

Pocatello Idaho Electrical License Hearing

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1 WING: Alright, it's 9 o'clock, we'll go ahead and get
2 started. Can everybody hear me fine? Alright, great.
3 My name is Warren Wing. I'm the program manager for
4 the Division of Occupational and Professional
5 Licensing, formerly known as DBS. Um, so, today, what
6 we're going to talk about is ZBR, which we call zero-
7 based rules. Before we get -- we get started on that,
8 I thought I'd just kind of go around and introduce,
9 you know, who's -- who's up here today. Um, we have
10 Michael Hyde who's our HVAC program manager. Jeff
11 Egan, who's our building program manager.

12 EGAN: Morning.

13 WING: Again, my name is Warren Wing, the electric program
14 manager. This is Ben Foss, and he's the -- He's our
15 double administrator, or our double bureau chief for
16 admin, is that right? And this is Michelle Byrd, and
17 she's our real chief, over in construction and real
18 estate.

19 BYRD: Yes.

20 WING: And she's our new bureau chief. And over here, the
21 loner hiding out is John Neilsen, and he's our
22 plumbing program manager.

23 NEILSEN: [inaudible 0:01:14]

24 WING: Yeah, we try to keep that water as far away from
25 electricity as we can. Um, just a bit of housekeeping,

1 if you need to use the restroom you go out these doors
2 to the left, the restroom's right through there. If
3 you need water, there's a drinking fountain but you
4 got to buzz in to get through there, you need some
5 water. Probably won't keep you here, you know, too
6 long, you won't get too thirsty. But if you want to,
7 uh, comment or anything, you can step up to the
8 podium. We're recording this, there's transcripts put
9 out, and they'll be available for people to see. So,
10 if you have any comments, we're going to need you to
11 step up to the -- come up to the podium to make the
12 comments. We can't have anyone talking back and forth,
13 cross-talk, because honestly I just don't know how
14 good this microphone is and recorder is and if it's
15 going to work, so we're not going to be able to hear
16 you if you don't step up to the podium. Um, when you
17 do step up to the podium, if you can give us your name
18 and if you're a license holder or not a license
19 holder, that would be nice to know. And, if you -- if
20 you're representing anybody, let us know who you're
21 representing. We gotta know who you, uh, who you are.
22 Well, when you're up at the podium, feel free to take
23 your mask off so we can see your face. It's kind of
24 nice to be able to see people talking to you. So, a
25 little bit about ZBR, zero-based rules. So, the



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governor mandated under zero-based rules along with the legislature that every five years, every agency in the state that does licensing -- and I'm not sure if it's outside of licensing -- but every agency in the state that does licensing, we have to repeal those goals. Which means we get to start from a zero base. We have no more goals. Okay? And then we got to take and we got to put back in what the industry needs in order to maintain safety and meet statutes, okay? Part of doing that is, every rule we put back in, we have to justify why it's more or less restrictive than other states or other jurisdictions or other licensing agencies, okay? So, what I'm -- What we're here today for, is to hear from you your opinions on how we do that, okay? How we put stuff back in and being able to make an art of it, if you will, why this is -- why it's more restrictive, why it's less restrictive. And if it is more restrictive, why do we have to have that. If you gentleman can sign in and then spread out the best you can, try to stay six feet apart. We can't put any more chairs out. They've limited us with the chairs. There are three chairs right there in the front if you want to come up and -- if you want to come up and use these chairs. So, with that, with that, we want to hear from you. We need to hear from



1 you, okay? We appreciate you guys coming out here, the
2 time you took to do this. It's important for your
3 industry and for us to be able to hear what you have
4 to say about this. There's a lot of it, you're going
5 to be helping us to make the arguments that we need to
6 make when it comes time to pass these rules, and get
7 these rules adopted. So, with that, what I want to do
8 is, I know there's some, some hot topics that are
9 going to be discussed, and honestly we're just going
10 to save those 'til the end. But I just want to kind of
11 go through, we got a couple things that, that I want
12 to bring up that need -- that I basically need your
13 feedback on, okay? And here's our rules right here.
14 They're -- my room has them. But I'm going to go
15 through, I'm just going to ask a couple questions
16 about some of these things that I need -- I need your
17 input, basically. Before I move on, is there any
18 questions about ZBR, zero-based rules? The expectation
19 that's on us from the governor's office? Sir.

20 MALE: When was the last time it was done? Five years ago
21 from now, or has it ever been done?

22 WING: This is a new process. This is a new process. From
23 what I understand, it's going to happen every five
24 years. Every five years, each agency's going to go
25 through that process, is that correct Joe? It's not a

1 one-time deal?

2 JOE: Correct. So, every agency in the state, not just
3 licensing agencies, but any of our agencies that have
4 rule-making authority are going to be slotted on a
5 five-year cycle for continuous review. Um, our -- All
6 of our licensing boards have just been slotted from
7 statute perspective as well. There was -- There was a
8 bill that passed, um, I want to say it was 2020, I
9 believe the Senate, called 1351, that created a
10 professional occupational review committee, made up of
11 legislatures that will meet outside of the legislative
12 session to review different board statute chapters. So
13 at some point, that -- that committee from a
14 legislative standpoint will take a look at the
15 electrical board's practice act and title 54, and
16 they'll do a thorough review of it. Of, you know,
17 what's the history of it? What's worked well? What
18 hasn't worked well? Um, and they basically come out of
19 that legislative committee with recommendations of,
20 here's the recommendations we have to update the
21 electrical practice act, if you will. Um, and so that,
22 it's a recommendation. It could go to the legislature
23 and it could not be a bill that passes, or it could go
24 and be a bill that passes. I mean, generally, when
25 we're talking, um, rule review and statute reviews,

1 it's very bipartisan if you look across all the
2 states. Started -- I would say the first state that
3 started this process on a large scale was the state of
4 Colorado in 1970s. I think more and more states have
5 started to implement some type of a review process.
6 Um, Texas and Arizona are some popular ones, but you
7 know, the governor's office has asked us to look at it
8 from a perspective of, not necessarily "deregulate it
9 all, remove it all," but, you know, thoroughly ask
10 yourself, is this the way we want to approach
11 licensing? Is this the way we want to approach
12 continuing education? Is this the way we want to
13 approach, um, entrance into the trade? Is this the way
14 we want to approach the adoption of codes? And so,
15 every single one of the rules that we have within our
16 rulebook is up for review, and what we're asked to do
17 for each of those rules is to essentially do a cost-
18 benefit analysis of it. How's it working, what's the
19 cost, um, what's the benefit of that rules and does
20 the cost -- you know, does the benefit justify and
21 outweigh the cost, if you will, as well? The goal, if
22 you ask why, "Why would, you know, the governor's
23 office and the legislature put our agencies on
24 review," I -- I truly think it's to prevent kind of
25 bureaucratic inertia. I think the majority of our, our



1 boards, I think including the electrical board, has
2 done a good job of continuously engaging the industry
3 year over year over year, and trying to make sure that
4 all fair practice act and the rules are updated, but I
5 don't think we can say the same for every single state
6 agency, and so that's kind of why everybody's in the
7 same process. So, to the extent that some of these
8 issues are issues that you guys have hashed in and out
9 of, you know, many times over the past decade, you
10 know, that means the industry has spoken and there's a
11 safety benefit to it and it will be easy for us to
12 justify it. But at the same time, we're required to
13 justify all the rules that we add back in. So, as
14 Warren goes through, I mean, feel free to give your
15 feedback. And, you know, I think we heard yesterday
16 there was feedback of, um, "It's perfectly calibrated,
17 we don't want it to change," to, you know, "We'd like
18 to see amendments and there's opportunity and here's
19 some of my ideas on how it would be amended." So, um,
20 it's fully open for you to agree or disagree with what
21 the current rule is, or give us ideas of, "If we
22 approached it in the future, here's how we'd you like
23 you to approach it." And, uh, I mean, all of us are --
24 I think all of you may have some different ideas of
25 what to do with the profession, but generally, this is



1 not a, um -- This is not a slap to any one agency or
2 any one profession, saying, "You've been doing it
3 wrong for 60 years." What it simply is, is, you know,
4 in the next 10 years, in the next 20 years, what's
5 going to happen in Idaho? How can we foresee some of
6 the things that are going to happen in the trade, and
7 how do we get ahead of that and how do we calibrate
8 our rules to make sure we can account for that? So,
9 that's where we need your idea as boots on the ground
10 of, here's the issues that are going to come up and we
11 need your ideas of how we're going to fix it. And as
12 you go through this rule review, give us input on any,
13 any piece that you think is relevant to you.

14 WING: Thank you. Appreciate that. Okay now, with that being
15 said, I want to identify a few things that, that I
16 hear from contractors and electricians constantly. And
17 uh, just kind of want to put these out for your, you
18 know, for your insight on these also. So, the idea of
19 -- Like, right now, currently in our rules, no wiring
20 or equipment may be concealed in manner from access or
21 sight until the work has been inspected and approved
22 for cover by the electrical inspector. Are there any
23 concerns about that? What would happen if that didn't
24 make it in? Do we have requests to take that out? Are
25 there any safety issues that that would create?

1 MCDONALD: Absolutely. I'd like to -- Craig McDonald, journeyman,
2 wireman, uh, 26 years in the trade. Absolutely that
3 will create a nightmare. You'll have companies and
4 homeowners doing all the work, covering it up and then
5 having the inspector try and figure out what's behind
6 the walls. What's in the ceiling? What's in the
7 crawlspace? Um, can't play hide and seek with the
8 inspector. You're doing this in buildings where
9 peoples' lives -- I mean, our families sleep in these
10 houses. Uh, you don't want to be hiding stuff behind
11 the walls and then having the inspector trying to
12 figure out what's behind there. And what's going to
13 happen with the insurance agencies after this goes
14 into effect and we burn four or five houses down with
15 families in it? I mean, these contractors', uh,
16 insurances are going to go through the roof. And the
17 homeowners' insurance is going to go through the roof
18 if they can get homeowners insurance. Yeah, that's,
19 that's the craziest idea I've heard all day.

20 WING: Okay, thank you, I appreciate that.

21 SMITH: James Smith. Um, electrician for 16 years, uh, second-
22 generation. Not only that, I think it will bring bad
23 PR for the inspectors that are doing the inspection,
24 and if they actually catch something in the circuit
25 while they're doing circuit tests -- because it would

1 be covered up at that point, when the inspector has to
2 tell the electrician or the sheetrocker to rip all the
3 sheetrock on the wall so they can fix the problem that
4 they didn't get in and inspect visually while it was
5 in studs. I don't think the inspectors, you know,
6 there would be a very, uh, favorable position for them
7 to be telling them to rip all the sheetrock off the
8 wall or in block or in metal stud. I think that the
9 job would go backwards. I think there's a progression,
10 rough and inspection, right? Check it out there,
11 sheetrock it, final inspection. I think that's a great
12 system that they should follow. If you cover it up and
13 then there's a serious problem with it that wasn't
14 caught by the inspector, obviously all that work's
15 gonna have to be undone to fix a minor or major, you
16 know, fix that could've been done while the studs were
17 exposed. I don't think it would be good for the
18 inspectors as well as the progression of a job.

19 WING: Appreciate that.

20 BRISTOL: Pat Bristol, journeyman, wireman, 23 years. I think
21 one of the things that we need to remember when we're
22 talking about removing the inspections or pre-cover up
23 inspections, throughout time, there was a reason why
24 that became a rule, okay? It's like OSHA. OSHA, every
25 law that OSHA ever wrote, was written in blood, okay?



1 There's a reason why the inspection before coverup
2 came about. Because when you start covering things up,
3 you get people doing shoddy work, creates a safety
4 hazard. Just like he -- Greg was talking about.
5 Anytime that you take that away from an industry,
6 especially like electrical, what we deal with can kill
7 you very easily, alright? It can burn your house down.
8 It can burn down a building. It can be catastrophic.
9 If you take that element away from it, what's going to
10 stop it from becoming catastrophic? So, when, when we
11 look at this, we got to -- We need to remember why it
12 was there in the first place before we just remove it.
13 We learn from history, right? This would be a lesson
14 we don't want to learn. Thank you.

15 WING: Now, one of the arguments I've heard is that only
16 homeowners should be required to have cover
17 inspections. Constructors usually can be trusted
18 because they're licensed and registered that they
19 should be able do this without a cover inspection,
20 without getting, getting an inspection. Is there
21 anyone here that has that opinion or would like to
22 speak towards that?

23 SCOW: Jared Scow, journeyman, electrician since 2001. Um, so
24 in reference to that statement, I was asked to, uh, go
25 look at a job to add some power in a brand new, uh,



1 building in Idaho Falls that had just been wired and,
2 uh, I had to tell the brand-new owners of this
3 building that's twice the size of this one that I
4 wouldn't touch it until they had someone -- had it
5 reinspected and had the multiple issues that I found
6 fixed, because as you're saying, um -- So, this was a
7 licensed contractor. The job was inspected, permitted.
8 It was an out-of-state contractor but they also used
9 local contractor, um, and it has really high ceilings
10 and all the power ran in the ceiling, where the
11 inspector wasn't, wasn't able or didn't see it. Um,
12 they used multi-wire branch circuits for the entire
13 building, um, and they had multiple neutrals --
14 multiple sets of multi-wire branch circuits. And in
15 every one of the junction boxes, all the neutrals were
16 bonded together. Didn't matter which direction it
17 went, it could've had two A-phases going into a
18 conduit, well it still got one neutral 'cause that's
19 what they -- the apprentice or whoever understood how
20 to do it. I even traced it back to the panels and
21 found that each one was phased correctly, but none of
22 the neutrals were labeled, none of the wires were
23 labeled properly, and nothing was kept track of. And
24 so to say only a homeowner should be inspected, um, in
25 the -- it was about an hour walkthrough that I did on

1 a scissor lift, and I have over 100 pictures of major
2 issues that needed corrected, um, and still to this
3 day -- and that was six months ago. The contractor
4 finally went to the building owner and said -- or, to
5 the inspector, and said, "Shut it down. We're not
6 going to fix it," and walked away from it.

7 WING: I appreciate you coming. Good for you. Not all
8 electricians pass that.

9 ROCHE: Uh, Jay Roche, Roche Electric, been in the trade a
10 long time. Probably I -- I won't take too much time
11 but I really think there's -- this is about common
12 sense. I mean, at the end of the day, um, the system I
13 think right now, for the most part, works well, but
14 you have to look at it in the homeowner's shoes or the
15 business owner's shoes of what you're getting. It
16 absolutely makes no sense to do some work, and if you
17 are not willing to let the inspector look at it, you
18 shouldn't be doing it. It's pretty simple. Like, so it
19 makes no sense to me -- I think the majority of the
20 people here also agree with that. Um, it needs to be
21 looked at. It doesn't matter -- I got a comment
22 yesterday like, "Well, hey, I'm not getting this
23 building permitted, are you pulling an electrical
24 permit?" And I said, "Actually, it doesn't matter if I
25 pull an electrical permit or not. I'm going to wire it

1 the same." So, if that electrical inspector comes it
2 or not or what have you, it's not any different. And
3 if an electrician or an electrical contractor --
4 doesn't matter if it's an apprentice, journeyman or a
5 contractor -- if they're doing that work shoddy, it
6 needs to be looked at. Or, or the rules should be in
7 place to where it is now to where somebody can look at
8 it. I just think that at the end of the day, it comes
9 to common sense and it makes sense for them to look at
10 it. And if it's not getting looked at, there's a
11 reason why it shouldn't be.

12 WING: Appreciate your comments. Absolutely.

13 JONES: Ned Jones. Got my journeyman license in 1983. Um, I'm
14 not going to repeat, but I agree to the comments that
15 have already been given on this topic. Um, the one
16 thing I would say is, I know I make mistakes. You
17 know, I'm human, everybody makes mistakes. Even trying
18 to do the best that we can as electricians and make
19 sure that we're doing a quality installation, we're
20 still going to make mistakes at times. To have another
21 pair of eyes go through that is trained to look for
22 those and make sure it doesn't go undetected for the
23 new business owner or homeowner, you know, that's a
24 key piece of what we do in this industry that has
25 worked really well, uh, for the whole time that I've

1 been an electrician.

2 WING: Appreciate it. Yeah, I think we've heard some really
3 good comments on that topic, so we'll go ahead and
4 move on to the next topic. The next topic I've been
5 hearing a lot of chatter about is program fees. Now,
6 I'm going to fill this out here as kind of, something
7 to just get everyone thinking about. I mean, if you
8 have ideas today, I'd love to hear from y'all, but
9 there's uh, there's talk about standardizing program
10 fees instead of -- I mean, if you look at our permit
11 schedule, it's three pages long, we have probably
12 eight or nine permits that all cost 65 bucks, we've
13 got, um, loan units that are on a graduated scale and
14 then we all know about the other installation permit
15 that, you know, it's calculated on the percentage of
16 the job and everything. So, there's been some talk
17 about, well, what if we could come up with a system
18 that had a -- every permit was a standard cost and
19 there was a cost per inspection renewal. So, I -- Like
20 I said, I want to throw that out there as something to
21 think about. But that -- the numbers, you know,
22 exactly what the numbers would be, I'm not sure. But I
23 know I have thrown some numbers together and some
24 inspections would be higher. The \$65 permits would
25 have to be, necessarily, higher. But the other permits

1 would be considerably cheaper. You know, we have
2 situations where someone pays \$65 for a permit getting
3 multiple inspections, and other people are paying
4 thousands of dollars for the permitting of the same
5 number of inspections. So, if there's any comments or
6 thoughts about that, I'd love to hear them. I know
7 it's kind of a very blanket statement, but I want to
8 get you thinking about the -- kind of, going in that
9 direction. Or an idea in that direction, okay?

10 LAMP: Thank you, Warren. Uh, I just want to address the
11 question and I think there's a lot of merit to the
12 question. I talk with quite a few inspectors of --
13 Sorry, let me introduce myself, Kelly Lamp. Uh, master
14 electrician, state of Idaho, I represent National
15 Electrical Contractor Association, represent about 26
16 electrical contractors in southern Idaho. Um, I talk
17 with a lot of inspectors, and they are, you know,
18 adamant about -- a lot of cases, they're doing
19 education through correction notice. And especially
20 with homeowners, there's a lot of education through
21 correction notices but also electrical contractors. So
22 there's a lot of merit, I feel, in the fact that if
23 you need to request multiple inspections, that it
24 shouldn't be all covered under one permit fee. And
25 that uh, essentially, if you don't know what you're

1 doing and you end up with a lot of correction notices,
2 you're going to have to pay for that education every
3 time the inspector comes out. So, in that regard, I
4 think that's a great idea to, uh, kind of escalate
5 permit fees based upon the number of recorrections.
6 Or, I'm sorry, reinspections that are necessary. You
7 know, obviously, if it's like, "Hey, we're going to
8 cover, you know, cover inspections." We have buildings
9 that have multiple cover inspections because they're
10 done in phases. Sheet rock is going to be applied in
11 phases so you're going to need multiple covers. If
12 you're going back and reinspecting something that
13 you've received a correction notice on, that's where I
14 feel a further fee may be implemented and a good idea.
15 Because, again, you're providing correction notices
16 and reinspecting the exact same thing you inspected
17 before. So that's where I think it should kind of
18 delineate, are you reinspecting exactly what you
19 expected before? So, that's where I feel it should be
20 appropriate. Thank you.

21 WING: Kelly brought up -- Well, as Kelly was speaking, it
22 made me think of something. You know, our rules tell
23 us that we can only charge -- our permit fees can only
24 -- have to cover the cost of inspection, we can't
25 charge more than that. I tell you right now, we have

1 situations where our permit costs are considerably
2 higher, where we've had to go back and look at
3 ourselves and really [inaudible 0:24:03] the way we do
4 things normally. Example, I don't know if you guys
5 remember when the solar industry came in about three
6 years back and these permits, we had permits that were
7 \$300,000 permits. And the job's going to last three
8 months. You know, how is the Division of Building
9 Safety, at the time, or Division of Occupational
10 Licensing justify \$300,000 in permit fees for a three-
11 month job that you would be out there maybe three
12 times a week? You know, so, in that case, we went in
13 there and, you know, we had to work with them on it.
14 But in situations like that, that come up, that if we
15 could think of something -- figure out how to do it as
16 an industry that would really save you guys money in
17 the long run.

18 SMITH: James Smith. Journeyman, electrician, Idaho. Second-
19 generation electrician in Idaho. I've got your permit
20 fees up here, so I was thinking, how about this, I
21 don't know what the price you guys were looking at for
22 the general permit fees, but they normally include a
23 rough-in and a final inspection, right? Those are the
24 two that are covered. If they have to come back any
25 more for those, it would be a charge by charge basis,

1 \$65 to show back up, but if the inspection fails three
2 times, if you have to come back more than an allotted
3 time, just like a journeyman or a master's test, that
4 permit should be shut down and that building shouldn't
5 gain occupancy until the person that was wiring it,
6 obviously, gets more education or somebody takes uh,
7 takes the contract over and makes it right. So, if you
8 guys are repeatedly going back to fix this, you know,
9 thing, you're also going to charge it for more than
10 the two inspections, the rough and the final, and if
11 they fail it three times, you're coming back for
12 multiple, multiple things. Well then that inspection,
13 I mean, I think it should be deemed uninhabitable
14 until somebody's competent in there to get in there,
15 finish the product right and make sure the customer's
16 getting what they're paying for.

17 WING: That's, that's interesting. I never would've thought
18 of something like that, so I really appreciate this
19 form. Never would've thought of something like that.

20 SMITH: Thank you.

21 WING: Thank you, appreciate you.

22 JONES: Ned Jones, again. I've been in the trade since '79,
23 been a journeyman since '83. I represent a large group
24 of journeymen, wiremen, apprentices, contractors, and
25 uh, a training center that we pride ourselves on

1 turning out quality electricians. Um, one thing that I
2 hadn't really thought about 'til you brought it up as
3 far as this permitting is the quality that we want in
4 our state of inspection. Um, how do you pay for that?
5 And I don't know how your fees tie into the number of
6 people, inspectors out there, what you pay them, but
7 we want quality inspectors out there. Um, if that can
8 be accomplished through adjusting the fees for these
9 permits to help get that done, I think it would be
10 well worth it. We need to have quality inspectors that
11 know what they're doing, been well-trained to go out
12 on these projects, and not overwhelmed or, you know,
13 they're so busy they can't get to them when they need
14 to, because then that slows the process of the jobs.
15 Um, you know, these guys want to get a job done, they
16 need the inspector there when they need them, so
17 anything we can do to help increase the number if we
18 need and the quality of inspectors out there doing the
19 job, I think, would be important to our industry.

20 WING: Appreciate it. Any other comments on that one? You got
21 a follow-up?

22 SMITH: So, back to what Jared Scow had said, if they were --
23 If they're requiring inspection on a 30-foot ceiling,
24 right, I think the contractor -- whoever is getting
25 the rough-in or the final done, should have the

1 material there for the inspector to use to get up on
2 the lift and make sure they give them ample time. So,
3 if they're inspecting a 30-foot ceiling or whatnot
4 where it's all exposed conduit, obviously the
5 inspector at that case probably didn't have the tools
6 or maybe not the time to get up there and inspect all
7 the neutrals in that building. So, if you're requiring
8 an inspection up that high, you better have the lift
9 there for the inspector to do his job and the tools he
10 needs to do them. Just a thought.

11 WING: For those of you coming in, there's three seats right
12 up here after you sign in, and if you can't find a
13 seat, just do your best to social distance, just stay
14 six feet apart from everybody else.

15 BRISTOL: Pat Bristol again. Uh, just a point of inquiry. So, I
16 thought I heard you say that the rules are written
17 right now is, we cannot charge or the state cannot
18 charge additional costs on top of the permit for
19 additional inspections, is that what I heard you say?

20 WING: No, the rule -- What the rules say is, we can't -- we
21 have to charge only what covers our permit, our
22 inspection fees. So we can't charge an exorbitant fee
23 for inspections. My example I used about the solar
24 industry, where we had \$300,000 permits for a three
25 month job, out there three days a week. I did the math

1 and it was like, it was insane, \$30,000 a visit or
2 something like that. That's what we have to do in
3 situations like that. So, the idea, I guess -- the
4 idea is kind of, the way contractors work. Right, you
5 guys bill your hours. You bill, you know, what it
6 costs you. Saying that, it doesn't mean that if you
7 got an inspection -- I don't think this is what you
8 said but -- If you got an inspection, maybe some of
9 our inspectors gotta drive two hours, I don't think
10 that we should charge you, you know, hourly on
11 something like that. But on events like that, the
12 conversation's been from contractors, well, what about
13 those contractors here who're gonna save everything up
14 and our inspector's gonna have to come out there, it's
15 going to be an entire day out there, you know? So in
16 that case, it would -- you know, \$75, \$85, 100, 1,000
17 dollars, whatever. I don't think the cost is going to
18 be that high, but whatever the cost ends up being, you
19 know, it would be an hourly thing, so that people
20 cannot take advantage of a situation like that.

21 BRISTOL: Okay, thank you.

22 WING: Sorry, I didn't mean to like -- That's things I've
23 been hearing.

24 BRISTOL: No, I'm just -- I was confused, more so than anything.
25 Thank you.

1 WING: Alright. We will move on. Here's a fun one that came
2 up. And after I put this one out here, I'm going to
3 dive behind the table so I don't get stuff thrown at
4 me. But, um, let's do -- let's do a little background
5 on this. So, previously, up 'til about two or three
6 years ago, apprentice registrations were five years,
7 okay? And the way the rules were written at the time,
8 if during that five-year period, if an apprentice
9 didn't get 4,000 hours of work and two years of
10 school, they couldn't renew, okay? There was no
11 collaboratives, maybe you finish your job together and
12 there was rules that changed that, and it went from a
13 five-year registration to a one-year registration,
14 okay? And with that, the people who were involved in
15 collaborating, you know, who took all that stuff to
16 the board that went to the legislature, they said well
17 -- One of the other things that came up was the
18 ability for apprentices to renew who weren't getting
19 the school done, who weren't going to school for one
20 reason or another. So, one thing that was settled on
21 is that now what it looks like is that it's a yearly
22 renewal, and the apprentice has to show 24 hours of
23 continuing education or 24 hours of actually being in
24 a school. So either you're going to school or you're
25 going to do 24 hours of continuing education. And the

1 ones who aren't going to school, they have to get NFPA
2 70E every year. The idea was, if they're not going to
3 go to school, then at least they got to have an NFPA
4 70E to learn how to work safely around electricity,
5 okay? That's where it sits now. Now, the question
6 comes up, and like I said, this is where I'm going to
7 dive behind the table. The question comes up with that
8 in mind, knowing at one point there was a five-year
9 registration and what happened with that, what brought
10 that to a cap if you will, was that after that five-
11 year registration, if someone wants to board and ask
12 permission for board renewal, and let them go for
13 another five years. And that was happening over and
14 over and over. The board was not going to kick anybody
15 out. They weren't going to do it, and the board flat
16 out said they weren't going to do it, which is why
17 they went to the one-year thing and made the
18 compromise of, well, we'll let them stay in,
19 effectively creating a lifelong apprentice, if you
20 will, as long as they're doing continuing education.
21 So now the question comes up, is there even a need for
22 apprentice registration? I mean, if someone comes to
23 the Division of Building Safety and they show their
24 hours, 8,000 hours and their schooling, is there a
25 need for an apprentice to be, you know, registered?

1 And the reason it's coming up, trying to give you guys
2 context here -- don't kill the messenger. The reason
3 it's coming up is there are a lot of situations where
4 apprentices are forgetting to renew their licenses, or
5 they don't get the 24 hours done in a certain amount
6 of time. We've had some apprentices who work eight
7 months, nine months a year, if you will, without
8 renewing their registration. And now they can't chart,
9 those hours are lost because they weren't renewed
10 during that time. The contractor says, "They were
11 working, they were doing it. The only difference was,
12 they didn't pay the \$15 and do the continuing
13 education." So, the question comes up if we're going
14 to do something like that, what's the safety concerns
15 with that? What's the safety concerns with letting the
16 industry build -- basically track that, track the
17 apprentice registration or the apprentice hours. In
18 the long run, when they come to us, they got to show
19 the hours, they got to show the uh, the school. They
20 got to show the education. That's the endgame, so
21 what's the necessity of actually having the
22 registration?

23 MCDONALD: Craig McDonald, uh, 26 years in the trade. Uh, why is
24 this being treated any different than a driver's
25 license? This is a life safety issue. I, I don't

1 understand this. Uh, when they ticket -- When I
2 started the program, you had one year, you had 2,000
3 hours and your school, and you had to present both to
4 get the next year's license. And then we went to this
5 five-year license and everybody got lost in the
6 process. And now I think it even says in the rules
7 that you can sit in 24 hours of these meetings and get
8 your next year's license. How is this electrical
9 training? That part I just don't get. That's not
10 helping the contractor, that's not helping the
11 journeyman, and that's not helping the trade. And
12 that's definitely not helping the people, the customer
13 that these people are working in their properties, at
14 all. That part I just don't understand. We need to
15 bring that back to where they have to have school to
16 move on, not just 70E. 70E changes every three years,
17 so they get one different cycle in three years. They
18 might learn a little bit different about a switch
19 gear, of taking the same class three times in a row.
20 70E doesn't explain the neutral issue that this
21 gentleman brought up earlier. I mean, these guys
22 aren't going to know that. And that, I think, ties
23 back into the journeyman ratio thing of one to two. In
24 the state of Idaho, we have 5,468 journeyman wiremen.
25 We have 1,364 masters, and 13 provisional licenses.

1 That gives us a grand total of 6,845 licensed
2 individuals in the state that can teach, and we have
3 5,280 apprentices registered with the state as of
4 yesterday. That doesn't even give us a ratio of one to
5 one. But in some places they're asking for a one to
6 two or one to four or get rid of the ratio altogether.
7 We don't have enough apprentices to teach them one on
8 one. So, yeah, we need to put the licenses back the
9 way it was. And getting the journeyman turned out of
10 the program is the goal. And when they went to the
11 five-year license and the kids didn't have to, every
12 year, or the folks didn't have to every year turn in
13 those hours and that school, they got lost in the
14 process. And I tried to call around and ask and I
15 couldn't get the numbers yesterday from the schools to
16 find out how many kids didn't turn out versus the
17 years before that, and I wasn't able to get that
18 information because I really wanted to present to see
19 what that quagmire did to our trade for years. That's
20 the information we really need to be looking at, of
21 when we went to the five year, how many kids didn't
22 naturally progress through the program? That's the
23 information we need to be looking at. Thank you.

24 WING: Just, since you're up there, I'd like to just ask you
25 question. I get it and I understand it. If you'll kind

1 of, all of you, look at it from where I'm at and the
2 questions I'm being asked, alright? I'm going to be
3 asked to justify this, right? I'm going to be asked to
4 look at other states, look at other jurisdictions who
5 aren't doing this, and explain to them the safety
6 thing. You said this is a huge safety issue, can you
7 kind of give me an idea of what, what the safety issue
8 is with not registering, with not having a
9 registration if they're still required by law to have
10 a journeyman? They're still required by to have our,
11 you know, the ratio that's in there right now. They're
12 still required by law to give the hours. They're still
13 required by the law to have the work experience. Can
14 you explain to me what --

15 MCDONALD: And again, that was phone calls I made yesterday. I
16 tried to get ahold of workers comp, to get those
17 numbers, to find out what the actual injury rate was.
18 And none of the insurance companies would actually
19 answer my call or give me the information back of how
20 many house fires, job fires, you know, that's the
21 information I was looking for. All I could really come
22 up with was the 70E numbers for the classes we went
23 through of the people that were injured on the job due
24 to arc flash.

25 WING: And you're -- If you can get those numbers, you can

1 give those to me.

2 MCDONALD: I will. I will absolutely get those numbers to you.

3 WING: Thank you. Appreciate that.

4 DICKEY: Hi Warren. Paul Dickey from Idaho State University.

5 I'm the coordinator of the apprenticeship program, and
6 some information to go with this gentleman's question,
7 part of the reason why licensing, having a license is
8 a good thing, is because it makes the apprentices take
9 the program seriously. Um, a lot of them -- a lot of
10 the year one apprentices come into the program,
11 they've got a job. And they know they have a job. But
12 they don't understand that they have a pathway to a
13 career. Giving them that license gives them some sort
14 of sense of pathway, something of importance. Let me
15 tell you right now, the year ones and also many of the
16 year twos don't understand the importance of the
17 apprenticeship program overall until they reach year
18 three. Now, if you take that license away, it gives
19 them even less reason why they think it's important.
20 Currently, you know -- Previously, in previous years,
21 I've had a 50 percent dropout rate or failure rate on
22 a year one. Meaning that half my students were coming
23 in, not succeeding and going out, because they didn't
24 take the schoolwork seriously or they didn't take the
25 job seriously. Now we all know the goal is to make

1 journeyman. You know? And if they don't understand the
2 importance of the apprentice program 'til they hit,
3 reach their third year, because everyone else doesn't
4 think it's important, we're going to have less success
5 in creating journeymen.

6 WING: Thank you, Paul.

7 SMITH: James Smith, 16 year license holder in the state of
8 Idaho. I think another thing that you guys could see
9 out of this if you didn't have a license -- so, say I
10 was a young man, I got hired on by an electrical
11 contractor and they said you didn't need a license, so
12 I started working and none of my hours were ever kept,
13 right? And I could renew my license willy-nilly. Well,
14 I want to turn this into a career and I want to go
15 apply for eastern Idaho electrical JETC or uh, ISU or
16 College of Eastern Idaho, none of those hours would
17 ever be turned in and they'd have to start over from
18 ground one as a first-year apprentice, even though I
19 supposedly had, you know, I'd worked five years as
20 being an apprentice. And to add onto that, when you
21 say that a first year apprentice to get a second year
22 apprentice license needs 70E to get a renewal of his
23 license, right? They don't know anything on electrical
24 theory. I mean, they're going to sit through a class
25 that might scare the crap out of them, but they still

1 don't have the grassroots knowledge of what
2 electricity is and what it takes to manage it in a
3 safe manner. Lock out, tag out, you know? We should
4 never -- I mean, there's very few circumstances when
5 we should work on anything live. They need to know
6 that for certain. Live care, you know, where you're
7 putting someone in jeopardy by not working it turned
8 off. They need to know AC theory, DC theory, the
9 reason why a 70E is even there, and a first-year
10 apprentice just won't even get what 70E is. He's just
11 going to sit through that course, see some
12 repercussions from really bad arc, you know, or a
13 possible electrocution incidences, and then they're
14 going to get their licenses and they don't -- they
15 didn't gain anything out of it in my opinion. A 70E is
16 a course that, you know, should be taught every three
17 years minimum, which we do, you know? And our
18 journeymen, I mean, they're taking it left and right
19 because there's, there's always changing stuff in 70E.
20 So I think an apprentice should be able to have the
21 pathway, the license is good at that because they need
22 to be able to progress themselves through it and it
23 also makes them put some uh, effort into it too, skin
24 in the game. Because a lot of people, they're going to
25 take the easy way out. Hey, you don't have to go to



1 school if you don't want to, we're going to keep you
2 working like this. Some of them are going to say,
3 "Well, that's what I want to do," but there's also a
4 bigger piece of the pie that, you know, if they were
5 pushed into it, they're gonna be a journeyman and
6 they're going to make a career out of it instead of
7 just a job for the summer or two, in my opinion.

8 WING: I appreciate that. While you were speaking, something
9 else came up, and one of the reasons that this is
10 being asked is, it's equity. It's an equity issue,
11 right? Because currently, someone comes from a state
12 that has no licensing, no registration, anything, they
13 can come up here, they do a work verification form
14 from a contractor that signs and says, "This person
15 worked 8,000 hours and he's got the school," or this
16 person worked 16,000 hours because in Idaho there's
17 two routes. There's two routes.

18 SMITH: Yup.

19 WING: So, what I'm hearing is that we're treating in-state
20 people different from out-of-state people, and --

21 SMITH: Well, I'm biased toward in-state, 'cause this is where
22 we live, obviously, too.

23 WING: I understand that.

24 SMITH: And I think the out-of-state thing, it definitely has
25 its hiccups, you know what I mean. Maybe it should be

1 uh, certified payroll. Because I can vouch -- Yeah,
2 Warren, I've never worked with you. I've never known
3 that you were an electrician anywhere else, but I
4 could write that 8,000 hours, say I want certified
5 payroll stating that this person actually did the
6 8,000 hours of electrical work in other states and
7 have a board that reviews them like we review people
8 all the time to make sure that they're ready to go out
9 on an industrial job that's never even stepped foot on
10 one. I mean it's, you're setting somebody up for
11 failure really, in certain circumstances. So maybe
12 it's audited, you know, payroll that, you know, the
13 state requires. And if they bellyache about it, well,
14 they're obviously trying to hide something or whatnot.
15 It should be as quick as pulling it up and giving it
16 to the state. Say yeah, they've worked 8,000 hours and
17 then they have a checklist they go through. You know,
18 I don't know, I'm just brainstorming. But the 70E
19 thing is tough. A first-year apprentice has no idea
20 what 70E is. I mean, it's going to scare them, but
21 they need to have a little background on it.

22 WING: I appreciate it.

23 VINCENT: Jared Vincent, master electrician. I own a couple of
24 businesses here, but listening to this, my first
25 concern is, as a business owner, every year, getting

1 the license renewal, it doesn't fall back onto
2 apprentices. I had a apprentice forget to renew his
3 license for a month, worked with the guy all year. And
4 I almost -- I got a \$1,000 fine for it. So when we
5 talk about registration and how to do the licensing,
6 you got to think about it as the business owner, the
7 one that's providing the jobs for these people -- The
8 more difficult it is to get them license and pinning
9 it all back on the license contractor is an issue.
10 Because if you're treating these apprentices for
11 accountability, it needs to be brought back on them as
12 well. I mean, we need to do our due diligence, making
13 sure that everyone is licensed and has their cards,
14 but if you have 50 employees, you know how hard it is
15 to know exactly when each and every one of those is
16 expiring? Because they don't all expire on the same
17 month, same day, same -- So, it makes it very, very
18 difficult.

19 WING: What would you -- So, would you have any ideas or
20 thoughts on what that would look like as far as
21 changing -- You're right, I know right now, the way it
22 looks is that we can't do civil penalties on the
23 apprentice and the contractor. And the board's very
24 clear -- there is three times this last board meeting
25 where they go straight to the contractor and say this

1 is your responsibility to make sure that if you hire
2 anybody, your guys are licensed and maintaining that
3 registration.

4 VINCENT: Mm-hmm.

5 WING: Do you have any thoughts on what that would look like
6 if you were to change that?

7 VINCENT: Well, I fall back to the original question. If kids
8 are going to school, if they're being trained by a
9 journeyman, what is that little card doing? Really
10 nothing. Because the two most important parts is the
11 schooling and the onsite training. And I have a
12 extremely different view than probably 90 percent of
13 the people in here, because I was one of the first
14 master electricians to own their -- to have to take
15 the master's system to get their contractor's license
16 because I came in from out of state, a state that did
17 not require journeymen or schooling. So we had to
18 verify 30,000 hours in able to take our test at that
19 time. And I think schooling is very important and they
20 need to be trained, but also, more responsibility
21 needs to be put on their contractors for teaching
22 their employees, and less put on the state to make
23 sure that they are doing their job. But licensing,
24 that little card, I think as long as you are going to
25 school and being trained, you will pass that test and

1 become your journeyman and get your career. That
2 little \$15 registration fee doesn't really do a whole
3 lot. And as a business owner, you need to be teaching
4 these kids that when they start their first year, this
5 is a career opportunity to give them something that
6 they can do to support their families for life.

7 WING: I appreciate your comments.

8 VINCENT: Thank you.

9 BALDREE: Jared Baldree, journeyman. I disagree slightly with
10 the gentleman there. I do believe that registration
11 becomes responsibility, and if we're not teaching the
12 individuals that are coming into this trade to be
13 responsible for a \$15 card, then to be honest with
14 you, I don't know that we want them wiring our
15 buildings, our houses and everything else. It should
16 not be the responsibility of the contractor to pay
17 fines for the lack of them registering, but it should
18 not come down to them being able to not have any
19 accountability. We all drove here today, we all had to
20 be responsible to pay for our car insurance, make sure
21 we have gas in the tank, make sure the vehicle was
22 being paid for. Responsibility is what drives our
23 lives. And if we can't be responsible enough to
24 register for a career, then it's probably not the
25 career for us. I don't know about any of you, but I

1 don't want to go to the hospital tomorrow and get
2 operated on by a doctor that didn't register for the
3 last five years or an intern or whatever it was. The
4 reason that registration came about is to make people
5 responsible for -- to verify. And if we're not
6 following that, those things up, then I don't
7 understand why we're -- why would even want to have
8 more journeyman in the wi- -- in the field, any
9 occupational licensing, because we're not doing our
10 due diligence to make sure they're being responsible
11 for their career and the things that they're doing.

12 WING: We'll take one more on this topic and then we'll do a
13 new one.

14 NELSON: Patrick Nelson, Idaho apprentice for the last five
15 years, and in about 40 work hours will be a
16 journeyman, finally turning out. I want to say one
17 thing about this change from the five year to a one
18 year, I feel that is a better movement. I was on the
19 receiving end of the five year. I was working and
20 forgot my -- renew my license, and I lost the last 200
21 hours I needed that month to become a journeyman. I
22 realize my own fault, that it was my responsibility to
23 take care of that, but because of that five year
24 distance, it became easier to forget about it. So I
25 think a movement to a one-year renewal is a great



1 idea, but at the same flip of a coin, I think the 24
2 hours that we require should be a little bit longer
3 for schooling. Because you could do a continuing ed
4 class, but what's that doing? Is that really training
5 our apprentices and understanding the electrical
6 theory or the safety and the hazards that we're doing
7 in those 24 hours? We need to establish maybe a longer
8 timeframe for schooling to approve for renewal.

9 WING: Alright, thanks sir. Um, I appreciate you introducing
10 the idea of continuing education because that's the
11 next topic. This is one that's been brought up also,
12 the necessity of continuing education. Right? I hear
13 both sides of it. We have people who said continuing
14 education is a joke. I got to go to [inaudible
15 0:54:13] and I push the thing, as long as I have my
16 computers on for eight hours it's going to give me my
17 credit at the end of it, and you know, it's just a
18 waste of time. I have other people who come in, I know
19 there's some organizations that do continuing
20 education for their people themselves. Contractors do
21 it, they sign up, they register. I've heard both
22 extremes of it, that continuing education does nothing
23 for safety, it just is one of those things we got to
24 jump through to keep our license, so I'd like to hear
25 your take on that, the necessity for continuing

1 education and what is the safety issues of not having
2 continuing education. Because remember, I got to have
3 these -- I need you to arm me with knowledge of the
4 safety issues of if there was not continuing
5 education.

6 LAMP: Thank you, Mr. Wing. Again, Kelly Lamp, master
7 electrician, state of Idaho, representing National
8 Electrical Contractors Association. I think it was
9 emulated earlier with some of the safety issues that
10 were brought up, the gentleman inspecting the building
11 and said we had a bunch of neutrals that were all tied
12 together, multi-wire branch circuits that weren't
13 necessarily identified in the J boxes, and that would
14 be a prime example of when industry sees that there's
15 a problem and through codes and standards they make
16 changes to address those problems because it's a
17 safety issue. Now, the new code comes out that says
18 you cannot run multi-wire branch circuits unless
19 they're identified in every junction box and handle-
20 tied breakers in the panel because we've had multi-
21 wire branch circuits and shared neutrals. And in this
22 case, scenario, without proper education and training
23 and required continuing education, the electrician
24 wouldn't necessarily be sitting in a classroom to
25 know, guess what guys, you've done this for years and

1 years and years, now there's safety problems because
2 equipment that we hook up on multiwire branch circuits
3 will backfeed the neutral even though you shut off the
4 circuit you're working on. Other circuits are present
5 and live on that circuit. So that's a prime example of
6 saying the codes and standards change because people
7 die and because of that, we have to change our safety
8 protocols and therefore education, and required
9 education requires you to go back in there and relearn
10 what you knew for 20 years, because it does change.
11 And so, that's a prime example as to why the
12 education's necessary. Now again, there are some
13 people who sit in that classroom to get their ticket
14 punched. You know, they're in the back of the
15 classroom, they're on the phones. You know, public
16 education isn't any different. You know, those who
17 want the best of the education that they're given or
18 sitting up front and they're getting the hay before
19 it's gone through the horse. You know, in the back of
20 the room, but you can't necessarily fix all those
21 problems. But I think by eliminating education
22 requirement for journeyman electrician, you're going
23 to end up with people who don't even get the hay after
24 it's gone through the horse because they're never in
25 the classroom to do that. And so I think some of that



1 interactive conversation within the classroom -- I
2 know learning doesn't do that for you, but even some
3 of the questions that are asked during those
4 presentations, people are going to pick up on that
5 even though they're not paying 100 percent attention
6 to it. So I think it's very critical that we maintain
7 education for during a licensing renewal.

8 FOSS: Maybe a bit of a follow-up question, I'll give some
9 context to it. So, one of the things that we -- review
10 outside of the electrical board and this trade is how
11 we go about continuing education. Is it corresponding
12 to actual competency in the field? And some of our
13 boards have started to add in provisions of not only
14 in-person or online CE classes and things like that,
15 but active practice, a specific number of hours of
16 active practice, because that's the on-the-job
17 training to show that they're actively engaged in the
18 profession, they're actively finding that competency.
19 I mean, is there, is there any thoughts on going down
20 that approach or kind of creating a tiered approach
21 for continuing education? What does that look like for
22 this trade?

23 LAMP: If I could address that question Mr. Foss, I think --
24 you know, and something that I think lends a lot of
25 merit is, when you look at continuing education, the

1 education provider providing a survey at the end of
2 the result or a test at the end of the course is
3 necessarily self-serving. They want to give their
4 recipient a certificate, so they provide a test that,
5 "Hey, we're going to give you the answers to this
6 test, just answer abracadabra on the answer sheet and
7 we'll give you the certification." Do we go to
8 basically independent third-party of did you learn
9 what you were supposed to learn and your education
10 provider is not the one who's going to ask you those
11 questions? Again, we provide -- The state of Idaho and
12 DOPL do journeyman testing. Do they also do journeyman
13 continuing education evaluation? Code update? And that
14 they evaluate, did the individual participant learn
15 what they were supposed to learn via code update. So
16 I'm -- say, like, you took your journeyman's test, now
17 you're going to have to every three years take an
18 evaluation to say did you learn what you were supposed
19 to? I think that an independent third-party evaluation
20 of that might be a great idea to ensure, did you sit
21 there and just click the mouse every seven minutes so
22 that you didn't time out during your online education,
23 or did you actually learn what you were supposed to
24 learn? I think there's a lot of merit to say, you know
25 what, further, you know, requirements will ensure that

1 hopefully you learn something because the people in
2 the state of Idaho and their safety and livelihood are
3 based on the fact that you learned something. I don't
4 know if that quite addressed your question, that's the
5 kind of feedback I got from what you were asking.

6 WING: I appreciate it.

7 LAMP: Thank you.

8 WING: Is there any other, uh, are there any opposite ideas
9 on that, continuing education? Get rid of it
10 completely or no other opinions on that from the
11 opposite side, no? Alright, great, we'll move into um,
12 let's move into ratios. Let's talk about ratios. So,
13 there's been a lot of controversy around ratios the
14 last couple years. I'm sure we all know that in the
15 House, the House committee pulled ratios from the
16 rules and the board has put emergency ratios back in.
17 So I'm going to ask this question, and the way I'm
18 going to ask this question is thinking about it from
19 zero-based rules and looking at, when we submit this,
20 we're going to have to say this is more or less
21 restrictive than these places, and we'll have to
22 justify why if we are more restrictive than some other
23 places. And I'll let you know straight-up right now,
24 you heard it -- you heard it earlier a couple times
25 already. There are other states that have no ratio

1 requirements whatsoever, and that's just, that's a
2 fact, right? And so we're going to have to justify, if
3 we have ratios, why, why we need them when somebody
4 else doesn't, right? So, I'm going to read this, and
5 I'm going to put it out there, and with that in mind,
6 think about that as you help me out here. So right
7 now, under direct supervision and training, "It shall
8 be the responsibility of the employing contractor to
9 ensure that each apprentice, trainee, and provisional
10 journeyman perform electrical work only under the
11 constant on-the-job supervision and training of a
12 journeyman or installer." That sentence right there is
13 what was left by the legislature, okay? So if that's
14 all we had, what would be the safety issues, safety
15 concerns? Because that's what they gave us before we
16 put emergency ratios back in. So --

17 ROCHE: Jay Roche, Roche Electric. I uh, I've thought a lot
18 about this. I've talked to a couple inspectors, city,
19 state, different inspectors. I've even talked to a
20 different couple individuals that I know are out of
21 state, in Montana. I -- Sometimes, some of these
22 questions that we're dealing with and some of the
23 ideas to me it goes back to what is best for the
24 public or the homeowners or the individuals that are
25 actually sleeping in these rooms. So, if I wire a

1 house, and I'm using this as residential terms right
2 now, but there is no question that if my journeyman
3 electrician is wiring that house, he is going to do a
4 better job, mostly, 97 -- 100 percent of the time than
5 my apprentice. Now, I think the ratios of the one to
6 two -- now this is just my personal opinion, and
7 hopefully people don't get -- I think the one to two
8 is great. I got 10 employees, I got four journeymen
9 and myself, so my ratio is actually as much
10 journeymen, many journeymen as apprentices. My point
11 there is, it's not -- it shouldn't be about what the
12 contractor, the electrical contractor wants, or what
13 the builder wants. It should actually come down to who
14 is living in that dang house. Put the shoe on the
15 other foot, would you rather want five apprentices
16 wiring your house that you're actually living in, or
17 do you want three journeyman and two apprentices
18 wiring the house that you're going to be living in? To
19 me, it doesn't -- it doesn't come down to -- it
20 shouldn't come down to just profitability. Because at
21 the end of the day, it doesn't matter. I've got a
22 friend of mine that lives toward the Boise Valley,
23 he's an electrical contractor. He is anti apprentice
24 ratio. It don't take a brain surgeon to figure out why
25 he wants to do that. Because, at the end of the day,

1 it's about volume to him. I get it. But, when you go
2 back and answer the question of the ratio, what would
3 you prefer? When you lay your head down at night, what
4 do you prefer? Do you want an apprentice working on
5 your job, that we just talked about that was, for a
6 lot of years on the five year thing, which, um -- It's
7 a structured system that we need to follow, and it's
8 not about what we all want. It should be about the
9 general public and what is best for them. So, my idea
10 is there definitely needs to be, not a crazy amount of
11 one on one ratio, I don't think that's the way we go
12 down this road, but I do think, even like one to five
13 to me seems absolutely absurd. Because I can take --
14 Perfect example, I can take my five apprentices and I
15 can go put them on a house, and I would think to
16 myself, "What the hell did I just do?" But if I take
17 one or two of those journeymen and go set them on the
18 house, I feel pretty good, pretty confident, and so
19 would the homeowner. So, that's all I got.

20 JONES: Ned Jones again. As far as the ratio, I believe, you
21 know, like it's been talked about by more than one
22 person here today, we want to turn out quality
23 journeymen in our industry. If you're out working with
24 four apprentices, and don't have time to supervise
25 them because you don't -- if you're getting a job

1 done, you wouldn't have time to, you know, supervise
2 them, to teach them what they need to know, skills
3 they need to know. Our ratio in this state has seemed
4 to work really well over the years, you know, that
5 I've been in the trade. I've been in the trade for a
6 long time. If I had not had journeymen supervising me
7 as I was learning the trade, I would not have the
8 skill level that I have. And that's what we want.
9 That's, I hear that over and over from different
10 people, you know. I interact with a lot of different
11 people, not only in the trade but in businesses, the
12 INL. When I send someone to go work out there, they
13 expect a level of competency in that person. And it
14 comes from, they know that they've gone through a
15 certain amount of training and they know what that
16 apprenticeship training entails because it's
17 registered with the federal government. S they know
18 what's going to be in that, they also know that we
19 have a set number of apprentices that can be on a job
20 depending on the amount of journeymen that are on that
21 job. So they know apprentices are getting quality
22 education on the job because of the ratio requirement.
23 Um, why other states have gone away from it, I don't
24 know. I think it's a bad idea, not only for our
25 industry because we want, we want to keep turning out

1 journeymen for this state, and bringing in people from
2 another state, you cannot -- you can't qualify them.
3 You know, you don't know their background. You can do
4 a lot more research as it was brought up to try to
5 find out what their background is, but the least we
6 can do is guarantee the quality of journeymen we're
7 turning out in this state, and other states that we
8 reciprocate with appreciate that. They reciprocate our
9 licenses because they know what our standards are,
10 what we're doing with this state. I don't want to water
11 that down. That's my personal opinion. I think it
12 would be bad for this state, as well as the
13 individuals that want to learn this trade and be
14 skillful when they get done learning it.

15 WING: You don't have to answer this, just curious. So, how
16 do we qualify that it's a safety issue when we're
17 running four to one ratio now, and during COVID we
18 didn't enforce the ratio at all. And other states
19 aren't doing this. I've gotta answer these questions,
20 how do I quantify that?

21 JONES: Well, one thing I've seen it seems in this state in
22 the last 10 to 20 years, there's been less
23 enforcement, I guess. You know, it seems like it's
24 gotten looser that you can go out on a job and there
25 are some contractors who maybe they don't have a

1 journeyman on job, just like Mr. Roche had mentioned.
2 He's not going to do it, but there are other
3 contractors that have. You know, I've seen it. I've
4 seen jobs that have done -- been wired -- I've talked
5 to apprentices that have gone through most of their
6 apprenticeship with hardly ever a journeyman on their
7 job, you know? But they're not there when the
8 inspection's done. They have them working somewhere
9 else. So, I think we need more enforcement and it
10 comes back to public safety. I mean, we really should
11 be protecting the public, and one way to do that is
12 more enforcement of what we already have, because what
13 we have works well. It's been proven over the years to
14 work well. Don't know why other states would go away
15 from that, but there needs to be some type of
16 accountability for the men and women that are out on
17 the job doing the work.

18 MCDONALD: Craig McDonald again. Um, I'd like to bring up a job
19 that actually happened in our jurisdiction, the
20 hospital in Ottawa Falls. Four journeymen on the job,
21 40 apprentices. How many fine -- how much in fines did
22 you guys hand out to that contractor?

23 WING: I believe we settled at \$78,000.

24 MCDONALD: Mm-hmm. And the journeymen on the job were promised
25 when they got there that they would run in ratio. And

1 then the contractor just hiring apprentices and hiring
2 apprentices and stacking them on 'em. And they could
3 not keep track of the apprentices. And when they did
4 find a mistake, they had guys go in to try and fix it,
5 and it was just a landslide from the time they found
6 the first mistakes. And hearing from those guys, they
7 were just overwhelmed, um, and it was horrible. And
8 that's one that happened in our own backyard. And that
9 is what we got to avoid. And it took two other
10 contractors to come in and fix the mistakes that were
11 made at the end of that, if I'm not mistaken. Um, that
12 is the example that we should be using of why we need
13 ratios, and why we can't overwhelm the journeymen,
14 because then we're costing the customer money. I mean,
15 how far back did it move the deadline on the job? You
16 know, that's what we need to be looking at and that's
17 our first-hand example that I can think of locally.
18 And I've worked in other states that they don't have a
19 ratio and the quality of hands that you run into those
20 states, it's apparent that they were taught in a five-
21 to-one or six-to-one or 10-to-one environment. And if
22 we bring it back home to the conversation that we're
23 all used to, it's the classroom size for our children.
24 Is there anybody in here that wants to go to 40-to-
25 one, 40 kids to one teacher for their kids' classroom?



1 Anybody? Why are we expecting our journeymen to do
2 that? I mean, why would we even want to put that
3 burden on a journeyman under a contractor's license
4 and do that to them and then have that trickle down
5 the customer. That just doesn't make sense to me. Not
6 only that, but if we do that, we lose reciprocity. And
7 then the jobs that our contractors could get just to
8 cross the border, now every one of their journeymen
9 have to sit for that test again instead of being able
10 to reciprocate. So that's cutting the financial
11 options of our contractors off at the knees of being
12 able to bid the stuff right across the border. That
13 doesn't make sense to me either. Thank you.

14 BOHMAN: Micki Bohman, I just got my electrical license in
15 March. Um, so I have a question. Did I understand
16 earlier that our ratio is hard to achieve because of
17 the number of apprentices to what we have as licensed
18 journeymen right now? Is that -- okay. So, just kind
19 of to address that, I feel like the ratio is extremely
20 important because of what has already been addressed,
21 that you know, you have safety issues, you got people
22 that are not well-trained. But a way to maybe help
23 address that is a subject that came up earlier, is the
24 requirements for having apprentice license. Because if
25 you're just letting them have these low requirements,



1 then you're going to have that ratio that's continuing
2 to get out of control.

3 SCOW: Jared Scow. In reference to that project that I
4 mentioned earlier, the out-of-state contractor, when I
5 went and walked the job with the contractor that was
6 hired as the in-state contractor, um, he told me a lot
7 of things he probably shouldn't have, because there
8 was a lot of wrong things he said. But one of the
9 comments he made was, he was mainly hired to provide
10 some of the journeymen and the licensing, because the
11 out-of-state contractor was from a state that didn't
12 require licensing. And so, they would provide most of
13 the labor, apprentices, everything, and some of his
14 guys just sat in the trailer and showed up for the
15 inspections. And, and the thought that just keeps
16 going through my mind, if we as Idahoans feel that we
17 live in the greatest state in the union, why are we
18 comparing ourselves or want to be like the other
19 states?

20 WING: Thank you.

21 LAMP: Kelly Lamp, master electrician, state of Idaho,
22 representing National Electrical Contractors
23 Association. I think the biggest key here is who are
24 you asking about ratios? And, uh, are you asking the
25 contractor what he thinks of apprentice ratios? Are

1 you asking the apprentice what the apprentice thinks
2 of ratios? And in one of my groups, recently
3 interviewed an electrical apprentice that was working
4 for another contractor. And that apprentice identified
5 the fact that he was being sent out to jobs by
6 himself, and the reason he was applying to go to work
7 for a different company, was because he felt unsafe.
8 He felt like he was taking his life in his hands and
9 he wasn't being trained properly. I've talked with
10 plumbing apprentices, and there is no supervision
11 requirements on the job as long as the plumbing
12 apprentice is within cell-phone reach of the
13 journeyman, that's considered supervision. And the
14 plumbing apprentice said, "They put me in service on
15 day one and send me out to do jobs, and when I get out
16 there and start billing the customer, that's when I
17 have to call the journeyman and he has to walk me
18 through piece by piece by piece of what I have to do."
19 And there wasn't any initial training for that
20 plumbing apprentice. And so again, when you look at
21 it, I think you have to take both shareholders into
22 account. The contractor, who may be saying, "I want
23 unlimited ratios. Or I want 10-to-one, or I want 20-
24 to-one." What's the motivation? And then ask the
25 person who's actually going to be affected by that.

1 Aks the apprentice, what do you think about apprentice
2 ratios? And should we operate in 10-to-one or 20-to-
3 one ratios, and I think you're going to get a much
4 different idea as to what those ratios should be based
5 on the impact. In some cases, the legislature may be
6 hearing from business owners on ratios, not the
7 industry professionals and the apprentices coming in
8 that really want to make sure that they're getting an
9 ensured quality education from the journeymen they're
10 working with. And so, I would say, you know, both
11 entities really need to be heard when it comes to this
12 issue. And as a recommendation going a little bit into
13 history, as Mr. Wing pointed out, was that last
14 legislative session, the House Business Committee
15 voted to remove the ratios out of the rules entirely.
16 And because the apprentice ratio is in a rule that's
17 known as a fee rule, that whether it's the House
18 Business Committee or the Senate Commerce and Human
19 Resource Committee, if either one of those committees
20 decide we want to change a rule in here because it's a
21 fee rule, they can do it unilaterally and the other
22 side of the legislature body can either confirm it or
23 do nothing. They cannot reject the action taken by the
24 other side, and so that's why the apprentice ratio got
25 taken out completely, and as Warren said, under

1 emergency rule, basically we had to put it back in.
2 There was an opposing bill that was proposed by the
3 Senate side to oppose the fact that the ratios had
4 gotten taken out, so basically both of those came
5 together to oppose each other, one, one -- The Senate
6 side went to amending orders, and because the
7 legislature adjourned without [inaudible 1:1855],
8 basically that's kind of why it went to emergency
9 rule. I would propose that when the legislature looks
10 at the work done by this group, by DOPL, is this under
11 legislative oversight? So, the legislature is
12 proposing that the work by DOPL is doing, comes as a
13 recommendation from the legislature, or is the work
14 being done by DOPL seen again as the executive branch
15 of the state of Idaho? And so unfortunately, in some
16 cases, whether it be the House representatives or the
17 Senate side, they look at the executive branch and
18 say, "Well, we're not necessarily happy with any
19 mandate that comes down from the executive branch."
20 And they could see exactly what these rules are, as
21 being a mandate from the executive branch, and say,
22 "We're not going to be bullied like this." But if we
23 actually take the fees out of these rules, I can see
24 that as being a fix so that the people who are
25 involved in this conversation, this discussion here,



1 provide this input that it can't just be sidetracked
2 and derailed by one member of the House Business
3 Committee that convinces everybody else in the
4 committee to vote on removing apprentice ratios, on
5 removing requirements that are in the rules that all
6 of us participated in, just because that's the way the
7 structure's set up within the legislature, is that all
8 of these -- now, because they were all condensed, and
9 I definitely give -- basically, commend DOPL in taking
10 a very large document and saying hey, guess what, now
11 your Idaho rules for electrical are 16 pages, not 40
12 pages. They did some great reduction, but again, with
13 the fees in there for permits, it create a fee rule
14 and I think that's a problem, where all this input can
15 basically become moot if the House Business Committee
16 and one or two people decide, "Hey, we know what's
17 best, not the industry. We're going to do this because
18 as a fee rule we can do it unilaterally." So, in this
19 whole conversation of the ratios, I would just say, if
20 that's a way to fix this so the industry provides the
21 input, you take the input to the legislature, and then
22 it can't just get sidetracked. And legislatively taken
23 out. I would really appreciate some consideration on
24 that. It may create one new rule, but I think in
25 creating a new rule that's just a separate fee



1 structure will do a lot of good and it means that
2 these meetings actually have some purpose when they go
3 to legislature. Thank you.

4 VINCENT: Jared Vincent, master electrician. Um, listening to
5 all this, I think we all -- We're grouping all of
6 electrical into one basket. And I think there's
7 certain parts of our industry that are a lot more
8 technical than other parts. And I had a conversation
9 with you about a year about this too, where, you know,
10 single-family dwellings, two-family dwellings, things
11 like that, should it be a 10-to-one ratio? Absolutely
12 not. But do I think a journeyman can go in, teach two
13 guys for a little while, and then bring in a third a
14 little bit after that and make it sure that they can
15 go? Yes. And is it hard to find -- right now we talked
16 about the ratios, that there's not enough apprentices
17 for the two-to-one ratio, but those numbers are so
18 skewed because right now we can't find good
19 contractors to wire our houses in this state. There is
20 such a demand out there that we're bringing in people
21 from other states to do our work. So, I don't think it
22 would be a bad thing in certain parts of our industry
23 to allow the ratio to change a little bit. Not 10-to-
24 one, but maybe three-to-one, maybe four-to-one, in
25 certain areas in our residential areas, where they're

1 still under extreme supervision and they can be
2 watched and looked over. And I do understand that in
3 some of your industrial settings that yeah, that is
4 way too much to do. But in certain areas, I think we
5 could relax the rule a little bit, add a couple more
6 so that we can get some more training in there for
7 those individuals. Because, you take a fourth year,
8 there's not much supervision that they need in the
9 residential world, so why not be able to bring someone
10 else into this industry, have them be supervised in
11 that and be able to teach them and expand it just a
12 little bit? Not go crazy, but be able to expand it
13 just a little bit so you can bring more in and also so
14 we can keep more of the work here in Idaho, and not
15 bring all these contractors in because there is a huge
16 demand shortage -- labor shortage here in our state.
17 Because not only do I own an electrical company, I
18 also see the other side of it, because my brother owns
19 a building company. He cannot find contractors to show
20 up on his job sites. So, how do we, how do we deal
21 with that? You start bringing in people from out of
22 state. Then you run into the issue like what Jared was
23 talking about, you know? You're having unlicensed
24 people come into the state doing it, and people
25 selling their licenses just so that work can be done.



1 So a little bit of flexibility on those rules, and I
2 know before that there was a discussion going around
3 where like a third and a fourth year could work on
4 residential properties. You know, and I know that
5 makes it really hard for the inspectors. But I think
6 there sho- -- There is room for a little bit of
7 leniency, little bit of expansion on certain aspects
8 of our industry and we don't need to lump it all in
9 one basket.

10 WING: You made, you made a comment -- just a clarifying
11 comment for everybody. So, right now, one and two
12 family dwelling units is a four-to-one ratio, okay?
13 Everything else is a two-to-one ratio.

14 VINCENT: Okay. Alright, well everyone's been telling -- I have
15 talked to several inspectors and not a single
16 inspector has been able to give me a straight answer
17 on what that answer is, Warren.

18 WING: I can give you a straight answer.

19 VINCENT: So, yeah.

20 WING: I just did.

21 VINCENT: If that's the ruling, I am perfectly great with it.
22 You know, and that was expansion like what I was
23 talking about, a little bit different for those
24 single, one and two family dwellings.

25 WING: Appreciate your comments.

1 VINCENT: Thank you.

2 WILLIAMS: Hi, Glen Williams, journeyman, electrician, 30 years
3 the state of Utah. I apologize, but I thought this was
4 an open forum and it's turned into kind of a question
5 and answer. You know, we want to be able to also
6 address things that are on our mind as well. So, I'm
7 currently employed by KONE Elevator, so I'm here to
8 represent the elevator industry. We're currently
9 licensed in the state of Idaho as a specialty
10 electrical license. The surrounding states, we do
11 business in Wyoming, Las Vegas -- or, Nevada, Utah,
12 and Idaho. Everybody else accepts a journeyman
13 elevator mechanic's license instead of the electrical,
14 I don't believe currently in the state of Idaho you
15 require a mechanic's license for working on elevators,
16 it's only the electrical license. So what we would ask
17 is, uh, I believe the elevator trade is very different
18 than the electrical industry. What we would ask is the
19 state of Idaho brings in a mechanic's license for the
20 elevator industry, and if they choose to stay with the
21 electrical license, I would ask that you include the
22 elevator industry to make sure the testing is
23 reflective of what we're doing in our industry.
24 Currently, it's very hard to get a guy licensed up
25 here because we're getting tested on the NEC and not

1 what we do in the elevator industry.

2 WING: Alright, appreciate it.

3 WILLIAMS: Thank you.

4 WING: Get me your number before you leave.

5 WILLIAMS: Sure.

6 ADAMS: Sorry. Kevin Adams, master electrician. So, as we're
7 trying to talk about this and applying people back to
8 the journeyman trade too, I just thought of a couple
9 ideas that maybe the state could look at for providing
10 for the residential, you know, for the number
11 residential. Maybe you could look into having a
12 residential license, so maybe you could residential
13 license an apprentice and some journeymen and you
14 could lump that into being able to have a greater
15 number in those areas. Or, say like, in your other --
16 in commercial applications, you can't have, you know,
17 you can't have three apprentices looking in a pump
18 panel at the same time, trying to teach those and
19 train those apprentices. So where you could maybe add
20 those numbers and have different levels of licensing,
21 maybe for the residential so they could look at it
22 that way, but stepping through and going up the
23 program, you do put a lot of pressure on a journeyman
24 to train an apprentice. And so I think number one is,
25 you do need to have those journeymen trained very

1 well. And I think there's things you could maybe do
2 through your licensing and through your testing
3 examinations. Maybe we need to broaden our exams for
4 the journeyman license so it covers more areas. Maybe
5 more hands-on testing, more testing like that because
6 it -- going through it and doing the testing -- and
7 I've done testing. I journeyed out in Utah too and
8 I've taken school in Idaho. I've taken school in Utah
9 and I've journeyed out in Utah and mastered out in
10 Idaho. And so, through that process and taking those
11 tests, a lot of it's on booksmarts all the time, and
12 sometimes that's not -- when you're on the job,
13 training's important. You don't learn a lot of your
14 stuff out of a book, you're going to learn a lot of it
15 on hands-on, and so as a journeyman trying to teach
16 those kids, if I know it, I can teach it. You know
17 what I mean? And I have to make sure I know it first
18 and that I'm passing on every aspect of the trade, not
19 just those things -- I need to be able to teach. The
20 books work to the kids too, and explain why you're
21 doing it to the people you're training, why, why you
22 do it. And so, we're not all teachers as journeymen
23 either. That's what's hard, is we're supposed to be
24 the teachers but some of us aren't good teachers and
25 we don't pass on our information very well. So I don't

1 know if there's a way the state can figure out how to
2 make sure our journeymen are trained in teaching
3 people to teach too. It's kind of a tricky spot. I'm
4 sorry, sorry to take your time.

5 WING: Alright, well folks, we're at 10:30 right now and we
6 got to get ready for the next group to come in, so I
7 really appreciate you all, your time. I have cards if
8 people would like to contact me afterwards. If you
9 have any other ideas you didn't get to share or
10 comments, concerns, open forum stuff, whatever. I
11 mean, anything you want, come up and get a card or you
12 can go to our website. We're still at dbs.idaho.gov
13 website. And send me an email, let me know, anything
14 at all regarding anything with the program, to be
15 honest with you. So, that's all I got, and with that
16 we'll go ahead and dismiss.

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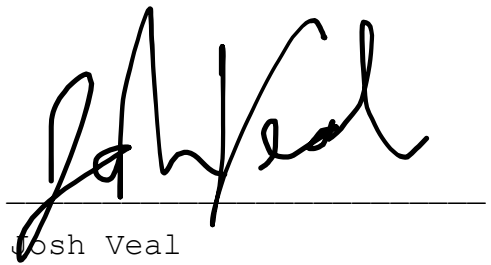


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