

**Program Information & Skill Alignment Chart for:**  
**PAINTING & INTERIOR FINISHES – CIP Code 46.0408**  
**Brownstown Campus**

***Form to be submitted to IU 13 with PIF***

<b>Program Description</b>	The Painting and Interior Finishes program at LCCTC equips students with the skills and knowledge needed to excel in the painting and interior finishing industry. From mastering painting techniques to tackling drywall repairs, hanging wallpaper and the installation of a variety of flooring types, our comprehensive curriculum provides opportunities for a variety of careers. Apply professional painting skills to provide property upgrades. ☐ Install ceramic tile and vinyl flooring utilizing professional hand and power tools. ☐ Operate various types of “state of the art” spray equipment	
<b>Program Information (costs, certification s, uniform)</b>	<p><u>Textbooks-</u></p> <ul style="list-style-type: none"> <li>A variety of online and printed industry materials are used.</li> </ul> <p><u>Uniforms:</u></p> <ul style="list-style-type: none"> <li>Students need to have 2 or more program shirts and white "painter's pants" in order to meet the cleanliness standards for students.</li> <li>The school will provide all tools required for the completion of each technical program. Program</li> </ul> <p><u>Opportunities/Certifications</u></p> <ul style="list-style-type: none"> <li>OSHA</li> </ul>	
<b>Program Outline &amp; Pathways</b>	<p><b>Program Task Outline</b></p> <ul style="list-style-type: none"> <li>Orientation &amp; Safety</li> <li>Exterior Painting</li> <li>Interior Painting</li> <li>Wood Finishing</li> <li>Spray Painting</li> <li>Color/Color Harmony</li> <li>Wallcoverings</li> <li>Special Finishes</li> <li>Estimating/Mathematics</li> <li>Ceramic Tile Installation</li> <li>Vinyl Installation</li> <li>Carpet Installation</li> </ul>	<p><b>Career Pathways</b></p> <ul style="list-style-type: none"> <li>Cabinet &amp; Wood Product Finisher</li> <li>Carpet Installer</li> <li>Ceramic Tile or Vinyl Installer</li> <li>Drywall Installer &amp; Finisher</li> <li>Estimator/Measuring, Quoting Prices</li> <li>Interior Decorating Consultant/Salesperson</li> <li>Painter or Paperhanger</li> <li>Sales Representative for flooring and paint products</li> <li>Under coater</li> </ul>
<b>Other Information</b> <i>Include Articulation Agreements</i>	<ul style="list-style-type: none"> <li>Student to teacher ratio is 20:1</li> </ul>	

**Student Name:** \_\_\_\_\_ **District:** \_\_\_\_\_

***Skill Alignment Chart for:  
Painting and Interior Finishes – CIP Code: 46.0408***

Educational and Physical Attributes	Program Expectations	Present Education Level and Current Supports
<b>Program Safety / Physical Considerations</b>	<ul style="list-style-type: none"> <li>• Ability to kneel for extended periods</li> <li>• Ability to lift 50 lbs. overhead</li> <li>• Ability to work independently</li> <li>• Good eye/hand coordination</li> <li>• No fear of heights or working in enclosed spaces</li> <li>• Physical strength and stamina</li> <li>• Ability to be on your feet for extended periods of time.</li> </ul>	
Action/Need:		
<b>Program Environment</b> Indoor/outdoor Dust/dirt/fume/noise etc. Layout of room – theory/lab	<ul style="list-style-type: none"> <li>• 90% of the time we will be indoors</li> <li>• 10% would be outside depending on the weather</li> <li>• Students will be exposed to dust, dirt, fumes, noise etc.</li> </ul>	
Action/Need:		
<b>Typical level of support</b>	<p>At CTC, we have itinerant IU13 support teachers and paraeducators. In the itinerant model, the support teachers have multiple programs and provide check-ins during the day. The itinerant model does not include co-taught classes where teachers are in classes for extended periods of time. IU13 paraeducators also support several teachers, spreading out their day between multiple programs.</p> <p>The learning center is available at scheduled times for testing accommodations, study/instructional groups, and work completion support. Since time there takes away from lab time, students are encouraged to use it strategically.</p>	

Action/Need:		
<b>Reading / ELA Levels:</b> <i>Examples:</i>	<ul style="list-style-type: none"> <li>• <u>Technical Text Level: Grade 8-9</u></li> <li>• <u>Instructional Text Level: Grade 10-12</u></li> <li>• Able to identify &amp; apply content-specific vocabulary, acronyms &amp; abbreviations as introduced</li> </ul>	
Action/Need:		
<b>Writing Levels:</b> <i>Examples</i>	Grade 8-9 Developing and assembling, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation, Cover Letter, Resume, Post-Secondary Application, daily work ethic sheet, estimates and job orders, invoices, etc.	
Action/Need:		
<b>Math Levels:</b> <i>Examples</i> If a room has 4 walls with the following dimensions: 2 walls 134 inches by 210 inches 2 walls 134 inches by 318 inches What is the total surface area in square feet?	<ul style="list-style-type: none"> <li>• <b><u>Numbers &amp; Operations</u></b> (whole, fractions, decimals &amp; percent/ratio)</li> <li>• <b><u>Measurements</u></b> (Imperial &amp; Metric [to 1/16" and metric equivalent] and understanding unit conversions)</li> <li>• <b><u>Geometric</u></b> (angles, proportion, basic shapes, scale models, ratios [document and/or file pixel dimensions] drawing concepts)</li> <li>• Calculation of area is frequently needed when estimating material quantities</li> </ul>	
Action/Need:		
<b>Science Levels:</b>	6th to 8th grade Basic principles of chemistry and physical science, such as mixing substances and understanding solutions and mixtures. students will often get hands-on experience with mixing colors, which can reinforce their understanding of ratios and proportions.	

Action/Need:		
<b>Theory time</b>	<ul style="list-style-type: none"> <li>• 1-2 hours daily</li> <li>• Remaining time is project/skill practice oriented (70-85%)</li> </ul>	
Action/Need:		
<b>Homework</b> <i>Amount per night</i>	<ul style="list-style-type: none"> <li>• Occasionally necessary</li> <li>• Program is designed to complete most work in-class. Students do have school-issued-laptop, pro software, tools &amp; materials that can be taken home</li> </ul>	
Action/Need:		
<b>Lab Time</b> <i>Guided vs Independent Work</i>	<ul style="list-style-type: none"> <li>• Approximately 15-25 new tasks per marking period for first half of year</li> <li>• Mix of guided (30%) and independent (70%) work</li> </ul>	
Action/Need:		
<b>Tests</b> <i>NOCTI testing – Y/N</i> <i>Frequency of tests/quizzes</i>	<ul style="list-style-type: none"> <li>• 1 quiz per week</li> <li>• A minimum of 1 hands-on skill evaluation per week</li> <li>• 1 midterm (Dec.)</li> <li>• Regular concept checks &amp; other formative evaluations</li> <li>• NOCTI pre-test (Fall) written</li> <li>• NOCTI Post-test (Spring) written and hands-on</li> </ul>	

Action/Need:		
<b>Behavioral Expectations</b> <i>Executive Function</i> <i>Organizational skills</i>	<ul style="list-style-type: none"> <li>• Ability to work independently</li> <li>• Ability to work in small groups</li> <li>• Ability to communicate effectively</li> <li>• Must be able display appropriate decorum when meeting with employers, customers etc.</li> <li>• Excellent problem-solving, critical thinking skills</li> <li>• Good judgement &amp; decision-making</li> <li>• Self-control, professional demeanor</li> <li>• Follows oral &amp; written directions</li> <li>• Manage time, progress and deadlines of multiple projects/assignments over both short and long timeframes (days or weeks) to reflect industry expectations</li> <li>• Attention to detail</li> </ul>	
Action/Need:		
<b>Other</b> <i>Technology skills specific to the program.</i>  <i>Additional skills that are valuable for program success.</i>	<ul style="list-style-type: none"> <li>• Ability to use school issued laptop to access online information</li> <li>• Ability to navigate Canvas Learning Management System for some theory assignments and class schedules.</li> </ul>	
Action/Need:		

District Representative Signature \_\_\_\_\_ Date \_\_\_\_\_