRUCTION OUTLINE
TRADESHOW WORKER
O*NET-SOC CODE: 47-4099.00 RAPIDS CODE: 2067HY**

IUPAT/FTI Tradeshow Worker Course Competencies

The Program level curriculum builds upon the foundation of the core curriculum skills, knowledge, and abilities. At the program level, occupation-specific standardized curriculum is designed by an ad-hoc committee comprised of the FTI Curriculum Department, IUPAT/FTI subject matter experts, employers, manufacturers, and associations.

Apprentices will be assessed on their acquisition of knowledge, skills and abilities in the core curriculum through hands-on and written tests as well as OJL performance measures.

Additionally, the apprentices will integrate their core knowledge, skills and abilities into the pursuit of specific occupational training throughout the term of their apprenticeship. This program specific training is designed to build the technical and professional skills needed by the apprentice to successfully perform his/her occupational profession.

Tradeshow Worker Apprenticeship Program

The Tradeshow Worker Apprenticeship Program is an educational program co-sponsored by the IUPAT and FTI to meet the ever-changing needs of the industry and the affiliates it serves. The apprenticeship program ensures that apprentices will learn the theoretical knowledge and the practical skills necessary to be successful Tradeshow Workers.

During the course of study, apprentices will be exposed to labor union history with special emphasis on the IUPAT, health and safety issues, materials, tools, equipment, and the proper techniques of the Painting and Decorating trade.

Apprentices successfully completing this program apply their skills and abilities as Tradeshow Workers in Convention, Event Decorating and Entertainment Display Settings.

Description of Occupation

The work of a Tradeshow craftsman encompasses a wide range of skills and tasks. At a tradeshow, you will see booths, furniture, and displays of all sorts, including boats, computers, professional services and other consumer products. Displays may range in size and detail from a small portable display to a large, elaborate, multi-level custom-designed exhibit with flashing lights or a waterfall. Tradeshow workers assemble and build exhibits in shops, as well as install and dismantle them at show locations.

Tradeshow work is mostly unknown to the public at large because the workers work up until the opening of a show and then return to work when the show closes. The display installers' profession is part of one of the fastest growing industries in the country. Convention centers are springing up all over the world and are constantly expanding and improving facilities in order to attract more clientele in this increasingly competitive market.

Program Level Competencies

With reference to each of the respective areas of the Tradeshow Worker occupation, apprentices successfully completing this program will be able to:

Tradeshow Worker Occupation

- Explore historical aspects of Tradeshow Work and its relevance to current applications.
- Explore trade options as they pertain to the Tradeshow industry.
- Examine principles of Tradeshow Work.
- Identify materials and applications of the Tradeshow industry.
- Utilize tools and equipment of the Tradeshow industry.
- Interpret drawings related to the Tradeshow trade.
- Apply trade math calculations.
- Apply the standards of quality control and quality assurance in the Tradeshow industry.

Suggested Program of Study for the Tradeshow Curriculum

The IUPAT/FTI Program of Study for the Tradeshow OJL and Related Instruction is outlined below. Under this hybrid approach, an apprentice must participate in the indicated minimum number of hours of OJL for each category of the program. The Program Sponsor is responsible for determining the number of RI hours that an apprentice must participate in based on the FTI guidance, local needs, and the suggested minimum of 144 hours per year (29 CFR 29.5(b)(4)).

This table identifies the course competencies that the Tradeshow Worker apprentice will successfully complete.

CATEGORY #	CATEGORY NAME	OJL HOURS	RI HOURS
1.1-3.4	Core Curriculum	32	96
3.1	Health and Safety Awareness for the Tradeshow Worker	146	32
3.2	Introduction to the Tradeshow Trade	600 - 1200	96
3.3	Display Preparation, Installation, and Dismantling; Sign Hanging and Rigging	600 - 1200	96
3.4	Floor Covering, Materials Handling and Installation	575 - 1015	80
3.5	Freight and Materials Handling	575 - 1025	80
		2,528 – 4,618	480

Module 11.0 – Tradeshow Worker

11.1		Health and Safety Awareness	
On-the-Job Learning (OJL) – 146 hours		Related Instruction (RI) – 32 hours	
	<ul style="list-style-type: none"> • Don (put on), doff (remove), inspect, and maintain the proper PPE that should be worn during drywall finishing including, but not limited to: <ul style="list-style-type: none"> • Head • Face • Eyes • Ears • Hands • Body • Feet • Respiratory • Perform a job analysis for safe working conditions: <ul style="list-style-type: none"> • Attend pre-job safety meetings • Adhere to site specific safety rules and federal regulations • Observe Vessel Entry/Confined Space regulations <ul style="list-style-type: none"> • Read and interpret MSDS • Establish and maintain a safe working perimeter • Safely demonstrate the proper use and maintenance of tradeshow tools and equipment. • Maintain clean work areas (housekeeping). • Store, handle, and transport tools, equipment and materials properly. • Identify the locations of First Aid and Fire Equipment. • Demonstrate safe work practices for erecting and dismantling scaffolds, including: pre-planning, inspecting scaffold components, load capacity, platform construction, access requirements, and fall protection. • Demonstrate a pre-inspection and the safe operation of an aerial lift. • Describe and demonstrate the proper use of various types of personal fall protection equipment. • Describe and demonstrate the steps of ladder safety, including: selection, inspection, set-up, safe techniques and proper maintenance and storage. • Demonstrate and describe the procedures for personally fitting and adjusting, and mounting and dismounting stilts. 		<ul style="list-style-type: none"> • Recognize the important areas of OSHA in general terms. • Identify the Safety Regulations as they apply to safe work practices in the tradeshow worker trade with emphasis on: <ul style="list-style-type: none"> • Identification of safety hazards (unsafe conditions) • Proper handling of materials, including hazardous • Maintenance and safe operation of tools <ul style="list-style-type: none"> • PPE • Describe the precautions that must be followed when using flammable liquids and adhesives. • Explain what a Material Safety Data Sheet (MSDS) is, its purpose and limitation. <ul style="list-style-type: none"> • Describe the role of employer, supplier, and worker in the education of workers. • Outline emergency procedures and how to obtain assistance for injured workers. <ul style="list-style-type: none"> • Describe the proper technique (ergonomics) for lifting and transporting tradeshow materials. • Identify safety requirements for erecting and dismantling scaffolds, including: pre-planning, inspecting scaffold components, calculating load capacity, platform construction, access requirements, and fall protection. • Identify the different types of aerial lifts and their related safety rules and precautions. • Describe potential fall hazards in the workplace. <ul style="list-style-type: none"> • Describe the different types of ladders and the conditions under which they are used. • Given illustrations or verbal clues, distinguish between a proper and improper workplace set-up with regard to hazards, safety equipment and stilt selection.
11.2		Introduction to the Tradeshow Worker/General Contractor Decorating	

	On-the-Job Learning (OJL) – 600-1200 hours	Related Instruction (RI) – 96 hours
	<ul style="list-style-type: none"> • Demonstrate the characteristics of a professional Tradeshow Worker, including: <ul style="list-style-type: none"> • Exhibit suitable appearance and personal hygiene. • Exhibit proper attitude and behavior on the job site, including private residences and other occupied buildings. • Deal with difficult customers in a professional and courteous manner. <ul style="list-style-type: none"> • Interpret written and verbal instructions. • Recognize the importance of cooperation and interaction with related trades on a job site. • Demonstrate the ability to follow specific work place protocol and procedures. • Demonstrate proper operation of craft specific tools. • Demonstrate math applications relating to Tradeshow jobs. • Demonstrate the use of floor symbols. • Accurately read a delivery work order and drop sheet, and deliver the correct items to the correct place. • Demonstrate the proper setup and assembly order of all display components, such as pipe and drape, carpet, tables and counters. <ul style="list-style-type: none"> • Dismantle booth stock and demonstrate proper packing procedures for: <ul style="list-style-type: none"> • Pipes and drapes • Tables and counters • Carpet and showcases • Peg-Board™ and tack board • Demonstrate proper interpretation of work orders and delivery lists. <ul style="list-style-type: none"> • Demonstrate the use of line tape during floor layout. 	<ul style="list-style-type: none"> • Describe the various jobs of a Tradeshow worker. • Identify and describe the various tools commonly used in the Tradeshow craft. • Define terminology used in the Tradeshow craft. • Describe the steps involved in planning, installing, and dismantling a Tradeshow, including all forms and paperwork. • Identify the major players on a Tradeshow jobsite. • Describe the role of deco in the Tradeshow craft. <ul style="list-style-type: none"> • Explain the proper procedures for operating, handling and organizing equipment. • Define the responsibility of a trade show worker to “stay on the job until finished”. • Identify symbols on a floor plan and understand their meaning. • Describe the flow and order of work from delivery to pick up. <ul style="list-style-type: none"> • Describe repairing vs. replacing defective equipment before the show opens with regard to: <ul style="list-style-type: none"> • Time to replace • Effort to replace • Ability to replace • Describe floor marking procedures and how to locate and interpret the marks on a display floor. • Identify the methods and tools used for marking the trade show floor, including reading plans, working in teams, communicating; line tape, 300’ tape, scale ruler, chalking marks. <ul style="list-style-type: none"> • Describe the proper use of line tape.
11.3	Display Preparation, Installation, and Dismantling; Sign Hanging and Rigging	
	On-the-Job Learning (OJL) – 600-1200 hours	Related Instruction (RI) – 96 hours
	<ul style="list-style-type: none"> • Demonstrate the proper use of safety equipment when erecting and dismantling displays. • Show the proper selection and use of tools for use on different types of displays. • Demonstrate the proper order of installation for a given display. • Demonstrate the ability to clean and condition all display graphics and displays. 	<ul style="list-style-type: none"> • Identify and describe types of displays and lightweight portable systems. • Describe the procedures and proper tools used to erect and dismantle most displays and portable systems. • Identify guidelines for installing and dismantling portable and pop-up displays. • Describe the proper procedures for packing and storing displays.

	<ul style="list-style-type: none"> • Demonstrate the procedures for dismantling, packing, and storing displays. • Demonstrate floor marking and table skirting. • Demonstrate booth set-up for various display configurations. 	<ul style="list-style-type: none"> • Identify the designations for the four basic post structures for systems. <ul style="list-style-type: none"> • Identify the proper order of installation. • Describe the cleaning and conditioning of display and graphics components. • Describe strategies used to configure oddly shaped display rooms.
11.4	Floor Covering, Materials Handling and Installation	
	On-the-Job Learning (OJL) – 575-1015 hours	Related Instruction (RI) – 80 hours
	<ul style="list-style-type: none"> • Demonstrate proper placement of carpet and padding. • Demonstrate various methods for installing carpet for a Trade Show. • Demonstrate the proper sequence and method to stretch and tape aisle carpet. • Demonstrate the proper techniques to safely remove and store aisle carpet. 	<ul style="list-style-type: none"> • Identify the different types of carpet and padding used for trade shows. <ul style="list-style-type: none"> • Define Visqueen® and when to use it. • Identify and describe the function of all tools and equipment necessary for carpet installation. • Describe placement of carpets and padding. • Describe the methods used in carpet installation, such as heat seaming, double face tape, etc. • Describe proper care/damage avoidance in dealing with phone and computer lines. <ul style="list-style-type: none"> • Describe carpet layout in various designs, including booth, aisle, inline, and island configurations.
11.5	Freight and Materials Handling	
	On-the-Job Learning (OJL) – 575-1025 hours	Related Instruction (RI) – 80 hours
	<ul style="list-style-type: none"> • Interpret and complete paperwork involved in handling freight. <ul style="list-style-type: none"> • Demonstrate the principles of good ergonomics when lifting, handling, and performing repeated job tasks. • Demonstrate the proper use of motorized mechanical aides in handling Tradeshow freight. • Demonstrate proper manual lifting techniques for handling Tradeshow freight and materials. 	<ul style="list-style-type: none"> • Explain the role of freight with regard to Tradeshows. • Differentiate between the right time to use manual methods and machine methods for handling freight. • Describe the various tools used when lifting and moving freight, including dollies, hand trucks, J-bars, and pallet jacks. <ul style="list-style-type: none"> • Identify the proper sequence of processes performed when unloading freight. • Describe proper procedures when working inside of trucks and trailers. <ul style="list-style-type: none"> • Describe sources of injuries when performing manual lifting. • Describe ways to prevent injuries during lifting and handling. • Explain ways to eliminate hazards that may lead to injuries when using forklifts, cranes and slings/rigging.

Glossary of terms

AED	Automated External Defibrillator
AWS	American Welding Society
CDL	Commercial Driver's License
CPR	Cardiopulmonary Resuscitation
EIFS	Exterior Insulation and Finishing System
EPA	Environmental Protection Agency
EPS	Expanded Polystyrene
ESD	Electrostatic Discharge
GVWR	Gross Vehicle Weight Rating
HAZCOM	Hazardous Communication
HAZWOPER	Hazardous Waste Operations and Emergency Response
HUD	Housing and Urban Development
HVAC	Heating, Ventilating, and Air Conditioning
HVLP	High-volume, Low Pressure
J-BAR	Johnson Bar
LED	Light-emitting Diode
LEED-NS	Leadership in Energy and Environmental Design- New Construction
MOO	Medium Density Overlay
MSDS	Material Safety Data Sheet
OSHA	Occupational Safety and Health Administration
PPE	Personal Protective Equipment
PV	Photovoltaic
PVC	Polyvinyl Chloride
RRP	Renovation, Repair and Painting
STP	Supervisory Training Program
TWP	Top Workplace Performance
VCT	Vinyl Composition Tile
voe	Volatile Organic Compound

Appendix B
Apprenticeship Agreement



Florida Department of Education
Division of Career and Adult Education - Apprenticeship

To Be Completed by Dept. of Education
[] Canceled
Date: ___ / ___ / ___ By: ___
[] Completion Date
Date: ___ / ___ / ___ By: ___

Apprentice I.D. #: _____

Program Sponsor #: _____

APPRENTICESHIP AGREEMENT: Between the Apprentice and the Apprenticeship Program Sponsor

THIS AGREEMENT, entered into this _____ day of _____, _____ between the parties to

(Name of Local Program Sponsor's Registered Apprenticeship Standards)

Apprenticeship Sponsor and _____ hereinafter referred to as the

(PRINT: Full Legal Name of Apprentice)

APPRENTICE, and (if a minor) _____ hereinafter referred to as his/her GUARDIAN.

(PRINT: Parent or Guardian Name for Minors ONLY)

WITNESSETH THAT: The Program Sponsor agrees to be responsible for the selection, placement and training of said apprentice, as work is available, and in consideration said apprentice agrees diligently and faithfully to perform the work of said trade during the period of apprenticeship...

Warning: This Apprenticeship Agreement does not constitute an Apprentice Certification under Title 29, CFR, Part 5 for the employment of the Apprentice on Federally financed or assisted construction projects.
Participating Employer: _____
Starting Wage: _____
Trade: _____
O*Net SOC Code: _____
Term: _____
Credit for Previous Experience: _____
RAPIDS Code: _____
Probationary Period: _____
Term Remaining: _____

I, the above named APPRENTICE, with full knowledge of the provisions and my rights thereunder, do hereby expressly waive my rights under 20 USCA S1232g(b) which provides that a student's permission (or the permission of his/her guardian, if the student is under 18 years of age) is necessary before an educational agency or institution may disclose the student's education records to any source outside the school system.

SIGN IN BLUE INK (Legal Signature of Apprentice)

SIGN IN BLUE INK (Signature Representing Program Sponsor)

(Street Address)

(Title)

(City) (State) (Zip Code)

(Mailing Address of Program Sponsor)

(If a Minor - Parent or Guardian Signature)

(City) (State) (Zip Code)

TO BE COMPLETED BY APPRENTICE (Please check or fill in items as appropriate) (* Indicates a REQUIRED FIELD) Remaining Fields are VOLUNTARY

1. Social Security Number (only used for training record identification)
* 2. Date of Birth (xx/xx/xx)
* 3. Sex
4. Ethnic Group (optional)
5. Race (optional)
6. Mark Highest Grade of Schooling Completed
7. Veteran (optional)
8. Career Connection (optional)
9. Disability (optional)

"Discrimination on the basis of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40 years old or older against a student, employee or applicant in any education program, activity or employment is prohibited. Any information requested related to protected classes is used for state and federal reporting purposes only and will not be used in a discriminatory manner."

THIS AREA FOR DEPARTMENT OF EDUCATION USE ONLY
Registered by: Division of Career and Adult Education - Apprenticeship
(Registration Date) Data entered by: [] Sponsor [] Registration Agency Authorized Official, Registration Agency / Date Approved

Appendix C

AFFIRMATIVE ACTION PLAN

ADOPTED BY

Florida Finishing Trades Institute JATC

***INTERNATIONAL UNION OF PAINTERS
AND ALLIED TRADES
FINISHING TRADES INSTITUTE***

AS REQUIRED UNDER TITLE 29, CODE OF FEDERAL REGULATIONS, PART 30

**DEVELOPED IN COOPERATION WITH THE
U. S. DEPARTMENT OF LABOR
OFFICE OF APPRENTICESHIP**

**APPROVED BY: _____
(Authorized Official) Florida Dept. of Education
Division of Career & Adult Education, Apprenticeship Section**

DATE APPROVED: _____

SECTION I - INTRODUCTION

The FLFTI of JATC enters this Affirmative Action Plan (AAP) with good faith for the purpose of promoting equality of opportunity into its Registered Apprenticeship Program. The JATC seeks to increase the recruitment of qualified women and/or minorities for possible selection into the apprenticeship program in the event women and/or minorities are underutilized in the apprenticeship program. The JATC hereby adopts the following nondiscriminatory pledge and the AAP.

This AAP is a supplement to the Apprenticeship Standards. Any changes made by the JATC will become part of this written AAP, once approved by the Registration Agency.

SECTION II - EQUAL OPPORTUNITY PLEDGE

The FFTI commits to the following Equal Opportunity Pledge:

“The recruitment, selection, employment, and training of apprentices during their apprenticeship, shall be without discrimination because of race, color, religion, national origin, or sex. The Sponsor will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.”

SECTION III - UTILIZATION AND ANALYSIS, GOALS AND TIMETABLES

In order to allow positive recruitment and full utilization of minorities and women in the apprenticeship program, the JATC pledges to identify outreach efforts under Section IV which will be undertaken. The purpose of the analysis is to determine the minority and women’s labor force in the JATC’s labor market area as provided by the ***Florida Agency for Workforce Innovation 2010 Census Affirmative Action/Equal Employment Opportunity Data***.

Once the labor force is determined, the JATC can determine if deficiencies exist in terms of underutilization of minorities and/or women in the occupations registered with the Registration Agency. (See attached Affirmative Action Plan Workforce Analysis Worksheet). If underutilization exists, the JATC will develop goals and a timetable to the best of their ability to increase the selection of minority and/or women applicants into the apprenticeship program.

SECTION IV - OUTREACH AND POSITIVE RECRUITMENT

The JATC pledges to engage in various outreach and positive recruitment activities by employing the following approach.

For programs that accept applications throughout the year, application information will be regularly disseminated, but not less than quarterly. For programs that only accept applications at certain times, application information will be disseminated 30 days in advance of the application acceptance date. The information should include the place of application, the minimum qualifications, the documentation required and the equal opportunity policy of the local JATC.

The JATC's AAP includes the following outreach and positive recruitment efforts that would reasonably be expected to increase minority and women's participation in apprenticeship by expanding the opportunity of minorities and women to become eligible for apprenticeship selection. Once those efforts have been selected, the JATC will set forth the specific steps they intend to take under each identified effort. The JATC will identify a significant number of activities in order to enable it to meet its obligation under Title 29, CFR part 30.4(c). At a minimum, the application information should be disseminated to the following organizations via an announcement of specific apprenticeship openings that must be disseminated thirty (30) days in advance of the earliest date for application at each interval to the following agencies/organizations:

- Registration Agency
- Minority Organizations
- Women's Organizations/Centers
- Job Corps Centers
- Local Schools
- Employment Service Centers
- One Stop Centers
- Vocational Education Schools
- Veterans Organizations
- Native American Organizations/Tribes
- Media/Virtual Organization (Facebook, Careerbuilder.com, etc.)
- Newspapers (which are circulated in the minority community or are directed at women)

The local JATC will also undertake the following positive recruitment activities:

- Participation in annual workshops conducted by employment service agencies for the purpose of familiarizing school, employment service and other appropriate personnel with the apprenticeship program and current opportunities.
- Cooperation with local school boards and vocational educational systems to develop programs for preparing students to meet the standards and criteria required to qualify for entry into the apprenticeship program.

- Internal communication of the JATC's equal opportunity policy should be conducted in such a manner to foster understanding, acceptance, and support among the sponsor's various officers, supervisors, employees, and members and to encourage such persons to take the necessary action to aid the JATC in meeting its obligation under Title 29, CFR part 30.
- Engagement in programs such as outreach for the positive recruitment and preparation of potential applicants for apprenticeships; where appropriate and feasible, such programs shall provide for pretesting experience and training. In initiating and conducting these programs, the JATC may be required to work with other sponsors and appropriate community organizations. The JATC will also initiate programs to prepare and encourage women to enter traditionally male occupations.
- Encourage the establishment and utilization of programs of pre-apprenticeship, preparatory trade training, or others designed to afford related work experience or prepare candidates for apprenticeship. The JATC will make appropriate provisions in its AAP to assure that those who complete such programs are afforded full and equal opportunity for admission into the apprenticeship program.
- Use same craft journeyworkers to assist in the implementation of affirmative action in the apprenticeship program.
- Grant advance standing or credit on the basis of previously acquired experience, training, skills, or aptitude for all applicants equally.

Other appropriate action to ensure that the recruitment, selection, employment, and training of apprentices during their apprenticeship will be without discrimination because of race, color, religion, national origin, or sex (e.g., general publication of apprenticeship opportunities and advantages in advertisements, industry reports, articles, etc., use of present minority and women apprentices and journeyworkers as recruiters; career counseling; development of reasonable procedures to ensure employment opportunity, including reporting systems, on-site reviews, briefing sessions).

SECTION V - ANNUAL REVIEW OF AFFIRMATIVE ACTION PLAN

The JATC will make an annual review of its current AAP and its overall effectiveness and institute any revisions or modifications warranted. The review will analyze (independently and collectively) the affirmative action steps taken by the JATC for evaluating the positive impact, as well as the adverse impact in the areas of outreach and recruitment, selection, employment, and training. They will work diligently to identify the cause and affect that result from their affirmative action measures. The JATC will continually monitor these processes in order to identify the need for a new affirmative action effort and/or deletion of ineffective existing activity(ies) and policies. All changes to the AAP must be submitted to the Registration Agency for approval. The JATC will continually monitor the participation rates of minorities and women in the apprenticeship program in an effort to identify any type of underutilization. If underutilization exists, corrective action will be immediately implemented. The goals and timetables also will be reviewed periodically as determined by the Registration Agency and updated where necessary.

SECTION VI - OFFICIAL ADOPTION

The *Florida Finishing Trades Institute JATC* hereby officially adopts this Affirmative Action Plan on this _____ Day of _____.

LABOR

MANAGEMENT

Signature

Signature

Walter Ilczyszyn

Printed Name

Nikitas Manias

Printed Name

Co-Chairman

Title

Co-Chairman

Title

TITLE 29 CFR PART 30, UTILIZATION ANALYSIS

Source of information compiled from the Florida Agency for Workforce Innovation 2010 Census Affirmative Action/Equal Employment Opportunity Data.

AFFIRMATIVE ACTION PLAN WORKFORCE ANALYSIS WORKSHEET

A. SPONSOR INFORMATION

Program Number:	FL008620001	
Name of Sponsor:	Florida Finishing Trades Institute JATC	
Address:	2153 West Oak Ridge Road	
City/State/Zip Code:	Orlando, FL 32809	
Contact Person:	Al Trombetta	
Phone Number: 407-852-3977	FAX Number: 407-858-9693	
E-Mail Address:	atrombetta@dc78.org	

B. OCCUPATIONAL INFORMATION

Occupational Title: *	Painter - Decorator	
RAPIDS Code: 0379HY	O*NET/SOC Code: 47-2141.00	
Type of selection method used: Rank Pool of Eligible		
Labor Market Area description: Statewide Jurisdiction		

C. LABOR MARKET AREA & OCCUPATIONAL PARTICIPATION DATA

C.1 Total Labor Force in Labor Market Area *9,419,232		
Number of Women:	4,469,539	47.45% of labor force
Number of Minorities:	4,004,472	42.51% of labor force
C.2 Working Age Population in Labor Market Area *		
Number of Women:	NA	% of labor force
Number of Minorities:	NA	% of labor force
C.3 Apprentice Participation in Craft/Occupation in Program Total: 51 **		
Number of Women:	26	50.98% of apprentices
Number of Minorities:	16	31.37% of apprentices
C.4 The General Availability of Minorities and Women with the Present or Potential Capacity for Apprenticeship in Program Sponsor's Labor Market Area. ***		
Number of Women:	NA	
Number of Minorities:	NA	

Resources for obtaining labor market information.

* http://www.census.gov/hhes/www/eeoindex/page_c.html

** RAPIDS Data available from Registration Agency.

*** Program Sponsors may use any reasonable method for determining the general availability of minorities and women with the present or potential capacity for apprenticeship, including relying on the data recorded in Section C.1 for "Total Labor Force", C.2 for "Working Age Population", and C.3 "Apprentice Participation in Particular Craft/Occupation" to propose the entries for "The General Availability of Minorities and Women."

D. SPONSOR'S WORKFORCE DATA

D.1 Total Number of Journey/Craft Workers Employed:	566	
Number of Women:	94	16.61% of work force
Number of Minorities:	389	68.73% of work force
D.2 Total Percentage of Apprentices or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:	50.98	
Numerical percentage of Minority apprentices or minorities in applicant pool:	31.37	

E. ADDITIONAL RESOURCE DATA FOR CONSIDERATION IN ESTABLISHING GOALS

Industry Source Data	Minority rate of participation	Female rate of participation
E.1 Registered Apprenticeship Partners Information Data System (RAPIDS): *	NA	NA
E.2 EEOC Occupational Employment Data: **	NA	NA

* Data available from Registration Agency

** <http://www.eeoc.gov/stats/jobpat/jobpat.html>

F. DETERMINATION OF UTILIZATION

Analysis	Yes	No
Minority Underutilization:		X
Female Underutilization:		X

G. SPONSOR'S GOALS:

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting 42.51 % minorities and 23.73 % women during the next EEO Review cycle. These goals will not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

The number of new apprentices to be hired during the next year (or selection period) is estimated to be: NA

H. REGISTRATION AGENCY APPROVAL:

Sponsor	Registration Agency
_____ Sponsor's Signature Walter Ilcyszyn	_____ Registration Agency Signature Steven H. Lindas
_____ Name Co-Chair Labor	_____ Name ATR Region 2
_____ Title	_____ Title
_____ Date Signed	_____ Date Signed

AFFIRMATIVE ACTION PLAN WORKFORCE ANALYSIS WORKSHEET

A. SPONSOR INFORMATION

Program Number:	FL008620001	
Name of Sponsor:	Florida Finishing Trades Institute JATC	
Address:	2153 West Oak Ridge Road	
City/State/Zip Code:	Orlando, FL 32809	
Contact Person:	Al Trombetta	
Phone Number: 407-852-3977	FAX Number: 407-858-9693	
E-Mail Address:	atrombetta@dc78.org	

B. OCCUPATIONAL INFORMATION

Occupational Title: *	Glazier	
RAPIDS Code: 0221HY	O*NET/SOC Code: 47-2121.00	
Type of selection method used: Rank Pool of Eligible		
Labor Market Area description: Statewide Jurisdiction.		

C. LABOR MARKET AREA & OCCUPATIONAL PARTICIPATION DATA

C.1 Total Labor Force in Labor Market Area *9,419,232		
Number of Women:	4,469,539	47.45% of labor force
Number of Minorities:	4,004,472	42.51% of labor force
C.2 Working Age Population in Labor Market Area *		
Number of Women:	NA	% of labor force
Number of Minorities:	NA	% of labor force
C.3 Apprentice Participation in Craft/Occupation in Program Total: 16 **		
Number of Women:	0	0% of apprentices
Number of Minorities:	11	68.75% of apprentices
C.4 The General Availability of Minorities and Women with the Present or Potential Capacity for Apprenticeship in Program Sponsor's Labor Market Area. ***		
Number of Women:	NA	
Number of Minorities:	NA	

Resources for obtaining labor market information.

* http://www.census.gov/hhes/www/eeoindex/page_c.html

** RAPIDS Data available from Registration Agency.

*** Program Sponsors may use any reasonable method for determining the general availability of minorities and women with the present or potential capacity for apprenticeship, including relying on the data recorded in Section C.1 for "Total Labor Force", C.2 for "Working Age Population", and C.3 "Apprentice Participation in Particular Craft/Occupation" to propose the entries for "The General Availability of Minorities and Women."

D. SPONSOR'S WORKFORCE DATA

D.1 Total Number of Journey/Craft Workers Employed:	80	
Number of Women:	0	0.00% of work force
Number of Minorities:	58	72.5% of work force
D.2 Total Percentage of Apprentices or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:	0	
Numerical percentage of Minority apprentices or minorities in applicant pool:	68.75	

E. ADDITIONAL RESOURCE DATA FOR CONSIDERATION IN ESTABLISHING GOALS

Industry Source Data	Minority rate of participation	Female rate of participation
E.1 Registered Apprenticeship Partners Information Data System (RAPIDS): *	NA	NA
E.2 EEOC Occupational Employment Data: **	NA	NA

* Data available from Registration Agency

** <http://www.eeoc.gov/stats/jobpat/jobpat.html>

F. DETERMINATION OF UTILIZATION

Analysis	Yes	No
Minority Underutilization:		X
Female Underutilization:	23.73%	

G. SPONSOR'S GOALS:

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting 42.51 % minorities and 23.73 % women during the next EEO Review cycle. These goals will not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

The number of new apprentices to be hired during the next year (or selection period) is estimated to be: NA

H. REGISTRATION AGENCY APPROVAL:

Sponsor	Registration Agency
_____ Sponsor's Signature <u>Walter Ilczyszyn</u>	_____ Registration Agency Signature <u>Steven H. Lindas</u>
_____ Name <u>Co-Chair Labor</u>	_____ Name <u>ATR Region 2</u>
_____ Title	_____ Title
_____ Date Signed	_____ Date Signed

AFFIRMATIVE ACTION PLAN WORKFORCE ANALYSIS WORKSHEET

A. SPONSOR INFORMATION

Program Number:	FL008620001	
Name of Sponsor:	Florida Finishing Trades Institute JATC	
Address:	2153 West Oak Ridge Road	
City/State/Zip Code:	Orlando, FL 32809	
Contact Person:	Al Trombetta	
Phone Number: 407-852-3977	FAX Number: 407-858-9693	
E-Mail Address:	atrombetta@dc78.org	

B. OCCUPATIONAL INFORMATION

Occupational Title: *	Floor Layer (Painters)	
RAPIDS Code: 0199HY	O*NET/SOC Code: 47-2042.00	
Type of selection method used: Rank Pool of Eligible		
Labor Market Area description: Statewide Jurisdiction.		

C. LABOR MARKET AREA & OCCUPATIONAL PARTICIPATION DATA

C.1 Total Labor Force in Labor Market Area *9,419,232		
Number of Women:	4,469,539	47.45% of labor force
Number of Minorities:	4,004,472	42.51% of labor force
C.2 Working Age Population in Labor Market Area *		
Number of Women:	NA	% of labor force
Number of Minorities:	NA	% of labor force
C.3 Apprentice Participation in Craft/Occupation in Program Total: 0 **		
Number of Women:	NA	% of apprentices
Number of Minorities:	NA	% of apprentices
C.4 The General Availability of Minorities and Women with the Present or Potential Capacity for Apprenticeship in Program Sponsor's Labor Market Area. ***		
Number of Women:	NA	
Number of Minorities:	NA	

Resources for obtaining labor market information.

* http://www.census.gov/hhes/www/eeoindex/page_c.html

** RAPIDS Data available from Registration Agency.

*** Program Sponsors may use any reasonable method for determining the general availability of minorities & women with the present or potential capacity for apprenticeship, including relying on data recorded in Section C.1 for "Total Labor Force", C.2 for "Working Age Population", and C.3 "Apprentice Participation in Particular Craft/Occupation" to propose the entries for "The General Availability of Minorities & Women."

D. SPONSOR'S WORKFORCE DATA

D.1 Total Number of Journey/Craft Workers Employed:	0	
Number of Women:	0	0% of work force
Number of Minorities:	0	0% of work force
D.2 Total Percentage of Apprentices or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:		
Numerical percentage of Minority apprentices or minorities in applicant pool:		

E. ADDITIONAL RESOURCE DATA FOR CONSIDERATION IN ESTABLISHING GOALS

Industry Source Data	Minority rate of participation	Female rate of participation
E.1 Registered Apprenticeship Partners Information Data System (RAPIDS): *	NA	NA
E.2 EEOC Occupational Employment Data: **	NA	NA

* Data available from Registration Agency

** <http://www.eeoc.gov/stats/jobpat/jobpat.html>

F. DETERMINATION OF UTILIZATION

Analysis	Yes	No
Minority Underutilization:	NA	NA
Female Underutilization:	NA	NA

G. SPONSOR'S GOALS:

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting 42.51 % minorities and 23.73 % women during the next EEO Review cycle. These goals will not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

The number of new apprentices to be hired during the next year (or selection period) is estimated to be: NA

H. REGISTRATION AGENCY APPROVAL:

Sponsor	Registration Agency
_____ Sponsor's Signature Walter Ilcyszyn	_____ Registration Agency Signature Steven H. Lindas
_____ Name Co-Chair Labor	_____ Name ATR Region 2
_____ Title	_____ Title
_____ Date Signed	_____ Date Signed

AFFIRMATIVE ACTION PLAN WORKFORCE ANALYSIS WORKSHEET

A. SPONSOR INFORMATION

Program Number:	FL008620001	
Name of Sponsor:	Florida Finishing Trades Institute JATC	
Address:	2153 West Oak Ridge Road	
City/State/Zip Code:	Orlando, FL 32809	
Contact Person:	Al Trombetta	
Phone Number: 407-852-3977	FAX Number: 407-858-9693	
E-Mail Address:	atrombetta@dc78.org	

B. OCCUPATIONAL INFORMATION

Occupational Title: *	Dry-Wall Finisher (Taper)	
RAPIDS Code: 0561HY	O*NET/SOC Code: 47-2082.00	
Type of selection method used: Rank Pool of Eligible		
Labor Market Area description: Statewide Jurisdiction		

C. LABOR MARKET AREA & OCCUPATIONAL PARTICIPATION DATA

C.1 Total Labor Force in Labor Market Area *9,419,232		
Number of Women:	4,469,539	47.45% of labor force
Number of Minorities:	4,004,472	42.51% of labor force
C.2 Working Age Population in Labor Market Area *		
Number of Women:	NA	% of labor force
Number of Minorities:	NA	% of labor force
C.3 Apprentice Participation in Craft/Occupation in Program Total: 1 **		
Number of Women:	0	0% of apprentices
Number of Minorities:	0	0% of apprentices
C.4 The General Availability of Minorities and Women with the Present or Potential Capacity for Apprenticeship in Program Sponsor's Labor Market Area. ***		
Number of Women:	NA	
Number of Minorities:	NA	

Resources for obtaining labor market information.

* http://www.census.gov/hhes/www/eeoindex/page_c.html

** RAPIDS Data available from Registration Agency.

*** Program Sponsors may use any reasonable method for determining the general availability of minorities and women with the present or potential capacity for apprenticeship, including relying on the data recorded in Section C.1 for "Total Labor Force", C.2 for "Working Age Population", and C.3 "Apprentice Participation in Particular Craft/Occupation" to propose the entries for "The General Availability of Minorities and Women."

D. SPONSOR'S WORKFORCE DATA

D.1 Total Number of Journey/Craft Workers Employed:	18	
Number of Women:	0	0% of work force
Number of Minorities:	14	77.78% of work force
D.2 Total Percentage of Apprentices or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:	0	
Numerical percentage of Minority apprentices or minorities in applicant pool:	0	

E. ADDITIONAL RESOURCE DATA FOR CONSIDERATION IN ESTABLISHING GOALS

Industry Source Data	Minority rate of participation	Female rate of participation
E.1 Registered Apprenticeship Partners Information Data System (RAPIDS): *	NA	NA
E.2 EEOC Occupational Employment Data: **	NA	NA

* Data available from Registration Agency

** <http://www.eeoc.gov/stats/jobpat/jobpat.html>

F. DETERMINATION OF UTILIZATION

Analysis	Yes	No
Minority Underutilization:	0%	x
Female Underutilization:	23.73%	

G. SPONSOR'S GOALS:

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting 42.51 % minorities and 23.73 % women during the next EEO Review cycle. These goals will not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

The number of new apprentices to be hired during the next year (or selection period) is estimated to be: NA

H. REGISTRATION AGENCY APPROVAL:

Sponsor	Registration Agency
_____ Sponsor's Signature Walter Ilcyszyn	_____ Registration Agency Signature Steven H. Lindas
_____ Name Co-Chair Labor	_____ Name ATR Region 2
_____ Title	_____ Title
_____ Date Signed	_____ Date Signed

AFFIRMATIVE ACTION PLAN WORKFORCE ANALYSIS WORKSHEET

A. SPONSOR INFORMATION

Program Number:	FL008620001	
Name of Sponsor:	Florida Finishing Trades Institute JATC	
Address:	2153 West Oak Ridge Road	
City/State/Zip Code:	Orlando, FL 32809	
Contact Person:	Al Trombetta	
Phone Number: 407-852-3977	FAX Number: 407-858-9693	
E-Mail Address:	atrombetta@dc78.org	

B. OCCUPATIONAL INFORMATION

Occupational Title: *	Painter, Industrial Coating and Lining Application Specialist	
RAPIDS Code: 2009HY	O*NET/SOC Code: 47-2141.00	
Type of selection method used: Rank Pool of Eligible		
Labor Market Area description: Statewide Jurisdiction.		

C. LABOR MARKET AREA & OCCUPATIONAL PARTICIPATION DATA

C.1 Total Labor Force in Labor Market Area *9,419,232		
Number of Women:	4,469,539	47.45% of labor force
Number of Minorities:	4,004,472	42.51% of labor force
C.2 Working Age Population in Labor Market Area *		
Number of Women:	NA	% of labor force
Number of Minorities:	NA	% of labor force
C.3 Apprentice Participation in Craft/Occupation in Program Total: 21 **		
Number of Women:	2	9.52% of apprentices
Number of Minorities:	11	52.38% of apprentices
C.4 The General Availability of Minorities and Women with the Present or Potential Capacity for Apprenticeship in Program Sponsor's Labor Market Area. ***		
Number of Women:	NA	
Number of Minorities:	NA	

Resources for obtaining labor market information.

* http://www.census.gov/hhes/www/eeoindex/page_c.html

** RAPIDS Data available from Registration Agency.

*** Program Sponsors may use any reasonable method for determining the general availability of minorities and women with the present or potential capacity for apprenticeship, including relying on the data recorded in Section C.1 for "Total Labor Force", C.2 for "Working Age Population", and C.3 "Apprentice Participation in Particular Craft/Occupation" to propose the entries for "The General Availability of Minorities and Women."

D. SPONSOR'S WORKFORCE DATA

D.1 Total Number of Journey/Craft Workers Employed:	153	
Number of Women:	8	5.23% of work force
Number of Minorities:	91	59.48% of work force
D.2 Total Percentage of Apprentices or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:	9.52	
Numerical percentage of Minority apprentices or minorities in applicant pool:	52.38	

E. ADDITIONAL RESOURCE DATA FOR CONSIDERATION IN ESTABLISHING GOALS

Industry Source Data	Minority rate of participation	Female rate of participation
E.1 Registered Apprenticeship Partners Information Data System (RAPIDS): *	NA	NA
E.2 EEOC Occupational Employment Data: **	NA	NA

* Data available from Registration Agency

** <http://www.eeoc.gov/stats/jobpat/jobpat.html>

F. DETERMINATION OF UTILIZATION

Analysis	Yes	No
Minority Underutilization:		X
Female Underutilization:	14.01%	

G. SPONSOR'S GOALS:

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting 42.51 % minorities and 23.73 % women during the next EEO Review cycle. These goals will not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

The number of new apprentices to be hired during the next year (or selection period) is estimated to be: NA

H. REGISTRATION AGENCY APPROVAL:

Sponsor	Registration Agency
_____ Sponsor's Signature <u>Walter Ilcyszyn</u>	_____ Registration Agency Signature <u>Steven H. Lindas</u>
_____ Name <u>Co-Chair Labor</u>	_____ Name <u>ATR Region 2</u>
_____ Title	_____ Title
_____ Date Signed	_____ Date Signed

AFFIRMATIVE ACTION PLAN WORKFORCE ANALYSIS WORKSHEET

A. SPONSOR INFORMATION

Program Number:	FL008620001	
Name of Sponsor:	Florida Finishing Trades Institute JATC	
Address:	2153 West Oak Ridge Road	
City/State/Zip Code:	Orlando, FL 32809	
Contact Person:	Al Trombetta	
Phone Number: 407-852-3977	FAX Number: 407-858-9693	
E-Mail Address:	atrombetta@dc78.org	

B. OCCUPATIONAL INFORMATION

Occupational Title: *	Tradeshow Worker	
RAPIDS Code: 2067HY	O*NET/SOC Code: 47-4099.00	
Type of selection method used: Rank Pool of Eligible		
Labor Market Area description: Statewide Jurisdiction.		

C. LABOR MARKET AREA & OCCUPATIONAL PARTICIPATION DATA

C.1 Total Labor Force in Labor Market Area *9,419,232		
Number of Women:	4,469,539	47.45% of labor force
Number of Minorities:	4,004,472	42.51% of labor force
C.2 Working Age Population in Labor Market Area *		
Number of Women:	NA	% of labor force
Number of Minorities:	NA	% of labor force
C.3 Apprentice Participation in Craft/Occupation in Program Total: 12 **		
Number of Women:	2	16.67% of apprentices
Number of Minorities:	8	66.67% of apprentices
C.4 The General Availability of Minorities and Women with the Present or Potential Capacity for Apprenticeship in Program Sponsor's Labor Market Area. ***		
Number of Women:	NA	
Number of Minorities:	NA	

Resources for obtaining labor market information.

* http://www.census.gov/hhes/www/eeoindex/page_c.html

** RAPIDS Data available from Registration Agency.

*** Program Sponsors may use any reasonable method for determining the general availability of minorities and women with the present or potential capacity for apprenticeship, including relying on the data recorded in Section C.1 for "Total Labor Force", C.2 for "Working Age Population", and C.3 "Apprentice Participation in Particular Craft/Occupation" to propose the entries for "The General Availability of Minorities and Women."

D. SPONSOR'S WORKFORCE DATA

D.1 Total Number of Journey/Craft Workers Employed:	292	
Number of Women:	48	16.44% of work force
Number of Minorities:	263	90.07% of work force
D.2 Total Percentage of Apprentices or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:	16.67	
Numerical percentage of Minority apprentices or minorities in applicant pool:	66.67	

E. ADDITIONAL RESOURCE DATA FOR CONSIDERATION IN ESTABLISHING GOALS

Industry Source Data	Minority rate of participation	Female rate of participation
E.1 Registered Apprenticeship Partners Information Data System (RAPIDS): *	NA	NA
E.2 EEOC Occupational Employment Data: **	NA	NA

* Data available from Registration Agency

** <http://www.eeoc.gov/stats/jobpat/jobpat.html>

F. DETERMINATION OF UTILIZATION

Analysis	Yes	No
Minority Underutilization:		X
Female Underutilization:	6.63%	

G. SPONSOR'S GOALS:

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting 42.51 % minorities and 23.73 % women during the next EEO Review cycle. These goals will not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

The number of new apprentices to be hired during the next year (or selection period) is estimated to be: NA

H. REGISTRATION AGENCY APPROVAL:

Sponsor	Registration Agency
_____ Sponsor's Signature <u>Walter Ilczyszyn</u> _____ Name	_____ Registration Agency Signature <u>Steven H. Lindas</u> _____ Name
_____ <u>Co-Chair Labor</u> _____ Title	_____ <u>ATR Region 2</u> _____ Title
_____ Date Signed	_____ Date Signed

Instructions for preparing and completing this worksheet

The purpose of this workforce analysis worksheet is to establish a benchmark against which the demographic composition of the sponsor's apprenticeship program can be compared. The sponsor must separately determine the availability of minorities and women for each occupational title represented by the program. In determining availability, the sponsor must consider, at the very least, the factors identified at 29 CFR 30.4(e) in order to determine whether barriers to equal employment opportunity may exist with a particular occupational title.

Part A The Program Sponsor information section may be prepared by the sponsor representative or servicing Registration Agency Representative.

Part B Occupational information will be taken from the registered program standards, and may be prepared by the sponsor representative or servicing Registration Agency Representative. A Workforce Analysis Worksheet must be completed for each occupational title identified.

Part C Sponsors must use the most current and discrete statistical data available in determining availability estimates for the labor market area specified by the sponsor in Part B. Census data is one example of an appropriate source of statistical information. Other sources include data from local job service offices and data from colleges or other training institutions. Where possible, the Registration Agency has provided examples of appropriate sources of data.

For purposes of this section, the term "labor force" is defined to include both those individuals who are employed and those who are unemployed but looking for employment. The term "working age population" means persons ages 15 years and over whether or not they are currently in the labor force or looking for employment.

Part D The Program Sponsor must provide current workforce data as described in Part D. If the sponsor utilizes either Selection Method §30.5(b) (1) or (2), the data in D-2 will be reflective of the "pool" from which selections will be made. If the sponsor utilizes the Selection Method under §30.5(b) (3) or (4), the data in D-2 will be reflective of the current apprentices registered in the program.

Part E Additional Resource Data for consideration in establishing reasonable goals will be provided by the Registration Agency. This data will provide a snapshot of the national labor force for the given occupation title.

Part F Utilizing the data found in Parts C, D and E, the Program Sponsor is to determine if minorities and/or women are underutilized and must check the appropriate response.

Part G If the Program Sponsor's analysis determines that minorities and/or women are underutilized, the Sponsor, utilizing the resource data found in Parts C, D and E, will establish goals which are reasonable in consideration of the results which could be expected from its good faith efforts to make its overall affirmative action program successful. The Registration Agency will review and access the proposed goals and if found to be reasonable and attainable, will acknowledge receipt of the Sponsors goals for minorities and/or women.

Proposed goals for minorities and/or women that are lower than the current participation rate under the Program Sponsor will not be approved.

SECTION VI - OFFICIAL ADOPTION

The *Florida Finishing Trades Institute JATC* hereby officially adopts this Affirmative Action Plan on this 10th Day of JUNE 2020.

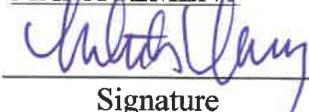
LABOR


Signature

Walter Ilczyszyn
Printed Name

Co-Chairman
Title

MANAGEMENT


Signature

Nikitas Manias
Printed Name

Co-Chairman
Title

TITLE 29 CFR PART 30, UTILIZATION ANALYSIS

Source of information compiled from the Florida Agency for Workforce Innovation 2010 Census Affirmative Action/Equal Employment Opportunity Data.

D. SPONSOR'S WORKFORCE DATA

D.1 Total Number of Journey/Craft Workers Employed:	566	
Number of Women:	94	16.61% of work force
Number of Minorities:	389	68.73% of work force
D.2 Total Percentage of Apprentices or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:	50.98	
Numerical percentage of Minority apprentices or minorities in applicant pool:	31.37	

E. ADDITIONAL RESOURCE DATA FOR CONSIDERATION IN ESTABLISHING GOALS

Industry Source Data	Minority rate of participation	Female rate of participation
E.1 Registered Apprenticeship Partners Information Data System (RAPIDS): *	NA	NA
E.2 EEOC Occupational Employment Data: **	NA	NA

* Data available from Registration Agency

** <http://www.eeoc.gov/stats/jobpat/jobpat.html>

F. DETERMINATION OF UTILIZATION

Analysis	Yes	No
Minority Underutilization:		x
Female Underutilization:		x

G. SPONSOR'S GOALS:

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting 42.51 % minorities and 23.73 % women during the next EEO Review cycle. These goals will not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

The number of new apprentices to be hired during the next year (or selection period) is estimated to be: NA

H. REGISTRATION AGENCY APPROVAL:

Sponsor

 Sponsor's Signature
 Walter Ilczyszyn
 Name
 Co-Chair Labor
 Title
 6/10/2020
 Date Signed

Registration Agency

 Registration Agency Signature
 Steven H. Lindas
 Name
 ATR Region 2
 Title

 Date Signed

D. SPONSOR'S WORKFORCE DATA

D.1 Total Number of Journey/Craft Workers Employed:	80	
Number of Women:	0	0.00% of work force
Number of Minorities:	58	72.5% of work force
D.2 Total Percentage of Apprentices or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:	0	
Numerical percentage of Minority apprentices or minorities in applicant pool:	68.75	

E. ADDITIONAL RESOURCE DATA FOR CONSIDERATION IN ESTABLISHING GOALS

Industry Source Data	Minority rate of participation	Female rate of participation
E.1 Registered Apprenticeship Partners Information Data System (RAPIDS): *	NA	NA
E.2 EEOC Occupational Employment Data: **	NA	NA

* Data available from Registration Agency

** <http://www.eeoc.gov/stats/jobpat/jobpat.html>

F. DETERMINATION OF UTILIZATION

Analysis	Yes	No
Minority Underutilization:		X
Female Underutilization:	23.73%	

G. SPONSOR'S GOALS:

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting 42.51 % minorities and 23.73 % women during the next EEO Review cycle. These goals will not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

The number of new apprentices to be hired during the next year (or selection period) is estimated to be: NA

H. REGISTRATION AGENCY APPROVAL:

 Sponsor
 Sponsor's Signature
Walter Ilcyszyn
 Name
Co-Chair Labor
 Title
6/10/2020
 Date Signed

Registration Agency

 Registration Agency Signature
Steven H. Lindas
 Name
ATR Region 2
 Title

 Date Signed

D. SPONSOR'S WORKFORCE DATA

D.1 Total Number of Journey/Craft Workers Employed:	0	
Number of Women:	0	0% of work force
Number of Minorities:	0	0% of work force
D.2 Total Percentage of Apprentices or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:		
Numerical percentage of Minority apprentices or minorities in applicant pool:		

E. ADDITIONAL RESOURCE DATA FOR CONSIDERATION IN ESTABLISHING GOALS

Industry Source Data	Minority rate of participation	Female rate of participation
E.1 Registered Apprenticeship Partners Information Data System (RAPIDS): *	NA	NA
E.2 EEOC Occupational Employment Data: **	NA	NA

* Data available from Registration Agency

** <http://www.eeoc.gov/stats/jobpat/jobpat.html>

F. DETERMINATION OF UTILIZATION

Analysis	Yes	No
Minority Underutilization:	NA	NA
Female Underutilization:	NA	NA

G. SPONSOR'S GOALS:

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting 42.51 % minorities and 23.73 % women during the next EEO Review cycle. These goals will not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

The number of new apprentices to be hired during the next year (or selection period) is estimated to be: NA

H. REGISTRATION AGENCY APPROVAL:

Sponsor

 Sponsor's Signature
 Walter Ilczyszyn
 Name
 Co-Chair Labor
 Title
 6/10/2020
 Date Signed

Registration Agency

 Registration Agency Signature
 Steven H. Lindas
 Name
 ATR Region 2
 Title

 Date Signed

D. SPONSOR'S WORKFORCE DATA

D.1 Total Number of Journey/Craft Workers Employed:	18	
Number of Women:	0	0% of work force
Number of Minorities:	14	77.78% of work force
D.2 Total Percentage of Apprentices or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:	0	
Numerical percentage of Minority apprentices or minorities in applicant pool:	0	

E. ADDITIONAL RESOURCE DATA FOR CONSIDERATION IN ESTABLISHING GOALS

Industry Source Data	Minority rate of participation	Female rate of participation
E.1 Registered Apprenticeship Partners Information Data System (RAPIDS): *	NA	NA
E.2 EEOC Occupational Employment Data: **	NA	NA

* Data available from Registration Agency

** <http://www.eeoc.gov/stats/jobpat/jobpat.html>

F. DETERMINATION OF UTILIZATION

Analysis	Yes	No
Minority Underutilization:	0%	x
Female Underutilization:	23.73%	

G. SPONSOR'S GOALS:

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting 42.51 % minorities and 23.73 % women during the next EEO Review cycle. These goals will not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

The number of new apprentices to be hired during the next year (or selection period) is estimated to be: NA

H. REGISTRATION AGENCY APPROVAL:

Sponsor

 Sponsor's Signature
 Walter Ilczyszyn
 Name
 Co-Chair Labor
 Title
 6/10/2020
 Date Signed

Registration Agency

 Registration Agency Signature
 Steven H. Lindas
 Name
 ATR Region 2
 Title

 Date Signed

D. SPONSOR'S WORKFORCE DATA

D.1 Total Number of Journey/Craft Workers Employed:	153	
Number of Women:	8	5.23% of work force
Number of Minorities:	91	59.48% of work force
D.2 Total Percentage of Apprentices or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:	9.52	
Numerical percentage of Minority apprentices or minorities in applicant pool:	52.38	

E. ADDITIONAL RESOURCE DATA FOR CONSIDERATION IN ESTABLISHING GOALS

Industry Source Data	Minority rate of participation	Female rate of participation
E.1 Registered Apprenticeship Partners Information Data System (RAPIDS): *	NA	NA
E.2 EEOC Occupational Employment Data: **	NA	NA

* Data available from Registration Agency

** <http://www.eeoc.gov/stats/jobpat/jobpat.html>

F. DETERMINATION OF UTILIZATION

Analysis	Yes	No
Minority Underutilization:		X
Female Underutilization:	14.01%	

G. SPONSOR'S GOALS:

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting 42.51 % minorities and 23.73 % women during the next EEO Review cycle. These goals will not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

The number of new apprentices to be hired during the next year (or selection period) is estimated to be: NA

H. REGISTRATION AGENCY APPROVAL:

Walter Ilczyszyn
 Sponsor

 Sponsor's Signature
 Walter Ilczyszyn

 Name
 Co-Chair Labor

 Title
 6/10/2020

 Date Signed

Registration Agency

 Registration Agency Signature
 Steven H. Lindas

 Name
 ATR Region 2

 Title

 Date Signed

D. SPONSOR'S WORKFORCE DATA

D.1 Total Number of Journey/Craft Workers Employed:	292	
Number of Women:	48	16.44% of work force
Number of Minorities:	263	90.07% of work force
D.2 Total Percentage of Apprentices or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:	16.67	
Numerical percentage of Minority apprentices or minorities in applicant pool:	66.67	

E. ADDITIONAL RESOURCE DATA FOR CONSIDERATION IN ESTABLISHING GOALS

Industry Source Data	Minority rate of participation	Female rate of participation
E.1 Registered Apprenticeship Partners Information Data System (RAPIDS): *	NA	NA
E.2 EEOC Occupational Employment Data: **	NA	NA

* Data available from Registration Agency

** <http://www.eeoc.gov/stats/jobpat/jobpat.html>

F. DETERMINATION OF UTILIZATION

Analysis	Yes	No
Minority Underutilization:		x
Female Underutilization:	6.63%	

G. SPONSOR'S GOALS:

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting 42.51 % minorities and 23.73 % women during the next EEO Review cycle. These goals will not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

The number of new apprentices to be hired during the next year (or selection period) is estimated to be: NA

H. REGISTRATION AGENCY APPROVAL:


 Sponsor's Signature
 Walter Ilczyszyn
 Name
 Co-Chair Labor
 Title
 6/10/2020
 Date Signed

Registration Agency

 Registration Agency Signature
 Steven H. Lindas
 Name
 ATR Region 2
 Title

 Date Signed

Appendix D

**QUALIFICATIONS AND SELECTION
PROCEDURES**

ADOPTED BY

Florida Finishing Trades Institute JATC

***INTERNATIONAL UNION OF PAINTERS
AND ALLIED TRADES
FINISHING TRADES INSTITUTE***

**DEVELOPED IN COOPERATION WITH THE
U. S. DEPARTMENT OF LABOR
OFFICE OF APPRENTICESHIP**

**APPROVED BY: _____
Florida Dept. of Education, Division of Career & Adult Education, Apprenticeship Section**

DATE APPROVED: _____

The certification of this selection procedure is not a determination that, when implemented, it meets the requirements of the Uniform Guidelines on Employee Selection Procedures (41 CFR, part 60-3) or 29 CFR part 30. Note that selection procedures may need to be modified to provide reasonable accommodations to qualified individuals with disabilities.

SECTION I. - MINIMUM QUALIFICATIONS

Apprenticeship applications will be accepted on the basis that applicants have met and shown documented proof of all required minimum qualifications at the time of application.

Apprenticeship applicants must meet the following minimum qualifications:

A. Age

All applicants must be at least eighteen (18) years of age **except as noted below*. Applicants are required to submit reliable proof of age (e.g., a driver's license, birth certificate or other acceptable documentation).

B. Education

A high school diploma or GED is required. Applicants are required to submit reliable proof of education (e.g., a high school transcript or GED scores).

All applicants must possess sufficient educational knowledge to satisfactorily complete the OJL and RI.

All applicants must be able to Read, Write and Speak the English language

C. Physical

The Applicant shall be physically capable of performing the essential functions of the apprenticeship program without posing a direct threat to the health and safety of themselves or any other individuals, with reasonable accommodations.

**An applicant who is seventeen (17) years of age and is participating in a school-to-work program or equivalent and who otherwise meets all qualifications may be rated and ranked and placed on the Pool of Eligible's list. Such an applicant must provide proof that a high school diploma or GED has been awarded and must be eighteen (18) years of age prior to being registered by the sponsor.*

SECTION II. - APPLICATION PROCEDURES

- A. Applications will be made available to anyone who is interested throughout the year. Anyone who fills out an application will be required to sign an applicant log.
- B. The fact that applications and apprenticeship opportunities are available shall be made known as specified in the Affirmative Action Plan.

- C. All applications will be identical in form and requirements. The application form shall be numbered in sequence corresponding with the number appearing on the applicant log in order to account for all applications. Applications will be tracked to show race/ethnic and sex identification and the progress by dates and final disposition of each application.
- D. Before completing the full application process, each applicant will be required to review the Apprenticeship Standards and be given a copy of the complaint procedure. If the applicant has any additional questions on the qualifications or needs additional information to complete the application, it will be provided by the JATC.
- E. Receipt of the properly completed application form, along with required supporting documents (proof of age, driver's license, birth certificate or other acceptable documentation; copy of high school diploma, GED Certificate or other acceptable documentation) will constitute a completed application.
- F. Completed applications will be reviewed to insure that all of the minimum qualifications have been met. Applicants deficient in one or more qualifications or requirements or making false statements on their application will be notified in writing of their disqualification. The applicant will also be notified of the right to appeal his/her disqualification. Once an application has been disqualified, no further processing will be conducted.
- G. Applicants meeting all of the minimum qualifications and submitting the required supporting documents will be notified where and when to appear for an interview.
- H. Should the JATC find they have enough applications to meet the future labor needs for the Counties, Cities and Municipalities governed by these standards, the JATC retains the authority to stop accepting applications.
- I. Application procedures which utilize electronic processes to accomplish any or all of the relevant steps A. through H. above shall be deemed to be consistent with these procedures, provided such procedures meet all the requirements that apply to non-electronic procedures (e.g., maintenance of records).

OPTION 1 – RANK POOL OF ELIGIBLES:

SECTION III - INTERVIEW PROCEDURES

- A. The JATC will schedule the interview and evaluation session. All applicants who have met the basic qualifications and have submitted the required documents will be notified of the date, time, and place to appear.

- B. The Interview Committee will have in its possession for review with regard to each applicant: application form, education verification and proof of age.
- C. After a brief introduction, the committee will ask questions of the applicant with the purpose of finding out as much as possible about the individual and about the capacity to participate in the apprenticeship program.
- D. Questions for the interview and for purposes of evaluation will be on topics related to job performance such as: work experience, school record, mechanical ability, motivation and vocational training.
- E. Evaluation should be based on a standard of industry needs and not by a comparison with other applicants.
- F. The same questions should be asked of each applicant.
- G. The interviewer(s) will rate each applicant during the interview on each of the factors on the applicant rating form.

SECTION IV – SELECTION FROM THE COMMITTEE

- A. The number of new apprentices to be accepted will be determined before starting interviews. The number will be based on the needs of the industry areas governed by these standards.
- B. Selection of individuals from the list of interviewed applicants will not be made until all interview sessions are complete and all applicants have been evaluated.
- C. The interviewer(s) will rate each applicant during the interview on each of the factors on the applicant rating form taking into account the information on the application and required documents, if applicable. The interviewer will record the questions asked and the general nature of the applicant's answers. The interviewer will then prepare a written summary of his/her judgment of the applicant derived from the interview. After completing the interview and evaluation of the applicants, the individual rating scores of the interviewer(s) will be added together and averaged to determine the applicant's final rating.
- D. Applicants will be placed on a "Ranking List" according to their scores at the evaluation session, with the applicant having the highest score being at the top of the list, and all applicants then listed in descending order based on score.

- E. As openings for the registration of new apprentices occur, the highest ranked applicant will be notified of selection by telephone. It will be the responsibility of the applicant to keep the JATC informed of their current mailing address and telephone number.
- F. Selected applicants must respond to the notice of selection within forty-eight (48) hours of notice. If applicants cannot be reached by telephone, their names will be passed and notice sent to their address by "Certified Mail-Return Receipt Requested" to determine if the applicants are still interested. If no response is received in fifteen (15) working days from the written notice, the applicant's name will be removed from the list. Only one certified notice will be mailed.
- G. Qualified applicants remaining on a preceding ranking list will automatically be carried forward on the new ranking list and slotted in wherever their rating score placed them for a period of two (2) years, unless the applicant has been removed from the list by their own written request or following failure to respond to an apprentice opening. Applicants who were not placed during the two (2)- year period that were on the ranking list, will be required to reapply.
- H. During the two (2)-year period, applicants who feel that their qualifications have improved since their original rating may submit documented evidence of such additional experience or training and request reevaluation and rating at the next regular processing cycle.
- I. Any applicant who feels that he/she was wrongfully denied entry to the apprenticeship program may appeal the decision using the applicant appeals procedure described below in Section VIII.
- J. Veterans & preapprentice graduates will receive equal consideration.

SECTION V – DIRECT ENTRY FOR JOB CORPS GRADUATES AND APPLICANTS FROM RECOGNIZED PREPARATORY PROGRAMS

The JATC encourages preparatory/pre-apprenticeship craft training to facilitate entry into apprenticeship. Youth who complete a Job Corps training program in any occupation covered in these Standards, who meet the minimum qualifications of the apprenticeship program, may be admitted directly into the program, or if no apprentice opening is available, the Job Corps graduate may be placed at the top of the current applicant ranking list and given first opportunity for placement. The JATC will evaluate the Job Corps training received for granting appropriate credit on the term of apprenticeship. Entry of Job Corps graduates will be done without regard to race, color, religion, national origin, or sex. ***(Note: This is a method of direct entry into the apprenticeship program.)***

Consequently, applicants who successfully complete the application process for apprenticeship and are entering through a recognized preparatory program (such as the Helmets to Hardhats Program and recognized Native American programs) shall be evaluated, in terms of their prior experience, through hands on proficiencies as well as be subject to a written General Knowledge questionnaire. They will then be placed within the program at the point that corresponds with their proven experience. Entry of applicants from Helmets to Hardhats and other recognized preparatory programs shall be done without regard to race, color, religion, national origin, or sex.

SECTION VI - COMPLAINT PROCEDURE

- A. Any apprentice or applicant for apprenticeship who believes that he/she has been discriminated against on the basis of race, color, religion, national origin, or sex, with regard to apprenticeship or that the equal opportunity standards with respect to his/her selection have not been followed in the operation of an apprenticeship program, may personally or through an authorized representative, file a complaint with the Registration Agency or, at the apprentice or applicant's election, with the private review body established by the JATC (if applicable).
- B. The complaint will be in writing and will be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated against, the JATC involved, and a brief description of the circumstances of the failure to apply equal opportunity standards.
- C. The complaint must be filed not later than 180 days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and, in the case of complaints filed directly with the review bodies designated by the JATC to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur within the time limitation stated above or 30 days from the final decision of such review body, whichever is later. The time may be extended by the Registration Agency for good cause shown.
- D. Complaints of discrimination in the apprenticeship program may be filed and processed under Title 29, CFR part 30, and the procedures as set forth above.
- E. The JATC will provide written notice of their complaint procedure to all applicants for apprenticeship and all apprentices.

SECTION VII - MAINTENANCE OF RECORDS

The JATC will keep adequate records including a summary of the qualifications of each applicant, the basis for evaluation and for selection or rejection of each applicant, the records pertaining to interviews of applicants, the original application for each applicant, information relative to the operation of the apprenticeship program, including, but not

limited to, job assignment, promotion, demotion, layoff, or termination, rates of pay or other forms of compensation or conditions of work, hours including hours of work and, separately, hours of training provided, and any other records pertinent to a determination of compliance with the regulations at Title 29, CFR part 30, as may be required by the U.S. Department of Labor. The records pertaining to individual applicants, selected or rejected, will be maintained in such manner as to permit the identification of minority and women (minority and non-minority) participants.

Each JATC must retain a statement of its AAP for the prompt achievement of full and equal opportunity in apprenticeship, including all data and analysis made pursuant to the requirements of Title 29, CFR part 30.4. Each JATC also must maintain evidence that its qualification standards have been validated in accordance with the requirements set forth in Title 29, CFR part 30.5(b).

In addition to the above requirements, adequate records will include a brief summary of each interview and the conclusions on each of the specific factors, e.g., motivation, ambition, and willingness to accept direction which are part of the total judgment. Records will be maintained for five (5) years from the date of last action and made available upon request to the U.S. Department of Labor or other authorized representative.

SECTION VIII – APPRENTICE APPLICANT APPEALS PROCEDURES

An appeals committee will be established composed of one member appointed by labor and one member appointed by management. Each organization shall appoint its own representative on the appeals committee in any matter that they choose, as long as that individual is not serving on the apprenticeship committee. The authority of the appeals committee shall be limited to rendering a decision on cases involving unjust treatment of applicants for the apprenticeship program. The process for appeal includes the following:

- A. An appeal must be submitted in writing to the local JATC within fifteen (15) days of the date of receipt of notification of rejection to the apprenticeship program.
- B. The local JATC shall submit the appeal and the materials regarding the disposition of the applicant to the appeals committee.
- C. The Appeals Committee will consider the written evidence and a hearing will be granted.
- D. A final decision shall be rendered within thirty (30) days of the hearing and all parties concerned shall be notified in writing by the Appeals Committee.

- E. Decisions of the Appeals Committee shall be final and binding upon both the JATC and the applicant.
- F. A copy of the appeal and the disposition will be kept on file for a period of at least five (5) years.

SECTION IX - OFFICIAL ADOPTION OF SELECTION PROCEDURES

The Florida Finishing Trades Institute hereby officially adopts these Selection Procedures on this _____ Day of _____.

LABOR

MANAGEMENT

Signature

Signature

Walter Ilczyszyn

Printed Name

Nikitas Manias

Printed Name

Co-Chairman

Title

Co-Chairman

Title

SECTION IX - OFFICIAL ADOPTION OF SELECTION PROCEDURES

The Florida Finishing Trades Institute hereby officially adopts these Selection Procedures on this 10th Day of June 2020.

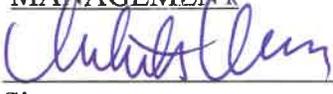
LABOR


Signature

Walter Ilczyszyn
Printed Name

Co-Chairman
Title

MANAGEMENT


Signature

Nikitas Manias
Printed Name

Co-Chairman
Title

Appendix E – Occupational Wage Schedule

The employer agrees to pay not less than the following wage rate to the apprentice during each period of apprenticeship. (This period may be expressed in hours, months or year; wage rates are required to be expressed in percent (%) of Journeyman’s wage, and may not be less than 35% of the Journeyman’s rate during the first period or less than 75% in the last period. In no event shall the apprentice wage rate be less than the minimum wage prescribed by Federal Law.) **6a-**

23.004(2)(e) FAC

Taper (Drywall Finisher)

Periods	Estimated Time in Hours	% Journeyperson’s Rate
1 st	0 - 555	65
2 nd	556 - 1111	70
3 rd	1112 - 1666	75
4 th	1667 - 2221	80
5 th	2222 - 2776	85
6 th	2777 - 3332	90
7 th	3333 - 3887	95
8 th	3888 - 4442	95

Work Week is 40 Hours

All Zones (as defined by Current CBA): Taper (Drywall Finisher) Journeyperson's Wage Rate is \$20.26 as of January 1st, 2019

Floor Layer

Periods	Estimated Time in Hours	% Journeyperson’s Rate
1 st	0 - 754	65
2 nd	755 - 1508	70
3 rd	1509 - 2262	75
4 th	2263 - 3016	80
5 th	3017 - 3770	85
6 th	3771 - 4524	90
7 th	4525 - 5278	95
8 th	5279 - 6032	95

Work Week is 40 Hours

All Zones (as defined by Current CBA): Floor Layer Journeyperson's Wage Rate is \$23.30 as of September 1st, 2019

Glazier

Periods	Estimated Time in Hours	% Journeyperson's Rate
1st	0 - 524	65
2nd	525 - 1048	70
3rd	1049 - 1572	75
4th	1573 - 2096	80
5th	2097 - 2620	85
6th	2621 - 3144	90
7th	3145 - 3668	95
8th	3669 - 4192	95

Work Week is 40 Hours

All Zones (as defined by Current CBA): Glazier Journeyperson's Wage Rate is \$23.51 as of January 1st, 2019

Tradeshaw Worker

Periods	Estimated Time	% Journeyperson's Rate
1st	0-770 Hours	75
2nd	771 - 1540	80
3rd	1541 - 2310	85
4th	2311 - 3080	90
5th	3081 - 3850	95
6th	3851 - 4618	95

Work Week is 40 Hours

All Zones (as defined by Current CBA): Tradeshaw Worker Journeyperson's Wage Rate is \$23.80 as of September 1st, 2019

Buena Vista Construction Company (as defined by current Project Labor Agreement):
Tradeshaw Worker Journeyperson's Wage Rate is \$21.00 as of January 6th, 2020

Painter - Decorator

Periods	Estimated Time in Hours	% Journeyperson's Rate
1st	0 - 882	65
2nd	883 - 1763	70
3rd	1764 - 2645	75
4th	2646 - 3526	80
5th	3527 - 4408	85
6th	4409 - 5289	90
7th	5290 - 6171	95
8th	6172 - 7052	95

Work Week is 40 Hours

Zones I & II (as defined by Current CBA): Painter - Decorator Journeyperson's Wage Rate is \$18.30 as of January 1st, 2019

Zone III (as defined by Current CBA): Painter - Decorator Journeyperson's Wage Rate is \$25.21 as of January 1st, 2019

Zone IV (as defined by Current CBA): Painter - Decorator Journeyperson's Wage Rate is \$16.51 as of January 1st, 2019

Buena Vista Construction Company (as defined by current Project Labor Agreement): Painter - Decorator Journeyperson's Wage Rate is \$20.45 as of January 6th, 2020

Painter Industrial Coating and Lining Application Specialist

Periods	Estimated Time in Hours	% Journeyperson's Rate
1st	0 - 754	65
2nd	755 - 1508	70
3rd	1509 - 2262	75
4th	2263 - 3016	80
5th	3017 - 3770	85
6th	3771 - 4524	90
7th	4525 - 5278	95
8th	5279 - 6032	95

Work Week is 40 Hours

Zones I, II & IV (as defined by Current CBA): Painter Industrial Coating & Lining Application Specialist Journeyperson's Wage Rate is \$20.51 as of January 1st, 2019

Zone III (as defined by Current CBA): Painter Industrial Coating & Lining Application Specialist Journeyperson's Wage Rate is \$25.21 as of January 1st, 2019

Nuclear Power Plants (as defined by Current CBA): Painter Industrial Coating & Lining Application Specialist Journeyperson's Wage Rate is \$28.81 as of August 1st, 2019

Bridge Painter (as defined by Current CBA): Painter Industrial Coating & Lining Application Specialist Journeyperson's Wage Rate is \$29.41 as of August 1st, 2019

A wage review of all active and/or current signatory members to the collective bargaining agreement has been completed on the above date to arrive at the established journeypersons hourly rate listed above. The journeyperson hourly wage rate shall be reviewed and adjusted annually or as per the collective bargaining agreement. 6A-23.004(2)2(4)FAC

Appendix F - Participating Employers

A Listing of Participating Employers, to be kept current, as required by 6A-23.004(w) (1)(2) FAC, is as follows:

CONTRACTOR NAME	ADDRESS 1	CITY	STATE	ZIP
(Brede) Allied Convention Services	2502 Lake Orange Drive	Orlando	FL	32837
3-D Tradeshow Services, LLC	7041 SW 21St Place, Suite 2	Davie	FL	33317
Advantage Expo	5187 Rayner Ave.	Lithicum	MD.	21090
Alliance Exhibit Services, Inc.	4976 Cypress Lane	Coconut Creek	FL	33073
Alliance Exposition Services	4105 Lee Highway	Arlington	VA	22207
Altec, Inc.	5700 Memorial Highway, Suite 212A	Tampa	FL	33615
Architectural Aluminum Techniques	9195 Boggy Creek Road, Suite 1	Orlando	FL	32824
Architectural Glass Services, Inc.	1815 Acme Street	Orlando	FL	32805
Atlas Steel Coatings	19063 Yontz Road	Brooksville	FL	34601
Binca, LLC	10680 NW 37 Terrace	Miami	FL	33178
Boyd Hart Company	3244 39th Street	Orlando	FL	32839
Brede Allied Convention Services	2502 Lake Orange Drive	Orlando	FL	32837
Bridges "R" US Painting Company	419 Blossom Avenue, Suite 2	Campbell	OH.	44405
Buildtask dba Positive I.D.	3334 West Penn Street	Philadelphia	PA	19129
C.I COATINGS	5840 BRANNEN ROAD S.	LAKELAND	FL.	33813
C.S.I. Worldwide	450 NW 134th Avenue, Suite 101	Pembroke Pines	FL	33028
CHAMPION PAINTING	130 SW 22ND STREET	FORT LAUDERDALE	FL	33315
Chavez Design	251 Douglas Street	Brooklyn	NY	11217
Circle Drywall	4380 Oakes Road Suite #808	Davie	FL	33314
City Glass & Mirror, Inc.	4200 49th Street North	Saint Petersburg	FL	33709

Appendix F - Participating Employers

A Listing of Participating Employers, to be kept current, as required by 6A-23.004(w) (1)(2) FAC, is as follows:

CMC Tradeshows	3519 Croaker Drive	Hernando Beach	FL	34607
Coast to Coast I&D, LLC	121 Lisa Loop	Winter Springs	FL	32708
Coastal International	1271 La Quinta Drive, Suite 8	Orlando	FL	32809
Color Factory, Inc.	1941 NW 40th Court	Pompano Beach	FL	33064
Convention & Show Services	1250 John A. Papalas Drive	Lincoln Park	MI	48146
Convention Supplies & Equipment	1588 Veterans Memorial Highway, Building 1, Suite 116-B	Augusta	GA	30168
Creative Displays	14535 NW 60 Ave.	Miami Lakes	FL	33014
CSI Worldwide, LLC	500 Chaney Street, Suite H	Lake Elsinore	CA	92530
Czarnowski Display Services, Inc.	2287 S Blue Island Avenue	Chicago	IL.	60608
Day & Zimmerman	1827 Freedom Road, Suite 101	Lancaster	PA	17601
Diper Designers, LLC dba Dipex Exhibitions	8822 Boggy Creek Road, Suite 200	Orlando	FL	32824
Display America, Inc.	195 Andrew Drive	Stockbridge	GA	30281
Donald E. McNabb Company, Inc.	31250 S Milford Road; P.O. Box 448	Milford	MI	48381
Dorfman H. Displays, Inc.	5076 NW 66th Lane	Coral Springs	FL	33075
Eagle Management Group, Inc.	650 Grove Road, Suite 105	Paulsboro	NJ	08066
Ed French Painting	579 Northeast 42nd Street	Oakland Park	FL	33334
Efex Design & Display	2305 N.W. 150 Street	Opalocka	FL	33054
Enclos Corp.	P.O. Box 520598	Miami	FL	33152
Evergreen Painting Studios, Inc. dba Evergreene Architectural Arts, Inc.	450 West 31st Street, 7th Floor	New York	NY	10001
Exhibit Craft Inc. DBA Skyline South Florida	430 Ansin Blvd. Suite AA	Hallandale Beach	FL	33309

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A Listing of Participating Employers, to be kept current, as required by 6A-23.004(w) (1)(2) FAC, is as follows:

Exhibit Design & Production	7510 American Way	Groveland	FL	34736
Exhibit Design Group International	10101 General Drive	Orlando	FL	32824
Exhibit Masters, LLC	5722 South Flamingo Road, Suite 615	Fort Lauderdale	FL	33330
Exhibit Services, Inc.	1814 Tappan Boulevard	Tampa	FL	33619
Exhibit Systems, Inc.	2540 Ivy Street East	Cumming	GA	30041
Exhibit Works, Inc. (EWI Worldwide)	13211 Meriman Road	Livonia	MI	48150
Exmomilia-AG	IM Langhag 2	Effretikon-Zurich	Switzerland	CH- 8307
Expo Convention Contractors, Inc.	57 NE 179th Street	North Miami	FL	33162
Expo Plus, Inc.	1055 Research Center Drive	Atlanta	GA	30331
Expo Services, USA	503 Martindale Street, Suite 530	Pittsburgh	PA	15212
FES Rentals, Inc.	2700 Tarpon Drive	Miramar	FL	33023
Florida Convention Services, LLC	11925 S. Aviary Drive	Cooper City	FL	33026
Fork Enterprises, Inc.	4170 Oak Circle	Boca Raton	FL	33431
Freeman	2200 Consulate Drive	Orlando	FL	32837
GES Exposition Service Company	4805 Sand Lake Road	Orlando	FL	32819
Gilbert Exposition Management Service, Inc. (GEMS)	895 Central Florida Parkway	Orlando	FL	32824
Global Events Management	1295 Northern Boulevard	Manhasset	NY	11030
Global Experience Specialists (GES)	7000 Lindell Road	Las Vegas	NV	89118
Groo Displays, Inc.	P.O. Box 924769	Princeton	FL	33032
GVS Glass & Glazing, LLC	327 S Cedar	Niceville	FL	33578
Hargrove Displays, Inc.	1 Hargrove Drive	Lanham	MD	20706

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A Listing of Participating Employers, to be kept current, as required by 6A-23.004(w) (1)(2) FAC, is as follows:

Harmon Glass Inc.	7900 Xerxes Ave. S., Suite 1800	Bloomington	MN	55431
Huamei International, Inc.	6301 Miramonte Drive	Orlando	FL	32835
In The Event, LLC	2675 W 2365 S, Suite 4	Salt Lake City	UT	84119
Industrial Painting Corp.	P.O. Box 541	Lake City	FL	32056
Interior Installation Services, Inc.	P.O. Box 10236	Green Bay	WI	54307
Lancaster Management Services, Inc.	3745 E 150 S	Tipton	IN	46072
Laser Exhibitor Services	14313 Tambourine Drive	Orlando	FL	32837
Legacy Display, Inc.	9402 American Eagle Way	Orlando	FL	32817
Lospeich Company of Florida	6351 28th Way, Suite A	Fort Lauderdale	FL	33309
M.A.R.E.C.S., LLC	8972 NW 10th Street	Pembroke Pines	FL	33024
Maxum Expo Services, LLC	109 Hill Street	Mount Ephraim	NJ	08059
MC2	7510 Presidents Drive	Orlando	FL	32809
MCH Swiss Echibition, Ltd. (Art Basel)	300 41st Street, Suite 214	Miami Beach	FL	33410
Met-Con, Inc.	465 Cavaveral Groves Boulevard	Cocoa	FL	32929
Miller Tradeshow Services, Inc.	4979 Washington Ave.	Orlando	FL	32819
National Convention Service, Inc.	145 West 30th Street, 2nd Floor	New York	NY	10001
National Marine Manufacturers Association	231 S Lasalle Street, Suite 2050	Chicago	IL	60604
Nationwide Service Design & Production, LLC	2519 Carolyn Drive	Smyrna	GA	30080
New Era Exposition Services, LLC	3227 Wilkinson Drive	Suitland	MD	20746
Northstar Exhibit Services, Inc.	3700 NW 124th Avenue, 105	Coral Springs	FL	33065

Appendix F - Participating Employers

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Nth Degree, Inc.	2675 Breckinridge Boulevard Suite 200	Duluth	GA	30096
Octa Metro, LLC	6394 NW 97th Avenue	Miami	FL	33178
OES, LLC	1570 Mars Street	Merritt Island	FL	32953
On Location, Inc.	520 Fellowship Road, #B204	Mount Laurel	NJ	08054
Palm Beach Glass	1717 Edgar Street	West Palm Beach	FL	33401-6976
Paramount Convention Services, Inc.	5015 Flyer Avenue	Saint Louis	MO	63139
Pass Painting	150 NW 73rd Street	Miami	FL	33150
Permasteelia North America Corp.	123 Day Hill Road	Windsor	CT.	06095
Phyllips Instalation & Dismantel, Inc.	153 Brookshire Drive	Lake Whales	FL	33898
Physical Security, LLC	600 Bellview Street	Bessemer	AL	35020
Pops Painting	3805 Drane Field Road	Lakeland	FL	33811
Pro Painting Enterprises, Inc.	105 NW 9th Terrace	Hallandale Beach	FL	33009
Professional Wallcovering	6605 Nautical Isle	Hudson	FL	34667
Prowin Group, Inc. dba Professional Window	6120 NW 11th Street	Sunrise	FL	33313
PSI Specialty Coatings, Inc.	P.O. Box 22267	Fort Lauderdale	FL	33335
Rec-Gruppe GMBH	Unterfedlstr. 2			
Regal Custom Painting	3926 Lake Side Lane	Palm Bay	FL	32909
Renaissance Management, Inc.	2300 West Park Place, Suite 146	Stone Mountain	GA	30087
Scecon, Inc.	827 Douglas Avenue	Portsmouth	VA.	23707
SDB Engineers & Constructors, Inc.	2090 E. Parrish Road	Titusville	FL	32796
Seele, Inc.	259 West 30th Street, 14th Floor	New York	NY	10001

Appendix F - Participating Employers

A Listing of Participating Employers, to be kept current, as required by 6A-23.004(w) (1)(2) FAC, is as follows:

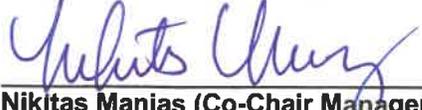
Shepard Exposition Services	603 West Landstreet Road	Orlando	FL	32824
Sho-Link, Inc.	11 Skokie Highway, Suite 202	Lake Bluff	IL	60044
Southeast Tradeshow Services	3181 Overlook Road	Davie	FL	33328
Southern Convention Services, Inc.	P.O. Box 22346	Fort Lauderdale	FL	33335
Southern Glass Products	3250 Atlantic Ave.	Lakeland	FL	33803
Sunstate Coatings, Inc.	11501 Mellowood Drive	Riverview	FL	33569
Superior Tradeshow Services, Inc.	11020 N. Harmony Lake Circle Drive	Davie	FL	33324
T&T Custom Designs, Inc.	401 E Las Olas Boulevard, 130	Fort Lauderdale	FL	33001
Tab Glass & Window Corp.	3944 Airway Circle	Clearwater	FL	33762
The Term Group, LLC	222 William Street, Suite A	Bensenville	IL	60106
The Circle Group	NO ADDRESS INFO			
Tomahawk Glass, Inc.	12087 62nd Street, Unit 5	Largo	FL	33773
Tonka Construction Inc.	1700 Oak Grove Chase Dr.	Orlando	FL	32820
Touby Painting Corp.	100 NE 26th Street	Miami	FL	33137
Trade Show Specialists Corp.	5845 Wynn Road	Las Vegas	NV	89118
Tradeshow Resources, Inc.	810 Curie Drive	Alpharetta	GA	30005
Tradis Displays, Inc.	108 SW 12th Avenue	Dania	FL	33004
Union Temporary Services, Inc.	P.O. Box 813847	Hollywood	FL	33081
United Tradeshow Services, Inc.	3315 East Russell Road	Las Vegas	NV	89120
Venetian Remolding Group, Inc.	3130 NW 14th Street	Miami	FL	33125
VHP Enterprises, Inc.	728 Wesley Avenue	Tarpon Springs	FL	34689

Appendix G – Funding

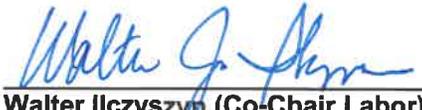
Each Participating Employer will contribute an equitable contribution based per man hour to the Florida Finishing Trades Institute JATC to fund this program in accordance with the current CBA.

SECTION XXVIII – SIGNATURE PAGE ADOPTING APPRENTICESHIP STANDARDS:

The Florida Finishing Trades Institute JATC hereby adopts these Standards of Apprenticeship on this 10 Day of June 2020.



Nikitas Manias (Co-Chair Management)
CL Coatings



Walter Ilczyszyn (Co-Chair Labor)
I.U.P.A.T. District Council 78



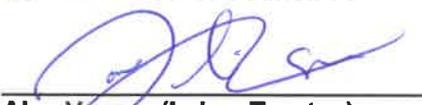
Bruce Wohl (Management Trustee)
Boyd Hart Company



Jack Plettinck (Labor Trustee)
I.U.P.A.T. District Council 78



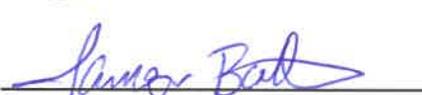
Tom Troffer (Management Trustee)
Buena Vista Construction Company



Alex Vargas (Labor Trustee)
I.U.P.A.T. District Council 78



Tony Zaronias (alternate)
CL Coatings



James Andrew Bott (alternate)
I.U.P.A.T. District Council 78

SIGNATURE AUTHORITIES

FOR COMMITTEE: * **Albert Trombetta** _____

** **Chelsea Taylor** _____

Title: *Director ** Administration _____
[Revised 2/21/20]

Affiliation: I.U.P.A.T. DC 78 FTI. _____

REVIEWED BY:

Steven H. Lindas
Apprenticeship & Training Representative

Date

REVIEWED

APPROVED

REGISTERED

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF CAREER AND ADULT EDUCATION - APPRENTICESHIP

Authorized Official - Registration Agency

Date