

Sandpoint Electrical Board Meeting

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1 Wing: -- and we'll go ahead and get started here. So my
2 name is Warren Wing. I'm the Electrical Program
3 Manager for the Division of Occupational and
4 Professional Licenses, um, formally known as DBS. And
5 we're up here to talk about ZBR, Zero-Based
6 Regulations. And I'm going to have Tim, wherever he
7 is, explain that a little bit more.

8
9 Uh, first I want to start off with some introductions.
10 Gary Sonnen, he's our Electrical Supervisor up in
11 these areas. I'm sure most of you guys know him. And
12 this is MiChell Bird. She's the new Bureau Chief for
13 Construction -- what -- is there -- there's official
14 name -- Construction and Real Estate. Is that what it
15 is or construction --

16 Bird: It's, uh, Building Construction --

17 Wing: Building Construction --

18 Bird: -- and Real Estate.

19 Wing: -- and Real Estate Bureau Chief. And Michael Hyde is
20 here with us today. He'll be, he'll be doing the same
21 presentation later for the HVAC. And this is Tim
22 Frost, our Administrations and -- Administrations
23 Bureau Chief and Regulatory Affairs, right? And John
24 Nielsen is our Plumbing Program Manager.

25

1 And we'll start off with just a few kind of
 2 housekeeping things. We are recording this, and we're
 3 going to have it transcribed. So when you guys have
 4 your opportunity to come up where and, and say your
 5 peace we need you to come up here and do it because it
 6 doesn't work any other way if you're talking across
 7 the room. And as somebody's talking, let's try not to
 8 talk over them. Every once in a while you may want to
 9 cheer. You may want to throw oranges at people. But
 10 let's -- if you have something to say, let's come up
 11 here and do it. Um, with that, Tim, would you like to
 12 talk about ZBR?

13 Frost: Sure. Thank you all for coming. Uh, my name is Tim
 14 Frost. I'm our Operations and Regulatory Bureau Chief
 15 at the, uh, Division of Occupational and Professional
 16 Licenses. And, uh, to give a little bit of context,
 17 um, really where -- you know, the purpose of these
 18 meetings and Zero-Based Regulations starts back in
 19 2017 starts with the Licensing Freedom Act. It was an
 20 executive order issued by at the time, um, Lieutenant
 21 Governor Brad Little. And what it did is it pulled
 22 together kind of a review of all of our occupations,
 23 professions and trades and looked at home many
 24 different permits, licenses, registrations that we do
 25 all throughout Idaho and what agencies and boards



1 administer those permits and licenses. And what we
2 found is we had over a -- over, over 100 different,
3 um, permits, licenses. It was administered by over 50
4 boards and commissions. Each of those boards and
5 commissions were made up of 11 different -- actually I
6 think 13 different agencies and operated on I think
7 nine different electronic IT licensing systems.

8
9 And so the point of the executive order was to
10 highlight that, um, there needs to be some consistency
11 in Idaho and some efficiency of state government of
12 how we go about, um, the regulation and the licensing
13 permit registration process of all of our, all of our
14 trades and our occupations. And so, um, that started
15 the process.

16
17 And then in 2019, uh, Governor, uh, Little issued
18 Executive Order, uh, 2019-02. It was called Red Tape
19 Reduction. It was the first time that the, um, Idaho
20 legislature did not pass a concurrent resolution on
21 the rules, and so both the house and the senate agreed
22 on the administrative rules and making those rules
23 final rules. And as a result of that it spurred for
24 the first time in the State of Idaho, uh, the need for
25 a temporary reauthorization of the entire



1 administrative ruleset.

2

3 And so, um, all of the state agencies came together,
4 held 151 different public meetings in, um, March of
5 2021 and, uh, simplified all administrative rules by
6 75 percent. So they were looking at unnecessary
7 duplication, unnecessary, um, restrictions, things
8 that were barriers to the professions, to the trades,
9 all those type of things. And they held it in a
10 public fashion, but it was certainly done under a
11 short timeline of about five weeks.

12

13 And so one of the things in going through that process
14 that both the legislature and the executive branch
15 learned is we need a cadence process, not such a
16 rushed process of when we do, uh, reviews. And so
17 that's where we got, uh, Executive Order 2020-01,
18 Zero-Based Regulations.

19

20 What it does is it takes every single one of our
21 boards or every single one of our commissions and
22 their entire rule chapter and puts it is on a five-
23 year rotating review basis. And so for the Electrical
24 Board in 2021, um, the Electrical Board will go
25 through their Zero-Based Regulations review, and what



1 it is is it is a repeal of the existing chapter in its
2 entirety and a replacement of that rule chapter in its
3 entirety of new rule language, and in doing that
4 replacement the board has to go through the ZBR
5 process that's set forth by the governor's office and
6 DFM (ph).

7
8 And so some of the things that we have to evaluate as,
9 as Division staff is, you know, as we re-add this rule
10 in and present it to our board the board needs to
11 evaluate how do other states regulate this, how do our
12 surrounding states as well as South Dakota regulate
13 this, and, um, are we justified in being different
14 from a safety perspective? And, um, the board will go
15 through a conversation around, around the aspects of
16 that of historically why we regulated certain things
17 in Idaho and historically why we haven't.

18
19 Um, we'll also discuss kind of the cost and bene- --
20 cost-to-benefit, uh, analysis of that rule. In other
21 words, um, is this rule achieving what we intended it
22 to achieve when we initially put it in place? And so
23 some rules have been in place for 20 years and for
24 good reason and then some rules have been put in place
25 and, you know, we often look back and ask why is that

1 there. And so part of the analysis is to prevent some
2 of the bureaucratic indicia that can sometimes
3 purposely happen but often times it's just accidental
4 of it's just something's been there and it's been
5 there for a while and nobody's questioned it.

6
7 And so by going through a cycled review in this ZBR
8 process, uh, it, it allows for some thoughtful
9 engagement, uh, with the board, with our Division, and
10 with you as an industry to discuss, you know, here's
11 kind of the current topics of what we're going to need
12 to review as a Division, as a board as we go through
13 ZBR and get your feedback on it.

14
15 Um, and so as, as Warren goes through some different
16 topics in the rule, um, you know, please be open to
17 your feedback on whether or not you support it,
18 whether or not you're opposed to it and, and why. Um,
19 you know, please give us your honest opinion, wherever
20 you stand on the continuum of these particular topics,
21 and if there's a topic that, you know, Warren doesn't
22 bring up and you know is, is an issue or something
23 that's going to happen with the economy and, and the,
24 and the trade in the next couple years, you know,
25 please bring that up. I think that's helpful for our



1 board to know here's what's coming and some things
2 that you guys have identified this, this what -- this
3 is what needs to be regulated or this is what needs to
4 be changed or amended as we go through this process.

5
6 So, um, with that being said, I appreciate all of you
7 coming and engaging. I think it's super helpful in
8 the process as we go through these public hearings
9 and, um, I'd ask you just be open and honest and when
10 you come up just give your name, uh, your license, uh,
11 whether or not you hold a license and, and your
12 thoughts on the issues. So I'd, I'd be happy to take
13 any questions on ZBR or the process or anything like
14 that. All right. Thank you.

15 Wing: So as Tim said, I'll start out with kind of bringing
16 some, some I guess ideas and thoughts that we've been
17 seeing consistent with the industry and things that
18 have hit my desk in the past. And as you come up,
19 yeah, if you would, if you would give your name, if
20 you hold a license or not hold a license, and if you
21 represent somebody, if you're here representing a
22 contractor or, or, uh, another group, just let us know
23 that. It's always good to have that information.

24
25 So to start out with, I want to start with the master



1 electrician. Okay. Currently the -- what -- to be an
2 electrical contractor you're either grandfathered in -
3 - we've all heard the term grandfathered in where you
4 were a journeyman electrician before they made the
5 requirement and you have a contractor's license now
6 holding a journeyman electrician's license. Okay.
7 Facility accounts, when people have a facility account
8 they can do any work a contractor does and they do. I
9 mean they, they do the same work a contractor does.
10 They're only required to have a journeyman license in
11 order to do that work.

12
13 Okay. There is -- there has been some questions that
14 have come to my desk, and I'll just be frankly honest
15 with you. I'm not sure how to answer them. And
16 they're coming from companies who do have master
17 electricians. When you look at the definition of
18 master electrician in our, in our statutes it says, "A
19 person who has the necessary abilities to design,
20 layout and plan jobs."

21
22 So I'm being asked now well if you got a contractor or
23 facility account that has a journeyman and not a
24 master electrician, why aren't you requiring them to
25 get a certified planner, an engineer? Because a

1 journeyman doesn't have the necessary ability by
2 definition, doesn't have -- doesn't meet the
3 qualifications to design, layout and plan jobs. So
4 the questions that's coming up is what is the need for
5 a master electrician? You know, why, why can't it be
6 the same exact qualifications a person that gets a
7 journeyman's card and four years later they can start
8 a company without taking the master electricians test?

9
10 So with that in mind, I'd like to hear your thoughts
11 on that. And just come up one at a time and let us
12 know.

13 Sleyster: My name is Dave Sleyster, Energy Electric, license
14 number ELEC04699. I'm one of the grandfathered
15 electricians, journeyman qualification, not master.
16 But I've been in the trade for 40 plus years, been
17 running my company up here for 35 years. Um, I've
18 been designing, building, doing all kinds of projects
19 like that with no problems. Um, I can see, you know,
20 the need for -- I, I don't have a problem with having
21 to have a master's license for, uh -- to be a
22 contractor, but I still feel that grandfathered in,
23 you know, if you've got the experience in the field
24 and have done it for years and years and years, you
25 know, I don't feel the need that I have to go get my

1 master's license, just a piece of paper and a fee when
2 I've been doing it as long as I have. So that's,
3 that's my comment on that.

4
5 As far as, you know, I can see somebody that just
6 blasts through their training and, and their whole
7 game is to, to get their contractor's license so they
8 can go out and do it, you know, on their own, and they
9 don't have the qualifications. They don't have, you
10 know, the experience behind them. I can see there
11 being issues with that. But you know, some of the
12 other contractors have been doing it as long as I have
13 and so forth I don't, I don't know that, you know,
14 obtaining a master's license is going to help me
15 anymore. That's my thoughts on that.

16 Wing: I appreciate that. Can I, can I ask you a quick
17 questions?

18 Sleyster: Sure.

19 Wing: So currently right now we hear -- we've heard this a
20 lot also.

21 Sleyster: Mm-Hmm.

22 Wing: Um, once you, once you got your four years' experience
23 you can take that test. Some people are good at tests
24 and some people aren't.

25 Sleyster: Mm-Hmm.

1 Wing: The, the reality in Idaho right now is that you could
2 work, you know, in, in commercial and do nothing but
3 commercial work or --

4 Sleyster: Sure.

5 Wing: -- industrial and do nothing but industrial work. You
6 can pick anything, right?

7 Sleyster: Sure, sure.

8 Wing: And as long as you can pass that test you can still
9 get your contractor's license. So do you see that
10 the, the master electrician is -- the requirement for
11 the master electrician is actually solving the
12 problem?

13 Sleyster: Um, the only problem I see that it's solving is just
14 making people have a little more -- few more years'
15 experience in the industry before being able to be a
16 contractor because, you know, I've got guys that are
17 turning out, you know, they've got their four years of
18 schooling in and so forth like that, you know. If
19 they were able to get their journeyman's license and
20 get a contractor's license, I don't think that they
21 would have that depth of experience that they'd need,
22 you know.

23
24 I think the additional four years before you can get
25 your contractor's license might be a -- this is a good

1 thing, but, you know, retroactively I don't think
2 going back to people that have had their contractor's
3 license in the past for years and years is, is
4 something that, you know -- I, I don't see the need in
5 it myself, you know, just to go take another test, pay
6 additional fees for a, a piece of paper that makes no
7 difference for what I do, you know, personally.

8 Wing: No, appreciate that.

9 Sleyster: Okay.

10 Wing: Additional comments? No one? Well that was easy.
11 Okay. Here -- here's another one that's been coming
12 up a lot lately. And I don't know, I don't know if
13 you guys have been dealing with it here up north, but
14 we're dealing with it quite a bit down in the, um, in
15 the, in the valley. The idea of handymen being exempt
16 for certain types of electrical work, um, the
17 installation of ceiling fans, replacing lightbulbs,
18 you know, changing out receptacles and switches, not
19 doing new installations but, you know, basically the
20 type of things that if you ever walked into Home
21 Depot, the homeowner would buy a light and they never
22 get permitted or anything else on that.

23

24 The reason it's coming up 'cause we do know it's going
25 on. We, we caught, you know, quite a few and quite a



1 few have been reported to us, to compliance. The, um,
2 the idea is that if we were to exempt certain things
3 but require them to be registered and then make them
4 get permits, at least we could be looking at that work
5 that's going on more than right now. Just your
6 thoughts on that. We'd, we'd appreciate your thoughts
7 on that too. You guys are going to make me put miles
8 on here today.

9 Male 1: Warren, what's the difference between a homeowner
10 doing it and a handyman? I just -- my neighbor knows
11 how to put it out. Why does that guy all of a sudden
12 need to go get some sort of approval when I could just
13 as well be doing it myself?

14 Wing: So the question is what's the difference between a
15 handyman doing it and a homeowner doing it?

16 Male 1: Where does that -- how is there more danger? It's
17 just a homeowner trying to do it themselves, and we
18 wouldn't want to regulate that.

19 Wing: And that's the question that I'm asking -- that, that
20 we're asking you. And (inaudible - 00:15:12). For
21 those of you who didn't get here, we need you to come
22 up here and ask questions because we're recording this
23 and it's going to be transcribed. So I don't know if
24 it's going to be -- if they're going to be able to
25 hear what you said. That's why I'm doing the old

1 RVAV, repeat verify answer verify, to make sure I get
2 your question recorded.

3
4 So to repeat your question: what is the difference
5 between -- why is it more or less safe for a homeowner
6 to do it rather than a handyman to do it? Right now
7 the law allows homeowners to do electrical
8 installations non-licensed. It's actually exempted
9 through 54-1016 where for handymen it's not.
10 Homeowners still need to get permits and have it
11 inspected where if a handyman goes in and does it, do
12 that type of work for a homeowner it's, it's through
13 statute it's legal and they can't buy a permit. You
14 can't -- they don't even have the ability to buy a
15 permit because they're not licensed.

16
17 So the idea is, you know, asking the question through
18 ZBR, looking at it at a, you know, Zero-Base thing,
19 you know, it would be a -- it would be kind of --
20 there's, there's language in here that defines
21 maintenance and repair as electrical contracting. So
22 you know, we would like to hear your thoughts. Is it
23 more or is it, is it less safe or more safe or is it
24 dangers? What, what issues does it create to allow a
25 handyman to do maintenance work and, you know, at a

1 person's dwelling? Currently maintenance work is, is
2 exempt.

3
4 If I, if I own a -- I don't know -- if I own an
5 upholstery shop and I have a guy working for me and I
6 tell him and say you're my maintenance man, he can do
7 any type of maintenance, and there's no license
8 required whatsoever. But if you're a handyman going
9 into somebody's house or you're on somebody's property
10 to do maintenance, you got to be licensed for that
11 because it's actually in our rules defined as
12 electrical contracting work. So your thoughts on
13 that.

14 Stenberg: My name is Matt Stenberg and I'm just a journeyman
15 wireman. I'm licensed in three different states.
16 And, uh, on the question of whether or not, uh,
17 licensing should be required for a handyman, um, I
18 think absolutely 'cause there's an implicit contract
19 between a homeowner and another individual, whether
20 it's your neighbor down the street or whether it's
21 somebody from an established electrical shop that that
22 person knows what they're doing.

23
24 And by having a license you can prove that you passed
25 a minimum knowledge exam at least as well as some

1 training and all the other things that go along with
2 licensure. Whereas someone down the street saying oh
3 I'm a, I'm a handyman and I'm pretty handy and, man, I
4 meet these qualifications. Yeah, I can do that. If
5 they don't have permitting, if they don't have
6 licensing, that homeowner doesn't have anything to go
7 back on to prove that they are competent in that
8 field, and they also don't have anything to go back on
9 when that installation goes awry and catches their
10 home on fire. So if somebody is doing faulty
11 installation, the only way to keep them in check is
12 through licensure. That's my feelings on handymen and
13 licensing. Go ahead.

14 Wing: As a follow-up question, would you, um, would you be
15 supportive of exempting a handyman from licensure if
16 as a result of the exemption their work still had to
17 have a permit pulled and a, you know, follow-up
18 inspection to ensure code compliance?

19 Stenberg: That comes down to liability. So with a homeowner to
20 be able to pull your own permit and install whatever
21 you want in your own home I agree with that. That's
22 your home and you're accepting that degree of
23 liability. But for a handyman who let's say he is not
24 exactly reputable, he's just looking to turn a buck.
25 If he can pull a permit on behalf of that homeowner

1 and then bing bang he's in and out, he doesn't have
2 anything on the line.

3
4 So he can just slap it up -- slap up that ceiling fan,
5 perhaps not even support it properly. It's dangling
6 there above somebody's bed. If it's not supported
7 properly let alone the electrical aspect of it, what's
8 to say that's not going to fall? If he doesn't have
9 the correct box and the correct backing behind that
10 ceiling fan, over time that could -- there's reason
11 for our rules, right? That could come down and
12 seriously injure someone, if not kill them. That's
13 the reason behind all of these rules is because it
14 could kill somebody. So no I don't think that, uh,
15 allowing them to bypass, um, the safety measures that
16 we have in place is a good idea.

17 Wing: Thank you. Appreciate it. Anybody else like to
18 address this?

19 Brown: Yeah, I'll do it. Good morning.

20 Collective: Good morning.

21 Brown: Thanks. My name is Ken Brown, journeyman electrician.
22 Um, my thoughts on that are it's a public safety
23 issue, you know, permitting, licensing, contracting
24 license, uh, and we, we have to protect the public
25 against themselves. So if we just let a handyman come

1 into the house, pull a permit to, to do something, put
2 a ceiling fan in, right, something like that, the, the
3 odds are, uh, exist that they're going to do other
4 work. But if we have standards and regulations that
5 require an electrical contractor who met certain
6 standards and licensed electricians who met the rights
7 standards to do that work, I think that's a safer
8 installation for the public than just letting some
9 handyman do it.

10
11 I just delivered a cord of wood over to Bill's house,
12 and now I'm going to go put a ceiling fan up. And I'm
13 an electrician and a logger, right. So to avoid that
14 kind of danger for the public I think it's important
15 that we maintain licensing and contractor
16 requirements.

17 Wing: Appreciate it.

18 Pitts: I'm Dale Pitts (ph), Bob Pitts and Sons Well Drilling.
19 I have a well drilling license, an electric license,
20 and a plumbing license. You know how many phone calls
21 I get at 5:00 from electricians that do not know how
22 to wire pumps up? So don't tell me you guys know what
23 you're doing out there. Handymen call me all the
24 time. Homeowners call up and say I don't have no
25 water because my electrician left and he don't know

1 what he's doing. So don't stand there and lay it on
2 the handyman. You guys are sitting right here, and
3 you don't know how to wire pumps. You don't know how
4 to wire the new ones. So don't dump it on them. And
5 something else I got. I've been wiring pumps up since
6 I've been 12 years old. I'm 65 years old. So don't
7 dump it on their lap.

8 Wing: Can I ask you a follow-up question, sir?

9 Pitts: What?

10 Wing: Can I ask you a, a follow-up question?

11 Pitts: Yeah, go ahead.

12 Wing: So, so would a -- and kind of in line with what
13 they're saying, instead of license would a registered,
14 just like a electrical -- it's not electrical, it's
15 not a contractor but they -- general contractors are
16 registered.

17 Pitts: I think to register as a general contractor would
18 probably work.

19 Wing: Okay.

20 Pitts: I just don't think you can just dump it on somebody
21 and say it's all their fault.

22 Wing: Would anyone like to follow that up?

23 Stenberg: I'll take it. Matt Stenberg again. I don't mean that
24 we're trying to dump anything on somebody who's not
25 necessarily licensed. There's a lot of folks out

1 there that specialize in one specific area. To be a
2 licensed journeyman wireman you got to be pretty broad
3 based in your knowledge. To have one specific niche,
4 yeah, not everybody knows that. Someone who does
5 primarily residential isn't going to know what they're
6 doing when they go down to the paper mill down in
7 Lewiston whereas someone who's been doing nothing but
8 traffic loops for their entire electrical career
9 they're not going to have the slightest clue about
10 code when it comes to building a residence.

11
12 So our comments I believe are just based on the safety
13 aspect of it. If it's someone who's truly
14 knowledgeable in that, then they should in addition to
15 being licensed have the wherewithal to say I'm out of
16 my depth, and I need to refer back to an expert such
17 as yourself.

18 Wing: Okay. As a, as a follow-up, one of the things that --
19 and it's kind of just in -- related to this entire
20 conversation. One of the things that our board and
21 our Division are kind of going back and forth with to
22 tease through and thread the needle is, um, at what
23 point do we continue to create more specialty licenses
24 versus exempt licenses and if we create more specialty
25 licenses, are we creating a direct barrier of entry

1 into these trades and into this type of work for them
2 to maybe pursue a contractor's license or a journeyman
3 or, or something else that requires more than, you
4 know, six months to a year experience? So what, what
5 are some of your thoughts on what should the board and
6 the Division consider as kind of the cutoff of, um,
7 everything requires education and training, right?

8 Stenberg: Agreed.

9 Wing: Just -- it's just a difference in scope and the amount
10 depending on the, the service or the installation or
11 whatever it is. And so --

12 Stenberg: Certainly.

13 Wing: -- what, what should be the, the threshold that we
14 should consider as the cutoff when it comes to
15 requiring a license, requiring an examination versus,
16 uh, allowing for an exemption to licensure and
17 external, uh, market factors such as liability
18 insurance and things like that coming into play from
19 your perspective?

20 Stenberg: From my perspective, that again boils down to
21 liability. So we have measures in place currently
22 where a homeowner can do their own -- they can pull
23 permits so that it's trackable, and they can perform
24 their own work because they have vested interest in
25 that property being their own. And I mean whether

1 they're just flipping a house and they're unscrupulous
2 that's buyer beware. But, um, I think where you were
3 trying to go was, um, making subcategorizations --

4 Wing: Yeah.

5 Stenberg: -- in licensing.

6 Wing: Exactly.

7 Stenberg: Is that where you were going?

8 Wing: Exactly. Yes.

9 Stenberg: So subcategorizations in licensing, um, it can be a
10 beneficial thing in my view where someone who is
11 specialized in pump wiring, if there is a portion of
12 their plumber's license or like an HVAC individual,
13 for example, they have a limited, um, ability to
14 perform electrical work as well. So when that is in
15 conjunction with another professional license I don't
16 have any problem with that whatsoever.

17
18 But to make a narrow field license such as let's say
19 a, um, just a residential license, that narrows the
20 individual and their scope. So when it comes to
21 something that's a bit more industrial like wiring a
22 well pump that residential guy he's not going to know
23 what he's doing 'cause he's been doing nothing but
24 roping houses. So having a broad based license such
25 as the current journeyman electrician license, that

1 ensures some, um, well-roundedness, for lack of a
2 better term. So I mean you're going to have a touch
3 of industrial experience, a touch of, of, uh,
4 construction experience as well as residential
5 experience. You may not know exactly what you're
6 doing on every key but that's where you specialize
7 depending on your field and your employer.

8
9 So to try and boil that one down, um, breaking up
10 licensure into small specialty licenses I think that
11 it has a place depending on the professional
12 occupation, but, uh, overall I think that the
13 categories as they exist are appropriate for Idaho.

14 Wing: Okay. Thank you. Would anybody else like to address
15 this?

16 Mills: Eric Mills, uh, elevator guy. Talking about
17 individual licenses, we fall under the electrical
18 license. Washington, Oregon, Montana all have a
19 separate elevator license. Uh, any electrician pretty
20 much can work on an elevator. There's a lot of other
21 things that go into elevators. Uh, it's pretty key.
22 Um, it's a huge safety thing.

23
24 Uh, I hear from my guys that when they go to work on
25 an elevator an electrician came in, put some modern



1 electronic part on an old elevator which can totally,
2 totally mess it up. It's not all the time. Some guys
3 go in and do a really good job. Um, I believe there
4 should be some specialized licenses. The elevator
5 falls under it, but I believe in Idaho electrical,
6 anybody with an electrical license can work on
7 elevators, um, and it's been a problem. So I
8 definitely believe there should be a separate license
9 at least for the elevators.

10
11 I do agree the pumps, you know, you can't expect a
12 residential guy to go in and wire a three-phase. It's
13 not going to happen, you know. They're not going to
14 really know how to do it if they've only done
15 residential. So they're not going to know how to pull
16 the four wire and all that. So it's, uh, it's really
17 important that you sort of do break it up, you know.
18 You have a commercial. You have a residential. I
19 mean if you want to get really fine and do pumps or
20 other things, it's, uh, it creates a lot more legwork
21 for you guys. It creates a lot more inspections.

22
23 But it's almost a necessity I mean 'cause, you know,
24 like the handyman thing, going back to the handyman
25 thing, yeah you probably should have a license for a



1 handyman. If I'm a homeowner and I wire this outlet
2 wrong and I burn my house down, guess what, it falls
3 on me. If the handyman comes in and wires it wrong,
4 you know, who's at fault and why am I not licensed in
5 that? I just have a general broad spectrum. Now he
6 burnt my house down. Now I have to go after him to
7 get money. And if he's not licensed, it makes it even
8 that more harder.

9
10 So, um, license is key. It's, it's about the safety
11 of the public. It's about the safety of the guys.
12 It's about safety really. That's why you have
13 licenses. I mean if you're doing it for revenue,
14 that's a waste. You need to do it for the safety of
15 the public and, uh, with us in elevators, I mean I had
16 a kid die in, uh, Washington on a home lift, not --
17 like last week or the week before because it was put
18 in improperly, wasn't inspected when the family
19 bought, and a bunch of safety stuff was jumped out and
20 the kid ran the elevator down on himself and killed
21 himself, you know. No oversight. Now that family is
22 grieving and they don't know what to do. Nobody to go
23 after.

24
25 So I mean it's, it's important and licensing is key to

1 that. And it's happening in my industry all across
2 the country everybody's going licensing. So there's a
3 lot of liability and, uh, it falls back on the guys.
4 They have to keep the training up, and they have to do
5 stuff and to maintain your license you have to do it.
6 And I guarantee you the guys that get the Idaho
7 license 'cause it's almost all electrical there's like
8 eight elevator questions on there. They're like it's
9 the hardest license I have to get in the state, and
10 I'm not letting it lapse. The guy's like I'm moving
11 across the country but I'm keeping my Idaho license
12 'cause it's so hard to get 'cause it's not -- it's
13 talking about three-phase wiring and stuff we don't
14 really deal with. We deal with the low voltage. But
15 when they get it they get it, and they don't let it
16 go, so. But it's been basic elevator -- or electrical
17 with elevator sometimes you guys call it, so it's
18 important. So.

19 Wing: Can I ask you a follow-up question?

20 Mills: Sure.

21 Wing: So we got several people from the elevator industry
22 coming to these meetings and there -- from what I
23 understand, there's two major certifications in
24 schools that elevator --

25 Mills: Yes.

1 (Crosstalk)

2 Wing: -- go through. Um, there's one done by the, uh --

3 Mills: But you need -- right and then there's NAESA.

4 Wing: NAESA.

5 Mills: Right, right.

6 Wing: Um, so I'm being asked -- 'cause we have our license.

7 Mills: Right.

8 Wing: I'm being asked by the elevator guys why can't we
9 accept that certification because it's my
10 understanding there's a test with it and everything.

11 Mills: Right.

12 Wing: Why can't we accept that certification and just issue
13 a license based on that certification?

14 Mills: So, um, the NEIEP is put on by the union and that's
15 pretty much nationally recognized. You can pretty
16 much go with your certificate and get a license in
17 almost all the states that have it. Idaho is one of
18 the few states that doesn't accept it. I can go down
19 to Oregon right now and get a license. I can go to
20 Montana with that certificate and say, hey, I want a
21 license and I get it as long as I maintain some type
22 of continuing education from when I take -- took my
23 test originally

24 Wing: Are the other states --

25 Mills: So.

1 Wing: Are the other states requiring testing for that or are
2 they just taking --

3 Mills: No. Washington automatically you can get it as long
4 as -- like I took it in '03 so, um, my -- mine is a
5 reciprocal in a lot of states, but I've had continuing
6 education every other year to maintain that license.
7 Montana is the same way. You have to take continuing
8 ed. Oregon is the same way. You have to take
9 continuing ed, and as long as you maintain that
10 there's -- I could go in and get my license there. I
11 can go to the East Coast and get a license.

12 Wing: Just with the certificate.

13 Mills: Just with the certificate as long as I've maintained
14 continuing education.

15 Wing: All right. No, that's great. Appreciate it.

16 Mills: Yep. Yeah. Sure.

17 Wing: Would you be supportive of Idaho moving in that
18 direction as accepting that certification and --

19 Mills: Yes. Oh, without a doubt, the NEIEP Program is by far
20 the best in the world actually. I mean there's some
21 other programs out there, but NEIEP's recognized
22 collegially. You can get associate's degree through
23 your NEIEP education with a couple of other basic
24 English requirements. They've accepted it in multiple
25 colleges for an associate's degrees in elevator

1 technology and stuff. I mean it's a top-notch
2 program, so.

3 Wing: All right. Appreciate it.

4 Mills: Yeah.

5 Wing: Thank you.

6 Bird: I have a question. Um, so you say you have to
7 continue taking the continuing education. Is that --

8 Mills: Yes.

9 Bird: -- for the certification or is that a requirement by
10 the state for --

11 Mills: The states for licensing. Certain states have certain
12 classes and some of them -- NEIEP continues to put out
13 classes and NAESA puts out classes also which is a
14 national, uh, elevator program. It's just a little
15 more -- it's harder to get through the NAESA stuff.
16 It's not offered as easily as NEIEP, but NEIEP is also
17 a union-based program, so.

18 Bird: Thank you.

19 Mills: Yep.

20 Wing: Okay. Thank you. Would anybody else like to address
21 the original question? No. Okay. Let me move on to
22 the next then. The next one is continuing education,
23 the, the need for it, uh, the hours. Is 24 hours
24 sufficient? Is it too much? Um, is continuing
25 education something that the industry can do outside

1 of -- outside the agency monitoring it? And the --
2 if, if, if the continuing education is -- if 24 is too
3 much or not enough, what is an appropriate level and
4 is there safety concerns behind not having continuing
5 education? So please step up to the podium if you
6 have any thoughts on that.

7 Brown: I'll step up and give my thoughts. Again, Ken Brown,
8 journeyman electrician. So my thoughts on continuing
9 education is I think that 24 hours is appropriate.
10 There's so much information that should be, uh,
11 reviewed. There's new technologies, new codes. If
12 it's less than 24 hours, you're probably not going to
13 catch enough of the different, uh, changes and those
14 changes are, um -- you know, they, they have to deal
15 with public safety as well on the code, especially the
16 NEC or any other specialty code that might come out of
17 the State of Idaho or DBS or DOPL now, right? So no,
18 I think 24 hours is appropriate just to make sure that
19 everyone covers the necessary information. And less
20 than that, I don't think you would, uh, capture enough
21 of the changes to get an education on that.

22 Wing: Appreciate it. Quick follow-up.

23 Brown: Yeah.

24 Wing: A couple of our boards have, um, some variable options
25 for CE. So some of them will specify in hours of CE

1 like the Electrical Board and a few of our boards will
2 specify hours or they'll define a set number of, uh,
3 active hours of practice in that particular trade.
4 And so maybe it's 100 hours of practice in the last
5 year, 400 hours of practice in the last year. Would
6 you be supportive of active practice as a means toward
7 showing continuing competencies since those
8 individuals are pulling a permit and getting an
9 inspection (inaudible - 00:36:53)?

10 Brown: Wow. You know, I've never, I've never, never heard of
11 that yet. You know, typically it's continual active
12 practice or at least, uh, you know, if your license is
13 in abeyance you do your continuing education so that
14 when you get back into it and do the active practice
15 you're up to speed with the, the current code and
16 standards. But I'm, I'm curious how that would look
17 as a practical matter.

18 Wing: Yeah. So generally our licenses for a trade in an
19 occupational profession license gives you the
20 authority to practice, but you don't have to practice
21 under that license. So we may have individuals that,
22 um, are electricians but aren't, aren't currently
23 working as an electrician, but they do their 24 hours
24 of CE and that is the competency that validates that
25 they can continue to work and continue to have a

1 license.

2

3 And you know, a number of our boards have kind of
4 looked at it from the perspective of, you know, the
5 best possible thing for actual competency is
6 evaluating that their currently can do the job that
7 they're doing and they're currently actively working.

8 And so it's kind of been a dichotomy of you could do
9 either 24 hours, in this instance if we're talking
10 Electrical Board, either 24 hours or a set number of
11 hours of active practice both showing that would be
12 valid as a competency measure. So it's just a thought
13 of approach of how some other professions do it. I'm
14 curious how that would look for electric.

15 Brown: Well I, I would have to put some more -- uh, I'd have
16 to look into that a little bit more because my
17 perspective on CEUs has always been not that you were
18 out doing electrical work but to maintain your ability
19 to stay up with code changes and new technologies. So
20 if you're out doing your work and you're never having
21 to -- if all, all you're doing is verifying that yes
22 my license is still appropriate based on my
23 understanding of all the code and standards, I don't
24 think that would be necessarily true under the where
25 it was just out working. I think you have to have the



1 continuing education to ensure some level of
2 competency with the changes in the code.

3 Wing: Thank you.

4 Brown: Thanks.

5 Wing: Any additional comments on that? Yes, sir.

6 Sleyster: Uh, Dave Sleyster, Energy Electric. Um, yeah, I agree
7 with the 24 hours is appropriate. It's not, uh, an
8 undue burden on anybody to get 24 hours in three
9 years. Um, and the practice, you know, that might be,
10 uh, a helpful thing too because like you said, you
11 know, if somebody holds their license but never does
12 the work, you know, they're, they're not necessarily
13 competent in the trade, you know. Just like you said,
14 you know, they don't know how to wire a pump. They
15 haven't gone out and pulled, pulled (inaudible -
16 00:39:49) or bent pipe or anything like that. So you
17 know, that's, that's not a bad addition.

18
19 I think in addition to the 24 hours to where you've
20 proved yeah I've done 100, 100 hours of work in a
21 year, you know, hands-on kind of thing. Um, 'cause I
22 know there are people that go ahead and get licenses
23 and they just hold them and don't do any work at all,
24 you know, and I know that's a, that's a, uh, fact.
25 But, uh, I agree that 24 hours is a good -- it kind of

1 sets us apart from some of the other trades too to
2 where we do have to keep our continuing education up
3 and to keep our licensure and all that and I feel it's
4 a, a good thing and it, it makes us more
5 professionally accredited, you know.

6
7 Um, one thing is that is confusing is the -- you'll do
8 your, your code updates and all that stuff and then,
9 uh, Idaho hasn't adopted this part of the code or that
10 part of the code. So you go out to a job and you've
11 got all those code updates in your head and you do it
12 to that level and it's like we haven't adopted that
13 yet so that -- you don't have to do this. And that's,
14 that's kind of a confusing part for me that's kind of
15 beside the point. But the, uh, the adoption of, of
16 the codes, you know, are still 2017 mostly. And so
17 that's, uh, that, that muddies the waters a little bit
18 for contractors and so forth where we need to be with
19 our level of installs.

20 Wing: Appreciate it. Any additional comments?

21 Gilbrech: Yes, I do. San Gilbrech, journeyman wireman. Uh, so
22 I, I actually had a question. So you're saying that
23 if you had your license and you were working in the
24 industry that you wouldn't have to do -- okay. So the
25 NEC is a, a basic safety requirement, the minimum

1 requirement. So if I'm working constantly with my
2 license and I've never taken CEU classes, I may never
3 know what code updates are coming, so eventually I'm
4 going to probably do something unsafe. So I, I think
5 the 24 hours is a, is a -- the minimum for getting
6 your license because, uh, eventually you're just going
7 to keep working and keep working. You'll not know the
8 new code updates as they're coming out without doing
9 your continuing education and that's unsafe to the
10 public I believe if you don't know the code because
11 the code is the basic minimum safety for the public.
12 Thank you.

13 Wing: Thank you.

14 Stenberg: Matt Stenberg, journeyman wireman. I couldn't agree
15 more that, uh, CEUs are a paramount importance within
16 our industry. Um, just looking within my experience,
17 which is less than a lot of you guys in this room, um,
18 the electrical field has changed so much just within
19 my experience, and there's been so much innovation
20 whether it's in photovoltaics, whether it's in, um,
21 car charging systems where now you can char- -- get
22 power in your house off of your car. That's something
23 that didn't exist a couple years ago.

24
25 So these emerging technologies and the differences and

1 all of the different, uh, safety aspects that are
2 addressed in each reiteration of or new iteration
3 rather of the code. Um, if there's no requirement to
4 read through the code and to understand those changes
5 that have taken place, then just like my -- the
6 previous speaker said, that's just dangerous.

7
8 So if you're still applying the 1970 technology to
9 today's environment, that's going to be an unsafe
10 installation in a number of different cases. If
11 you're doing just bare bones basic the same day in,
12 day out thing that you can train a 12-year old to do,
13 maybe not much has changed. But pumps are changing.
14 Everything is changing rapidly as we're integrating
15 different, uh, solid state, uh, componentry and, um,
16 wireless technologies. So, um, I absolutely think
17 that, uh, continuing education is of paramount
18 importance.

19 Wing: Thank you. Just a quick follow-up. So you still got
20 to be licensed.

21 Stenberg: Yes.

22 Wing: You still got to buy permits.

23 Stenberg: Yes.

24 Wing: And you still got to have, have inspections.

25 Stenberg: Yes.

1 Wing: So you still gotta pass the code that's (inaudible -
2 00:44:31).

3 Stenberg: Yeah.

4 Wing: So where is the -- so if there -- if someone doesn't
5 take continuing education, they still have to pass the
6 code that's adopted.

7 Stenberg: Whose responsibility is it to know the code? Is it
8 the inspector or is it me as an installer, as a
9 journeyman, as a competent individual within my field.
10 It's my responsibility to know that code.

11 Wing: All right.

12 Stenberg: And without a requirement to dig back in, then we're
13 just going to continue. I mean God's honest truth, me
14 and the other guys that are out on the jobsites we're
15 just going to continue doing what we've been doing
16 with what we've been familiar with, and when we have
17 this new code change that says I've got to put an
18 emergency disconnect on the exterior of a building, of
19 a residence, if nobody knows that, nobody's going to
20 put that in until they get gigged on it by the
21 inspector. So I think that that's an unfair burden to
22 put on the inspector to have to educate all of us that
23 are licensed in the industry.

24 Wing: Okay.

25 Mills: You send out a flyer on that or does it come out of

1 the codebook every year or every four years?

2 Wing: Three.

3 Pitts: Do you read that flyer when it comes to your house or
4 do you just say garbage, don't read this, don't read
5 this?

6 Stenberg: I 100 percent read it and I'm actually required --
7 (Crosstalk)

8 Stenberg: That's what we're --

9 Wing: Just real quick if you -- just real quick, can you
10 come up and ask your questions up here please so we
11 can get it on the recording.

12 Pitts: He's still up there. Let him finish.

13 Wing: Well he can -- well you -- do, do you have anything
14 else?

15 Stenberg: No.

16 Wing: Okay. We'll let him ask his questions and we'll let
17 others respond to his, to his questions. And I think
18 you got some good questions.

19 Pitts: Yes. My question is do you read the flyers that come
20 to your house? Do you read the codebook? It's not on
21 the inspector to read that stuff that comes to your
22 house. It's on you. So don't say continuing
23 education. You get it every week in the mail. We get
24 them up there. We read them. It's sent right to your
25 house. We do continuing education in well drilling.

1 Every year -- they don't change the rules every year,
2 but we sat there for eight hours listening to the same
3 well seal that I've listened to for 20 years. We get
4 the new regulations. If they get a new one coming
5 out, we get it. They send it us. They call us on the
6 phone. Do it or we'll take your license. Don't you
7 guys get the same thing?

8 Male 1: Nope.

9 Pitts: No. Then you need to change your rules. Don't do it,
10 yank your license. You'll do it right in a heartbeat.

11 Wing: Follow-up question. Sir?

12 Pitts: Yes.

13 Wing: Follow-up question.

14 Pitts: Yes.

15 Wing: Just so I understand, are you supportive of continuing
16 education or in opposition of continuing education?

17 Pitts: Yes, I am for a little bit but not 24 hours a year.

18 Wing: Every three years.

19 Pitts: Well that's eight hours a year. You're not going to
20 get that much in an eight-hour day. We went to seven
21 hours a day, and you can get that in 'cause you're
22 going to have an hour for lunch. You're going to give
23 them credit for that? Or are you going to have them
24 there nine hours? I'm asking you.

25 Wing: The continuing education requires --

1 Pitts: Yes.

2 Wing: -- 24 hours.

3 Pitts: Right.

4 Wing: They can do those on the -- we have, we have online.
5 There are -- you can do it by book. You can do it in
6 person as long as they're there for eight hours --

7 Pitts: Right, a day, right. All right. You're going to have
8 a lunchtime. That's going to take an hour, right?

9 Wing: It depends on how the provider sets it up. Would you
10 be supportive of 21 hours? Am I understanding that?

11 Pitts: Well we just went to seven hours a day in the well
12 drilling because you're not going to get eight hours a
13 day because you have an hour off for lunch, right?

14 Wing: Yeah.

15 Pitts: So you're going to have a guy there nine hours. No
16 one is going to sit for nine hours. Your mind is only
17 going to take what your butt will handle. Not to be
18 rude. So you got to figure seven hours. We went to
19 seven hours a day for three years, and it worked out
20 pretty well. You still get tired and people bring
21 their laptops, lift them up, start watching television
22 'cause they've heard it all before. Any other
23 questions?

24 Wing: Thank you.

25 Pitts: Okay. I'm right over here if you've got one.

1 Wing: Anybody like to, uh, follow up with that? Nope. All
2 right. We'll move on to our next question. So the
3 next, the next topic, the next question that's coming
4 up is the need for apprentice registration. Currently
5 the way the laws read is that in order to get to test
6 for journeyman electrician you have to show 8,000
7 hours of work and you got to show your I believe it's
8 544 hours of school. Okay. You don't have to turn
9 that in every year. Most people don't. Usually we
10 get that right before they get ready to test for, for,
11 um, the actual journeyman test.

12
13 If -- it's a one-year registration on apprentices
14 right now, and in order for them to renew they'd have
15 to do -- they either have to show that they've done 24
16 hours continuing education each year or they have to
17 show that they at least completed 24 hours of
18 schooling in that year. So either they're going to be
19 in school or they're going to be taking continuing
20 education each year.

21
22 Okay. So the question comes up what is the actual
23 necessity of the registration itself if at the end of
24 this whole thing they still got to show the 8,000
25 hours. They still got to show the 576 hours of sch- -

1 - of, uh, education, right? 'Cause what we're, what
2 we're looking at is the argument goes something like
3 this is that by, by causing -- or by requiring a
4 person to register each year we get three things.
5 One, we get to fine them if they're not registered.
6 We get to fine the contractor if they're not
7 registered. And we get to tell them that, that the
8 hours that they worked while they weren't registered
9 they can't count. So I'll open that up for, uh,
10 comments.

11 Stenberg: You think you're getting your miles. Matt Stenberg,
12 journeyman wireman. Um, the problem that I've seen
13 with people not being registered as an apprentice is
14 then a contractor will have -- uh, they'll be out of
15 ratio on a jobsite. So, um, current ratio I believe
16 State of Idaho is two apprentices, one journeyman and
17 what's holding that, uh, contractor from putting four,
18 five, a dozen helpers on the job? If they're not
19 categorized as an electrical apprentice, then it's
20 hard to police those apprentice ratios, if a inspector
21 were to actually go onto an active job, if we had
22 enough inspectors to actually do this type of
23 policing.

24
25 So, um, those requirements in order to test I believe

1 are extremely valid, and, um, having to register as an
2 electrical apprentice in order to receive credit for
3 those hours I think is also valid.

4 Wing: Okay. And just a point of clarification. And just so
5 everybody knows, currently Idaho's apprenticeship
6 ratios is if it's a one or two-family dwelling unit
7 it's 4:1. And if it's anything else, it's 2:1. So
8 just --

9 Stenberg: Right.

10 Wing: -- point of clarification.

11 Stenberg: Yeah. No, absolutely. Thank you for that.

12 Frost: As a follow-up, do you, do you support the current way
13 we go about, uh, apprenticeship registration or are
14 there anything that you'd like to see in the current
15 process change?

16 Stenberg: I can only judge from my own experience when I was
17 going through the apprenticeship, and it was pretty
18 simple. It was, uh, very user friendly for lack of a
19 better term and, um, it was not an obstacle for me to,
20 uh, get that license in order to go to work. And it
21 was also not an obstacle to renew that license. So I
22 like the way that it's done right now. I don't think
23 that there's anything that we can do to improve it.

24 Frost: Okay. Thank you.

25 Wing: Anybody else like to address this one?

1 Sleyster: Dave Sleyster, Energy Electric. Uh, I agree with his
2 comments, um, to keep things on the up-and-up. You
3 know, there's jobs out there where there is no
4 journeyman on the job, and they've got two or three
5 guys that might be registered as apprentices or not.
6 And you know, they've got no supervision. They're
7 just doing the work that, uh, might have gotten laid
8 out to them. I think the apprentice registration
9 gives some kind of checks and balances to the system
10 and definitely, um, gets them trained up right.

11
12 Uh, when I came up through the ranks there was no
13 registration. This was in Colorado too. There was no
14 registration for an apprentice. There's no schooling
15 required. You just did your 8,000 hours and you could
16 take your journeyman's test. I think the training
17 that the state provides is, is very essential. It
18 rivals -- you know, some might, uh, disagree with me
19 but it, it rivals the union apprenticeship program.
20 In other words, you have to put in four years of
21 schooling to get your journeyman's license. So you
22 have a good base of theory and, um, the way things go
23 together, so forth like that. So one thing you said
24 540 hours?

25 Frost: 576 hours I believe is that it is.

1 Sleyster: Per year or --

2 Frost: No. It's 144 hours a year. So 144 times four.

3 Sleyster: I thought it was 2,000 hours for four years that they
4 had to have.

5 Wing: Of education?

6 Sleyster: Yes.

7 Wing: No.

8 Sleyster: That's what the schooling comes out as, didn't it, the
9 apprenticeship program?

10 Wing: The apprenticeship program is 144 hours a year which
11 ends up being 576 hours for a four-year --

12 Sleyster: Oh really? Oh, I thought it was 2,000. Okay.

13 Thanks.

14 Frost: That's schooling, school hours, 144 school yours. You
15 still need the 2,000 on-the-job hours.

16 Sleyster: It's 8,000.

17 Frost: Well yes, but I'm saying that's what (inaudible -
18 00:55:02).

19 Sleyster: Right.

20 Frost: We're going to get mixed up (inaudible - 00:55:04).

21 Sleyster: Yeah. No confusion at all.

22 Wing: Anybody else like to, uh, speak towards the
23 apprenticeship registration?

24 Brown: So I missed the first part, sorry. I came in from
25 Spokane so I had to have a bathroom break. But Ken

1 Brown, journeyman electrician. Uh, you know, I think
2 there's another aspect. I know it's all of the -- in
3 my mind the electrical regulations are grounded in
4 safety, public safety and, you know, electricity is
5 dangerous, poses a safety risk for the public and even
6 the electricians and, you know, the apprentices. But
7 I think one of the aspects of apprenticeship
8 registration is it helps hold the, uh, apprentices
9 accountable. They hold themselves accountable. They
10 feel like a professional. They feel like they're
11 obligated to do their work, you know, in a
12 professional way and follow the codes and follow the
13 rules and apply what they learned and listen to their
14 journeyman.

15
16 You know, with -- without some kind of structured
17 system like apprenticeship and required registered
18 apprenticeship, I don't think it would be taken that
19 serious by them. I, I think they would look at it as
20 just a job, not a career. And when it's just a job, I
21 don't know if they really care. It's on somebody
22 else's shoulders where when you're a registered
23 apprentice, when you're a licensed electrician, I
24 think that that responsibility you put it on your own
25 shoulders. I know I do as an electrician. I'm sure



1 everyone else in here does. So I think that that's
2 vitally important from the apprentice to maintain the
3 apprenticeship registration.

4 Wing: Okay. Appreciate it.

5 Brown: Yeah.

6 Wing: Anybody else like to address this?

7 Brown: Uh, Mike Brown, journeyman lineman. So we're the end
8 user. We're the ones who are energizing what is being
9 built. Um, and so kind of from the aspect of even the
10 public, we're the ones that are there after the fact,
11 right. So even back to whether it's working on wells
12 or whatever it is, I mean we're talking about
13 continuing education, handymen, all this stuff is
14 overall basically this big blanket of standard, right.
15 And so but whether it's the public or even other,
16 other fields in other trades, we're dependent upon are
17 these standards being followed, are they being
18 enforced, are they being inspected? We're the ones
19 that are energizing that meter bank after it's all
20 been wired with the faith and the ensurement (ph)
21 through our own inspections and everything else. But
22 what are we energizing?

23
24 And so just some food for thought there that I wanted
25 to kind of put kind of a different perspective from a



1 journeyman lineman's point of view. We've had those
2 situations where it's not real fun having a big ball
3 of fire in your face when you're putting a 480 meter
4 in or whatever it may be I mean when you're energizing
5 that type of stuff. And so, um, even to, you know,
6 with these electric vehicles and stuff coming in and
7 that car can charge and it has the potential to back
8 feed into that house, where's the transfer switches
9 and different things like that, are those things being
10 installed? Where are we at on those as far as codes
11 because that's going to back feed those transformers
12 and it's going to energize those lines back to primary
13 voltage?

14
15 Um, just a couple of months ago yeah it was Montana
16 but just up the road up here in Chuck Creek (ph), um,
17 a lineman for Northern Lights up here in this area was
18 burnt over a situation with a transfer switch on a
19 railroad. Railroads don't have to follow the certain
20 standards and different things. And so just having
21 more of a global picture of this that there's reasons
22 why we have standards. Anyway.

23 Wing: Can I, can I ask a follow-up question 'cause this is -
24 -

25 Brown: Yeah.

1 Wing: -- you're, you're the first lineman we've had in all
2 these meetings so far.

3 Brown: Okay.

4 Wing: So, um, you say, you say standards.

5 Brown: Right.

6 Wing: So linemen aren't licensed in the State of Idaho. All
7 that work's exempt.

8 Brown: Yep.

9 Wing: It's all on the utility and the utility -- I mean they
10 have certification I'm, I'm assuming. You're saying
11 you're a journeyman, so I don't know if they're doing
12 testing and stuff like that. Um, now we do have what
13 we call an outside wiremen --

14 Brown: Okay.

15 Wing: -- which is people who work on, um -- we, we did that
16 for the, for the (inaudible - 00:59:32) --

17 Brown: Yep.

18 Wing: -- if you will.

19 Brown: Yep.

20 Wing: So with -- so where you're coming from with all your
21 stuff is looked at internally within your company the
22 safety standards, not just NEC and, and --

23 Brown: Uh, it could be either from yeah the NEC, um, but it
24 could be from the utilities' point of view or even
25 from the contractor's point of view. Um, no matter

1 what, I mean all of that work is dependent upon
2 somewhere along the way we're distributing that
3 primary voltage to something that's going to be used
4 at a, at a lower voltage for, for the public, right.
5 And so, um, as a journeyman lineman we are held to
6 standard, um, a lot of, a lot of standard -- I mean
7 primary voltage is no --

8 Wing: And I guess, and I guess my --

9 Brown: -- easy beast.

10 Wing: -- and I guess it's my question. You guys are being
11 held to internal standard yourselves being your own
12 company. So the question comes up with the idea with
13 apprenticeship registration. You know, you guys are
14 talking about lineman work and you got some of these
15 things are a million volts plus.

16 Brown: Right.

17 Wing: Right? And what your companies do with that
18 internally with non-regulatory measures except, you
19 know, as far as we're concerned with licensing, we're
20 not regulating that. Well do you think there's
21 something that this industry can do a non-regulatory -
22 - develop non-regulatory measures with the
23 apprenticeship?

24 Brown: Um, I mean a lot of the things that the guys have
25 talked about here today as far as, um, ensuring that -

1 - or like continuing education credits, knowing that
2 those codes and different things are being -- yes, we
3 do have codes. We do have standards. We have
4 different things where equipment is, is upgraded and
5 different things, and we're, uh, smart graded to
6 different technologies that are coming into place. We
7 do receive that training. Whether you're at the
8 utility or you're at the contractor's side of things,
9 that contract- -- or that utility is now basically
10 through host employer and some other different types
11 of requirements you got to, you got to get some
12 training in it because with primary voltage it's not
13 real forgiving. Uh, quite frankly, if you're not
14 following it standard, you're, you're going to end up
15 in a coffin. Uh, it's pretty, pretty damn simple.

16
17 So, um, I guess our industry kind of sets its own
18 standard. It's not real forgiving if that makes any
19 sense. So I don't know if I'm answering your question
20 or not but --

21 Wing: That helps.

22 Brown: So.

23 Wing: Appreciate it.

24 Brown: Cool. Thank you.

25 Wing: Anybody else like to address this topic? Are you

1 going?

2 Male 2: No.

3 Hudson: Sitting cross-legged too long. Um, Jason Hudson,
4 Idaho AFLCIO. I was going to try and stay in my chair
5 and not talk through these things, but one more thing,
6 um, that I do think that's important about the one
7 year registration that hasn't come up yet. Uh, when
8 we shifted from the five-year registration that was
9 \$50 to the one year that was \$10, the one other thing
10 that was super helpful about that change was giving us
11 a much clearer picture of the data of who's actually
12 out there working in the workforce.

13

14 When it was a five-year registration, somebody would
15 register as an apprentice. They'd work in the
16 industry for two months. They would go somewhere
17 else, do something else, and they were on the books
18 for another four years and 10 months as an apprentice
19 in Idaho. And it made it really hard to look at that
20 data and see who we had coming down the pipe to do
21 workforce planning, to have a sense of how many
22 apprentices there were in the state, how many
23 journeymen there were in the state, stuff like that.

24

25 So the one year registration has really helped, um, in

1 terms of prediction and understanding workforce needs,
2 have a much clearer picture of the data. And I think
3 that that is an important piece of it as well that
4 hadn't come up yet.

5 Wing: All right. Appreciate that, Jason. Okay. We'll move
6 into the next topic for the next half an hour. Um,
7 I'll just introduce a new topic, and then you guys
8 feel free to introduce anything else that you'd like
9 to talk about. If anything else is on your mind or
10 any other concerns you have, feel free to.

11
12 So the next one is apprenticeship ratios. This has
13 come up in the legislature. There's, there's a -- two
14 years ago? Two years ago the legislature took the
15 language out of, out of the, um, rules that required
16 ratios and we were left with "It shall be the
17 responsibility of the employing contractor to ensure
18 that each apprentice, trainee, and provisional
19 journeymen performing electrical work only under the
20 constant on-the-job supervision and training of the
21 journeyman or installer."

22
23 So it was put into the hands of the actual contractor
24 themselves to figure out what they needed on their
25 specific jobs, what their ratio was going to be, what



1 the sup- -- not, not the supervision but what the
2 requirements were going to be as far as the ratios on
3 these jobs. The board immediately through temporary
4 emergency rule put in the provisions that said the 4:1
5 for one and two-family dwelling units and then 2:1 for
6 everything else. Okay.

7
8 So the questions are coming up right now is for the
9 necessity of, you know, do we put it in the hands of
10 the contractor and let the contractor decide what the
11 ratio is? We have nine, we have nine licenses right
12 now that do not have any ratios. So what is the, uh,
13 what is the, you know, the thoughts behind ratios?
14 What, what is the appropriate ratio? Is there an
15 appropriate ratio? Is that -- should that be up to
16 the contractors to decide what the ratio is? Um, and
17 any other comments you have about any other topics for
18 the next half hour. Thank you.

19 Brown: Again, Ken Brown, journeyman electrician. As far as
20 ratios, you know, our, our surrounding states, uh,
21 Washington, Montana and Oregon I think in general for
22 a general electrician are one journeyman to one
23 apprentice for commercial, industrial or general
24 electrician work. That might change or, you know, you
25 could have some exceptions for residential or

1 specialties, maybe low voltage or pumps or, you know,
2 some, some other category. But, uh, and 1:1 is the
3 U.S. Department of Labor recognized apprenticeship,
4 uh, for a recognized registered apprenticeship
5 standards is a 1:1.

6
7 So it's recognized by the U.S. Department of Labor if
8 that's the appropriate -- that's an appropriate, uh,
9 ratio to learn the electrical trade, adequately enough
10 to be a skilled journeyman electrician after your four
11 years of training which really isn't that long and
12 most of the electrical workers in here know that a
13 fourth year apprentice is probably the smartest person
14 on the job and a first day journeyman is the dumbest
15 person on the job. So I mean you can be a really
16 smart apprentice but once you get your journeyman's
17 license the -- that's when the work really starts.
18 That's when the learning really starts.

19
20 And I think without, uh, appropriate ratios you're not
21 going to get that standard of training, that standard
22 of supervision. Yes there's inspections. Yes there's
23 permits. But the inspectors don't look at everything.
24 I don't think what the inspectors inspect is what's
25 causing problems when there's an electrical issue. I

1 think it's the stuff, the way they made up the J box
2 up in the attic that you can't really get to anymore
3 or something like that, and there's a reason why you
4 should be able to get to it, right. But if you don't
5 have proper supervision or proper training, you're not
6 going to learn those types of things on the job.

7
8 And the inspector isn't going to catch those things.
9 So it falls back on the accountability of the
10 individual. And I think for the accountability
11 aspect, which is another safety aspect 'cause it's all
12 grounded in safety, they want to learn how to do it
13 appropriately and they want to learn why they're
14 learning to do it the way they're doing it. And
15 without, uh, adequate ratios they're not going to be
16 exposed to enough supervision and training 'cause they
17 have to be able to do their work and they have to be
18 able to do it right to learn how to do it right. It's
19 not just a matter of being able to work. You have to
20 be able to work and do it correctly.

21 Wing: Can I ask you a -- just kind of to comment on
22 something that we've heard quite often? The idea of
23 well, you know, a first year apprentice is like
24 herding squirrels, right. I mean the 1:1 usually
25 happens the first year and you hear that quite a bit.

1 We also hear, you know, when somebody gets into their
2 third or fourth year, you know, do they really need as
3 much supervision as that first year when you're
4 (inaudible - 01:08:13) and stuff like that. Just kind
5 of let you -- if you, if you would, you don't have to
6 but --

7 Brown: Well they, they probably don't, but if it's going down
8 a road of well now I could supervise three of them, I
9 don't think that's appropriate or four of them 'cause
10 the fourth years I don't think that's appropriate
11 because that just reduces the overall. They may not
12 take as much direct supervision, but all you're going
13 to do is create the same situation if you expand the
14 numbers that you can supervise as they go up in their
15 years. So it's, it's, it's -- you're still going to
16 need more supervision. You're just -- I think you're
17 reducing the amount of supervision by expanding the
18 number of higher period apprentices that can be
19 supervised by a journeyman.

20 Wing: Thank you. Appreciate that.

21 Brown: Yeah.

22 Hyde: Quick follow-up. Um, we've heard at a couple of
23 different hearings that the U.S. Department of Labor,
24 you know, has that 1:1 set ratio. Do you have any
25 knowledge on what the U.S. Department of Labor and the

1 federal government sets that safety standard from? In
2 other words, what are the measures that they follow
3 that Idaho can consider as we evaluate our surrounding
4 states that some are more restrictive, some are
5 similarly placed, and there's some states that don't
6 have ratios. And so what should we objectively be
7 looking at to evaluate ratio from a safety perspective
8 so we can narrowly tailor our, our laws and rules?

9 Brown: I'm not sure if you -- I'm not sure what they were
10 thinking when they set that -- when they established
11 that 1:1 ratio. I can, I can just assume, and I don't
12 want to do that. Yeah.

13 Hyde: Thank you.

14 Wing: All right.

15 Brown: Uh, Mike Brown, journeyman lineman. So in our, in our
16 trade in our field as far as the U.S. Department of
17 Labor, as far as that requirement, how -- that's
18 something that basically is written up in their kind
19 of boilerplate apprenticeship standards is that 1:1
20 ratio. And so when you look at the complete context
21 of the overall apprenticeship standards that JATC,
22 that Joint Apprenticeship Training Committee has the
23 obligation and the responsibility to ensure that you
24 are getting the on-the-job training. And so when you
25 start to expand that supervision out, how can you

1 truly as the -- from the employer or even the employee
2 side of, of that equation, how can you technically
3 ensure that you are getting all of the on-the-job
4 training?

5
6 So at least that's what it's been explained to me
7 before as far as that requirement and that -- and the
8 U.S. Department of Labor. It all goes back to
9 apprent- -- to those boilerplate apprenticeship
10 standards. So that's what I know on that topic.

11 Hyde: No, I appreciate that. And I think that -- you know,
12 from a statute perspective our board is tasked with
13 the purpose of public safety similarly to that same
14 U.S. Department of Labor, um, and our board is also
15 tasked with setting the standards and right now it's,
16 um, you know, it's 4:1, 2:1 scenario of what we have.
17 So the question becomes as the board evaluates what
18 our current standards are, how do we look at how those
19 standards were actually created? In other words --

20 Brown: Right.

21 Hyde: -- how do -- what do we objectively look at as these
22 are the measures whether it's liability insurance,
23 it's house fire. I mean there could be a number of
24 different things. I'm just curious how, um, how us as
25 a state, how should we be looking at it? What

1 measures should we look at as we compare other states?
2 And we can compare other states and see numbers on a
3 page, but what value does that give us beyond the
4 numbers of the page?

5 Brown: I mean me specifically just coming from my industry
6 and my trade I mean I can -- it's a lot more
7 comfortable having two guys on one pole versus five,
8 right. It gets a little, gets a little hectic when
9 you got that many guys standing on one pole. So, um,
10 but while I'm on that pole I mean literally that
11 apprentice can make one wrong move not knowing he
12 thinks he's up doing good, but it could kill both of
13 us. So I need to have that assurance that I'm
14 looking, watching his back and also he's watching my
15 back. That's that safety aspect of that. And so how
16 that translates into these various trades I guess
17 that's where I'll leave that up to the individuals
18 that are in those trades.

19
20 But really I think to be honest with it and to be just
21 completely reasonable as far as the overall picture is
22 how are we going to ensure that we are getting the
23 quality -- if we're going to have an apprentice and if
24 we're going to go ahead and give them that title and
25 if we're going to have all these cliché words like



1 training and on-the-job training and the 144 hours per
2 year, well are we doing it or are we just throwing the
3 words around and, and making a fake out of it?

4
5 I mean and so if we're going to go that far into it,
6 then let's go ahead and try to establish something
7 that where we're getting that ensurement that that's
8 exactly what we're doing, and basically from there
9 you're now building a quality workforce that's going
10 to start getting that public safety and all those
11 different components in the thing, making sure the
12 standards being -- everything's being built to
13 standard and inspect.

14
15 Um, that's my opinion is each, each trade needs to
16 just look at that in a reasonable manner of what does
17 that number, what does that ratio need to be? So I, I
18 think that's the honest and good -- the best approach
19 to it.

20 Hyde: All right. Appreciate it.

21 Brown: Thanks.

22 Gilbrech: San Gilbrech, journeyman wireman. So something to add
23 onto that is maybe taking into a different perspective
24 is when I'm a journeyman on the, on the job I couldn't
25 safely and -- uh, I couldn't safely supervise four

1 electricians, four apprentices and properly train them
2 to be a successful journeyman wireman. 1:1 is I
3 believe important for -- I'm a commercial wireman.
4 Um, in order to safely and properly train an
5 apprentice how to become a successful journeyman,
6 well-rounded journeyman wireman.

7
8 If you start getting into the, uh, ratios where it's
9 three or four and/or no ratio whatsoever, the constant
10 supervision that just would put me on a jobsite with
11 as many apprentices out there as you can pack the job
12 with and there's no possible way that one journeyman
13 can train that many apprentices. It just can't
14 happen. You'll have an inferior product at the end of
15 it, um, and it's just going to deteriorate and the
16 safety is going to be horrible. It's, it's -- you're
17 just going to start losing that -- your trade at that
18 point in time and when you start losing that trade
19 you're going to lose safety. Things are going to
20 start to happen.

21
22 Like Mike was saying, you're 1:1 up there. You have
23 full confidence that he's not going to kill me. But
24 1:1 I have full confidence that my apprentice isn't
25 going to start a building on fire when it's all said



1 and done.

2 Hyde: Okay. Follow-up question. Um, you said you're, um,
3 commercial. Uh, we've, we've had a number of
4 different, uh, commercial guys kind of give us some of
5 the comparers of what they feel. Commercial is
6 completely different than residential. And we've had
7 the opposite saying, uh, a number of residential guys
8 and that there's no difference in complexity between
9 residential and commercial because of the economy and
10 the new houses that they're putting in. And can I
11 just get your thoughts on do you think there's a
12 difference?

13 Gilbrech: Oh absolutely.

14 Hyde: And it should be separated and, and kind of your why
15 from your perspective.

16 Gilbrech: Well I -- you're going back to where you're -- when
17 it's change your licensing up. Is that what you're
18 talking about right now or --

19 Hyde: Just, just broadly. We've -- it came up in almost
20 every public hearing just the differences between
21 residential and commercial or the opposite, the
22 inverse there is no difference. And I'm just curious
23 from your perspective.

24 Gilbrech: Absolutely. Yeah, it's, it's a completely different
25 beast in my opinion. So in residential you got single

1 phased wiring. You're going to be wiring switches.
2 Um, in commercial aspects you're going to be wiring
3 three-phase systems, higher voltages, um, more complex
4 motors, and stuff like that. So when you're trained
5 as in a commercial you're, you're working under a
6 journeyman for the commercial side of that project for
7 our, uh, for at least 4,000 hours so you have that
8 well-rounded. If you're doing the wiring -- uh,
9 residential you're -- you got 4,000 hours or 8,000
10 hours same thing here in Idaho under the residential.

11
12 So you have little niches that you get into like, like
13 he was saying. Um, you know you're residential but
14 the difference between residential wiring and
15 commercial wiring is, is completely different. It
16 would be the same way as me going onto a residential
17 place. I, I know what I'm doing, but I'm definitely
18 not as fast as they are.

19 Hyde: Thank you.

20 Sleyster: Dave Sleyster with Energy Electric. Uh, definitely
21 feel that there should be limits involved with ratio.
22 Two-to-one is not a bad ratio. I can think of, you
23 know, a lot of jobs where one journeyman and two
24 apprentices is perfectly fine as far as supervision.
25 You know, you're pulling in feeders or anything like

1 that you don't need two journeyman and one apprentice
2 to pull in feeders. You got your journeyman that sets
3 up the pole and the apprentices on one end feeding
4 wire and the other guy's pulling wire and the
5 journeyman's, uh, supervising that kind of stuff. Um,
6 but yeah, to leave it up to contractor's sole
7 discretion, no.

8
9 That's -- there's -- I've seen it here and I'm sure
10 you guys run into it all the time to where there's no
11 supervision on the job whatsoever. They just throw a
12 couple apprentices out there and tell them what
13 they're supposed to do and let them go and that's not
14 -- that's doing them a disservice and doing customer
15 disservice and everything like that, you know.

16
17 Um, 1:1 is, is by far the best of course, but as far
18 as a contractor, economically to stay competitive and
19 so forth, you know, I have to look at that, my labor
20 costs to where, you know, I've got the journeyman that
21 can, that can supervise two, two apprentices and still
22 work, you know, do, do his work too. So I feel that,
23 uh, you know, a ratio of 2:1 is not, not a bad ratio.
24 Four-to-one I don't think that's, that's, uh, a valid
25 you know.

1

2

And to address what you said, any more of these

3

houses, you know, we're wiring 5,000 and 6,000 square

4

foot houses that have computer controlled lighting

5

systems in them. They're getting more and more

6

complex. They're bringing in all kinds of different,

7

um, audio/visual stuff, that kind of stuff. You know,

8

it, it rivals commercial stuff anymore some of these

9

big houses to where, you know, if you had four

10

apprentices in there and one journeyman there's no way

11

that he could adequately babysit, for lack of a better

12

term, those guys and make sure that everything is, is

13

done to the best, best, uh, best practices in our

14

trade. Definitely.

15

Wing: Do you mind a quick follow-up question?

16

Sleyster: Mm-Hmm.

17

Wing: You do mind or you're okay?

18

Sleyster: What? No, no. I don't mind.

19

Wing: Okay.

20

Sleyster: Sorry. Yes I mind. My time's up.

21

Wing: We've, we've, we've heard that. We've heard that

22

before. Some of these, you know, some of these bigger

23

houses, 1,200 services and stuff like that.

24

Sleyster: Right.

25

Wing: Um, I'm also going to ask the question. Is there

1 some, is there some sections of the electrical
2 installation that may not need, um, that can be
3 basically exempt, you won't need a license for? I've
4 got contractors asking me well we're just putting blue
5 boxes on the wall. That's -- why do I need an
6 apprentice to a guy and why do I need to supervise --

7 Sleyster: Right.

8 Wing: -- supervise a guy who puts blue boxes on the wall or
9 the guy who's drilling the holes?

10 Sleyster: Right.

11 Wing: Does that need supervision? Does that need somebody
12 there?

13 Sleyster: Um --

14 Wing: Is there anything that we can like -- is there
15 anything that you see that can be exempted from --

16 Sleyster: Not really. I mean you'll go into a house and you'll
17 see the countertop plugs that go like this, you know.
18 They're, they're up in this piece of tile and they're
19 down in this piece of tile and that kind of stuff.
20 There's, there's a level of the journeyman has the
21 forethought to say okay make yourself a stick, do a
22 story stick so every plug is the same height. Yeah.
23 Don't drill there, drill up here, you know, drill up
24 through the, the top plate and hit a truss. They
25 trash your truss.

1

2

You know, they just -- even -- originally I thought

3

you could teach anybody to do this trade, but after

4

hiring many apprentices it's not the case. You gotta

5

have somebody that's got a propensity to, to take the

6

instructions, to have foresight to see what their

7

consequence of their action is, you know. I put the

8

plug -- I put the box on this side of the wall. Well

9

you know, something's over here. You can't have it

10

there. It has to be on this side of the wall and just

11

having a journeyman to say, okay, you know, I'm going

12

to go through and mark everything, you know. Okay.

13

Once it's all marked and he's given the, the

14

apprentice the parameters of why he did that, then,

15

you know.

16

17

You know, it's not just banging blue boxes up on the

18

wall and pulling little wires through little holes,

19

you know. There's, there's a whole lot of, there's a

20

whole lot of thought process that goes into it and to

21

impart that into the, the, the apprentices I think,

22

you know, you need somebody there to, to do that for

23

them.

24

Wing: All right. Appreciate your comments.

25

Sleyster: Yeah.

1 Hanson: My name's Barbara Hanson. I'm out of Local 73, and
2 I've traveled through many states in my 30 plus years.
3 And, um, I've worked with -- I, I had apprentices 1:1
4 to teach that apprentice. And the whole idea behind
5 having one apprentice is to teach them everything that
6 you know because it's electrical theory, and what
7 everyone's forgetting is electrical theory we know
8 what works. We also know that in different parameters
9 of electrical theory that things can go relatively
10 wrong. And I don't know about you guys but I have
11 been in rooms where I smelled burnt flesh, and I've
12 seen people make mistakes. And I've come across other
13 states where they had no apprenticeship ratios, and
14 I've come across supposedly a wireman that knows their
15 stuff.

16
17 And I've had -- I've made guys cry because they did
18 something and almost killed us both. The
19 exponentialness (ph) of this 1:4 or 1:2 when you don't
20 have one-on-one with a person you cannot give them
21 your full attention, and as they learn they learn but
22 they don't. And so when they get out to other
23 apprentices and that apprentice, just one apprentice
24 with me, there's me and this one apprentice, and we're
25 one-on-one and I tell them, explain to them everything



1 I know. I even, I even go through the codebook.
2 Every three years I get a new one, and I ask them
3 questions on it so that they know. Okay. So this --
4 and I'll, I'll make them cry if they do something
5 wrong. I will. That's, that's what I do, um, because
6 it's all about safety.

7
8 Now if I had another one right here and I was giving
9 this attention to this guy who's off doing something
10 simple and there's nothing simple in electrical
11 theory. You do it right or you don't. And the
12 electrical monster is silent, and it waits for you to
13 make a mistake. If you make a mistake, you kill you,
14 another person and whoever else in the room. Okay.

15
16 Okay. So here's, here's me and this -- and then this
17 person's off doing something else. Okay. He'll turn
18 out and I haven't had a chance to talk to him on a
19 detailed method like I do to all my apprentices. So
20 then this guy has four apprentices and he doesn't know
21 much. You can have four apprentices like that. He
22 doesn't know much 'cause I wasn't with him on 10 hours
23 a day, eight hours a day, 12 hours a day. And he
24 teaches these four. Okay. And then those four more
25 apprentices.



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Do you guys see where I'm going with this? Do you guys see where I'm going with this? Every one of these I've had to work with in my line of work. One, two, three, four, one, two, three, four, one, two, three, four, one, two, three, four, 16 people and it exponentially goes in directions. And we have people who have died because they don't know their job. It's electrical theory. It kills and it manes. I don't care what. Even 120, even an outlet, you see a child biting into that cord that child's going to get burned. I don't know if you've seen it. There's pictures on the internet I'm sure. This is not right. This is the only way that's right.

And, and I understand with contractor's point of view that yeah you could probably do some, but if this person doesn't have that attention, 100 percent of that attention, then it goes to all this. I don't believe in that. I believe in 1:1. Apprentices are there for a reason. They started their apprenticeship because too many people were dying, especially on lineman work. You can't make a mistake. You can't.

Pulling wire, everything seems simple, but if a wire,



1 the insulation gets, uh, nicked on it, there you. It
2 goes -- everything can go to ground, everything. And
3 we have, we have safety measures in place with devices
4 that are supposed to help us. We have meters that we
5 check that are supposed to help us. But if this
6 person doesn't know how to use a meter, this person
7 does but this person doesn't, look at all the people
8 that don't know how to use a meter to check things
9 that should be checked on, and when you, when you
10 finish a job you make sure it's all done right.
11 That's what professionals do. We go -- we leave the
12 job the way, the way a professionally it's supposed to
13 be left in all working order.

14
15 I've met some of these people in other states. I
16 don't like it. I don't like working with them. I
17 have to. I have to see because I'm always teaching.
18 I will always teach these guys. Some of them want to
19 hear it. Some of them don't because they have state
20 electrical licenses, and I can't help them. But then
21 a contractor gives them an apprentice and there we go.
22 All of these. And, and it's just going to keep on
23 going on if you guys don't keep that standard. States
24 have that standard for a reason, and it's for safety
25 for all of us.



1 Wing: Don't take -- I was going to take a picture of that.

2 Hyde: Thank you. Follow-up question.

3 Hanson: Oh, yeah.

4 Hyde: Thank you. Thank you for your comments. Um, we have
5 -- I don't think we've had that many people show up
6 that's worked in a lot of multiple states. As we do
7 our comparison, are there any states that, you know,
8 you've worked in that we should closely monitor from a
9 safety perspective? In other words, when we start to
10 evaluate here are the objective measures that we
11 should compare among state to state, are there any
12 states that you worked in that you can give as an
13 example that as we compare those measures we can look
14 at that and look at that state and see whether or not
15 there's, you know, have -- they've had those safety
16 issues over and over in comparison to states that
17 maybe had a 1:1 or --

18 Hanson: I'm, I'm sure that the union, the union halls have all
19 that data. Okay. Uh, one state came to mind. When I
20 was down there in 2004, it was Arizona. Three
21 apprentices that were third and fourth year died
22 because they were working around 480. Now our, our,
23 our state -- or Washington says you have to have a JW,
24 you know, 480, two JWs I believe it is, and, um, I'm
25 going through all the CEUs right now.

1

2

Um, but, um, Arizona had three in a month that died because they were fishing tape down what they thought was 120 and it was 480 'cause they didn't know. So I, uh, I'm sure, uh, the local union halls have that information. But just that one, three. And, uh, that was incredible. One, one kid I knew who wasn't -- I wasn't near that job. I was on another job. But, uh, to see and he had three children. So you know, you tell the wife and the kids they don't -- no longer have a dad.

12

13

So but that was, that was one that stuck in my head in a month, three, so, apprentices because they didn't have a JW with them because the contractor let them work on their own because they thought they knew, they thought they knew electrical theory. So it's our life. We breathe it. We sleep it. We eat it. You know, it's our life because it's dangerous and that's what we're forgetting here. Everything is dangerous.

21

Wing: Thank you.

22

Hyde: Thank you for your comments.

23

Hanson: Any other questions?

24

Cederblom: Brad Cederblom from (inaudible - 01:30:09) and I'm not an electrician. I'm an ironworker by trade.

25

1 Retired now, 42 years in it. But I taught the
2 apprenticeship, ironworker apprenticeship. Uh, I
3 agree 1:1 is the minimum or maximum. You shouldn't
4 have more than 1:1 because it is a training, OJT, on-
5 the-job training. You get 144 hours in classroom
6 training and the rest of the time you're to be paired
7 with a journeyman who's going to teach you his skills
8 -- his or her skills, Barb. I'm sorry. Uh, and
9 that's the way you learn for those on-the-job training
10 hours.

11
12 When you're off just like she had here, this guy over
13 here nailing blue boxes, he's not learning anything.
14 It's not training. It's putting in -- it's cheap
15 labor. That's all it is. And Tim, you asked, you
16 know, what should the ratio be. I think the, the
17 federal 1:1 is the threshold. In the ironworkers in
18 our contract it says four journeyman to one
19 ironworker. However, the state in Washington -- it's
20 a SAT state, you can have 1:1. But, uh, our contract
21 says 4:1, four journeyman to one apprentice.

22
23 And as a father, I would be really ticked to be
24 sending one of my kids to a substandard program. I'm
25 not sure you're aware of this, but the State of

1 Washington no longer recognizes North Idaho college's
2 electrical program because it is substandard. It does
3 not meet national standards. They will not take an
4 Idaho apprentice and allow them to work in the State
5 of Washington. You know, if I'm the dad paying for
6 that I'm going to be mad not only at the school but at
7 you guys or whoever it is that's setting this cheap
8 standard, so.

9
10 And as far as comparable states, you got Washington as
11 Cadillac right next door, whether it's in
12 apprenticeship ratios or whether it's OSHA versus
13 OWISHA (ph) to have a safe, uh, wa- -- uh, state
14 safety program it has to be equal to or better than
15 federal, and I believe that's what we need to do with
16 the apprenticeship.

17 Hyde: Thank you.

18 Wing: Yeah. Thank you for your comments. We'll take one
19 more if someone's got something. If not, we're going
20 to wrap up. One more? All right.

21 Stenberg: I'll take the last one. Matt Stenberg, journeyman
22 wireman. Uh, in agreement with most of the other guys
23 that -- and gals that have, uh, spoken today.
24 Anything outside of 1:1 is, um -- the only viable
25 reason for going anything beyond 1:1 is just based on

1 the profit margin, the profit margins and aggregate
2 labor costs. Any time we go outside of that 1:1
3 you're doing a disservice for the customer, for the
4 final product, and you're doing a disservice on that
5 apprentice.

6
7 If I do have two apprentices working for me and I've
8 played this game, that upper period apprentice --
9 'cause there's no way I'll take on two first-year
10 apprentices. Like you said before, herding cats.
11 It's unruly. Just can't hardly do it and do them
12 service and actually have them turn out to be
13 worthwhile. Um, but even when you have a low period
14 and a high period apprentice, it's at the detriment of
15 one of them that we continue to work through the day.
16 As an apprentice goes up in their years of experience
17 the complexity of their training also ratchets up, and
18 it becomes more demanding on a journeyman in order to
19 give them that quality education and that quality on-
20 the-job training.

21
22 Now whether it's questions on transformers, grounding
23 or what have you. Um, a first-year apprentice, yeah,
24 you've got him identifying parts, but even then -- or
25 nailing blue boxes. But there's so many different



1 things where you've got to keep on top of that guy.
2 You don't have time to dedicate to these more complex
3 questions for the upper period apprentice, so it's a
4 disservice to him. And you may be getting a lower
5 aggregate labor cost, but at what cost to your
6 customer? At what cost to the craftsmanship within
7 our trade?

8 Wing: All right. Appreciate it. All right. I just want to
9 thank everyone for coming out. These are really good
10 comments. Um, we had a lot of good conversation, a
11 lot of good ideas. And we will -- like I said, we'll
12 be transcribing this, and it will be available online
13 for everyone. If, you know, if you were interested in
14 seeing it, it will be available. Um, again I know
15 your time is valuable, and we just really appreciate
16 you guys coming out today. So thank you.

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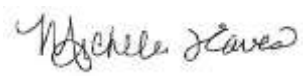


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