

# STANDARDS OF APPRENTICESHIP

DEVELOPED BY

LOCAL UNION #159 DISTRICT COUNCIL #15  
JOINT APPRENTICESHIP COMMITTEE

DRYWALL PROGRAM  
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INTERNATIONAL UNION  
OF PAINTERS AND ALLIED TRADES  
FINISHING TRADES INSTITUTE

FOR ALL OCCUPATIONS LISTED IN THESE STANDARDS



APPROVED BY NEVADA

STATE APPRENTICESHIP

COUNCIL

*These "model" National Guidelines for Apprenticeship Standards are an example of how to develop apprenticeship standards that will comply with Title 29 CFR parts 29 and 30 when tailored to a sponsor's apprenticeship program. These model Standards do not create new legal requirements or change current legal requirements. The legal requirements related to apprenticeship that apply to registered apprenticeship programs are contained in 29 U.S.C. 50 and Title 29,*

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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

**Drywall Apprentice:** Any individual 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), 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.

**Coordinator 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.

**Director of Training:** The Director will work as the liaison to the FTI and the Joint Apprenticeship Committee. Will inform the committee of changes and recommendations of the National FTI to be implemented into programs with JATC recommendations.

**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.

**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 #15 Local Union #159 Standards shall be named *the Finishing Trades Institute of District Council #15 Local Union #159 Las Vegas, Nevada*

**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. *(if applicable)*

**Interim Credential:** Interim Credential means a credential issued by the Registration Agency, upon request of the appropriate sponsor, as certification of competency attainment by an apprentice.

**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).

**Drywall Journey worker:** 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:** Means the U.S. Department of Labor and Nevada State Apprenticeship Council that has responsibility for registering apprenticeship programs and apprentices; providing technical assistance; conducting reviews for compliance with Title 29, CFR parts 29 and 30 and quality assurance assessments.

**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 Local Union #159 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) Finishing Trades Institute (FTI) of District Council #15 Local Union 159 – Las Vegas Nevada 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 three (3) representatives and one (1) alternate appointed by management and 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.

### **Geographic Area**

These Standards of Apprenticeship apply to the following geographic area:

Clark, Lincoln, Esmeralda and Nye Counties of the Great State of Nevada

### **Administrative Procedures:**

- A. The JATC will elect a Chairperson and a Secretary, and will determine the time and place of regular meetings which will take place once a month.
- B. The Chairperson and Secretary will have the power to vote on all questions affecting apprenticeship.
- C. The Chairperson and Secretary 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 FTI of *District Council #15 Local Union #159 –Las Vegas Nevada* 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 FTI of *District Council #15 Local Union #159 –Las Vegas, Nevada 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.

- 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 FTI of District Council #15 Local Union #159 – Las Vegas, Nevada 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 Journey workers.
- 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 recruitment, selection, employment, and training of apprentices during their apprenticeship, shall be without discrimination because of race, color, religion, national origin, sexual orientation, age or disability. 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 (CFR), part 30, as amended Nevada State EEO Plan of 1978.

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

If the program includes 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 HSE is required. Applicants are required to submit reliable proof of education (e.g., a high school transcript or HSE scores).

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

#### **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.

#### D. Citizen

The applicant must be a Legal Citizen of the USA or Legal Alien authorized to work in the USA by the U.S. Citizenship and Immigration Services (USCIS). Proof must be shown at the time of application.

#### E. Transportation

The applicant must have adequate transportation to attend On-the-Job Learning and Related Instruction classes.

#### F. Ability

All applicants must satisfy the Committee that they have the ability and aptitude to master the rudiments of the trade, based upon oral interview, written documentation submitted by applicant, and evaluation ratings.

#### G. If Applicable

Applicants must submit a DD-214 to verify military training and/or experience if they are a veteran and wish to receive consideration for such training/experience and/or VA benefits.

*\*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 HSE 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. 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 ten (10) 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))**

A numeric ratio of apprentices to journey workers consistent with proper supervision, training, safety, and continuity of employment and applicable provisions in collective bargaining agreements, except where such ratios are expressly prohibited by the collective bargaining agreements. The ratio of apprentices to journey workers will be one Drywall Apprentice to three Drywall Journey Workers. The ratio of Apprentices to journeyman employed in any occupation on a job site must not be greater than the ratio approved for the employer as to the entire workforce pursuant to the program registered with the council.

#### **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 Drywall Apprenticeship shall be a combination of a range of hours of OJL, plus a minimum of 144 hours of RTI 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. This Program is a hybrid program with a term between 3900-6000 hours.

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 FTI of District Council #15 Local Union #159

Las Vegas, Nevada 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)**

Each applicant selected for apprenticeship shall serve a probationary period of no less than the first ninety (90) calendar days from the commencement of OJL.

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 journey workers 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 journey worker 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. The percentages that will be applied to the applicable journeyworker rate are shown on the attached Sample Work Process Schedule and Related Instruction Outline (Appendix A). 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 FTI of District Council #15 Local Union Number #159- Las Vegas Nevada 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 FTI of District Council #15 and Local Union #159- Las Vegas, Nevada 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. 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 *Painting Job Corps Program* or are entering through recognized preparatory programs (including the Helmets to Hardhats Program, other Veterans 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 – 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. A minimum of 160 hours of RTI is required annually during the term of apprenticeship. Apprentices agree to take such courses as the JATC deems advisable. The JATC will secure the instructional aides 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 FTI of *District Council #15 Local Union #159 – Las Vegas, Nevada JATC*.

If applicable, the JATC will inform each apprentice of the availability of college credit through the **College of Southern Nevada**.

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.

### **Instructor Qualification**

The JATC will secure competent instructors whose knowledge, experience, and ability to teach will be carefully examined and monitored.

- A. Instructors shall be journeymen or equivalent subject matter experts who possess advanced levels of knowledge about the crafts and/or topics for all subjects to be taught.
- B. Instructors shall have been trained in teaching techniques and adult learning styles, as evidenced by at least one of the following:
  - 1. Instructors shall have successfully completed IUPAT/FTI training in teaching techniques and adult learning styles;
  - 2. Instructors shall have successfully completed course(s) equivalent to the IUPAT/FTI programs cited in paragraph (1) above provided by an accredited institution; or
  - 3. An instructor who has not completed either the IUPAT/FTI training cited in paragraph (1) above or equivalent training cited in paragraph (2) above shall be allowed a period not to exceed 18 consecutive months from the effective date of these standards or the beginning of his or her duties to instruct apprentices, whichever is later, to meet these requirements.
- C. Instructors shall remain current in their industry knowledge and adult education knowledge referenced in A and B of this section. Industry-recognized certification programs may satisfy this requirement.

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

All apprentices will receive instruction in safe and healthful work practices both on-the-job and in related instruction that are in compliance with the Occupational Safety and Health Standards promulgated by the Secretary of Labor under 29 U.S.C. 651 et seq., as amended, dated December 29, 1970, and subsequent amendments to that law, or State Standards that have been found to be at least as effective as the Federal Standards.

Apprentices will be taught that accident prevention is very largely a matter of education, vigilance, and cooperation and that they should strive at all times to conduct themselves in their work to ensure their own safety and that of their fellow workers.

#### **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 will 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 FTI of *District Council #15 Local Union #159 Las Vegas, Nevada* 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 USDOL 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) and 29.8(a)(2)**

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 Glazier, Painter, Drywall Finishing and Floor Coverers Joint Apprenticeship Training Committee 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 FTI of *District Council #15 Local Union #159 – Las Vegas, Nevada* 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 29.8.

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

These Standards may be amended or modified at any time by the FTI of ***District Council #15 Local Union #159 – Las Vegas, Nevada*** 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), 29.7(k) and 30.11**

The FTI of *District Council #15 Local Union #159 – Las Vegas, Nevada* 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: *1701 Whitney Mesa Drive Suite 106, Henderson, Nevada 89014*

If the apprentice believes the JATC did not resolve the issue to his/her **JATC** satisfaction, the apprentice may appeal to the Nevada State Apprenticeship Council

555 E Washington Ave Suite 4100, Las Vegas, Nevada 89101

### 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 employer, Registration Agency, or One Stop for placement into another registered apprenticeship program. This will provide the apprentice an opportunity for continuous employment and completion of his/her apprenticeship program. The apprentice must receive credit for the training already satisfactorily completed.

In the event an employer is unable to fulfill its obligation under the Apprenticeship Agreement, the apprentice may be transferred to another same-occupation Approved Training Agent operating within this same program. Such transfers are subject to the consent of both the apprentice and the sponsor. The JATC has the authority to transfer any apprentice from one employer to another to insure that all OJL processes and competencies in all aspects of the chosen trade are adequately covered as listed in the attached Occupational Schedules (Appendix A).

## **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 Drywall Finisher.

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), name changes, and email addresses.
- 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 FTI trustees and staff; the IUPAT; and the Finishing Contractors Association.


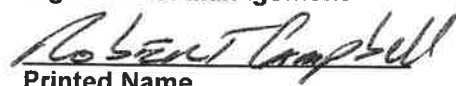



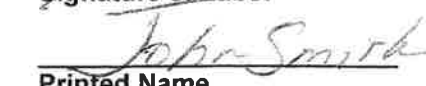
**SECTION XXVIII - OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS:**

The PDCA of Southern Nevada (or/and)  
Western Wall & Ceiling Contractors Assoc.

District Council #15 Local Union #159

Hereby adopts these Standards of Apprenticeship on this 18 day  
of December, 2013

  
Signature of Management  
  
Printed Name

  
Signature of Labor  
  
Printed Name

*Sponsor(s) may designate the appropriate person(s) to sign the Standards on their behalf.*

**Appendix A**

**DISTRICT COUNCIL #15 LOCAL UNION #159**

**JOINT APPRENTICESHIP TRAINING COMMITTEE**

**AND**

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

**INSTITUTE (IUPAT/FTI)**

**Programs of Study**

**For Drywall Finisher**

**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 occupations 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 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 apprentice to successfully perform his/her occupation.

The occupations represented in the Finishing Trades Apprenticeship Program are:

Painter-Decorator D.O.T. #840.381.010

### **Wage schedule for Drywall Finishing (Taper) Apprentices are as follows:**

On the job training items

Starting rate	40% of Drywall Journey Worker Scale
First 500 Hours	45% of Drywall Journey Worker Scale
Second 500 Hours	50% of Drywall Journey Worker Scale
Third 500 Hours	55% of Drywall Journey Worker Scale
Fourth 500 Hours	65% of Drywall Journey Worker Scale
After fourth - 1000 hours for	75% of Drywall Journey Worker Scale
Second 1000 Hours	85% of Drywall Journey Worker Scale
Third 1000 Hours	95% of Drywall Journey Worker Scale
Fourth 1000 Hours period of OJL hours the Apprentice will graduate as a Journey Worker if all related training instruction has been completed.	

## **Core Curriculum Program Competencies**

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

### **1.1 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.

### **2.1 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.

### **3.1 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 RTI 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 occupation. 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	RTI 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 students will successfully complete during their apprenticeship.

### Module 1.0 – Introduction to the Union and Construction Trades

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

	<ul style="list-style-type: none"> <li>This is a classroom-based module, there is no OJL assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Describe sustainability and the social, environmental, and economic impact</li> <li>Identify the benefits of sustainability.</li> <li>Explain the purpose of sustainability in commercial and residential buildings.</li> <li>Identify professional 'green' organizations.</li> <li>Identify elements of sustainability.</li> <li>Explain the importance of green practices.</li> <li>Define green bid specifications.</li> <li>Identify and interpret a green specification in a project manual.</li> <li>Source and cost out green products.</li> <li>Create a bid incorporating green products and practices.</li> <li>Describe the elements involved with sustainable sites.</li> <li>Describe water efficiency practices.</li> <li>Determine energy and atmospheric requirements.</li> <li>Identify and describe effective materials and resources.</li> <li>Discuss indoor environmental quality standards.</li> <li>Discuss the 'green' innovation and design process.</li> <li>Identify and discuss the Leadership in Energy and Environmental Design -- New Construction (LEED-NC) Process.</li> </ul>
<b>1.4</b>	<b>On-the-Job Learning (OJL)</b>	<b>SEXUAL HARASSMENT</b>
	<ul style="list-style-type: none"> <li>This is a classroom-based module, there is no OJL assessment.</li> </ul>	<b>Related Instruction (RTI) – 2 hours</b> <ul style="list-style-type: none"> <li>Define sexual harassment.</li> <li>Identify the law sexual harassment violates.</li> <li>Identify characteristics of quid pro quo sexual harassment.</li> <li>Identify characteristics of hostile environment sexual harassment.</li> <li>Cite factors that contribute to the determination of whether behavior is sexual harassment.</li> <li>Explain legal and other consequences of sexual harassment.</li> <li>Identify effects of sexual harassment.</li> <li>Identify costs associated with sexual harassment.</li> <li>Discuss employer liability in harassment Industrial Coating and Lining Application Specialist (ICLAS) cases.</li> <li>Identify United States Supreme Court Landmark ICLAS cases.</li> </ul>
<b>1.5</b>	<b>On-the-Job Learning (OJL)</b>	<b>MATH FOR CONSTRUCTION TRADES</b>
	<ul style="list-style-type: none"> <li>This is a classroom-based module, there is no OJL assessment.</li> </ul>	<b>Related Instruction (RTI) – 12 hours</b> <ul style="list-style-type: none"> <li>Add, subtract, multiply, and divide whole numbers, with and without a calculator.</li> <li>Use a standard ruler, a metric ruler, and a measuring tape to measure.</li> <li>Add, subtract, multiply, and divide fractions.</li> <li>Add, subtract, multiply, and divide decimals, with and without a calculator.</li> </ul>

		<ul style="list-style-type: none"> <li>• Convert decimals to percentages and percentages to decimals.</li> <li>• Convert fractions to decimals and decimals to fractions.</li> <li>• Explain what the metric system is and how it is important in the construction industry.</li> <li>• Recognize and use metric units of length, weight, volume, and temperature.</li> <li>• Recognize some of the basic shapes used in the construction industry and apply basic geometry to measure them.</li> </ul>
<b>1.6</b>		<b>BASIC COMPUTING</b>
	<b>On-the-Job Learning (OJL)</b>	<b>Related Instruction (RTI) – 4 hours</b>
	<ul style="list-style-type: none"> <li>• This is a classroom-based module, there is no OJL assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the components of a computer system.</li> <li>• Define microcomputer hardware in terms of its functions: input, output, processing, and storage.</li> <li>• Describe how peripheral devices are connected to a microcomputer.</li> <li>• Identify types of software and their functions and describe the difference between system software and application software.</li> <li>• Navigate and use the Windows XP environment to open and use applications, manage documents, and identify and maintain resources.</li> <li>• Access and navigate the World Wide Web to find information.</li> <li>• Create, format, and edit documents using Microsoft® Word.</li> <li>• Create, revise, and enhance business presentations using Microsoft® PowerPoint.</li> <li>• Create, revise, and enhance spreadsheets using Microsoft® Excel.</li> </ul>
<b>1.7</b>		<b>ARCHITECTURAL DRAWINGS/BLEUPRINT READING</b>
	<b>On-the-Job Learning (OJL)</b>	<b>Related Instruction (RTI) – 16 hours</b>
	<ul style="list-style-type: none"> <li>• Locate occupational information using blueprints.</li> <li>• Answer basic construction questions related to the layout and installation of materials at the jobsite.</li> </ul>	<ul style="list-style-type: none"> <li>• Define blueprint and blueprint reading.</li> <li>• Define plans and specifications.</li> <li>• Describe how plans and specifications are prepared.</li> <li>• Describe the purpose and importance of a set of plans.</li> <li>• Identify and define various parts of a set of plans.</li> <li>• Identify the various views of a drawing that are included in a set of plans and their relationship to each other.</li> <li>• Identify and define material symbols, abbreviations, and lines used in drawings.</li> <li>• Define the meaning of scale.</li> <li>• Use fractional rule to calculate measurements.</li> <li>• Explain how an architect's scale is used to measure lines.</li> <li>• Use the architect's scale to determine the actual length of a scaled line.</li> <li>• Recognize, locate, and determine missing dimensions.</li> <li>• Describe proper handling procedures for plans and drawings.</li> </ul>



## Module 2.0 ~ Health and Safety

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

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

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

### Module 3.0 – Leadership and Professional Development

<b>3.0</b>	<b>LEADERSHIP AND PROFESSIONAL DEVELOPMENT</b>
<b>3.1</b>	<b>COMMUNICATION SKILLS</b>

#### On-the-Job Learning (OJL)

- This is a classroom-based module, there is no OJL assessment.

#### Related Instruction (RTI) – 4 hours

- 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.

<b>3.2</b>	<b>FOREMAN TRAINING</b>	
	<b>On-the-Job Learning (OJL)</b>	
	<ul style="list-style-type: none"> <li>This is a classroom-based module, there is no OJL assessment.</li> </ul>	<b>Related Instruction (RTI) – 2 hours</b> <ul style="list-style-type: none"> <li>Describe the role of the foreman.</li> <li>State the key role of the foreman in maintaining safety rules and regulations.</li> <li>Describe how to establish and maintain good relationships with co-workers, supervisors, and other professionals.</li> <li>Describe productive motivational techniques.</li> <li>Explain the importance of properly performing personnel functions in accordance with the union agreement and company policies.</li> <li>Explain the importance of developing and using effective communications skills.</li> <li>Describe the proper planning and organizational skills needed to successfully complete a job.</li> <li>Describe the “leadership” qualities needed to be an effective foreman.</li> </ul>
<b>3.3</b>	<b>PROJECT MANAGEMENT</b>	
	<b>On-the-Job Learning (OJL)</b>	
	<ul style="list-style-type: none"> <li>This is a classroom-based module, there is no OJL assessment.</li> </ul>	<b>Related Instruction (RTI) – 4 hours</b> <ul style="list-style-type: none"> <li>Achieve predicted and desired results in the execution of projects through implementation of consistent methodologies.</li> <li>Advance the skill level and knowledge of IUPAT Project Managers.</li> <li>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.</li> </ul>
<b>3.4</b>	<b>SUPERVISOR TRAINING PROGRAM (STP)</b>	
	<b>On-the-Job Learning (OJL)</b>	
	<ul style="list-style-type: none"> <li>This is a classroom-based module, there is no OJL assessment.</li> </ul>	<b>Related Instruction (RTI) – 2 hours</b> <ul style="list-style-type: none"> <li>Define the role of the supervisor.</li> <li>Define the scope and importance of verbal communication.</li> <li>Refine written communication skills.</li> <li>Describe various job site personnel issues.</li> <li>Identify the supervisor’s role in safety.</li> <li>Manage and estimate the cost of tools and materials.</li> <li>Describe the importance of leadership in effective supervision.</li> </ul>

**IUPAT/FTI**

**Drywall 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:*



### **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 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 160 hours per year (29 CFR 29.5(b)(4)).

CATEGORY #	CATEGORY NAME	OJL HOURS	RTI HOURS
1.1-3.4	Core Curriculum	32	96
5.1	Health and Safety Awareness for the Drywall Finisher	100 - 200	50
5.2	Introduction to the Drywall Trade	40-100	86
5.3	Materials of the Drywall Trade	40 - 100	40
5.4	Tools of the Drywall Trade	40 - 100	40
5.5	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
5.8	Levels of Drywall Finishes	400-600	20
5.9	Spray Application	400-600	48
		5500-6000	600

**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	
<b>On-the-Job Learning (OJL) – 100 - 200 hours</b>	<b>Related Instruction (RTI) – 50 hours</b>	
<ul style="list-style-type: none"> <li>• 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"> <li>• Head</li> <li>• Face</li> <li>• Eyes</li> <li>• Ears</li> <li>• Hands</li> <li>• Body</li> <li>• Feet</li> <li>• Respiratory</li> </ul> </li> <li>• Perform a job analysis for safe working conditions:               <ul style="list-style-type: none"> <li>• Attend pre-job safety meetings</li> <li>• Adhere to site specific safety rules and federal regulations</li> <li>• Observe Vessel Entry/Confined Space regulations</li> <li>• Read and interpret MSDS</li> <li>• Establish and maintain a safe working perimeter</li> </ul> </li> <li>• Safely demonstrate the proper use and maintenance of drywall tools and equipment.</li> <li>• Maintain clean work areas (housekeeping).</li> <li>• Store, handle, and transport tools, equipment and materials properly</li> <li>• Identify the locations of First Aid and Fire Equipment.</li> <li>• Demonstrate safe work practices for erecting and dismantling scaffolds, including: pre-planning, inspecting scaffold components, load capacity, platform construction, access requirements, and fall protection.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the important areas of OSHA in general terms.</li> <li>• Identify the Safety Regulations as they apply to safe work practices in the drywall trade with emphasis on:               <ul style="list-style-type: none"> <li>• Identification of safety hazards (unsafe conditions)</li> <li>• Proper handling of materials, including hazardous</li> <li>• Maintenance and safe operation of tools</li> <li>• PPE</li> </ul> </li> <li>• Describe the precautions that must be followed when using flammable liquids and adhesives.</li> <li>• Explain what a Material Safety Data Sheet (MSDS) is, its purpose and limitation.</li> <li>• Describe the role of employer, supplier, and worker in the education of workers.</li> <li>• Outline emergency procedures and how to obtain assistance for injured workers.</li> <li>• Describe the proper technique (ergonomics) for lifting and transporting drywall materials.</li> <li>• Identify safety requirements for erecting and dismantling scaffolds, including: pre-planning, inspecting scaffold components, calculating load capacity, platform construction, access requirements, and fall protection.</li> <li>• Identify the different types of aerial lifts and their related safety rules and precautions.</li> <li>• Describe potential fall hazards in the workplace.</li> <li>• Describe the different types of ladders and the conditions under which they are used.</li> <li>• Given illustrations or verbal clues, distinguish between a proper and improper workplace set-up with regard to hazards, safety equipment and stilt selection.</li> </ul>	

<ul style="list-style-type: none"> <li>• Demonstrate a pre-inspection and the safe operation of an aerial lift.</li> <li>• Describe and demonstrate the proper use of various types of personal fall protection equipment.</li> <li>• Describe and demonstrate the steps of ladder safety, including: selection, inspection, set-up, safe techniques and proper maintenance and storage.</li> <li>• Demonstrate and describe the procedures for personally fitting and adjusting, and mounting and dismounting stilts.</li> </ul>	
<b>5.2</b> <b>On-the-Job Learning (OJL) – 400-600 hours</b>	<b>INTRODUCTION TO THE DRYWALL TRADE</b> <b>Related Instruction (RTI) – 86 hours</b>
<ul style="list-style-type: none"> <li>• Demonstrate the characteristics of a professional Drywall Finisher, including:             <ul style="list-style-type: none"> <li>• Exhibit suitable appearance and personal hygiene.</li> <li>• Exhibit proper attitude and behavior on the job site, including private residences and other occupied buildings.</li> <li>• Deal with difficult customers in a professional and courteous manner.</li> <li>• Interpret written and verbal instructions.</li> <li>• Recognize the importance of cooperation and interaction with related trades on a job site</li> <li>• Demonstrate the ability to follow specific work place protocol and procedures.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the basic terminology used in the drywall trade.</li> <li>• Describe the reasons why drywall finishing succeeded over conventional plastering.</li> <li>• Describe the working conditions of the drywall trade.</li> <li>• Identify the career options and advancement opportunities in the drywall trade.</li> <li>• Describe custody, care, and maintenance of tools and equipment.</li> </ul>
<b>5.3</b> <b>On-the-Job Learning (OJL) – 40 - 100 hours</b>	<b>MATERIALS OF THE DRYWALL TRADE</b> <b>Related Instruction (RTI) – 40 hours</b>
<ul style="list-style-type: none"> <li>• Differentiate between the lengths, thickness, and widths of drywall panels, including:             <ul style="list-style-type: none"> <li>• Lengths (6, 8, 9, 10, 12, 14, and 16 feet)</li> <li>• Thickness (1/4, 5/16, 3/8, 1/2, 5/8, 3/4, and 1 inch)</li> <li>• Widths (24, 48, 54 inches)</li> </ul> </li> <li>• Differentiate between various types of fillers.</li> <li>• Determine that proper lighting is present for all surfaces.</li> <li>• Inspect and prepare surfaces and recognize when pre-filling is required.</li> <li>• Ensure that adequate ventilation and temperature is maintained for optimum performance.</li> <li>• Properly handle, transport, and store drywall materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the size, types, and application of drywall panels.</li> <li>• Identify various types of drywall beads and trims used in the drywall trade.</li> <li>• Identify various types of fasteners and adhesives used in the drywall trade (nails and screws).</li> <li>• Identify different types of substrates.</li> <li>• Identify different fireproof/firestop materials used in the drywall trade.</li> <li>• Identify types and applications of various drywall boards, including:             <ul style="list-style-type: none"> <li>• Standard</li> <li>• Fire Resistant</li> <li>• Foil Back</li> <li>• Water Resistant</li> </ul> </li> </ul>

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

	<ul style="list-style-type: none"> <li>• Mitre Box</li> <li>• Chalk Line and Plumb</li> <li>• Winder with Braided Nylon (dry line)</li> <li>• Pliers, Wrench, Combination Screwdriver</li> <li>• Drywall Saw</li> <li>• Screw Gun</li> <li>• Drill</li> <li>• Dimpler Attachment</li> <li>• Utility Wet/Dry Vacuum Cleaner</li> <li>• Wallboard Hammer</li> </ul>
<b>5.5</b>	<b>FILLING, TAPING AND SANDING APPLICATIONS</b>
<b>On-the-Job Learning (OJL) – 1450 - 2450 hours</b>	<b>Related Instruction (RTI) – 100 hours</b>
<ul style="list-style-type: none"> <li>• Demonstrate the different uses for the various filling compounds.</li> <li>• Select and mix the proper filling compounds.</li> <li>• Demonstrate the filling mixing procedures, including pre-mix, powdered, and fast-set fillers.</li> <li>• Demonstrate the three main taping methods, including:             <ul style="list-style-type: none"> <li>• Hand Taping</li> <li>• Mechanical</li> <li>• Banjo</li> </ul> </li> <li>• Differentiate between paper and fiberglass tape.</li> <li>• Apply fillers using the proper tools in the three main taping methods.</li> <li>• Demonstrate the wiping procedures and sequence for dry taping and wet taping.</li> <li>• Demonstrate the proper procedure, and sequence for wiping non-90° angles.</li> <li>• Follow proper mixing procedures for filling compound.</li> <li>• Demonstrate how to properly apply fireproofing/firestop materials (firtape, fire caulking, and firestop).</li> <li>• Correct problems that can arise while wiping angle tapes.</li> <li>• Repair and load flat finishing boxes.</li> <li>• Demonstrate the procedure for filling the following:             <ul style="list-style-type: none"> <li>• flat joints using flat finishing boxes</li> <li>• butt joints using flat finishing boxes</li> <li>• ceiling joints using flat finishing boxes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the general characteristics of fillers.</li> <li>• Identify the correct filler and consistency for the task.</li> <li>• Describe the characteristics, elements, and formulations of filling compounds.</li> <li>• Explain drying times and the relation to temperature, humidity, and ventilation in the finishing process.</li> <li>• Describe the differences between the various fillers.</li> <li>• Identify and describe problems related to moisture and drying.</li> <li>• Identify and describe the three main taping techniques, including:             <ul style="list-style-type: none"> <li>• Hand Taping</li> <li>• Mechanical</li> <li>• Banjo</li> </ul> </li> <li>• Describe the characteristics of paper tape and fiberglass tape.</li> <li>• Describe the advantages and limitations of paper tape and fiberglass tape.</li> <li>• Describe the hand taping and wiping procedures.</li> <li>• Describe in the proper sequence the dry and wet taping procedures.</li> <li>• Identify the problems that can arise while wiping angle tapes.</li> <li>• Identify the tools and equipment used for wiping tapes, including:             <ul style="list-style-type: none"> <li>• Rollers</li> <li>• Angle Finishers</li> <li>• Putty and Elastic Knives</li> </ul> </li> <li>• Describe the functions and operations of flat finishing boxes, fastener spotters, and angle finishing boxes.</li> <li>• Explain the use of and reasons for flat finishing boxes.</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrate the procedure for filling fasteners using fastener spotters.</li> <li>• Perform the procedure for filling vertical and horizontal angles using angle finishing boxes.</li> <li>• Demonstrate the procedure for filling the following:             <ul style="list-style-type: none"> <li>• Bottoms</li> <li>• Three-ways</li> <li>• Non-90° angles</li> </ul> </li> <li>• Demonstrate the correct holding position for trowels and knives.</li> <li>• Demonstrate the types and functions of filler coats, including:             <ul style="list-style-type: none"> <li>• First Coat</li> <li>• Second Coat</li> <li>• Third Coat</li> <li>• Skim (level 5)</li> </ul> </li> <li>• Demonstrate the application of the five (5) levels of drywall finishes</li> <li>• Distinguish a finish level by observation; identify the steps needed to take it to the next level of finish.</li> <li>• Demonstrate the procedure for wiping angles with a former finish.</li> <li>• Demonstrate how to wipe horizontal, vertical, and three-way angles.</li> <li>• Demonstrate how to clean and maintain wiping equipment.</li> <li>• Demonstrate dry hand sanding and touch up.</li> <li>• Handle and use a pole sander.</li> <li>• Demonstrate dustless sanding.</li> <li>• Select and use the appropriate tools to install beads and trims.</li> <li>• Demonstrate application procedures for measuring and cutting beads and trims.</li> <li>• Demonstrate application of fillers/compounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the use of angle finishing boxes.</li> <li>• Identify the correct filler and consistency for the task.</li> <li>• Describe the application of second coat.</li> <li>• Describe the application of third coat (skim coat).</li> <li>• Describe the application of level five (5) finish and round surfaces</li> <li>• Identify the correct filler and application for spotting screws/nails.</li> <li>• Identify various types of sandpaper and applications.</li> <li>• Identify and describe the different types of beads and trim.</li> <li>• Describe the proper installation of beads and trims.</li> <li>• Identify the correct filler needed for coating.</li> </ul>
<p><b>5.6</b></p> <p><b>On-the-Job Learning (OJL) – 400 - 750 hours</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the automatic taping tool sequence.</li> <li>• Demonstrate the procedures for loading tape in the automatic taping tool.</li> <li>• Demonstrate the operation of the loading pump.</li> <li>• Display the proper holding techniques for proper operation and</li> </ul>	<p><b>Related Instruction (RTI) – 60 hours</b></p> <ul style="list-style-type: none"> <li>• Identify the various types of automatic taping tools.</li> <li>• Explain the operation of the automatic taping tools.</li> <li>• Discuss the importance of using a teamwork approach to automatic tool taping.</li> <li>• Explain inspection and maintenance procedures for keeping tools in</li> </ul>

<p>to minimize stress or injuries while using automatic taping tools when taping, including:</p> <ul style="list-style-type: none"> <li>• Lower butt joints</li> <li>• Wall flats</li> <li>• Ceiling flats and butt joints</li> <li>• Vertical angles</li> <li>• Horizontal angles</li> </ul> <p>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</p> <p>Demonstrate the appropriate cleaning procedures for all automatic taping tools.</p>	<ul style="list-style-type: none"> <li>• good and clean condition.</li> <li>• Identify common problems and their solutions associated with using automatic taping tools.</li> </ul>
<b>5.7</b> <b>On-the-Job Learning (OJL) – 400 - 750 hours</b>	<b>ADVANCED DRYWALL APPLICATIONS AND SYSTEMS</b> <b>Related Instruction (RTI) – 60 hours</b>
<ul style="list-style-type: none"> <li>• Demonstrate the methods for making repairs to common defects.</li> <li>• Demonstrate proper mixing procedures and consistency of filling compounds and fast-set fillers.</li> <li>• Recognize common defects in drywall finishing.</li> <li>• Perform the procedures for repairing the following wallboard defects, including:             <ul style="list-style-type: none"> <li>• Hollow Areas</li> <li>• Ridged Joints</li> <li>• Nail Pops, Loose Filler, and Gouges</li> <li>• Cracks</li> <li>• Water and Fire Damage</li> <li>• Plaster and Stains</li> <li>• Textures</li> </ul> </li> <li>• Demonstrate the proper procedures for repairing beads and trim.</li> <li>• Select appropriate tools, equipment, and materials for texturing.</li> <li>• Prepare the surface prior to applying texture.</li> <li>• Recognize areas that need to be painted prior to applying texture</li> <li>• Apply the various types of hand texture on a surface.</li> <li>• Demonstrate the proper use of the various types of texturing</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the methods for making repairs in common defects.</li> <li>• Describe the methods for repairing gouges and patching holes.</li> <li>• Describe the reason and method for keying painted surfaces.</li> <li>• Identify and describe the different types of texture (soft, hard, self-priming).</li> <li>• Identify protective covering such as polyethylene sheeting, stapled or taped and masked machine.</li> <li>• Describe general texture spraying techniques.</li> <li>• Describe different types of texture such as knockdown, splatter, skip troweling, Spanish style, brick and stone imitations, and orange peel.</li> <li>• Identify the different types of texturing machines.</li> <li>• Describe the cleaning procedures for texturing machines.</li> <li>• Describe techniques of repairing damaged texture.</li> <li>• Describe various types of hand texturing such as one-coat stipple patterns.</li> <li>• Explain the basics of Exterior Insulated and Finish Systems (EIFS) theory.</li> <li>• Identify properly installed and acceptable substrate materials, conditions, and preparation.</li> <li>• Identify the proper tools required for applying EIFS.</li> <li>• Describe proper means of adhesive application and attachment.</li> <li>• Describe the application of different mesh types and how they affect impact resistance.</li> </ul>

<ul style="list-style-type: none"> <li>• machines.</li> <li>• Use power compressors, selecting correct orifices and pressures.</li> <li>• Repair damaged texture.</li> <li>• Clean and maintain texturing tools and machines.</li> <li>• Select appropriate tools, equipment, and materials for Exterior Insulated and Finish Systems (EIFS).</li> <li>• Recognize and use the proper tools for:             <ul style="list-style-type: none"> <li>• Adhesive Application</li> <li>• Expanded polystyrene (EPS) Cutting and Rasping</li> <li>• Base Coat Application</li> <li>• Finish Applications</li> </ul> </li> <li>• Assess and prepare the substrate.</li> <li>• Report any surface deficiencies.</li> <li>• Apply membranes and barriers.</li> <li>• Recognize EPS board, proper mesh embedment, and base coat application.</li> <li>• Install rigid insulation board.</li> <li>• Demonstrate the proper methods of EPS board installation.</li> <li>• Apply base coats and reinforcing mesh.</li> <li>• Apply finish coats.</li> <li>• Locate areas requiring expansion or control joints.</li> <li>• Demonstrate the application of Exterior EIFS accents and aesthetic reveals.</li> <li>• Execute proper mesh embedment and base coat application.</li> <li>• Evaluate and determine a successful finish application based on EIFS manufacturer's requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
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9.6 On-the-Job Learning (OJL) – 800 - 1,000 hours	SPRAY PAINTING Related Instruction (RI) – 48 hours
<ul style="list-style-type: none"> <li>• Demonstrate the ability to safely apply paints and coatings to various substrates with conventional and HVL P spray systems.</li> <li>• Demonstrate the ability to properly clean conventional and HVL P spray systems.</li> <li>• Demonstrate the ability to properly clean airless and air assisted spray systems.</li> <li>• Demonstrate proper utilization of inspection tools, and equipment prior to, during, and after spray operations.</li> <li>• Properly dispose of waste; paint, water, solvents etc. within acceptable environmental, regulatory and job specific guidelines.</li> <li>• Display proper spray application technique and adjustment of equipment to produce a quality finish with minimal waste and overspray</li> <li>• Demonstrate ability to properly maintain spray equipment.</li> <li>• Demonstrate how to properly mix paint in preparation for spray painting.</li> <li>• Demonstrate how to use each type of spray equipment to properly apply paint to selected surfaces.</li> <li>• Perform cleaning and maintenance on spray equipment per the manufacturer's instructions.</li> <li>• Demonstrate how to measure the thickness of wet and dry paint films.</li> <li>• Demonstrate how to measure the viscosity of paints and coatings.</li> <li>• Demonstrate accurate measurements and angle calculation when striping a parking lot.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify conventional and HVL P spray equipment components.</li> <li>• Identify airless and air assisted spray equipment components.</li> <li>• Recognize advantages and disadvantages of various spray equipment and accessories given various substrates and materials.</li> <li>• Understand the basics of specialty spray systems including electrostatic, plural component, hopper, and thermal spray.</li> <li>• Explain differences in interior and exterior spray application and the challenges of each</li> <li>• Recognize and describe spray systems and components, including:             <ul style="list-style-type: none"> <li>• Conventional spray</li> <li>• Airless and air-assisted</li> <li>• HVL P spray systems</li> </ul> </li> <li>• 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.</li> <li>• Identify striping tools, materials and application methods and practices.</li> <li>• Describe striping equipment and substrate preparation.</li> </ul>

Appendix B

**AFFIRMATIVE ACTION PLAN**

**ADOPTED BY**

***LOCAL UNION #159 DISTRICT COUNCIL #15  
JOINT APPRENTICESHIP  
TRAINING COMMITTEE  
AND***

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

AS REQUIRED UNDER TITLE 29, CODE OF FEDERAL REGULATIONS, PART 30  
AMENDED MAY 12, 1978

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

APPROVED BY: \_\_\_\_\_  
NEVADA STATE APPRENTICESHIP COUNCIL

DATE APPROVED: \_\_\_\_\_

## **SECTION I - INTRODUCTION**

District Council #15 - Local Union #159 – Las Vegas, Nevada 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**

District Council #15 - Local Union #159 – Las Vegas, Nevada JATC 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 The US Department of Labor Apprenticeship Division.

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:

When the program is accepting applications at certain times, application information will be disseminated 30 days in advance of the application acceptance date. The information will 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©. 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, Carerrbuilder.com, etc.)
- Newspapers (which are circulated in the minority community or are directed at women)

The 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.

- 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 and the Nevada State plan for Equal Opportunity.
- 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 pre-testing 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 women and encourage women to enter traditionally male programs.
- 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 shall be without discrimination because of age, disability, sexual orientation, 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 female apprentices and journey workers 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 Affirmative Action Plan and its overall effectiveness and institute any revisions or modifications warranted. The review shall 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

effect 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). All changes to the Affirmative Action Plan must be submitted to the Registration Agency for registration. 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 annually and updated where necessary.

## **FTI of Drywall Finishers District 15 - Local Union #159 JATC**

### **Affirmative Action Plan**

FTI of Drywall Finishers Local 159 JATC will take the following actions in regards to the proposed action plan:

- A. Provide notice in community newspapers including the Review Journal and targeted publications. Notice will also be provided to employment centers, schools, women's organizations and centers, and minority centers and organizations.
- B. Take advantage of training offered in affirmative action through Federal Government and State of Nevada.
- C. Participate in Career Days and Counselors Information Events with local schools.
- D. Conduct recruitment training for staff and internal organizational personnel.
- E. Participate in programs such as Helmets to Hardhats and Build Nevada that offer pre-application assistance to applicants.
- F. Work with Job Corps pre-apprentice training programs
- G. Offer credit for previous training or on-the-job experience to all applicants on a uniform basis.
- H. Inform all participants of the possible opportunities available to assist in the implementation of affirmative action.

All items to be on going throughout the year and to be reviewed on a regular basis to determine their success.

**A. SPONSOR INFORMATION**

Program Number:	NV001490001		
Name of Sponsor:	Southern Nevada Painters		
Address:	1701 WHITNEY MESA ROAD		
City/State/Zip Code:	Henderson, NV 89014		
Contact Person:	JEFF VAUGHN		
Phone Number:	702-438-2611	FAX Number:	702-438-4452
E-Mail Address:	LISA@PAINTERS-JATC.ORG		

**B. OCCUPATIONAL INFORMATION**

Occupational Title: *	Taper		
RAPIDS Code:0561	O*NET/SOC Code: 47-2082.00		
Type of selection method used: Las Vegas MSA			
Labor Market Area description: Southern Nevada			

**C. LABOR MARKET AREA & OCCUPATIONAL PARTICIPATION DATA**

<b>C.1 Total Labor Force in Labor Market Area *</b>			
Number of Women:	480,000	44.3% of labor force	
Number of Minorities:	389,533	36% of labor force	
<b>C.2 Working Age Population in Labor Market Area *</b>			
Number of Women:	480,000	44.3% of labor force	
Number of Minorities:	389,533	36% of labor force	
<b>C.3 Apprentice Participation in Craft/Occupation in National Apprenticeship System **</b>			
Number of Women:	3	6.8% of apprentices	
Number of Minorities:	34	77.2% of apprentices	
<b>C.4 The General Availability of Minorities and Women with the Present or Potential Capacity for Apprenticeship in Program Sponsor's Labor Market Area. ***</b>			
Number of Women:	44%		
Number of Minorities:	36%		

Resources for obtaining labor market information.

\* [http://www.census.gov/hhes/www/eeoindex/page\\_c.html](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:		
Number of Women:		% of work force
Number of Minorities:		% of work force
D.2 Total Percentage of <b>Apprentices</b> or of Applicant Pool (depending on selection method used)		
Numerical percentage of Women apprentices or women in applicant pool:	3	7.5%
Numerical percentage of Minority apprentices or minorities in applicant pool:	31	77.5%

**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): *	34 – 77.2%	3 – 6.8%
E.2 EEOC Occupational Employment Data: **	1665 – 69.2%	54 – 2.2%

\* Data available from Registration Agency

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

**F. DETERMINATION OF UTILIZATION**

Analysis	Yes	No
Minority Underutilization:		↙
Female Underutilization:		↙

**G. SPONSOR'S GOALS:**

The program sponsor proposes and agrees to make a good faith effort to attain the goal of selecting **N/A%** minorities and **9.5 %** 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: \_\_\_\_\_

**H. REGISTRATION AGENCY APPROVAL:****Sponsor****Registration Agency**

\_\_\_\_\_  
Sponsor's Signature

\_\_\_\_\_  
Registration Agency Signature

\_\_\_\_\_  
Typed Name

\_\_\_\_\_  
Typed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
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 assess 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 foregoing Affirmative Action Plan is hereby officially adopted by the International Union of Painters and Allied Trades District Council 15 - Local Union #159, and the Signatory Contractors of Painters Local Union #159 known as The FTI of Nevada Painters JATC in this document on this 18 th Day of December, 2013.



Signature of Management



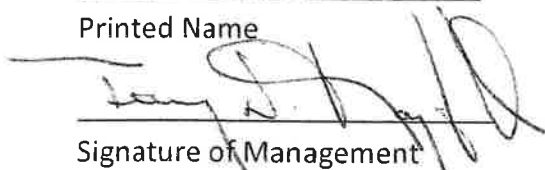
Printed Name



Signature of Management



Printed Name



Signature of Management



Printed Name



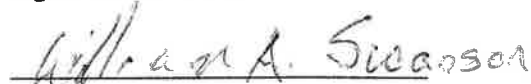
Signature of Labor



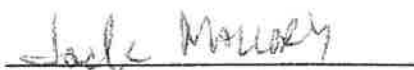
Printed Name



Signature of Labor



Printed Name



Signature of Labor



Printed Name



STATE OF NEVADA  
NEVADA STATE APPRENTICESHIP COUNCIL  
555 EAST WASHINGTON AVENUE, 4100  
LAS VEGAS NV 89101  
(702) 486-2650

APPRENTICESHIP OJT AND RELATED TRAINING INSTRUCTION (RTI)  
INFORMATION CHECK LIST

APPRENTICESHIP TITLE: Drywall Finishing

CURRICULUM TITLE: Drywall Finishing

DOT NUMBER: 47-2082.00

OJT HOURS: 6,000

160 Total Hours of Related Instruction Per Year

Type of Related Instruction:

☒ Correspondence

☐ Outside Contract Instruction

☐ Regular College Course

☐ Other (Please explain in summary comments)

☒ Course Taught by Trade Instruction

Subjects to be Taught During Program:

- |                        |             |
|------------------------|-------------|
| 1. <u>See Attached</u> | 7. <u></u>  |
| 2. <u></u>             | 8. <u></u>  |
| 3. <u></u>             | 9. <u></u>  |
| 4. <u></u>             | 10. <u></u> |
| 5. <u></u>             | 11. <u></u> |
| 6. <u></u>             | 12. <u></u> |

SOURCE(S) OF TRAINING MATERIAL (Title and Publisher):

International Union of Painters and

Allied Trade Finishing Trades Institute

(IUPAT/FTI)

Instruction Location:

☒ Apprenticeship Training Center

☐ College Campus

☐ Worksite After Hours

☐ Home

☐ Other (Please explain in summary comments)

Please Designate Length of Related Instruction Program

480 Hours/ 3 yrs.

(Example: 3 Yrs., 4 Yrs.)

Submitted by: Douglas Howell, USDOL/OA

RELATED TRAINING

### RELATED TRAINING INSTRUCTION (RTI)

## CHECK LIST

NO

YES

X

1

Does the curriculum outline meet the required 144 hours minimum of related instruction per year?

X

2

Does the curriculum provide learning experience representing competencies expected of employees in the occupation represented by this program?



3

Are the course goals, objectives, and activities clearly stated and related directly to a current task analysis for this occupation?

X

4.

Are the activities arranged in a logical sequence for maximum attainment of the required industrial skills?

X

5.

Is there criteria for measuring student achievement?

X

6.

Does the curriculum satisfy the requirements defined in the DOT?

State Supervisor of Trade & Industrial Education

8/29/13  
Date

APPROVED:  
DISAPPROVED:

K

**SUMMARY COMMENTS:**

**APPENDIX C**

**QUALIFICATIONS AND SELECTION  
PROCEDURES**

**ADOPTED BY**

**LOCAL UNION #159 DISTRICT COUNCIL #15  
PAINTERS JOINT APPRENTICESHIP COMMITTEE**

**AND**

***INTERNATIONAL UNION OF PAINTERS***

***AND ALLIED TRADES***

***FINISHING TRADES INSTITUTE***

**DEVELOPED IN COOPERATION WITH THE**

**U.S. DEPARTMENT OF LABOR**

**OFFICE OF APPRENTICESHIP**

**AND THE**

**NEVADA STATE APPRENTICESHIP COUNCIL**

**APPROVED BY: \_\_\_\_\_**

**DATE APPROVED: \_\_\_\_\_**

The certification of this selection procedure is not a determination that, when implemented, the selection procedure meets the requirements of the Uniform Guidelines on Employee Selection Procedures (41 CFR part 60-3) or Title 29 CFR Part 30

The certification of this selection procedure is not a determination that, when implemented, the selection procedure meets the requirements of the Uniform Guidelines on Employee Selection Procedures (41 CFR part 60-3) or Title 29 CFR Part 30

## **SECTION I – MINIMUM QUALIFICATIONS**

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

Applicants shall meet the following minimum qualifications:

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

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

### **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.

#### D. Citizen

The applicant must be a Legal Citizen of the USA or Legal Alien authorized to work in the USA by the U.S. Citizenship and Immigration Services. Proof must be shown at the time of application.

#### E. Transportation

The applicant must have adequate transportation to attend On-the-Job Learning and Related Instruction classes.

#### F. Ability

All applicants must satisfy the Committee that they have the ability and aptitude to master the rudiments of the trade, based upon oral interview, written documentation submitted by applicant, and evaluation ratings.

#### G. If Applicable

Applicants must submit a DD-214 to verify military training and/or experience if they are a veteran and wish to receive consideration for such training/experience and/or VA benefits.

*\*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 HSE 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 at specific periods of time throughout the year as deemed necessary by the JATC. Announcements will be made 30 days prior to the opening of the application period.
- 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 requirement. 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/ethnicity 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, HSE 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 the 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 eligible to participate in the math evaluation.
- H. Only those candidates scoring 70% or higher on the math evaluation will be scheduled for interviews.
- I. Should the number of applicants scoring over 70% on the math evaluation significantly exceed the number of projected openings, the JATC reserves the right to raise or lower the eligible math evaluation score as deemed necessary.
- J. 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 at any time.
- K. Application procedures which utilize electronic processes to accomplish any or all of the relevant steps A. through H. above shall be deemed consistent with these procedures, provided such procedures meet all the requirements that apply to non-electronic procedures (e.g. maintenance of records).

### 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 and scored accordingly on the math evaluation 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 of Eligible Applicants" 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 "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 applicants name will be removed from the list. Only one certified notice will be mailed.
- G. Qualified applicants remaining on a preceding 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.

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

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) 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.

An employee of a non-signatory not qualifying as a Journey Worker when the employer becomes signatory, shall be evaluated by the JATC, using consistent, standard,

nondiscriminatory means and indentured at the appropriate period of apprenticeship based on the skill and knowledge of the applicant.

An individual who signs an authorization card during an organizing effort wherein fifty percent (50%) plus one of the employees have signed the authorization cards, whether or not the employer becomes signatory, and is an employee of the non-signatory employer and does not qualify as a Journey Worker, shall be evaluated by the JATC, using consistent, standard, nondiscriminatory means, and indentured at the appropriate period of apprenticeship based on previous work experience and related training.

## **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.

The 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. The 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) and the Nevada State Plan for EEO.

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 PROCEDURE**

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 foregoing Selection Procedures are hereby officially adopted by the International Union of Painters and Allied Trades District Council 15 Painters Local Union #159, and the Signatory Contractors of Painters Local Union #159 known as The FTI of Nevada Painters JATC in this document on this 18 th Day of December, 2013.



Signature of Management



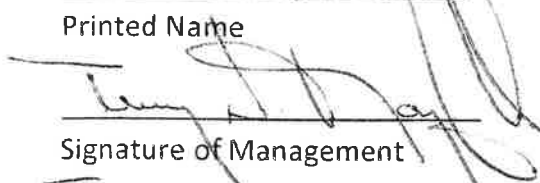
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