

# Lewiston Electrical Board Meeting

Recording Name:  
[Lewiston Electrical 8\_17\_2021]

Transcript Prepared By:



**T R A N S C R I P T I O N**  
O U T S O U R C I N G , L L C

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CAGE Code: 6C7D5  
Tax ID #: 27-2983097

1 Wing: We're recording now. We're recording this, and there  
2 will be, uh, transcripts put out, and they'll be  
3 available on our -- on our website. So if you're  
4 interested in seeing those, you'll be able to see  
5 those. We do need you to come up if you have any  
6 comments. We can't have people talking across because  
7 just to be honest with you, the recorder just won't  
8 pick it up, and we want to make sure that we get your  
9 thoughts and your concerns recorded.

10  
11 As you come up, make sure you give us your name so we  
12 know who you are. If you're licensed or not licensed,  
13 that's always -- that's always good information to,  
14 you know, see where the concerns are coming from. And  
15 if you represent anybody, uh, uh, a trade group or a  
16 company or, you know, different inspecting entity or a  
17 jurisdiction, let us know that so we kind of know  
18 where the feedback's coming from so we kind of can  
19 gauge that also as we put this together.

20  
21 Tim's going to introduce ZBR, uh, Zero Based  
22 Regulations, and kind of give you a background on that  
23 and how it works and kind of what we're looking for,  
24 and if you have any questions on that, he'll be glad  
25 to answer that, and then we'll just kind of go from

1           there.

2 Frost:    Thanks, Warren.  Uh, Tim Frost.  I'm our Operations  
3 and Regulatory Bureau Chief at the Division.  Um, I  
4 want to thank you all for being here, and also don't  
5 follow the time on the TV.  That's an hour ahead, so  
6 you're not late for whatever you're going to next.  
7 Um, and if you want to follow that to leave early  
8 because you don't like the conversation, feel free.  
9 That's -- that's your opportunity.

10

11           But, um, I appreciate you all being here and engaging.  
12 We've, uh, I -- I've been -- I've been blown away by  
13 the engagement of -- of the various trades as we have  
14 went through these listening sessions.  To kind of  
15 give a background of why we're here and why we're  
16 holding this.  It starts back in 2017 when -- at -- at  
17 the time Lt. Governor Brad Little issued the Licensing  
18 Freedom Act, and it was an executive order that kind  
19 of started the pulse of where are we at as a state  
20 when it comes, uh, licensing for our occupations, for  
21 our trades, and our -- for our professions.  And so,  
22 uh, it pulled together, uh, basically from the  
23 process, it pulled together.  We had well over 200  
24 different licenses registration permits, um, that was  
25 governed by over 50 boards, um, and over 13 different



1 agencies with, uh, over 10 different IT operated  
2 systems. And so, uh, that overview kind of created  
3 the process by which, um, at the time, uh, Lt.  
4 Governor, and then even as he transitioned as  
5 Governor, uh, started to create and move towards "How  
6 can we make this more efficient? How can we, uh,  
7 create a simpler process Idahoans and consumers as  
8 well as our business owners and our license and permit  
9 holders?"

10  
11 And so I think that's been, uh, a continuum and  
12 iterative process towards that. One of the parts of  
13 that process is, uh, his strategy of -- of creating  
14 the division of Occupational and Professional Licenses  
15 and pulling together 48 boards and commissions,  
16 everything from all of our healthcare boards to our  
17 occupation boards to our trades, construction and real  
18 estate, all under one division. And, you know, we're  
19 in the middle and -- and current process of that  
20 transition. You know, we're certainly open to  
21 feedback on that, as well.

22  
23 Um, in 2019, uh, the legislature, for the first time  
24 in Idaho history, did not pass a concurrent resolution  
25 on rules, so the house and the senate did not agree on

1 a going home bill that would create final, uh,  
2 effective rules in the State of Idaho. And previous  
3 to then, they had done that every single year, and so  
4 the rules process, while it went through the  
5 legislature, was a pretty clean process.

6  
7 And, um, in doing so in 2019, what it caused is -- the  
8 only way for Idaho agencies to have administrative  
9 rules to govern any of their trades and professions  
10 was the governor had to do an emergency temporary  
11 authorization of rules. And so, uh, Idaho agencies  
12 when through 151 different public meetings over a  
13 period of five weeks and looked at an opportunity of,  
14 how do we remove, um, you know, some unnecessary  
15 barriers? How do we remove, uh, duplications of  
16 statute and rules and -- and -- and wordiness? How do  
17 we go about simplifying this to make it cleaner for,  
18 uh, the people that have to use it and Idahoans who  
19 are impacted by it?

20  
21 And so, uh, through that process all administrative  
22 chapters in the state were simplified by 75%. Um, and  
23 -- and the governor's proud of that. He, uh, one of  
24 the provisions that, you know, learning from that,  
25 that he wanted to implement is how do we create a



1 cadence process? In other words, um, how do we avoid  
2 a five-week quick review repeal/replace of rules? How  
3 do we do this more thorough and engage, uh, the  
4 professions and the trades to have, you know, a full  
5 and thorough discussion.

6  
7 So, uh, one of the things implemented was in the  
8 beginning of 2020, he issued executive order Zero  
9 Based Regulation, and it was the start of that  
10 process. So what it does is it puts every single  
11 board that has a rule chapter on a five-year review  
12 cycle. Um, so for example, the electrical board next  
13 year, uh, you know, comes right into that cycle, and  
14 the board is required through ZBR to do a repeal and a  
15 replace of that rule chapter, so the current rule  
16 chapter completely gets repealed, goes away, and the  
17 board had to go through the process of negotiated  
18 rule-making to adopting a new rule chapter.

19  
20 And in adopting that rule chapter, there's a process  
21 by which the governor's office sat out and it -- it --  
22 it's, uh, the zero-based process, and so part of it --  
23 for each rule we add back in, we do a cost benefit  
24 analysis. Um, we do an analysis on, "Hey we've  
25 historically had this rule. Does it continue to be

1 narrowly tailored? Is it accomplishing the goals that  
2 we originally wanted it to accomplish, or is it  
3 something that's kind of been set it, forget it for 15  
4 years and we haven't thought about this, and we don't  
5 even utilize this anymore. That technology isn't even  
6 used."

7  
8 Part of the ZBR process is to analyze other states and  
9 jurisdictions, um, to see how they regulate it,  
10 whether they're more restrictive, whether they're less  
11 restrictive, and why. In other words or board, in  
12 adding the rules back in, we have to justify why we  
13 are going to be more restrictive or vice-versa, why  
14 we're going to be less restrictive in these particular  
15 measures.

16  
17 Um, so a -- a lot of what we're gathering in these  
18 listening sessions are, uh, both opinions -- what you  
19 guys see on the day-to-day, uh, but we're also looking  
20 for, you know, evidence that we can point to justify,  
21 you know, why we should add back in a number of  
22 different protections that maybe are currently in  
23 place or maybe aren't in place now.

24  
25 So, um, we're, uh, we're completely open to your



1 feedback in -- in these public meetings. Warren's  
2 going to go through, uh, a number of different topics  
3 as well as, you know, there -- there's going to be an  
4 option for, you know, kind of an open forum topic if  
5 you guys have something on your mind -- any --  
6 anything on the continuum of the entire profession, if  
7 you'd like to, you know, bring a comment and have a  
8 discussion on that, we're open there.

9  
10 I'd encourage you to, you know, give your -- give your  
11 opinion on wherever you're at on the continuum, you're  
12 for something or against something. And I'd just ask  
13 that you let us know why and, um, you know, your  
14 history of why you believe what you believe. And so,  
15 I think that's helpful. That helps pull together our  
16 entire ZBR analysis. So, uh, when the board goes  
17 through this process next year in 2022, we've done  
18 some of that initial work, and we've engaged you all,  
19 um, to discuss the -- the -- the benefits, the pros,  
20 the cons of each of these rules that our board's going  
21 to have to review and decide and to replace it. So  
22 I'd be, uh, happy to take any questions about ZBR or  
23 our division or anything you have.

24 Male: So ZBR -- basically, what they're trying to do is get  
25 rid of all permits, licenses, apprentice programs. Is



1 that basically what they're -- you guys are trying to  
2 accomplish?

3 Frost: Not at all, actually.

4 Male: Oh.

5 Frost: So ZBR is a review process. You actually see it. Uh,  
6 it's really the -- the start of occupational and trade  
7 review started with the Clinton administration on a  
8 federal level in the 1990s. You started to see the  
9 federal agencies institute some type of yearly review  
10 or five-year review basis of, "Is this working?  
11 What's the cost benefits? Um, is there a different  
12 way to approach this? Is there a non-regulatory  
13 measure that we can use that would provide the same  
14 oversight that would achieve the same result?

15  
16 Um, and then it really started after that -- you  
17 started to see some -- some of the states, like,  
18 Colorado, Texas, Oregon. Um, we're -- we're probably  
19 at around 20 or so states that have a rule review  
20 process on a cadence level, and so Idaho's never had  
21 that. But the piece of it is, we're certainly going  
22 to discuss all that. We're going to discuss what are  
23 the pros and cons of licensure? What are the pros and  
24 cons of registration and permitting? What are the  
25 pros and cons of code adoption and what codes should

1 be exempted? What -- what are life safety and should  
2 say? I mean, our entire rule book is open, and we  
3 have to kind of talk about all the elements of those  
4 rules. But I -- I wouldn't come from, you know, I --  
5 I guess from my perspective, this is not coming at a  
6 we're looking to remove everything and remove all  
7 protections. What we're really doing is trying to do  
8 a thorough analysis on have we narrowly tailored this  
9 from a life safety perspective? In other words,  
10 creating that separation between the board as the  
11 regulatory entity versus, uh, the profession and the  
12 business and all the different models. And -- and so,  
13 um, that's not easy to do.

14  
15 There's probably a lot of different ways that we can  
16 approach this. I think that's why, you know, having  
17 this listening session gives us some ideas to help our  
18 board tease through the evidence of it.

19 Male: So the review cycle is how many years?

20 Frost: It's a five-year review cycle, and it, uh, it applies  
21 to every single agency, so our division is just one  
22 agency. We've got 48 boards and commissions. Um, but  
23 every single agency that has the authority to adopt  
24 administrative rules, that authority given by the  
25 legislature has to go through the process, yeah.

1 Male: Okay. And then once that process is completed, the  
2 legislature has to act?

3 Frost: That's correct. So, uh, anytime, um, whether we're  
4 going through this, uh, negotiated, Zero Based  
5 Regulation review cycle, or if the board went through  
6 a separate negotiated, rule-making, um, those rules  
7 typically follow a process of going proposed. Uh,  
8 then they go pending. Once they're pending, they're  
9 presented to the legislature, and that's a Idaho  
10 constitutional thing where the legislature has final  
11 review of administrative rules. So pending rules go  
12 before the legislature.

13  
14 Um, the, uh, house, you know, in -- in this instance,  
15 all of our trade boards go before the House Business  
16 Committee, and they go before the Senate Commerce and  
17 Human Resources Committee. Um, those committees can  
18 accept or reject, um, rules, but, uh, the final -- to  
19 go final on rules, regardless each of those committees  
20 do, if they agree or disagree, a final rule is when  
21 the legislature passes a concurrent resolution on all  
22 administrative rules. And usually that bill will then  
23 define if a particular rule was rejected, it'll carve  
24 into that what was rejected.

25

1           So -- there -- we probably have 10 -- I'd say 10 to 15  
2           states that have a legislative process that in order  
3           for a rule to become final, it has to go back to the  
4           legislature first for that last review. One of them's  
5           Idaho. Yeah?

6   Male:       So how -- how does that affect electrical, then, when  
7           we have a -- a code cycle that's every three years, or  
8           is that a separate process?

9   Frost:      Um, code cycle would, uh, so outside, I guess, to  
10           answer your question, if the board's not going through  
11           a ZBR review cycle, that doesn't change the fact that  
12           the board can't go through rule-making. In other  
13           words, the board still has the ability to adopt rules.  
14           The board still has the ability to hold hearings and  
15           discuss, uh, the benefits, pros, cons of adopting a  
16           new and updated code, and you know, what -- what  
17           exemptions, life-safety exemptions should be if they  
18           were to do -- all of those type of things. Um, so  
19           that part doesn't change. The board still has the  
20           ability to do so.

21   Male:      And there, again, the legislature will have to act  
22           once that's proposed, is that correct?

23   Frost:      That's correct, yep, yep. All -- all rules,  
24           regardless of whether it goes through this Zero Based  
25           Rule process, um, any rule to make it final in the

1 State of Idaho ultimately goes back to the legislature  
2 to review. And those rules are typically reviewed in  
3 the first or second week of January of session. It's  
4 one of the first things they address. Any last  
5 questions about our division or ZBR? Again, I just  
6 want to thank you all for coming. I -- I appreciate  
7 your engagement on this.

8 Wing: Thank you, Tim. Okay. So once again, as we start  
9 this and kick this off, if you have comments, we need  
10 you to come up here to the podium, and you know, state  
11 your name, let us know who you are, who you represent,  
12 whether your licensed or not licensed or any other  
13 information you'd like us to have. We're going to  
14 kick this off with the, uh, with the, uh, master  
15 electrician question that's been coming up quite  
16 frequently, okay?

17  
18 Currently, in the state of Idaho, in order own an  
19 electrical contracting company -- well, there's  
20 several who now own electrical contracting companies  
21 who are grandfathered in. We all like to use that  
22 term "grandfathered." They're grandfathered in, and  
23 they're journeymen electricians who own electrical  
24 contracting companies.  
25

1 Um, facility accounts, the only requirement to become  
2 a facility or get a facility account license to make  
3 the electrical installations and the exact same  
4 electrical installations that -- the electrical  
5 contractor can make, the requirement's a journeyman  
6 electrician. Um, the question comes up is there -- is  
7 there a need to require a journeyman electrician -- or  
8 a master electrician or could a journeyman electrician  
9 who has four years of experience as a licensed  
10 journeyman electrician also be able to run a  
11 contracting company and -- and be safe. Is there --  
12 is there a safety concern between an individual who's  
13 got four years of experience as a journeyman  
14 electrician that didn't take a master test, and the  
15 individual who has four years as a electrician who did  
16 take the master's test? So with that, I would like to  
17 leave the podium open for you to come up and kind of  
18 share your thoughts on that.

19 Brown: Morning. My name is Ken Brown, uh, journeyman  
20 electrician, Idaho and Washington, resident of Post  
21 Falls, and I represent International Brotherhood of  
22 Electrical Workers. We cover the 10 northern counties  
23 of Idaho. We've got about 200 members that reside in  
24 Idaho, and 700 and we work -- total we work, you know,  
25 in and around Washington and Idaho.

1

2

So as far as the master electrician requirement, there was a time where you just had to be a journeyman electrician, then that changed, is that correct? To requiring the master, the additional testing?

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6

Frost: Yes, I believe it changed in 2008.

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Brown: Okay. So, um, you know, and -- and I don't know for sure, but I think at that time that, uh, there was, um, a thought that something needed to change. There needed to be, uh, better requirements, and I'm sure that those were grounded in safety.

So, in -- in thinking about that, looking back at it -- to me anyway, that looks like that was probably, uh, a good change, a good safety change, you know, a good safety addition. You've got somebody that's got four years experience as an electrical worker, but being supervised as an apprentice, they don't have any experience as -- or they maybe don't have any experience as a journeyman electrician. Don't have any experience in helping train or supervise or design projects. It can be a contractor. I think that that was good change to make sure that we safeguard our projects and our workers from that and the public from that. I don't think it'd be right to have somebody

1 running a job, designing a job, supervising crews  
2 with, uh, not enough demonstrated experience, and I  
3 think that having that extra requirement helps provide  
4 that little bit more protection.

5 Wing: Can I ask a quick follow up question?

6 Brown: Yeah.

7 Wing: So -- so, again, I'm not sure -- you may -- may have  
8 missed something, or I wasn't -- maybe I wasn't clear  
9 enough, but if the situation was they had to be a  
10 licensed journeyman electrician for four years,  
11 basically meet the same exact requirements as a master  
12 electrician. The only difference is they don't have  
13 to take the master electrician's test. Would -- would  
14 you see the same concerns with that?

15 Brown: So if the -- if the question is should they take a  
16 master electrician test but it doesn't have anything  
17 to do with there time, where -- I still, yeah, I think  
18 the test helping provide that little extra, uh,  
19 dedication to it from somebody. I think there still  
20 has to be that test, so they can show that they're  
21 striving for something extra than just journeyman  
22 electrician.

23 Wing: Okay. So -- so, well again, for -- with Zero Based  
24 Regulation, you know, one of the things we've got to  
25 do, is we've got, you know, we've got to ask our -- we



1           have to justify, and we have a sheet we have to fill  
2           out with these rules, literally, a sheet we have to  
3           fill out with these rules. So we have to justify what  
4           the safety concern is with that when there's hundreds  
5           of contractors right now who have not taken that  
6           master electrician's test, and they are journeymen  
7           electricians.

8   Brown:    Yeah, I know --

9   Wing:      Can -- do you -- can you --

10   Brown:    That happened before the change, right? So -- you --  
11            you -- that -- that -- that's what I'm thinking. You  
12            change something, there's got to be a good reason for  
13            it, and I'm sure that it's in safety. But to say that  
14            it didn't exist prior, so why does it exist now? I  
15            don't -- I don't think I can follow that.

16   Wing:      I guess that's my question. What is the -- what would  
17            the safety concern be if they've still got the same  
18            exact experience, they just haven't taken the test?

19   Brown:    I think that the -- there was a safety concern when  
20            they added the test to help address a safety concern.

21   Wing:      Okay.

22   Brown:    Yeah.

23   Wing:      All right. Thanks, Ken.

24   Brown:    Thanks, yeah.

25   Gilbert:   I'll add to that. Sam Gilbert, journeyman wireman.

1 Uh, I represent Local 73. Um, just adding to that a  
2 little bit, um, when you take your journeyman test,  
3 you take a basic journeyman test. You -- you do get  
4 some load calc, and you get some basic journeyman  
5 knowledge when you're taking your journeyman test.

6  
7 When you take your master, uh, electrician's test,  
8 you're now becoming the contractor and you're --  
9 you're -- you get more in depth in the load calc. And  
10 that's -- by passing that test, you -- you're proving  
11 to -- that you know how to do load calcs, and if you  
12 don't know how to do load calcs and you mess that up,  
13 that's where the safety's going to be. So in -- in  
14 order to demonstrate that your able to do load  
15 calculations and supervise, um, electrical work -- we  
16 all know that electrical work is dangerous. And that  
17 -- that's just demonstration that knows that you're  
18 able to do the load calculations, do the job  
19 correctly, be a contractor and, uh, a safe contractor.  
20 That's how I feel, anyway.

21 Wing: All right. Thank you. Appreciate your comments.

22 Brown: Uh, Mike Brown, journeyman lineman. Um, both of those  
23 gentlemen commented on a pretty important word --  
24 demonstrate, and that -- that word legally has got --  
25 it's got a lot of context behind it. So maybe in your

1 guys' analysis and different things like that, just  
2 consideration there of just the word "demonstrate" and  
3 what that does in the legal -- in the legal mind  
4 frame, if that makes any sense because that, like, in  
5 my trade, you have to be able to demonstrate that you  
6 know how to control that energy source, high voltage.  
7 If you can't demonstrate that, you ain't going to be a  
8 journeyman lineman, okay? So I just wanted to comment  
9 on that. That's just that -- that word "demonstrate"  
10 is a very important word when we're looking at this  
11 type of stuff, so, anyway. Thank you.

12 Wing: As -- as a follow up, do you think the way the current  
13 master electrician is set up that the requirements for  
14 licensure, uh, from a baseline perspective, that  
15 that's calibrated of what the correct expectations are  
16 to demonstrate competency?

17 Brown: Um --

18 Wing: Or should it be different?

19 Brown: I mean, I'm -- I'm not an electrician, I'm not a  
20 master electrician. I don't know necessarily the ins  
21 and outs of that particular craft, right? And sort of  
22 that -- that trade, and so -- but I do have a -- as I  
23 was sitting over here listening, I mean, just in the  
24 comparison. Um, you go to four years of medical  
25 school, but do we need to have a residency or just go

1 right into the surgery room and just start -- start  
2 going? I mean, so demonstrating and being able to  
3 physically demonstrate those things, whether it's in  
4 the field or -- and you're going to gain that  
5 experience and then when it comes time to take a test,  
6 now you're going to demonstrate that intellectually  
7 that you're able to perform those tasks. And you now  
8 have provided that evidence back to the state to  
9 the -- to the trade itself, to -- to the whole thing,  
10 that demonstration of that, that, yes, you've now --  
11 you possess those competencies. I think those are  
12 important things to consider, so --

13 Wing: Thanks.

14 Brown: Thanks.

15 Wing: Any additional comments? Yes, ma'am.

16 Hampton: I'm Barbara Hampton (ph). I'm with the IBEW Local 73.  
17 I've been in for 30 plus years, and I travel all over  
18 the western states and do work. And, um, I'd like to  
19 think that everybody is held to the standard I am as  
20 far as electrical safety, electrical knowledge, and  
21 all that. And if we all were, we wouldn't need  
22 permits. But I've been on jobs where there's people  
23 from other states that aren't required to have a  
24 master's license who -- who are our supervisors, and  
25 they know nothing about electrical. And so,

1           therefore, we have to educate them. Sometimes they  
2           don't want to be educated, and I get that. But, uh,  
3           for safety reasons, they're -- they're has to be  
4           something that keeps everybody up to the standards  
5           that we need for safety because electrical is -- it's  
6           electrical theory. And when it's done right,  
7           everything goes well. If it's not done, right then  
8           things happen rather quickly. It's something that can  
9           maim or kill you, and if people don't understand the  
10          load calculations, if they don't understand the  
11          safety, if they don't understand the rules that we  
12          have, then we have chaos. And on a job, we joke about  
13          it, but chaos equals cash. It shouldn't have to be a  
14          joke. I don't like it to be a joke. I would wish  
15          that everybody would understand how important it is to  
16          know the rules, and with that I don't like to have to  
17          pay and -- and do things. Like everyone else, it's a  
18          -- it's a hassle, but if everyone would be up to the  
19          standards that we're at, then we wouldn't need those  
20          permits, but they're not. Some people don't care.  
21          They don't -- they don't -- they come to have a  
22          paycheck, and that's it. All of us love what we do,  
23          and we do it to the best of our ability, but there's  
24          people that don't care and those are the ones you have  
25          to watch out for, the ones that don't understand.



1           While "ignorance is bliss," it's also very dangerous.  
2           In our field, we live in danger all the time. We have  
3           to -- we have to, when we work with another person,  
4           hope that that person has the same knowledge we have  
5           or even better, and when they don't then you're on  
6           alert 100% of the time on a job. And that's how it  
7           should not be. I've seen a lot of accidents in my  
8           lifetime, and it shouldn't happen if everyone was held  
9           to standard that we are held with, um, licenses and  
10          permits.

11 Wing:     Any additional follow up? Anyone want to add anything  
12           else?

13 Berman:   Oh, go ahead, Scott.

14 Scott:     Oh, no, go ahead, man.

15 Berman:   Uh, Tyson Berman (ph). I'm a licensed journeyman  
16           electrician with Clearwater Paper. I'm on the JTC  
17           there. I'm also a member of IBEW Local 73. Um, I've  
18           witnessed several people studying intensely for their  
19           master electrician's license. It seems like it's a  
20           pretty intense process to get that license. If you  
21           went to something where you just had to show four  
22           years -- I don't know if you're talking four years  
23           work experience or four years of calendar time and  
24           you're just a journeyman, is that just four years'  
25           time or do you have show four years, 2000 hours, a

1 year, 8000 working hours?

2 Wing: Currently the law is just having held the journeyman  
3 license for four years.

4 Berman: Right, so the state of Idaho doesn't know if --  
5 anything about what you did in those four years, and  
6 uh, Mr. Brown's comment on demonstrating, it's in the  
7 interest for Idaho for public safety that that person  
8 demonstrate some sort of competency to obtain an  
9 electrical contractor's license.

10

11 Um, I imagine before this, the way you weeded out  
12 people who didn't know weren't good electrical  
13 contractors were they screwed up a few houses, maybe  
14 burned one or two down, maybe got somebody shocked,  
15 but I don't really see how that's a -- in 2008, I  
16 imagine we were trying to make some progress to not  
17 have those things happen, and I think that -- having  
18 that master's license is pretty important.

19

20 I know a lot of the work that's done, especially  
21 around our area, is an engineered work. We don't get  
22 a set of blueprints. Your contractor's telling you,  
23 "I need this, this, this, this, here, here, here,  
24 here," and that person needs an additional level of  
25 competency than just a standard journeyman



1 electrician.

2 Frost: Go ahead. This is a follow up, and it might not be to  
3 you, so feel free to --

4 Berman: Yeah.

5 Frost: -- defer it, but one of the things I think we're  
6 talking about, I think there's multiple valid points  
7 on when we're talking licensure, we're -- we're  
8 demonstrating a standard. And so our boards do that  
9 through setting a -- minimum requirements for what's a  
10 threshold for licensure, and sometimes that's a number  
11 of hours. Sometimes that an examination.

12 If we're talking medical, yes, sometimes it's a  
13 residency. All of those type of things.

14  
15 But, um, when we're reviewing it and going through  
16 this process, one of the realities is, um, a standard  
17 doesn't necessarily correlate to what you're trying to  
18 accomplish. In other words, every state has a  
19 standard. Those standards may be what they consider  
20 is the minimum competency to demonstrate safety.

21  
22 So if we take the -- the concept, I think everybody  
23 would agree on we have to set a standard, and you have  
24 to demonstrate a competency. I think the question on  
25 the table for a lot of this, whether we're talking a



1 master electrician or -- or we're talking journeyman  
2 or we're talking apprentice or we're talking any other  
3 scenario of licensure, is -- is our current way that  
4 we've gone about setting that standard, is that the  
5 appropriate piece?

6 Berman: Mm-hmm.

7 Frost: In other words, when we're doing that comparison to  
8 another state and we see a higher standard or we see a  
9 lower standard, what are the questions that we should  
10 be asking to say, "No, Idaho has it perfect." We've -  
11 - we've -- we've carved out our standard appropriately  
12 or we -- or the answer is we haven't, and here's why  
13 we haven't. I think that's kind of what the  
14 conversation --

15 Berman: Yeah, yeah, and I think probably Scott, and I'm sure  
16 there's some more masters in this room that could  
17 speak to that. But I, like I've said, I've watched a  
18 couple of guys study for the master's test, and it  
19 seems like a pretty intense process, pretty hard test  
20 to pass.

21  
22 So there's no -- if you reduce that, you're not doing  
23 anything for public safety, that's for sure. So I  
24 think that's kind of probably going to be the main  
25 point in all of our talks today is how would reducing

1 the level to be an electrical contractor improve  
2 public safety? Probably not going to. Maybe there's  
3 some tweaks. I don't know. I'd, like, Scott probably  
4 knows the master's test more than me, obviously. But,  
5 uh, yeah.

6 Frost: I appreciate your comment. I mean, I think that's  
7 part of the evaluation we're trying to do because, um,  
8 you know, wherever we're at, we could say we -- we--  
9 we perfectly calibrated it and knew just exactly where  
10 we need -- we need to be. If you look at it from the  
11 opposite, another state puts in their requirements,  
12 their same board has a statute requirement to protect  
13 public safety, and their requirements, in theory, are  
14 set forth by them for public safety. So if they have  
15 less of a requirement and that's what they're founding  
16 and basing it on, what are the elements we do to  
17 compare to say, "No, what they're doing isn't properly  
18 protecting it." In other words, if we go with a  
19 different approach in the lesser --

20 Berman: Mm-hmm.

21 Frost: -- of the example that you gave, how do we prove that  
22 their approach is more unsafe?

23 Berman: Yeah, I mean that's something, I guess, you guys are  
24 going to have to figure out as the representatives of  
25 Idaho is -- I mean, every state has a different level

1 of licensure for every level of electrician. So, I  
2 mean, you'd have to do a pretty decent analysis on  
3 whether or not reducing that would, uh, would not  
4 creat a bigger public safety nuisance.

5  
6 So it's kind of hard on some of these questions  
7 because I think the way you kind of posed the question  
8 is, "Could we go back to the -- just having four years  
9 work experience?" And I think that -- I would assume  
10 the general consensus from the industry would be like,  
11 "No, that's probably not a good thing." In the  
12 interest of public safety, that's probably not going  
13 to make the public safer. I would argue it would make  
14 the public more unsafe.

15  
16 So it's kind of hard to speak to a lot of this stuff  
17 when you don't have specific examples of what we would  
18 go to if we didn't do this. I know erasing it would  
19 be bad, right, and not replacing it with anything.  
20 And, like I said, I imagine in 2008 doing this was to  
21 try to -- try to progress into a safer electrical  
22 industry in Idaho. So I understand the grandfather  
23 part of it, but I assume at that point, hopefully,  
24 some of those grandfathered contractors, they weeded  
25 out a little bit. The bad contractors got out of it

1 and went to work somewhere else. Now, we're trying to  
2 put in a step to we're going to weed them out before  
3 they even get their license.

4 Frost: Thank you.

5 Berman: Yep.

6 Wing: Thanks. Anybody like -- anyone else like to address  
7 this topic?

8 Crowe: My name is Scott Crowe (ph). I'm an electrical  
9 contractor. I hold a master's in nine states, I'm  
10 licensed in ten. Um, we have -- I've worked quite a  
11 few places all over the west, pretty much. Um, I do  
12 work in some states where we do have that scenario  
13 where you can be a journeyman, work a certain amount  
14 of time, maybe do a little competency test or  
15 something like that and -- and be an electrical  
16 contractor. Um, we have seen work from that --  
17 installations -- from those installations that have  
18 caused problems and have been very hazardous.

19  
20 Um, I -- I, you know, I really think the master's  
21 license is probably the best scenario just for the  
22 reason is when -- when I was a journeyman, I took the  
23 journeymen's test, though I was ready, right? And --  
24 and I worked under many different people, worked with  
25 many different -- with other people, and the problem



1 was -- is you get some people that do not want to  
2 strive that want to be just a journeyman and do not  
3 want to learn the extra part of it, do not want to  
4 step up to the plate, I guess would say. And so they  
5 may work four years just pulling wire and bending  
6 pipe. I've got two real good friends that are that  
7 way, and they get upset with their contractor, their  
8 boss, whatever, and they're, like, "Well, if I want to  
9 go make more money, I'll go wire houses or something  
10 or -- or do some other installation, become an  
11 electrical contractor, probably aren't ready for it.  
12 And I have hired some of them.

13  
14 So, um, you know, the thing about it is, I think that  
15 the master's and -- and studying for my master's  
16 really kind of opened my eyes to what's out there and  
17 what I didn't know, and kind of helped me prepare for  
18 and -- and like I said, maybe the minimum that we  
19 needed to be an electrical contractor, which I -- I've  
20 been doing this 20 years now, and -- and it's not that  
21 I know everything. Hopefully, when I die, I'll know a  
22 fifth of this trade, right? But the thing about it  
23 is, is that master license really opened my eyes to  
24 what I didn't know and what I needed to know and that  
25 kind of stuff. So I really think the master's helped

1 out immensely on my side, for sure.

2 Wing: Can I ask you some questions about those other states  
3 that you were talking about?

4 Berman: Mm-hmm.

5 Wing: Is there -- is there something that you could point to  
6 or that we can -- that you would suggest that we look  
7 at? I mean, I'm -- I mentioned it in yesterday's  
8 meeting. We can go, and we can look at, like, fire  
9 per capita, electrical fire per capita --

10 Berman: Mm-hmm.

11 Wing: -- in certain states and stuff like that.

12 Berman: Mm-hmm.

13 Wing: Was there any other, like, you know, objective,  
14 surveys, studies or something like that that show that  
15 -- that -- that what they're doing is -- is, you know,  
16 causing more fires or less fires or --

17 Berman: Well, honestly, the main thing that I've seen are the  
18 electrical installations that, um, like, so a lot of  
19 the electricians, especially in these industrial  
20 plants, like, for water, paper and stuff, typically,  
21 there's not just one guy, right? You have a helper or  
22 -- or an apprentice that's with you, um, just for  
23 safety issues. And so, like, there -- there's  
24 breakers that are way undersized, uh, big breakers.  
25 Services that are way undersized. Machines that --

1 that probably do not have the -- the correct  
2 installation which causes, uh, a serious problem and  
3 so, like, it's hard to pin down one thing because I've  
4 seen so many of them, but, like, there's a couple of  
5 hazardous problems that we have seen. Like, for  
6 instance, we, you know, you have a motor on a 50-amp  
7 breaker, and it's covered in water, but there's no  
8 GFCI protection. And not that it would possibly, you  
9 know, kill anybody or -- or anything like that, but  
10 seriously hurt them. Not only that person -- that  
11 installer working on it, but his partner, too. You  
12 know, if -- if I'm getting -- if I see Tyson getting  
13 shocked, I'm going to try to help him out which would  
14 internally hurt me, too, you know.

15  
16 So there's -- there's just -- with the electrical  
17 field, there's just so many variables and so many  
18 different problems that could happen with the improper  
19 installation, so --

20 Wing: I agree.

21 Berman: -- you know, it's -- it's hard to pinpoint one because  
22 to be honest, I've seen a lot of that.

23 Wing: Well, I -- I agree. And I -- I think we've probably  
24 all seen all that.

25 Berman: Yeah.

1 Wing: How do we - how do we look at that and say, "That is a  
2 continuing education problem. If they would've had  
3 more continuing education, that wouldn't have  
4 happened," or, "that's a licensing problem or that's a  
5 racial problem or that's a supervision problem?"

6 Berman: You know, I honestly think it's education and -- and  
7 -- and -- and information that's enacted. I -- I  
8 don't know. You know, I'm not sure.

9 Wing: Is it an inspecting problem, you know?

10 Berman: Yeah, right.

11 Wing: I mean, how -- and that's -- then that's the things  
12 we're trying to gather and trying to qualify --

13 Berman: Yeah, yeah. I'm not sure that way, but, yeah, I  
14 think, you know -- I -- I think with more information  
15 and as everyone knows, I mean, it's kind of like being  
16 a cattleman, you know, you -- you don't -- you don't  
17 do electrical for the money, necessarily. You've got  
18 to like it, right?

19  
20 Like, there's people I've hired that just want to say  
21 they're an electrician or something. I don't know,  
22 but they don't really take a -- an effort in being a  
23 good electrician, and trust me, I've hired quite a few  
24 of those guys. I've hired people that's been doing  
25 this 10 years, and don't even know how many circuits



1 to pull the different boxes. I mean, it's -- it's  
2 crazy what you can find out there. But that's why I  
3 think the more information, the more education you  
4 get, I think that is a real good way to head, I think.

5 Wing: All right. Appreciate your comments.

6 Berman: Thanks.

7 Wing: We've got one more, oh, one more.

8 Gilbert: Sorry, Sam Gilbert, uh, journeyman wireman. I -- this  
9 is just an opinion, but you guys are wanting to know  
10 about data and stuff like that from other states and  
11 stuff. So I believe -- an opinion -- my opinion, uh,  
12 my opinion is, is that if you took away the  
13 regulations, right now, today, you would not see any  
14 difference because it would be over progression of  
15 years and years before it started degenerating down to  
16 where you start getting unsafe, right?

17  
18 However, what I do know is in the 1900s, this is one  
19 of the most dangerous jobs in all of the world. One  
20 in two electricians died, and by adding safety  
21 regulations and regulations like we have today, we --  
22 we've actually overcome that -- that barrier --  
23 everybody -- or half the people dying in it. I think  
24 if we start taking away the regulations that we have  
25 that are in place, um, eventually -- not, like I said,

1 not today, 20 years from now -- maybe not 20 years  
2 from now, but 40 years -- we're just going backwards.  
3 We're going to go back to where more people are dying,  
4 our trade is becoming more unsafe. I think the way  
5 that we currently have it right now, we're not the  
6 most dangerous electrical -- we're -- we're not the  
7 most dangerous job in America. And I think if we want  
8 to go back to the most dangerous job, the way to do it  
9 is by taking away regulations, by -- by lowering the  
10 regulations. Thank you.

11 Wing: We'll move on to another topic. So the -- another  
12 thing that's been coming up is the, um, the actual  
13 need for an apprentice registration, okay?  
14 Previously, up until about three years ago, we had  
15 five-year apprentice registrations, right, where they  
16 would come in, they'd sign up, they get a five-year  
17 apprentice registration, they come back in five years  
18 and they show us their hours of work experience. They  
19 show us their -- their schooling. And once they met  
20 those requirements, they could -- they could sit for  
21 the journeyman's test.

22  
23 A couple of years ago, we went to a yearly  
24 registration where they -- they come in and in order  
25 to re-register, they are required to show at least 24

1 hours continued education or show that they're in  
2 school and they've completed at least 24 hours of --  
3 24 hours of -- of they're school. Okay. That's kind  
4 -- that's where we're at right now.

5  
6 The -- the questions that's coming up is, is that  
7 tracking, and is that -- is -- is it necessary to have  
8 the apprentice registration when the end game is the  
9 hours and the school. So the requirements aren't  
10 changing at all. It's just -- it's just when people  
11 look at it -- you look at it right now. What happens  
12 is that if someone doesn't register, they can't count  
13 those hours. If -- if someone's registered, and they  
14 forget to register for six months or four months or,  
15 you know, name it, they can't count the hours. If  
16 they're not registered, we can give -- we can fine  
17 them, and if they're -- and we can also fine the  
18 contractor.

19  
20 So -- it -- it give us the ability to -- to deny them  
21 hours, and it gives us the ability to fine the  
22 individual and fine the contractor, but we're trying  
23 to -- we're trying to, you know, with the questions  
24 and the concerns that we're getting, we're trying to  
25 weigh, you know, what -- what is the -- what's the

1 issues? Does -- does -- does the registration --  
2 having the registration create an additional safety,  
3 or does it just create additional, you know, red tape  
4 and issues that -- that get in the way for the  
5 contractor and for the apprentice it selves? So, with  
6 that, I'll leave the floor open.

7 Brown: Mike Brown, uh, journeyman lineman. Also I'm with  
8 IBEW Local 77, so I represent basically all the  
9 utility workers for Avista Utilities, Kutney (ph)  
10 Electric up north, uh, Northern Lights, Clearwater --  
11 Clearwater Power here in Lewiston. Um, so, I mean,  
12 from my perspective of, uh, lineman apprenticeship, we  
13 have 7000 hours. I'm also a sponsor of an apprentice  
14 through -- registered through the United States  
15 Department of Labor and, of course, with that I  
16 oversee the union side of an apprentice committee.

17  
18 Those apprentice committees are basically -- without  
19 registration, how do you have any checks and balances?  
20 Is it possible to have any types of checks and  
21 balances if there's no registration? So -- and are  
22 the hours important? I would argue that the hours are  
23 important because, I mean, if the requirement in order  
24 to take a test is document hours, how can you actually  
25 have any checks and balances on those hours?

1

2

So back to a point that you made there, Warren, of if you're not registered, those hours can't be counted, true, and we should be tracking those hours, right?

3

4

And so that comes back into that demonstration piece

5

of you've demonstrated on the job that you've got the

6

on-the-job hours plus the 144 hours of instruction and

7

things like that. That's -- that's all the documented

8

process that's part of the demonstration of that, and

9

it also provides the checks and balances of -- on the

10

state side of things, I mean, you're going to want to

11

have those checks and balances in the world of

12

liability to know, yeah, you've demonstrated these

13

amount of hours and now, okay, you can

14

take -- take the exam.

15

16

17

Um, I just wanted to provide that little bit of -- of

18

comment on that that without that is there any way to

19

-- to have any kind of checks and balances to ensure

20

that people are going through the -- through the

21

apprentice, going through these -- through these

22

things correctly in order to obtain that license at

23

the end.

24

Wing: Appreciate that.

25

Brown: So --

1 Wing: And just a quick question. And that's the question  
2 we're asking, right? One of the questions that we're  
3 required to ask is, you know, can that be done by, you  
4 know, by a different entity? That can that be done by  
5 the contractor? I know, we don't license linemen.

6 Brown: Right.

7 Wing: So how -- how are you guys tracking that?

8 Brown: So through our apprenticeships that we have, that,  
9 like, our -- our apprenticeship committees, we meet  
10 monthly. And those apprentices are required 1) to  
11 turn in their hours and, I mean, it's -- it's a line  
12 item of, "Are you stringing wire cold? Are you  
13 working on wire hot? Are you framing poles? Are  
14 setting poles? Are you doing underground? Are you  
15 doing overhead? Are you doing transmission work? Are  
16 you climbing towers?" I mean, it's a long list, and  
17 every -- every day those apprentices are required to  
18 write down, "Okay. I did six hours of framing poles.  
19 I did four hours climbing towers." And over a 7000  
20 hour period at the end of that, we can see literally  
21 everything that that apprentice has done over the last  
22 three-and-a-half years.

23  
24 Um, so as far as our apprenticeships are concerned, I  
25 mean, we're tracking and documenting. That apprentice

1 is required to document that stuff, turn it into their  
2 employer, okay, or to have -- to the apprenticeship --  
3 to the apprenticeship committee, and all that stuff is  
4 tracked, documented, filed to where, literally, the  
5 employee base, so the journeymen that are doing the  
6 training and the oversight of the apprentice, the  
7 employer, both sides, know exactly where those  
8 apprentices are, the needs that they need. "Okay.  
9 You -- you've had 2000 hours on transmission. We need  
10 to move you over here and get you this experience over  
11 here." Now we're starting to provide that quality  
12 instruction of getting them toward now they're a well-  
13 rounded apprentice towards the end to go take that  
14 journeyman exam.

15 Wing: Okay. So that's -- that's how your industry tracks  
16 it?

17 Brown: Yep.

18 Frost: Would you, you know, and in your industry, it tracks  
19 it essentially through the business. I mean, would  
20 you support, um, the board considering that similar  
21 type of process for some of the other trades, like,  
22 you know, plumbing, electrical and HVAC. In other  
23 words, um, the board sets the standard for, here are  
24 the expectations for an employer or a contractor to  
25 track. In other words, here's -- here's how you need

1 to do it, but rather than the state being the entity  
2 that tracks it, it becomes the business like your  
3 trade is.

4 Brown: Um, I really think it needs to be tracked by an  
5 apprenticeship committee. Whether -- and that is  
6 going to be -- that's part of the registered process  
7 is that you've got apprenticeship standards that go  
8 with that, and in those standards, it's going to talk  
9 about the -- the roles and responsibilities and duties  
10 of that apprenticeship committee. And a lot of times,  
11 like on the union side of things, we -- we basically  
12 -- half of that committee is from the employer's side.  
13 The other half is from the employee side, so your  
14 journeymen. Um, and then the employer and the union,  
15 we're both basically the sponsors of that  
16 that apprenticeship and that's part of -- through  
17 their registration process.

18  
19 Just good documentation. Tracking to where, like I  
20 was saying earlier, where you can -- you can move  
21 those apprentices around to get that quality  
22 instruction. Um, I would definitely ask the -- the  
23 specific trades, whether it's plumbing or -- or the  
24 electrical of their opinions of, now, does the state  
25 need to be doing that tracking? The United States



1 Department of Labor does not -- the day-to-day  
2 tracking that we do within our apprenticeships,  
3 they're not doing that. But we are required to be --  
4 have all that stuff in place in -- in terms of audits  
5 and different things like that, right?

6  
7 So as far as the state's concerned in my opinion, you  
8 just need to ensure that that -- that stuff is being  
9 done and that can be done through -- through rules or  
10 statutes or whatever it may be. I mean that's my  
11 opinion of -- of that, but I know that's what we do as  
12 far as United States Department of Labor, um, and all  
13 that stuff is spelled out in your apprenticeship  
14 standards. So --

15 Frost: Thank.

16 Wing: Thank you.

17 Daniels: I just wanted to talk on that topic real quick. Uh,  
18 the -- the problem I could see with having the burden  
19 put on the employer to track the apprentices schooling  
20 and --

21 Wing: If you would, just tell us your name.

22 Daniels: Oh, James Daniels, uh, electrician. Um, construction  
23 by nature doesn't match necessarily other industries  
24 because as an apprentice, I could work for 20  
25 different employers, and you could work for five in a

1 year or whatever. So how would the -- all that  
2 information go from one employer to the next to the  
3 next to the next? Whereas if it's done by the state,  
4 it's -- regardless of how many employers you work for,  
5 it's still all universal, I guess.

6  
7 And if it's not done yearly, what's happened in the  
8 past from people I've talked to, they get enrolled,  
9 start this apprentice in Idaho and then never have a  
10 check or balance for five years, and then at the end  
11 of the five, they might've hosed themselves. The --  
12 the burden has been put on them. This way, if it's  
13 yearly, at least they'll catch themselves up if they  
14 want to continue in the trade on an annual basis. So,  
15 I think it's an unfair burden to put on an employer,  
16 also. Thanks.

17 Brown: So here in -- Ken Brown, journeyman electrician. So  
18 here in north Idaho, electrical workers are familiar  
19 with Idaho rules, laws and Washington rules and laws.  
20 And as far as the apprentice registration and the  
21 safety aspect of it, you know, I think, like, Scott  
22 was mentioning, you get a lot of people that just want  
23 to say they're an electrician and they're not, maybe,  
24 committed to the trade. And I think that you get this  
25 commitment to the trade by being required to have this

1 educational attainment requirement as an apprentice.  
2 So you've got to learn on the job. You've got to be a  
3 -- you've got to excel on the job and progress, and  
4 you also have to progress in school. And then that  
5 should -- that progression should be monitored, and I  
6 think that makes a better, safer electrician at the  
7 end of the day, next subject or next part of that. So  
8 that was the safe -- that was the safety aspect, I  
9 wanted to touch on that one.

10  
11 The next part of that is, uh, Washington State has a  
12 trainee card that a non-journeyman, non-certified  
13 electrical worker has to have a trainee card. And if  
14 -- and every two years, you have to renew it, you have  
15 to have continuing education. You have to -- well,  
16 now you going to have to have apprenticeship, at least  
17 144 hours of classroom training. But if you don't  
18 have an active trainee card -- if you let your trainee  
19 card lapse, then those hours won't count. But that  
20 would be a way of tracking somebody. It's either --  
21 there's got to be a way of tracking their progress and  
22 tracking their hours, and monitoring the hours for  
23 them and for the state. So it's either some kind of  
24 apprentice card, apprentice registration, and you  
25 track them that way, or you give them some kind of



1 trainee card, you've got to track them that way. But  
2 I think there still has to be some kind of method to  
3 do it.

4  
5 And the five-year situation, I think, is problematic  
6 because you end up getting a lot of people that, um,  
7 they're not -- they're not committed to the trade. I  
8 -- I think the -- they're just going to go in and play  
9 around a little bit like Scott's saying, and that  
10 might end up being that dangerous person that -- they  
11 were there working. They didn't really know what they  
12 were doing, but they -- they were told to install  
13 something and -- and then Scott's got to go back and  
14 try to -- try to straighten that all up so people  
15 don't get hurt. I just wanted to key in the -- mainly  
16 on the -- either some kind of apprentice registration  
17 tracking system somehow. There's got to be something.

18 Wing: Thank you. One more time?

19 Hampton: Yeah. I'm Barbara Hampton. I'm a journeyman inside  
20 wireman. I've been in the trade for a while. Um,  
21 when I was down in Arizona, and I brought that up  
22 before. Um, you would see Ford duallys with  
23 construction names on -- on the side of the truck.  
24 They'd pull up on Home Depot, a whole bunch of guys  
25 would jump in. Those were the helpers, and they'd get

1 different helpers every day. You could sit there and  
2 put your clock and see which -- which companies would  
3 come around and get different helpers. They were paid  
4 for the day. Who knows? Don't know -- don't know if  
5 they were hurt, you know, because there's no  
6 accountability to see if those people are there on a  
7 job, what kind of job they're doing. And -- and when  
8 they're not documented like that and someone gets  
9 hurt, then they're on their own. At least when it's  
10 -- it's an apprentice and they're being documented,  
11 if something happens to them, then everything comes  
12 into play, and you guys understand that. But when  
13 they're just helpers, they can come and go, and you  
14 don't know what's happening to those helpers. I saw  
15 it with my eyes, and I'm just -- I was astonished.

16  
17 And people who were -- who had duallys that didn't  
18 have any names on it, when they were slowing down to  
19 look at something, a whole bunch of people would get  
20 in their truck and they're like, "What are you doing?  
21 Get out of my truck." You know, and they're --  
22 they're thinking they're for helpers and, uh,  
23 different faces everyday. There needs to be  
24 accountability on the apprentices. You need to have  
25 apprentices separate from helpers, and everybody needs



1 to be documented for safety reasons. And also with  
2 that being said, that -- if you're an apprentice and  
3 they know they're in the electrical trade, they will  
4 stay in the electrical trade or try to or be  
5 eliminated if they don't have common sense for the  
6 electrical trade. But a helper is just a helper, and  
7 they come and go, and there needs to be  
8 accountability. The contractors and everything need  
9 to be held accountable for when they have apprentices.  
10 Everything needs to have a checks and balances, just  
11 like the lineman said.

12 Wing: Thank you. You can still come up, but we're going to  
13 -- we're running out of time here. Um, and you're  
14 welcome to share anything you want to because that's  
15 what we're going to move into now is -- is the actual,  
16 um, apprentice ratio topic. That's come up. It's  
17 actually come up in the legislature.

18  
19 So two years ago, the legislature and the House  
20 Business Committee, they removed the requirement for  
21 apprentice ratios. And what we were left with was "It  
22 shall be the responsibility of the employing  
23 contractor to ensure that each apprentice, trainee,  
24 and provisional journeyman perform electrical work  
25 only under the constant, on-the-job supervision and

1 training of a journeyman or installer." Okay.

2

3 Now the board -- after that happened, the board put in  
4 a emergency temporary rule that allowed for a 4:1  
5 ratio for a one or two family-dwelling units, and then  
6 everything else was a 1:2 ratio, okay? So the -- the  
7 question that -- that is still coming up is, you know,  
8 is there -- is there, you know, quantifiable safety  
9 concerns with allowing a contractor to basically  
10 define what his own ratio is for -- for a job? You  
11 know, their example, you know, there are states that  
12 have no ratios at all, you know. And is there -- is  
13 there something that we can point to that says, "Where  
14 they're doing that, there's, you know, there's more  
15 safety risks. There's more -- there's, you know, more  
16 fires. There's" -- is there a way for us to point to  
17 that and say that the fires or the things that are  
18 happening are because of ratios or that because of  
19 supervision or it's because of a lack of licensing.  
20 You know, what -- what is the reason behind that?

21

22 Where, um, the -- again, like I said, this is -- this  
23 is a question that's come up we're trying to work our  
24 way through it and get your guys' opinion on it. We  
25 want to hear what you have to say about it. We -- and

1 I'll tell you now, we hear everything from "It should  
2 be a 1:1 ratio" to "it should -- just whatever the  
3 contractor wants to do." We've had -- we've had, um,  
4 you know, feedback from -- we had a gentleman stand up  
5 and say, "You know, I've always been for -- for the  
6 1:2 to ratio, and I didn't think it was possible to,  
7 you know, do a 4:1, but now that I've doing it for a  
8 couple of years, it -- it's okay.

9  
10 And we get the other side of that where we have people  
11 say, "There's no way I could supervise more than one  
12 person." Okay. So we need to hear all those  
13 different opinions, but we -- we need to be able to  
14 quantify those and -- and -- and point to what is the  
15 actual issue. You know, is it -- is it -- is it the  
16 ratios? Is it supervision? What is the actual issue  
17 that's causing these safety issues, and where are  
18 those safety issues at? So, sir, you can -- you're  
19 welcome to address that or anything else you want to.

20 Mills: Yeah, that's fine. (Inaudible - 00:57:20)?

21 Wing: Yes.

22 Mills: Eric Mills (ph), uh, elevator constructor, Local 19.  
23 Um, I'm the Business Rep. I cover east of the  
24 Cascades all the way through Montana. Um, our  
25 industry standard is 1:1. Um, there are some



1 exceptions when doing -- when doing meaningless work,  
2 but typically it's 1:1. Um, never is there an  
3 apprentice unsupervised unless he's opening a crate or  
4 doing something like that. Um, so 1:1 is the federal  
5 standard, that's our industry standard. It's the only  
6 way it should be. You get the best training. You can  
7 watch the people -- the apprentices. You can keep  
8 them safe. You can make sure the public's safe at the  
9 end of it.

10  
11 But I wanted to talk on apprenticeship. I sit on the  
12 JECA Safe for Washington, I sit on the JECA for  
13 Montana. We handle all the apprenticeship hours. We  
14 cover it all, we input it in the data bases.  
15 Washington has its own data base that handles  
16 apprenticeship. They designed it, they built it.  
17 Montana uses Rapids, which is a federal Department of  
18 Labor data base. Our apprentices are required every  
19 month to submit their hours for the month. Um, if  
20 they don't, they come in front of the JAC Committee,  
21 which is Joint Apprenticeship Committee, and, uh, it's  
22 part company, part union, and we handle that. We  
23 track their hours, we input their hours, we make sure  
24 everything's up-to-date on the thing.

25

1 If we don't have that overlooking and -- and keeping  
2 track of it, they don't raises. Because as you  
3 progress in our industry, they get a pay bump every  
4 year, depending on how much schooling and how many  
5 hours they have. If they don't have their hours in,  
6 they don't get a pay bump, and they have to wait a  
7 whole another year for a pay bump. So that forces  
8 them to maintain their hours, but it also helps us  
9 keep track because the way our industry works, fourth  
10 year apprentices can do more than a second or first  
11 year. Young, brand new apprentices can't even be left  
12 on a job alone period. Because it's such a hazardous  
13 condition -- it's not -- it's unsafe. They don't  
14 know. If they're trying to do something, and they  
15 have no idea what they're doing, they could kill  
16 themselves, kill somebody or just straight mess up the  
17 equipment.

18  
19 So Washington has other laws where you can't even  
20 leave a second year apprentice by himself. You know,  
21 you have to be able to just -- there's too many  
22 inherent safety risks for that. They don't know  
23 everything and by trade, they call it the "jack of all  
24 trades, master of none." We weld, we put out pipe, we  
25 plumb, we do all these different things, and if --



1           until you learn all these different aspects, you  
2           really -- they don't have the knowledge they need to  
3           be on their own. Also, Washington requires them to  
4           have different aspects of the trade from the new  
5           install to the modernization where we take the old  
6           stuff out, put new stuff in, service where we maintain  
7           them and repair where we do the re-cablings and stuff  
8           like that. They're supposed to see all aspects, so we  
9           turn out a well-rounded journeyman. It doesn't always  
10          happen, and some guys prefer install over the other  
11          departments, or some guys want service, and it just  
12          varies, but they see a little bit of everything. So  
13          when they do come out and it's all documented on their  
14          hours -- well, on the sheets they fill out, it tells  
15          them, "Okay. He's got, you know, 500 hours in service  
16          or 500 hours in repair," and it helps develop a well-  
17          rounded journeyman. And it's - it's got to be kept  
18          track of. I mean, I hear guys say all they did has  
19          been pipe for four years. I mean, you're not an  
20          electrician. Yeah, you can bend some pipe, and I'm  
21          sure it looks beautiful, but if you don't know how to  
22          figure out the loads and stuff, you're not -- to me  
23          you're not an electrician.

24          I mean, if all I now is this guy knows how to put  
25          elevator rails in, and that's all he knows, he's not

1 an elevator guy. Yeah, he might have the book  
2 knowledge, but you can't send him up to go  
3 troubleshoot something. I mean, I wouldn't want my  
4 kids to go to the somewhere and ride an elevator, or  
5 my family, and this guy jumped out the wrong safety  
6 circuit, and then somebody dies. And it happens. You  
7 see it on the news. It's rare, but it does happen,  
8 and it's untrained personnel, untrained elevator  
9 people, and with the apprentice program and tracking  
10 their hours and knowing what they're doing and how  
11 they're learning, 1) holding them accountable so they  
12 get their raises in our industry, and they complete  
13 their schooling and move on and with JAC, we can, you  
14 know, process out the guys that are in there for a  
15 paycheck and don't want to go to school and don't want  
16 to continue on and become successful journeymen and,  
17 uh, it's -- it's a much needed -- much needed for you  
18 guys to track that. And like I said, there's a  
19 federal data base that I'm sure you could tap into. I  
20 don't know what the cost would be, but where hours are  
21 there. It's already designed. We use it in Montana,  
22 so -- yeah.

23 Frost: Just a point in clarification, when you use the term  
24 industry standard for those requirements and then a  
25 tracking system, is that an industry standard or is

1           that a state regulation?

2 Mills:     Uh, as far as, uh, state, well --

3 Frost:     The 1:1 --

4 Mills:     -- industry, 1:1 ratio is typically the union, but  
5           even most of the nonunion companies use the 1:1 ratio  
6           just because it's -- you just can -- for them, it's --  
7           a lot of it's cost --

8 Frost:     Got you.

9 Mills:     -- you know, if --

10 Frost:    But it's not a state mandate?

11 Mills:    It is a state mandate, yeah, that -- that you can do  
12           that, but you can up, uh, when you're doing, like, a  
13           re-cable, you can have an extra apprentice so he can  
14           coil the cable as you're bringing the cable down, or  
15           if you're, uh, you can have five guys on a  
16           construction site, so you have two mechanics and three  
17           apprentices, and that's it. So and that other  
18           apprentice typically is opening up crates, getting  
19           jambs ready or doors ready, stuff like that, prep  
20           work, so, yeah.

21 Frost:    You had said, um, that some unions and some private  
22           companies use 1:1 as the standard, but I know some of  
23           the states and fed -- the federal government U.S.  
24           Department of Labor, 1:1 is their standard. So, um,  
25           there's some states that are more restrictive than

1 that. In other words, there's some states with the  
2 3:2, you know, three journeymen to two apprentices or,  
3 uh, two journeymen to one apprentice ratio. So  
4 arguably, I mean, there's some scenarios where states  
5 require more than federal government and that -- the  
6 federal government's recommendation is much less. So,  
7 um, what does your company or the union and these  
8 private standards, you know, these private companies  
9 use as the threshold to say, "You know, 1:1 is  
10 appropriate and it's safe in comparison to the 2:1 or  
11 that 3:2 in another state. That's too much burden."

12 Mills: Well, our CBA coverage it -- because what we've found  
13 in the past is the companies will try to sneak in more  
14 apprentices and more apprentices and they're not --  
15 and what we've learned is they never met the standard  
16 that we held ourselves to. And I can't say they never  
17 did, but some didn't. And, I mean, we still have some  
18 that don't. They're just doing it for a paycheck, and  
19 they're not dummies to they pass the test and they get  
20 their journeyman card. But we've found that that  
21 keeps the companies from overloading with just  
22 apprentices, and so our CBA includes all that. So,  
23 obviously, in you're in a state that requires it, then  
24 there's nothing we can do that supersedes the CBA. So  
25 --

1 Wing: A quick question, so --

2 Mills: Sure.

3 Wing: -- when you guys are in states that don't require it,  
4 what do you do?

5 Mills: The CBA covers it, so the companies have to honor CBA.  
6 And it's -- we have a national -- nationwide CBA. So  
7 they're all the same.

8 Frost: And exactly is CBA?

9 Mills: Collective Bargaining Agreement. So that's the  
10 agreement between the union and the companies. So --

11 Frost: Okay. Thank you.

12 Wing: I appreciate that.

13 Mills: Yep.

14 Berman: Uh, Tyson Berman, uh, journeyman electrician. I'm on  
15 the Clearwater Paper JTC. I think apprenticeship  
16 ratios are extremely important. Most of our work is  
17 all done on -- on-the-job training. The classes we  
18 take at night here and -- that stuff doesn't truly  
19 cover what you need to know as an electrician.

20  
21 Um, it seems crazy to me to just allow the contractor  
22 to, uh, decide how many apprentices he can have on his  
23 crew. I mean, you might have a contractor that's hard  
24 up for money and needs to make the most money off this  
25 job, and he, uh, has one journeyman for 10

1 apprentices, and that -- that -- it does a disservice  
2 to public safety. It does a disservice to a  
3 journeyman. It does a disservice to the apprentices  
4 being trained. Uh, it reminds me of, like, you taking  
5 a logger up to the woods and say, "You decide how many  
6 logs you want to cut down and make this much money."  
7

8 Uh, I don't -- I don't see how -- to me it's kind of  
9 baffling that residential can be 1:4. Every point in  
10 an electrical installation can cause injury, it can  
11 cause fire, it can cause, uh, issues and having one  
12 guy trying to supervise four -- four people during an  
13 installation just seems like it's not a good practice.  
14 Uh, yeah, 1:2 is -- in, like, an industrial  
15 environment is pretty -- pretty intense, trying to  
16 supervise two apprentices doing, you know, some pretty  
17 intense installations. So I think leaving it up to a  
18 contractor is a pretty big issue having no guidance  
19 over that.

20 Wing: Okay. Thank you for your comments.

21 Gilbert: Sam Gilbert (ph), journeyman wireman. Uh,  
22 the law says it's constant supervision, and I do -- I  
23 -- like I said before, um, I don't see how in -- in  
24 residential -- I don't work residential, so I -- I  
25 really can't say, but in -- in the commercial aspect,



1           uh, I don't -- I -- with 2:1 ratio, I'm gonna not be  
2           able to constantly supervise, in my own opinion, two  
3           electricians at all times. It's, I mean, how do you?  
4           And also do my own job. Um, so the standard -- the  
5           federal standard is a 1:1 ratio, which is obviously --  
6           it's the best in my opinion. Again, it's my opinion.  
7           Um, that way you can -- I -- I fancy myself a pretty  
8           damn good electrician, pretty good journeyman wireman.  
9           And if I'm a 1:1 ratio, I'm going to be able to teach  
10          that -- that apprentice everything that I know. Not  
11          only that, but that apprentice is going to get 1:1,  
12          uh, with other journeymen throughout his career, and  
13          he's going to be able to learn everything that the  
14          other journeymen know. And that's the reason why --  
15          why I fancy myself a pretty good electrician because  
16          I've learned from some of the best electricians in the  
17          trade.

18  
19          Once again, if -- if we start, uh, deteriorating the  
20          ratio, it's not going to be a today. You're not going  
21          to notice it today. You're not going to notice it  
22          tomorrow. Um, but you're going to notice it 20, 30  
23          years down the road as they're getting 50% of what  
24          they -- what they should be getting. Um, 1:1 ratio,  
25          you're going to make a well-rounded journeyman.



1 You're going to make a safe journeyman, and you're  
2 going to make a journeyman that's going to be able to  
3 teach the rest of the trade, uh, going on down the  
4 road everything that we have learned over the year and  
5 years and years, hundreds of years, of the trade that  
6 we've learned. But --

7 Wing: You now -- you -- you referenced the training aspect.  
8 What about the life-safety aspect?

9 Gilbert: It's the same thing. It's -- the life safety aspect,  
10 I mean, okay, I get where you're going with that. Uh,  
11 50% of the time that I, like, constant -- constant  
12 supervision. When I say, "I can only supervise two  
13 50% of the time because I'm going to give one 50% and  
14 the other one 50%." So 50% of the time I'm not going  
15 to know what's going on.

16  
17 And like Tyson, said, every -- every piece of the  
18 electrical industry is at a potential hazard. So 50%  
19 of the time that that apprentice isn't being  
20 supervised, well there's 50% of the time that you're  
21 going to have a potential hazard that's going to be  
22 created on the job site.

23 Frost: So, um, you know, as we're going through Zero Based  
24 Regulation, part of this is -- it really is an  
25 analysis on both sides of this, and we've talked a lot

1 about, um, the opposite side of ratio of removing  
2 ratio or expanding ratio, but what about the other  
3 side? In other words, um, why should or why shouldn't  
4 Idaho go to, you know, a 3:2 ratio or a 2:1 ratio and  
5 -- and be more restrictive than the federal standard?

6 Gilbert: I think the federal standards, in my opinion, would be  
7 the minimum standards that we -- that we should ever  
8 go to. If we, uh, start deteriorating that, it's  
9 going to go bad, but --

10 Frost: No, I'm saying --

11 Gilbert: I know, I know, I get what you're saying. If -- I --  
12 I'm all for that. If you want to go 3:2 or what not.  
13 I mean, it'd be safer. You're going to learn from  
14 three journeymen at the same, you know, you're just  
15 going to get that much more education, that -- in --  
16 in a quicker -- in a quicker time, and you're going to  
17 be a little bit more -- that much more safer. And  
18 then you know for sure that that constant supervision  
19 is absolutely taken care of, and there will not be any  
20 problems on the job because a journeyman will be right  
21 there. Tool partners with the -- so they'll be one  
22 journeyman with a tool partner with that apprentice at  
23 all times, standing shoulder-to-shoulder teaching him  
24 what he needs to know, showing him the little tricks  
25 of the trade that -- that's safe. For example, if you

1 get 50% of the time, one of the tricks of the trade is  
2 if you're in a panel and you've got your screwdriver  
3 and you're screwing something into the panel, when  
4 you've got to go grab a wire, never keep that  
5 screwdriver in your hand, put it in our pocket,  
6 because you can never run that screwdriver over  
7 anything. Everything in that panel can be energized  
8 at any point in time. It's just little tiny tricks  
9 that -- that journeymen will be able to teach that  
10 apprentice that if 50% -- they might not learn that,  
11 and one day they're going to run that screwdriver  
12 across the (inaudible - 01:11:31) and boom.

13 Wing: In that circumstance, would you, in your opinion, do  
14 you think there would be a need for a permit and an  
15 inspection at that point, if we had that 3:2?

16 Gilbert: Absolutely.

17 Wing: Okay.

18 Gilbert: Absolutely. Because you're -- you're gonna want to  
19 make sure that they're both safe and someone's going  
20 to want to make sure that thing's safe for -- in  
21 operation. Also, it's the linemen when they come  
22 behind that, they're going to want to make sure if  
23 that's inspected, it ensures to them that the -- it  
24 was inspected by a qualified -- a qualified person and  
25 make sure that it was done under safety standards, and

1           that they are safe and when they have to go pushing --  
2           or to light that thing up, because if it's not, once  
3           again, boom.

4 Wing:       Okay.

5 Gilbert:    All right, thank you.

6 Wing:       All right, thanks.

7 Graham:    I'm going to stir things up in this room. Bruce  
8           Graham (ph), Quality Heating, Air and Electric. So we  
9           seemed to be overwhelming industrial and union here in  
10          -- in this room, but I'm going to start with the  
11          master's. Do we really need a master's to do house  
12          wiring, etc.? So if we're not doing industrial, etc.,  
13          do we really need a master's, uh, for electrical  
14          business to go out and do house wiring or service  
15          wiring, etc., like that? Some of these things are  
16          things that we really kind of need to look at.

17  
18          Yes, I don't want, you know, I don't want to take away  
19          from, you know, your -- your master certificate, etc.  
20          But I heard that 2023, GM expects to be 80% electric  
21          cars. That means they've got to be charged somewhere.  
22          All this infrastructure -- these trillions of dollars  
23          for infrastructure is going to be electrical because  
24          they're wanting to go electric everything. Um,  
25          Washington's doing away with gas. They want to go

1 electric on all their heating, etc. So electrical,  
2 electrical, electrical. And there's -- I don't know,  
3 I -- I see a shortage in -- in both the HVAC,  
4 electrical and everything out there. We've got a  
5 shortage of people.

6  
7 So apprentices ratios, okay. Let's get down to  
8 apprentice ratios. Do we need the same amount of  
9 supervision for third or fourth year apprentices as we  
10 do for first year apprentices? Hopefully, by the time  
11 they're getting to be fourth year apprentices, it's  
12 kind of like raising a teenager. You know, by the  
13 time they get to be a senior, you better be -- you  
14 better be able to go out and -- kind of go out on  
15 their own or things are going to really go to hell  
16 when they do graduate and go out on their own.

17  
18 Okay. So can the ratios go up as they progress?  
19 Like, uh, if you've got a first year, maybe first --  
20 first year's need to be 1:1 or 2:1. Maybe as -- as it  
21 progresses, if you've got third year apprentices,  
22 maybe you can have three or four or five out there,  
23 okay. They're not going to get as good of  
24 supervision, but hopefully by then, uh, they're just  
25 getting -- needing to get more of the repetition,

1 etc., and then -- and tweaked, etc. So, uh --

2 Male: In your opinion as an electrical NHVAC contractor from  
3 a life-safety aspect, should there be a difference in  
4 ratio between electrical installations and HVAC  
5 installations?

6 Gilbert: Yeah, yeah, and -- and I think, personally, I think  
7 our HVAC licenses need to be changed. I -- I think  
8 electrical needs to take a look because there's so  
9 many different areas in the electrical field anymore.  
10 And there's going to be -- start to be a lot more  
11 specialities than what is out there now. And  
12 apprentice ratios maybe need to change, etc., between  
13 industrial, residential, I don't know. It's going to  
14 be electric cars. I don't know, what -- what do you  
15 use? Electric stations, I guess, or whatever you call  
16 them, you know, and that type of stuff. Everything's  
17 going to have it's different degree of potential for  
18 danger, and I think one size fits all doesn't work  
19 anymore.

20 Wing: Can I ask you a question?

21 Gilbert: Mm-hmm.

22 Wing: So as a contractor if -- if it was left the way the  
23 legislature left it, and it was up to you, what would  
24 that look like?

25 Gilbert: That'd take a lot of thought, but it would be, uh, you

1 know, I'm -- I'm a believer in -- in trying to move  
2 the HVAC toward one license with multiple  
3 endorsements. In other words, like, in the HVAC side,  
4 we've got gas fitter I, which Lewiston used to have.  
5 Uh, you had a gas fitter I, you had a gas fitter II,  
6 you had a oil license, you had a dah-dah-dah, and then  
7 once you achieved all of these, then you had a  
8 master's. But if you are only going to work in one  
9 area, such as gas furnace installations or gas  
10 appliance installations, you never had to achieve more  
11 than that. You could be a journeyman in that, and you  
12 could actually get, uh, a, uh, a contractor's license  
13 in that field, okay. It's kind of like having all  
14 these specialties, etc., but once you get a master's,  
15 you have everything underneath it, okay. So it gives  
16 you something to work to, to be -- be able to do  
17 everything out there, etc., but it doesn't take your  
18 field and -- and bring it to the point where -- where  
19 you just can't get the bodies -- and you can't --  
20 because the field is going to explode if we -- if we  
21 don't get it to where we can get more bodies in here,  
22 etc. And I hate to say this, but the reality is, is  
23 it used to be you had kids that went off to college  
24 and become college graduates and did real world stuff  
25 up there that needed these big degrees -- doctors,





1 lawyers, etc. We don't get them in the trades now  
2 anymore. The ones we do get in the trade really don't  
3 have the ambition to go on and -- and be the master  
4 electrician, etc., etc. I don't see a whole lot of  
5 young people in this room.

6 Wing: Thank you.

7 Brown: Mike Brown (ph), journeyman lineman. So, Tim, is that  
8 -- is that correct?

9 Frost: Yeah.

10 Brown: Okay. A couple days up in Sandpoint, you had asked me  
11 a question, and I -- I'm still researching into that  
12 and trying to get answers. Back to the 1:1, um, it's  
13 kind of in the middle there. You could have 1:4, and  
14 you could even have above that of, you know, 3:2 and  
15 different things and so, the question you had asked  
16 earlier is, you know, I think that 1:1, um, back to  
17 another word -- well, a another legal word, another --  
18 reasonable. The word reasonable in law is -- has got  
19 its definition to it, right, similar to demonstrating.  
20 And so, what is reasonable? I think on -- on the  
21 employee side, on the apprentice side, is it  
22 reasonable to have quality supervision, quality  
23 instruction? Is that reasonable? Is that what we're  
24 striving for? And on the employer's side, I mean,  
25 mandating or putting in the statute that -- that

1           there's a 3:2. I mean, so ultimately it's going to  
2           come down to a balance of that. Um, that's my opinion  
3           of -- something to consider is what is reasonable.

4  
5           Then also the dynamics of each end of that. You've  
6           got more supervision here, so is there less -- would  
7           there be less, um, things as far as inspecting and  
8           compliance and different things. And then the other  
9           -- completely other bookend, would that increase as  
10          far as inspecting compliance because we've moved away  
11          from a certain whatever that minimum standard would  
12          be.

13  
14          And so that third piece of the pie, yeah, we -- we do  
15          have a the contractor, the employer. We've got the  
16          apprentice, but my opinion that third piece of that  
17          pie is -- is the state. Um, and so weighing that out  
18          of would -- okay, we decrease the ratio here, but  
19          would inspecting and compliance type of things  
20          increase? And does the state have the staffing for  
21          that? Do they have the funding for that? Um, so and  
22          so forth, so just a couple of things I just wanted to  
23          throw out for consideration for you guys' analysis, so  
24          --

25   Wing:       Yeah, I mean, I think you're -- you're -- you're

1 bringing up some great points, and I think that's part  
2 of what we're trying to, you know, what -- the -- the  
3 word reasonable, I think, all of us may come to a  
4 different --

5 Brown: Oh, yeah. That's right.

6 Wing: -- right?

7 Brown: That's the greatest word to debate. I love debating the  
8 word.

9 Wing: And -- and especially when we're talking about ration  
10 because we've had -- you -- you brought up two things.  
11 You brought up, you know, reasonable from the -- is  
12 this going to be the appropriate amount of oversight  
13 supervision and education? And then is the going to  
14 be reasonable from the employer? And, I mean, that's  
15 essentially what we're being asked to do is, you know,  
16 evaluate the cost benefits of this. In other words,  
17 the dichotomy between both, um, and what is -- what -  
18 - what's the middle ground where that likely is going  
19 to be the best calibrated solution for the State of  
20 Idaho?

21  
22 And so, um, we've got people that, you know, we've had  
23 multiple conversations at both the legislature and at  
24 these public hearings where reasonable for them is no  
25 ratio or reasonable for them is 4 to -- 4 -- 4:1

1 across all. Reasonable is where it's currently at  
2 right now, it's split 4:1, 2:1. Reasonable is the  
3 federal standard at 1:1. Does that make sense,  
4 like --

5 Brown: Yeah, and I -- I would say in that, that, okay, those  
6 are those -- those people's various opinions, but now  
7 the state needs to ask what's reasonable for your  
8 operations. When you get into inspecting and  
9 compliance and different things, if we shift this  
10 ratio this way, I think your guys' definition of what  
11 is reasonable also needs to come into account, and  
12 hopefully that's part of your guys' analysis is to  
13 weight those types of things out when it comes to, um,  
14 citizens' tax dollars and different things. I mean,  
15 where does this industry need to run, literally, for  
16 all three parts of that pie of where does that  
17 reasonably need to be?

18 Wing: Yeah, no, I mean you bring up a good point. I mean,  
19 if we're -- if we were to make a change more  
20 restrictive or, um, less restrictive than what we are  
21 now, that means, uh, how is that going impact our  
22 inspections? The amount of inspections we need or the  
23 time of that inspection, and so that's part of when we  
24 talk about, you know, working with other states  
25 through what change that they made, and what's their

1 level of staffing, and how many inspections are they  
2 doing per day, and what's that time per inspection? I  
3 mean, I think it's completely appropriate. That's a  
4 measure that we could look at if we were, you know,  
5 heading down the road of -- of -- and head in either  
6 direction, so --

7 Brown: Cool.

8 Wing: Yeah.

9 Brown: Thank you.

10 Wing: Appreciate it. We'll take one more comment after this  
11 gentleman.

12 Berman: So I just wanted to speak to -- was it Bruce?

13 Bruce: Bruce.

14 Berman: This is Tyson Berman. Uh, his point about the  
15 electrical industry and how we're getting so much more  
16 electrical work as far as electric cars, whatever. We  
17 all know that electric is the future, and I think the  
18 worst thing we could do as an industry, as a state for  
19 public safety is to reduce the, uh, reduce the  
20 requirements to be a journeyman electrician or reduce  
21 the requirements to train a journeyman electrician, or  
22 reduce the requirements to be an electrical  
23 contractor. Reducing those and then having a boom  
24 into the electrical industry is going to magnify the  
25 hazard of having untrained, unqualified people doing

1           these installations.

2

3           You've got -- if you're going to put 100, uh, charging  
4           stations in Lewiston, you're increasing the amount of  
5           interaction you have with electricity tenfold, and  
6           then some people's answer to do that is to reduce the,  
7           you know, the training, the oversight over being a  
8           journeyman, and that just compounds the hazard.

9           You're putting the public at a bigger risk by doing  
10          that. We've got to add to the electrical industry in  
11          the state. We've got to -- we've got to figure out  
12          how to attract more electrical workers to our trade,  
13          not reduce the amount of training, reduce the amount  
14          of oversight, reduce the amount of requirements to be  
15          an electrician or be an electrical contractor. And  
16          that falls into the ratios and the masters and all  
17          that stuff.

18   Wing:       Thank you.

19   Berman:     Mm-hmm.

20   Hampton:    I'd like to add more thing, sir. Um, Barb Hampton.  
21               Uh, what we're forgetting, too, and we're not  
22               mentioning is the job itself, the job itself. The job  
23               itself can change on an hourly basis you hope.  
24               Sometimes quicker than that. Someone can come up,  
25               take a chair, put it on the table and block your view.

1 When you have 1:1, um, uh, a JW will see that and say,  
2 "You know, we have to be careful of this. We need to  
3 put caution tape. We need to do something because  
4 this is an unsafe manner." Okay. Or someone's  
5 painting a wall or someone's, uh, doing, um, uh,  
6 diesel -- something with diesel fumes. You know, and  
7 they go in and they're supposed to do their job, and  
8 with the JW in there, it's like, "No we need to -- we  
9 need to pull out. We need to do. We need to see  
10 what's happening here."

11  
12 So we're forgetting on the job. And so in houses and  
13 everywhere, the job can change very rapidly, and it  
14 takes a JW to understand what's going on to help one  
15 person. You try to help as many as you can but, you  
16 know, not everybody wants to listen and everyone's in  
17 a hurry to do their job. They want to get it done.  
18 And I have been in houses, because I've worked around  
19 Idaho, uh, with people who've bought brand new houses  
20 that everything was supposed to work but this outlet  
21 and this outlet, that's upside down. And this is  
22 up -- there's so many things that are happening  
23 because these -- these, uh, people, these helpers,  
24 they're just going through and saying they've  
25 finished. They have the plate on, it looks great,



1           they walk away, and it's like, "Oh, great it's  
2           working." But when the homeowner comes in and plugs  
3           in, what's wrong? And then you open it up and say,  
4           "Oh, the wires are just sitting there. They're just -  
5           - they're just sitting there. They're not capped off,  
6           they're not anything."

7  
8           These are experiences I have seen, and so it is  
9           important to have one person -- one. And if you have  
10          two or three journeymen to one, all the better because  
11          then that -- that kid or that -- anyone gets a little  
12          more experience. I'm -- and -- I'm here because a JW  
13          was 1:1 with me out at the potlatch, he saved my life.  
14          If he -- if he had been 50:50 with me, I would've been  
15          dead, so --

16 Wing:       Good question.

17 Frost:      And those experiences you're talking about, do you  
18              know if those are done by licensed or nonlicensed  
19              individuals?

20 Hampton:    Well, they're supposed to be inspected by an  
21              inspector, the houses, you know.

22 Frost:      So they would've been done by licensed people?

23 Hampton:    Um, I -- I couldn't tell you. You know, I -- I -- I  
24              couldn't tell you. You know, but I have -- across the  
25              board, there's people who love their job and who care



1 and do it right. There's people that don't. It's  
2 everywhere, everywhere. And you want to keep the --  
3 the standards up. The ones -- the ones that don't you  
4 try to get rid of but sometimes, you know, they're the  
5 ones that, "Oh, wow, look how many outlets you do."  
6 Well, go in and start plugging them in and see how  
7 many of them work. Well, that guy's not so fast, you  
8 know, he's fast but he's good. So we -- we -- we love  
9 what we do. We want to do it right, but there's  
10 people that don't. And so we try to pass that on  
11 to -- to whoever we're helping.

12 Wing: Thank you. All right. Well, I just wanted to say  
13 thank you for all your comments. It's -- it's always  
14 good to hear your feedback and -- and your concerns  
15 and especially your ideas.

16  
17 If you have other ideas you think about later as  
18 you're kind of, you know, turning this over in your  
19 minds, feel free to email me any of your, you know,  
20 any -- any of our thoughts. You can do that. Just go  
21 to [dbs@idaho.gov](mailto:dbs@idaho.gov). You can find my address on the  
22 electrical program page, and just give, I mean, you  
23 know, you'll-- I'm sure a lot of you will think about  
24 something later that you should've said or a thought  
25 you had or whatever. Give me that information so we

1 can compile, too. I'd appreciate that. All right.  
2 Have a good day.  
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DATED this 30<sup>th</sup> day of September, 2021.

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CAGE Code: 6C7D5  
Tax ID #: 27-2983097

