

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

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Investigation of: *

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BAYVIEW YARD CONDUCTOR FATALITY *

BALTIMORE, MARYLAND * Accident No.: RRD19FR004

FEBRUARY 7, 2019 *

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Interview of: KYLE BRAKE
Training Coordinator

Bayview Yard
Norfolk Southern Facility
Baltimore, Maryland

Friday,
February 8, 2019

APPEARANCES:

TROY LLOYD, Investigator in Charge
National Transportation Safety Board

ANNE GARCIA, Systems Safety Group Chair
National Transportation Safety Board

RUBEN PAYAN, Rail Accident Investigator
National Transportation Safety Board

KURT ERICKSON, Operating Practices Inspector
FRA Inspector in Charge
Federal Railroad Administration

MIKE BULL, Operating Practices Inspector
Federal Railroad Administration, Region 2

JARED CASSITY
SMART Transportation Division

RANDY FANNON, Investigator
Brotherhood of Locomotive Engineers and Trainmen
Safety Task Force

DAVID GOODEN, Superintendent
Norfolk Southern Division, Transportation Department

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I N T E R V I E W

1
2 MR. LLOYD: Okay, we are on record. Today is February 8th,
3 2019. We're here at Norfolk Southern's Bayview Yard Facility
4 located in Baltimore, Maryland.

5 Good afternoon. My name is Troy Lloyd and I am the NTSB
6 investigator in charge of this accident.

7 We are here today on February 8th, 2019, at Norfolk Southern
8 Bayview Yard located in Baltimore, Maryland, to conduct an
9 interview with Mr. Kyle Brake, who's a training coordinator from
10 Norfolk Southern Harrisburg Division.

11 This interview, Mr. Kyle, is in conjunction with NTSB's
12 investigation of a Norfolk Southern Corporation train conductor
13 fatality, an accident that occurred in Norfolk Southern
14 Corporation's Bayview Yard located in Baltimore, Maryland. As a
15 result of the accident, a Norfolk Southern Corporation train
16 conductor was fatally injured.

17 The NTSB accident reference number is RRD19FR004. The
18 purpose of this investigation is to increase safety, not to assign
19 fault, blame or liability.

20 Before we begin our interview and questions, let's go around
21 the table and introduce ourselves. Spell your last name, the
22 company you're representing and your job title. I would like to
23 remind everyone to speak clearly so we can get an accurate
24 recording.

25 I'll start off and I'm going to pass it off to my left.

1 Again, my name is Troy Lloyd. The spelling of my last name is
2 L-L-O-Y-D. I'm with the NTSB and I'm the accident investigator in
3 charge.

4 MR. PAYAN: Ruben Payan. I'm an accident investigator with
5 the NTSB, P-A-Y-A-N.

6 MR. ERICKSON: Kurt Erickson, E-R-I-C-K-S-O-N, operating
7 practices inspector with the FRA, and I'm the FRA's inspector in
8 charge.

9 MR. BULL: Mike Bull, B-U-L-L, operating practices inspector
10 with the FRA.

11 MR. CASSITY: Jared Cassity, C-A-S-S-I-T-Y, T as in Tom,
12 SMART Transportation Division with the National Safety Team.

13 MR. FANNON: Randy Fannon, F-A-N-N-O-N, Brotherhood of
14 Locomotive Engineers and Trainmen, Safety Task Force.

15 MR. GOODEN: David Gooden, G-O-O-D-E-N, Division
16 Superintendent, Norfolk Southern, Harrisburg, Pennsylvania.

17 MS. GARCIA: Ann Garcia, G-A-R-C-I-A, system safety
18 investigator for this investigation for the NTSB.

19 MR. LLOYD: All right. Mr. Kyle, like I stated earlier, this
20 transcript will be part of the public docket as such, and we
21 cannot guarantee you the confidentiality. Are you fine with that?

22 MR. BRAKE: Yes.

23 MR. LLOYD: Okay. Just like I said, this interview is going
24 to be recorded.

25 INTERVIEW OF KYLE BRAKE

1 BY MR. LLOYD:

2 Q. I'd like to start things off, so just give us a quick history
3 of yourself working with Norfolk Southern and what is your daily
4 duties when it comes as the training coordinator for the
5 Harrisburg Division?

6 A. All right. I'm going to start off with the history. My hire
7 date is 2013. I was a conductor for a few years. During that
8 time I was appointed the mentor for the Harrisburg Division,
9 Harrisburg District to be specific. From that point I became the
10 training coordinator, most recently, August 2018, so right now I'm
11 currently the training coordinator.

12 Q. So what does one have to do, whether education wise or
13 knowledge wise to go from a brakeman conductor to the training
14 coordinator?

15 A. Specifically for my role? You know, it was -- I think the
16 role was me being the mentor, I was proven to do a lot of the
17 skillsets that was previously set there by the previous training
18 coordinator. I had a working relationship with him. I think
19 there was two of them at the time, so just previous skillsets that
20 they have had.

21 They were able to recognize mine. I went through the
22 interview process and they liked some of the skillsets that I was
23 able to bring to the table, which is how I got the position of
24 training coordinator.

25 Q. So as a training coordinator are the duties just specified to

1 training engine crews or do you train in engines or train --

2 A. It's specific -- I'm sorry, I didn't --

3 Q. No, no, go ahead. I mean, like M&W, is it just training
4 engine crews or --

5 A. It's just training conductor trainees --

6 Q. Okay.

7 A. -- during their probationary period of being a conductor
8 trainee.

9 Q. How long is a conductor trainee in training, when do they
10 become a conductor?

11 A. Each district is different. They range anywhere from 150
12 days on our division. The lowest number that we have is 70. Each
13 district within the division is different.

14 Q. And what date did you say you became the training coordinator
15 for Harrisburg Division?

16 A. The date?

17 Q. Yeah.

18 A. August 2018, I don't know the date to be specific.

19 MR. LLOYD: Okay. Okay. That's all I have, Ruben. Do you
20 want to move on?

21 MR. PAYAN: I don't have anything; FRA.

22 BY MR. BULL:

23 Q. Do they -- do you give open book tests or is it all closed
24 book tests when it comes down to written exams?

25 A. Written exams are closed book --

1 Q. Everything's closed book?

2 A. -- for their operating rules.

3 Q. Okay.

4 A. Yes.

5 Q. Is there a set number of questions in different subjects that
6 you give each person; do they all get the same amount?

7 A. Yes, it's a standard that the company issues to each employee
8 and conductor trainee, they all take the same tests.

9 Q. Do you know if this training program is a document that's
10 submitted to the FRA?

11 A. I don't know, I don't know.

12 Q. Okay. I'm not sure either, that's why I was asking you.

13 A. No, no, you know, I don't know.

14 MR. BULL: Okay. That's really all I have.

15 MR. ERICKSON: I've just got one question.

16 MS. GARCIA: Your name, please.

17 MR. ERICKSON: Kurt Erickson, E-R-I-C-K-S-O-N, the FRA.

18 It was previously mentioned with the interviewees before you that
19 when a conductor is out here training they have to train with
20 somebody who has at least a year seniority.

21 So with the timeframe that a conductor trainee has if they're
22 not with a senior conductor a year or more, does that time get
23 extended for the days that they're not with somebody or is that
24 counted towards that time that you mentioned?

25 MR. BRAKE: It's considered upon their promotion. That's

1 information that would be hard for me to gather because we have a
2 lot of people under a year, so it's considered if it's brought to
3 my attention, yes.

4 MR. ERICKSON: Okay. That's all I have.

5 BY MR. CASSITY:

6 Q. Jared Cassity with SMART Transportation Division. Can you
7 explain your role as a mentor and what exactly the mentor does
8 prior to this position?

9 A. The mentor?

10 Q. Yeah.

11 A. The mentor position is really the craft trainers. In
12 McDonough, Georgia they have craft trainers that really explain
13 in-depth and in detail as to what their tasks are in the field of
14 their OGT, which would be on-the-job training. So we appoint
15 mentors to get a more individualized focus on that specific area,
16 such as, you know, Baltimore or Delaware, New Jersey.

17 So we will appoint a mentor to that specific district just to
18 get a better understanding of that specific area. So when we
19 appoint a mentor it's somebody that has a good report and
20 understands the area pretty well.

21 Q. Is there any consideration given to a class size or a group
22 of trainees as to how many trainees there actually are assigned to
23 one mentor or is it just by location and however many trainees as
24 to what happens?

25 A. What do you mean like?

1 Q. Kind of like classroom size, say there's 30 students to a
2 teacher, is there a limit to how many trainees can have under
3 their purview as a mentor or is it really just kind of --

4 A. No, because there's no set number because each CT is at a
5 different level so they come in at different times, different
6 phrases because Day 1 CT is completely than Day 60 CT, so the
7 material's different.

8 Q. Right.

9 A. So they're not getting them all in one group unless it's a
10 test setting.

11 Q. How does the mentor interact with the conductors that are
12 actually performing the training or interacting with the trainees
13 on the ground, how does the conductor relay the information of how
14 a trainee performed to the mentor?

15 A. How does the mentor relay the message to the conductor
16 trainee?

17 Q. Well, say I'm a conduct and I've got a trainee and I think he
18 did a really bad job, how do I relay that information to the
19 mentor to let him know that he needs to work on these specific
20 areas?

21 A. The mentor works -- I mean, he knows what his job title is
22 and he knows what he's responsible to do. He typically will pull
23 him in to work with the mentor because we're allowed to get
24 observations from a mentor, so it just works hand-in-hand. I
25 mean, they can do observations on them and they report back to me

1 kind of where they are in the process.

2 Q. Okay. So a conductor doesn't have a report to turn in for
3 each trainee that he has assigned to him?

4 A. Currently, no.

5 Q. Okay.

6 A. No. But the conductor doesn't, the mentor does.

7 Q. Right. But the mentor's not on every assignment though,
8 right?

9 A. Right, right.

10 Q. Like let's say there was -- it's not the case but like this
11 H63, because I have the assignment number in front of me, if there
12 was a trainee on that particular job it would have just been with
13 the conductor that was working not actually a mentor, right?

14 A. Right.

15 Q. Okay.

16 A. Right.

17 Q. So then there's really no process for the conductor to relay
18 his experience to the mentor or on up with him personally?

19 A. They're not required to, sometimes we will reach out to them
20 but, no, they're not required to, no.

21 Q. In general in the last couple -- I mean, it doesn't have to
22 be terribly long, have there been any significant changes or
23 reductions to the training program, and/or the length of time that
24 conductor trainees are to receive training?

25 A. Since I've been in the position, no, there's been no change

1 in the training duration.

2 Q. Okay. Can I ask -- I know it's a little longer, but since
3 you hired on has there been any changes to the length of time in
4 training?

5 A. Yes, there's been some adjustments but I don't recall --

6 Q. Okay.

7 A. -- how much is being, you know, trimmed or not, you know, I
8 don't know.

9 MR. CASSITY: Okay. I have no further questions.

10 BY MR. FANNON:

11 Q. Randy Fannon, F-A-N-N-O-N, BLET. How does a conductor
12 trainee get qualified, at the end of his training period, whether
13 you've got it at 70 days or 150 days, how does this conductor
14 trainee get qualified?

15 A. He gets qualified through a series of tests, series of
16 evaluations, you know, backing up a little bit further, they have
17 to successfully pass McDonough. So once they get back to our
18 territory, of course, there's a packet that we put together and
19 they have to complete the requirements such as evaluations,
20 testing and field days and then such to promote to a conductor,
21 which is -- which turned over into conductor certification to
22 become a conductor.

23 Q. Is there a requirement for you or trainmaster or whatever
24 their titles are now, to ride with the trainee?

25 A. Is there a requirement?

1 Q. Yes.

2 A. Yes, yes. That's a requirement for them to get promoted --

3 Q. Okay.

4 A. -- is to get a ride and then observation. It's how we
5 evaluate -- it's how I evaluate their performance prior to
6 promoting them.

7 Q. Okay. Are you the only training coordinator?

8 A. For the division, yes.

9 Q. Do you ride with all the trainees that's getting ready to get
10 promoted?

11 A. No, no.

12 Q. So you take the word of the local carrier official?

13 A. The local supervisor.

14 Q. Were you involved with the promotion of Mr. Gilmore?

15 A. Partially, yes.

16 Q. What do you mean partially?

17 A. Started in August and I was out for a duration. I was out
18 from -- let me pause here for a minute. I believe it was -- I was
19 out for a duration of time. I can't recall the dates. It was
20 October or November I was out for about a month and a half, 2
21 months. So, yes, I was part of -- part of his process with him,
22 yes.

23 Q. So you were out during the time he got promoted to a
24 conductor?

25 A. Yes, I was but I had put part of his packet together prior

1 to.

2 Q. Okay. And do you know how long the process Mr. Gilmore was
3 in the training program, how long, was he 70 days, was he --

4 A. He was on the 70 day program. He marked up on Day 68, I
5 believe, it was, Day 68.

6 Q. Okay. Do you recall -- this is my last question, I just
7 thought of it off of my head -- but do you recall who would have
8 gave him a qualification ride?

9 A. I do, it was either Mike Brown or Zack Moore would have given
10 him his last evaluation.

11 MR. FANNON: Okay. Thank you, no further questions.

12 BY MR. GOODEN:

13 Q. David Gooden, just a few questions. So do you take exception
14 or have any, I guess, hesitation to placing Mr. Gilmore as a
15 qualified conductor?

16 A. No, no, there was no -- none at all.

17 Q. Okay. So, no exceptions to anything in his training period
18 of cycle?

19 A. None at all, he successfully passed everything. He met the
20 requirements, supervisors agreed, we all agreed.

21 Q. So also you stated that the local supervision, maybe Mike
22 Brown or Zach Moore, may have ridden with him. Is that standard
23 operating procedure or standard procedure when marking up a
24 trainee that the local supervisor rides with him?

25 A. Yes, it's a requirement, they have to do that in order to

1 promote. They cannot promote without a certain amount of
2 evaluations performed prior to promotion --

3 Q. Okay.

4 A. -- or else they simply won't promote.

5 MR. GOODEN: All right. I have no other questions.

6 BY MS. GARCIA:

7 Q. Ann Garcia. I have a handful of them and it might be a
8 little disjointed so, you know, bear with me.

9 A. Sure.

10 Q. Some of it's just follow-up from some others. First, just a
11 little bit, you gave us some of your work history background with
12 Norfolk Southern. What were you doing prior to coming to Norfolk
13 Southern?

14 A. I worked for a family business; it was the Charles E. Brake
15 Company. My position there was a freight supervisor.

16 Q. Okay. Thank you. And what is your education background?

17 A. High school diploma, 2 years of college.

18 Q. Okay. What were you studying in college?

19 A. Criminal Justice.

20 Q. Okay. Thank you. So you've gone through, I think, all the
21 basics from the questions that you've been asked about what the
22 training is and how someone goes through it. But some of it just
23 wasn't clear to me.

24 A. Okay.

25 Q. So if you bear with me, I'd like you just to walk me through

1 it little step by little step, okay?

2 A. Uh-huh.

3 Q. So when Mr. Gilmore came onboard he was, I believe, a fresh,
4 new employee to Norfolk Southern?

5 A. Yes.

6 Q. And tell me exactly what his training process would have been
7 from Day 1 until he was promoted to conductor.

8 A. From Day 1 from when I --

9 Q. Where -- right.

10 A. When he was my responsibility or Day 1 at McDonough?

11 Q. Day 1.

12 A. So --

13 Q. Okay, and where the location is, because you mentioned like
14 McDonough and then arrive -- well, where's McDonough? We need
15 this for the record.

16 A. Okay.

17 Q. Okay.

18 A. Day 1 for Mr. Gilmore would have been in McDonough, Georgia.

19 Q. And what is there?

20 A. That's their pre-employment process. It's education for them
21 to meet the requirements to come back for their on-the-job
22 training back at their specific division. They are allowed 3
23 weeks. Three weeks they spend in McDonough and, of course, upon
24 successful completion there they come back to Harrisburg.

25 Q. Okay. What types of things are covered there?

1 A. A lot of basics, a lot -- it's operating rules. It's
2 (indiscernible) they have to go over signals, physical
3 characteristics. A lot of it is entailed to basic information for
4 them to meet and pass to come back to the division.

5 Q. Okay. Is that the same 3 weeks of training that's given to
6 all new employees at Norfolk Southern regardless --

7 A. Yes.

8 Q. -- of what their specialty or craft is going to be?

9 A. Same, yes. The same, yes.

10 Q. Okay.

11 A. That is correct.

12 Q. And would he have been hired in with the intention of
13 becoming a conductor or is that decision made at some other point
14 within this 3 week period?

15 A. No, they're hired for that specific role, conductor.

16 Q. Thank you.

17 A. Yes.

18 Q. Okay. Okay, so now continue from McDonough he comes --

19 A. He comes back to the division. So Day 1 to Harrisburg
20 Division.

21 Q. You mean here?

22 A. No, Harrisburg Division --

23 Q. Okay.

24 A. -- which would be 4600 Deer Path Road, Harrisburg, PA. All
25 the CTs come back to us. When they come back to us I have an

1 orientation day, we talk about division expectations, kind of what
2 we expect from them. We give handouts, we give bags, we talk
3 about a lot of safety critical rules.

4 Some of the things we go over -- we go over shove moves, cars
5 in the clear. We go over simple radio procedures, we go over
6 mainframe crew call, which is a computer system that they have to
7 daily check and they have to get in emailing systems. They also
8 get a schedule that day when they're back, so they know what
9 they're working, what assignments they'll be getting on, and who
10 their appointed mentors are.

11 So we go over a lot of the basic division specific stuff for
12 them to be successful. That's Day 1.

13 Q. Okay.

14 A. The rest of their training is on-the-job training, which is
15 OJT. They are with an individualized person each day so they can
16 work with a different person every day and then work with them,
17 and that's how they get their training is through the on-the-job
18 training through each person. So that could be, you know, again,
19 Day 60 or 147 days.

20 And then in between that they have --

21 Q. If we could pause just for a second.

22 A. I'm sorry, go ahead.

23 Q. Okay. So Day 1 was the orientation?

24 A. Yep.

25 Q. This is in Harrisburg, Pennsylvania?

1 A. Yes.

2 Q. Day 2 starts on-the-job training?

3 A. Yes.

4 Q. So that would have been for him, for Mr. Gilmore here?

5 A. Correct.

6 Q. Okay.

7 A. Correct.

8 Q. And so that on-the-job training went from Day 2 until Day
9 what for him?

10 A. Day 2 until the day he came back -- he comes back for a
11 promotion day meeting. We have a promotion day meeting prior to
12 them promoting.

13 Q. Okay. So that would have been Day 2 until Day what for him?

14 A. For him maybe Day 60 maybe. I'm not sure.

15 Q. Okay.

16 A. Close to their promotion date of -- his was the -- was it --
17 2 days before.

18 Q. Okay. And that's on-the-job training here?

19 A. Yes.

20 Q. Okay.

21 A. Yes.

22 Q. Now continue describing.

23 A. So when they get out there they get with their local
24 conductors and they get all of their information, they gather all
25 of their experienced based on the experience from the field. We

1 give them a schedule so they know what jobs to get to get
2 qualified on specific territories and to see all the jobs that
3 they need to see.

4 In addition to that, we also provide them with classroom
5 setting times. We usually do 3 week classes so we do classroom
6 times and we also do field days to support their physical
7 characteristics training.

8 Q. Okay. So now I'm back in the grey area of confusion on this,
9 okay. So he's got on-the-job training here from Day 2 to roughly
10 Day 60 for him?

11 A. Uh-huh.

12 Q. And you said there's 3 weeks of classes, is that a 3-week
13 lump?

14 A. No, I'm sorry, not 3 weeks of classes, they would have had --
15 he would have had three classes. I'm sorry. I may have said that
16 wrong. They probably had three classes within his training time
17 of the 70 day training duration.

18 Q. Okay.

19 A. So he would have had three classes.

20 Q. And what would those have covered?

21 A. It would have covered operating roles, it would have covered
22 physical characteristics specific to Baltimore, preparing for the
23 tests, also foreign line, Amtrak. Those are some of the critical
24 things that they're required to review.

25 Q. Okay. And how long is each of those classes?

1 A. Six, 8, some of them go 10 hours.

2 Q. All within one day per class or is it --

3 A. One day, yep, yes.

4 Q. Okay. One day each?

5 A. Yes.

6 Q. Okay.

7 A. There's no set time that they're appointed to have the class
8 so it's no less than 6, no greater than probably 10 or 11 hours.

9 Q. Okay. Okay. Thank you. And those are at different times --

10 A. Throughout his --

11 Q. -- different days throughout that period?

12 A. Scheduled, yes, throughout his training.

13 Q. Okay. And the rest of his days, Day 2 through roughly Day 60
14 is spent doing what?

15 A. On-the-job training.

16 Q. Are those the field days that you spoke of?

17 A. No, the field days -- I can explain the field days. So field
18 days are days that we give them to get more specific training to
19 an area so such if he either didn't see the territory or he didn't
20 see a lot of it, we would designate a field day where we will get
21 a van and we'll go out and get more specific details as to, you
22 know, close clearances, gates, fences, who to talk to, derails,
23 information. Just more informative information and they also have
24 more time --

25 Q. Okay.

1 A. -- to review it with the conductor trainee.

2 Q. Okay. So this is one-on-one?

3 A. It would be with their mentor.

4 Q. With their mentor?

5 A. Yes.

6 Q. Okay.

7 A. And it's not one-on-one, it would be class setting.

8 Q. Okay.

9 A. So it would be -- they would have however many they can fit
10 into a yard (indiscernible) of possibly three to four.

11 Q. Okay. And who decides that this is needed or is that part of
12 a regular scheduled event, the field days?

13 A. Who decides that the field days are needed?

14 Q. Uh-huh.

15 A. I guess that would be my supervision including myself.

16 Q. Okay. What do you base that on?

17 A. We base it on what they see and what we feel, you know, is a
18 higher demand job, a job that demands a shift that should be
19 shifted out, a job that they don't see as frequent. That would be
20 definitely a focal point that we would want to make sure that they
21 get out there and see that by doing a field day.

22 Q. Okay. So you just have a feel for this based on your
23 experience or is there like a list of things that are typical for
24 field days?

25 A. No, there's not a list, it's advised through mentors and

1 trainmasters.

2 Q. Okay. So the feedback comes from the mentors here to you to
3 say that this is what they recommend?

4 A. Correct.

5 Q. Okay, okay. So then going -- continuing with -- what is --
6 what other activities are they doing during this? Well, how many
7 field days are there?

8 A. There's no set time on field days. I mean, they're -- you
9 could have one, you could have, you could have three, it depends
10 on what they see.

11 Q. Okay.

12 A. Every train is different. I mean, you have one Train A might
13 see Point C or Point D but that same train next week may not see
14 it so it's an individualized process of communicating with the CT
15 to see what he is seeing and what he hasn't to get him there.

16 Q. Okay. About how many are typical?

17 A. On seeing a field day?

18 Q. How many field days would a typical trainee receive?

19 A. One, two typical, yeah.

20 Q. Okay. Okay. And now what activities are they doing the rest
21 of this two to roughly Day 60 days that they're here for their on-
22 the-job training before promotion?

23 A. Okay. The rest would be evaluations so the evaluations with
24 their supervisors as to where they are in the process and how they
25 are coming along. Are they efficient, are they not efficient, and

1 that's coordinated with me as to how they're doing and where
2 they're at.

3 Q. Okay. So what I'm hearing then is that we've got roughly 58
4 days and they've got 3 days of classes, 2 days of field days, and
5 the rest every single day is like evaluations or are there days --

6 A. The rest of the days are on-the-job training so they're on
7 the training, OJT.

8 Q. They're on a training?

9 A. On a training, they're either a utility brakeman or they're a
10 conductor trainee with another conductor, also an engineer.

11 They're getting their specific training as to what they're going
12 to do as a promoted conductor.

13 Q. So they're on the train with a senior conductor?

14 A. Yes.

15 Q. Is there a requirement for how much time that senior
16 conductor has to have on-the-job?

17 A. Yes.

18 Q. What is that?

19 A. One year.

20 Q. Okay. And so they would never be placed during this on-the-
21 job training on a train with a conductor who doesn't have a year
22 of experience?

23 A. They could, they could. They've been -- they could be on
24 there. They're advised to stay on the head end of the locomotive,
25 to not get out and perform a test. So what that does is that

1 allows them to see the territory and allows them to get the
2 physical characteristics and not get down with the guy under a
3 year to put them at risk, so they would stay on the head end of
4 the locomotive.

5 Q. Okay. How can we find out how many days in Keith's training
6 on-the-job training that the conductor that he was receiving it
7 from had less than a year of experience?

8 A. I don't know, it would -- work history.

9 Q. So we'd have to have someone find the list of conductors that
10 he trained under and their work history?

11 A. Correct.

12 MS. GARCIA: Okay. So we can ask for that as a document,
13 that information, okay. Thank you very much, that's all for right
14 now.

15 BY MR. LLOYD:

16 Q. So I'm glad -- and this is Troy from -- Troy Lloyd from the
17 NTSB. I'm glad Ann asked some of those questions because I was --
18 I'm not as up to par as Mr. Erickson is on the training program.

19 So I get hired as a conductor or whatever for Norfolk
20 Southern. So I go down to Atlanta, Georgia, and I go through some
21 training courses, right. What is, what is the length, what is the
22 length of the training program, how long am I out there learning
23 from someone until I become a conductor that I can start working
24 by myself?

25 A. When they get back from McDonough, Georgia?

1 Q. Yeah, the total length. I'm a trainee until how long?

2 A. From the time that they're in McDonough until the time they
3 get back, it varies based on their district and what's been
4 appointed to that specific district. Again, it could be anywhere
5 from 60 days including your 3 weeks to 147 days including the 3
6 weeks in McDonough.

7 Q. So 60 days I come in, never working on the railroad, and then
8 all of a sudden 61 days I'm out on the road, knowing physical
9 characteristics, book of rules, close clearances, do this, don't
10 do this, knowing this division, knowing that division, everything
11 in 60 days?

12 A. They're only, they're only required to see one division and
13 it's 60 days plus the 3 weeks of training in McDonough.

14 Q. Okay.

15 A. They're only required to see one division.

16 Q. Okay. So, okay, so let's use Harrisburg Division as an
17 example. How big is Harrisburg Division that in 60 days, what
18 does Harrisburg Division consist of?

19 A. As far as districts? He's only qualified on Baltimore
20 District, no other. I mean, he's not -- he might intersect with
21 other areas but he's not -- I mean, he wouldn't be qualified at
22 Abrams or he wouldn't be qualified in Binghamton. I mean, these
23 are other areas within our division so his focus is here and was
24 in Baltimore.

25 Q. Okay. So the 60 days I'm out I'm learning, I'm learning the

1 job of a conductor. There's going to be sometimes that I'm going
2 to be working with an employee, a conductor that doesn't have the
3 years, the year in, so I have to stay on the locomotive.

4 Does that day add onto the end of his training or does that
5 day just him setting there and not being boots on the ground count
6 toward the 60 days for me to become qualified?

7 A. Okay. So part of the training is the physical
8 characteristics aspect so unless somebody says this guy needs more
9 time we usually stick with that training period.

10 Q. Okay.

11 A. So they're still getting that physical characteristics,
12 they're still able to communicate with the engineer as to where
13 they are, what to do, how to operate the standard procedures, but
14 as far as hands-on, you know, until somebody says something we
15 usually stick with the duration that's allotted.

16 Q. So me being trained or me being -- have the knowledge, skills
17 and abilities to be a mentor, conductor for the trainees, is there
18 anything that I do on a nightly basis or at the end of the shift,
19 is there a certified form that I fill out that I give to you or I
20 give to the yardmaster or whatever so I can say, you know, this
21 guy had a good day or a good week, you know, he learned this, this
22 and this?

23 Is there official documentation to show how his training is
24 progressing, whether it's being -- doing good, doing bad?

25 A. Yes, there is.

1 Q. Okay.

2 A. Yes.

3 Q. Do you think 60 days is quick in your opinion, as being the
4 training coordinator?

5 A. No, I do not.

6 Q. You don't.

7 A. No.

8 Q. So you think 60 days is pretty, pretty good to put them out
9 there and they could be out there by themselves working?

10 A. Yes.

11 Q. Okay. All right. And, again, what certifies -- what would
12 certify me as a conductor mentor? What would certify me as a
13 conductor mentor?

14 A. An endorsement from local trainmaster, a good CSR, good
15 attitude, somebody that can represent the company, also represent
16 the CTs and getting them promoted and getting them what they need.

17 Q. Okay.

18 A. Good communication levels.

19 Q. Is it something that's, is it something that's requested, I
20 want to be a conductor trainee mentor or is it, hey, you know,
21 Troy, you might be good at this, or can I refuse it, I don't want,
22 I don't want anything to do with it?

23 A. All of the three.

24 Q. Okay.

25 A. All of the three you mentioned are all possibilities.

1 Q. Okay.

2 A. Nobody's forced to do it. A lot of times it's guys that are
3 invested.

4 Q. Sure.

5 A. They really want to see the program succeed so these are guys
6 usually that want to be involved. We wouldn't pick anybody that
7 wouldn't want to be involved.

8 Q. Okay.

9 A. They want to be.

10 MR. LLOYD: I'm good. That's it for me. Thank you. Ruben?

11 MR. PAYAN: I have nothing; FRA.

12 MR. BULL: I have nothing.

13 BY MR. CASSITY:

14 Q. Jared Cassity, SMART Transportation Division. You said that
15 Mr. Gilmore was on the 70 day program, did I hear that correctly?

16 A. Yes, sir.

17 Q. And you believe he marked up on Day 60 day?

18 A. I believe.

19 Q. To the best of your recollection. And did you -- I
20 apologize, I know you've said it over and over, was the Harrisburg
21 District, is that this district or was it a different district?

22 A. No, it's Harrisburg Division, this is just the Baltimore
23 District.

24 Q. The Baltimore District, okay. So when he was doing his 70
25 program on the Baltimore District do you know roughly how many

1 assignments work on the Harrisburg -- or, excuse me, on the
2 Baltimore District in general?

3 A. In general. Not right now, no. I have it documented as to
4 how much, how many jobs they have but --

5 Q. Are there (indiscernible) jobs?

6 A. Yes.

7 Q. And are there -- there's obviously yard jobs, there's local
8 jobs. Are there pushers or switchers or anything else as well?

9 A. Pushers, I'm not aware of any pushers.

10 Q. Do you have, as the training coordinator, a goal for how many
11 days a trainee spends on each particular assignment?

12 A. Typically, I mean, every job's different, every CT learns
13 differently. Typically what we will do is each CT would have
14 anywhere from 3 to 5 days allotted for one specific job, 3 to 5
15 days is what they could get.

16 Q. Okay. And I'm going to be real honest with you, I'm having a
17 hard time understanding how you as the training coordinator or the
18 mentor gets the message that a trainee is not grasping maybe a
19 certain assignment or a certain qualification.

20 If I'm on an assignment and I seem to be struggling, how
21 do you learn that I'm struggling on an assignment?

22 A. How do I learn?

23 Q. How do you learn that I'm struggling on an assignment?

24 A. I would learn by supervision and the requirements that they
25 have to ride these guys, also by the mentor that's communicating

1 with me and getting him the help that he needs in a specific area
2 that he may need it.

3 Q. So if I'm a trainee and I have a conductor and the conductor
4 doesn't have a report, and the conduct that I was working with
5 when I had the problem doesn't tell the mentor, is there not a
6 breakdown of communication there to relay that information?

7 A. There could possibly be a breakdown; however, I mean, we do
8 have requirements for the supervisors to evaluate their
9 performance and they're required to submit that to me, so that's
10 something that I look at pretty detailed as to the comments.

11 They also follow-up with phone calls as to what they submit
12 so there's not too many breakdowns that --

13 Q. So does a trainmaster go with the trainee on each and every
14 single different assignment to evaluate his or her performance?

15 A. Each and every one?

16 Q. Yeah.

17 A. No, no.

18 Q. This has been kind of talked about a little bit. I'm going
19 to hit on it again, I apologize. The qualifications on the 70
20 days, do you typically make a schedule for that time period for
21 them to work basically to make sure they get their 70 days in, is
22 that what they do is they can see when they're on duty or off duty
23 for that 70 day time period and which assignment they're assigned
24 to?

25 A. For like locals and yard, yes.

1 Q. Okay. I guess really what I'm getting at is the yardmaster
2 said there are days when the trainees will actually end up sitting
3 in the office with him because no crew was available. My concern
4 is and Ann hit on it too a little bit with the locomotive and the
5 younger conductors is, you know, when that type of thing happens
6 or maybe they show up and the power is broke down, it's not
7 available, or there's something that they're working on their
8 actual day that's scheduled but they're not able to perform
9 service, how is that considered in the evaluation towards their
10 qualification for marking up?

11 A. That's something we discuss on Day 1. We tell them what
12 they're going to encounter. I personally tell them what they will
13 encounter. They will encounter that so I tell them, "If you
14 encounter a conductor under a year, if you were to encounter a
15 crew that's been annulled, show up at your location. There's
16 several other jobs to work. There's always a different assignment
17 to get on. Be proactive, take the incentive to call crew call and
18 place yourself on another assignment so it's just not a wasted,
19 washed day."

20 Q. Okay.

21 A. So they know to take that proactive approach and get in on
22 another assignment in case something like that happens.

23 Q. What does the railroad do -- let's say I'm a very book smart
24 trainee, I can pass my rules test with no problem, but I'm having
25 issues with applicable out in the field, what does NS do different

1 to help me learn how to perform my task in the field?

2 A. I can give you an example.

3 Q. Please.

4 A. So just recently we've had a conductor trainee -- it's
5 exactly what you just stated. So it's just a communication
6 between myself and the supervisors. We've noticed a deficiency in
7 somebody. We will go out there and we'll get them the
8 individualized -- what do you want to say -- attention that they
9 need.

10 Everybody's a little bit different, you know, one person --
11 and you usually see somebody struggle with switching. And we'll
12 get them with a good conductor and that's kind of the game plan
13 that we have right now with the person I'm dealing with now.

14 We'll put them with a more promising conductor, more seasoned
15 conductor. Personally call them and say, hey, help this guy out
16 or help this woman out in this specific area as far as on-the-job
17 training.

18 Q. Would you say that there are conductors that are better at
19 training than others?

20 A. Yes.

21 MR. CASSITY: I have nothing else right now. Thank you.

22 BY MR. FANNON:

23 Q. Randy Fannon, just a couple more. How many days a week does
24 a trainee work?

25 A. Five.

1 Q. Is there one day doing as a class day into that -- added onto
2 or they're assigned 2 days off every week?

3 A. Not every week, no. No, they have ways that they can work
4 more to maximize the time allotted. There's other ways that they
5 can, you know, company business days which a company business day
6 would be a class day that they could do, but we require that they
7 work 5 days minimum.

8 They don't always get 2 days off, they could work six starts
9 and then they would have to have 2 days off. Sometimes that does
10 happen. We don't like to do it but sometimes we just can't
11 control it, depending on the pool or the assignment they're on,
12 sometimes they don't get the six starts.

13 Q. Okay. You were off in November when Mr. Gilmore was marked
14 up. Was there someone else that took your place to qualify?

15 A. No, he had already been qualified. I mean, he -- for the
16 promotion day, yes, sir, yes, there was somebody else, yes.

17 Q. All right. In the promotion physical characteristics test
18 that you give, is the close clearance, do not ride location
19 specific in the timetable, is that covered in the testing?

20 A. As to the incident or --

21 Q. Is there a test?

22 A. -- I mean, just on close clearances?

23 Q. Is there, is there a question on the Baltimore District that
24 says you cannot ride cars on these tracks when cars are on
25 adjacent tracks?

1 A. I don't recall. I don't know without having the test in
2 front of me.

3 MR. FANNON: I have no further questions.

4 BY MR. GOODEN:

5 Q. Dave Gooden, I have just two questions for you. Who is the
6 mentor here in Baltimore Terminal?

7 A. Currently?

8 Q. Currently, yes.

9 A. Jason Ketterling currently.

10 Q. Okay. All right. And having knowledge of his hire date and
11 seniority date, I'm showing 89 days of training period. Do you
12 feel that's adequate for Baltimore Terminal?

13 A. Yes.

14 MR. GOODEN: Okay. I have no other questions.

15 BY MS. GARCIA:

16 Q. Ann Garcia. I have a handful of follow-up questions. First,
17 just to follow-up the last questions. So Jason Ketterling you
18 said is the current mentor here at Baltimore?

19 A. Yes.

20 Q. Was he the mentor when Keith was going through?

21 A. Yes and no. I don't, I don't believe, no.

22 Q. Okay. So you don't know who was?

23 A. I do. There was a transition so he probably -- no, he
24 wasn't.

25 Q. Who was?

1 A. It was Ben Schwarz.

2 Q. Do you know how to spell the last name?

3 A. S-W-A-R-T-Z, I believe. I could be wrong.

4 Q. Okay, okay. And then Troy had asked you about official
5 documentation from a senior conductor on their trainee and you
6 said, yes, there was. What is this called?

7 A. A field observation.

8 Q. And what does that physically look like, is it a one page
9 piece of paper with a checklist or is it a narrative, what does a
10 field observation document look like?

11 A. Well, if it's printed front and back it's a front and back
12 document, if it's not it's a two-page document. It's a series of
13 questions as to where they should be at in their training. It's a
14 scale of 1 to 5, 1 being obviously needs attention, the 5 being
15 proficient and, you know, they're right where they need to be.

16 Below that would be comments, which the supervisor or mentor
17 can list the comments and write comments based on that specific
18 question.

19 Q. Okay.

20 A. I believe there's 15 questions on the form.

21 Q. And is it the same form that every senior conductor uses for
22 a trainee?

23 A. Yes, yes.

24 Q. Okay. So does it cover a variety of skills and behaviors
25 that are needed?

1 A. Yes.

2 Q. Okay. You mentioned the conductor mentor that they're
3 basically assigned to be a conductor mentor based on self-
4 selection and work references, is that accurate?

5 A. Correct.

6 Q. Okay. What are their duties?

7 A. Of?

8 Q. Of a conductor mentor.

9 A. A conductor mentor, the duties?

10 Q. Yes.

11 A. Their duties are to facilitate and to guide the CTs in the
12 direction for the successful promotion.

13 Q. And how many CTs would be under their guidance at one time?

14 A. Baltimore?

15 Q. Uh-huh.

16 A. I think three, four.

17 Q. And what about other areas, districts, divisions?

18 A. Could go up to 15 to 20.

19 Q. Okay.

20 A. And that depends, I mean, on the higher demand.

21 Q. Okay. Is this a collateral duty for a conductor or is this a
22 full-time duty as mentor?

23 A. Collateral meaning -- now, their assignment, they are
24 conductors, that's their, that's their normal assignment. They,
25 we call it a special assignment where they come in on days that,

1 you know, I would require them to come in and do these teaching --
2 to do these classes, do the individualized training.

3 Q. Okay. So for each conductor trainee the conductor mentor
4 would have about how many days that they would actually be doing
5 that duty instead of regular conductor duty?

6 A. For a (indiscernible) conductor during the process --

7 Q. Uh-huh.

8 A. -- how many days would they have off to -- am I right?

9 Q. Yes. How many days would they dedicate to doing -- working
10 with a conductor trainee?

11 A. I mean, if for Baltimore it would be -- they could have 2
12 weeks, they could have 2 weeks into one CT during his training.

13 Q. So basically 10 days out of the 60 days that they'd be here
14 during training?

15 A. He could have that much time wrapped up in it, yes.

16 Q. Okay. And what would be the low end?

17 A. Five or six.

18 Q. Okay. Okay. Thank you. And do they fill out some type of
19 form or are there documents that they fill out on their
20 performance of the CTs conductor training, right?

21 A. Yes.

22 Q. Okay.

23 A. Yes.

24 Q. Okay. What are those called?

25 A. Field observations.

1 Q. Same thing, is it the same form?

2 A. Correct.

3 Q. Okay. And are those -- are there any other types of
4 performance evaluations done for a CT by either the mentor or a
5 senior conductor?

6 A. No, the mentors are the only ones that would do the
7 evaluation; the conductor would not do an evaluation. But, no,
8 there is none.

9 Q. Okay. But the field observations are evaluations?

10 A. Correct.

11 Q. And I thought that you said earlier that official
12 documentation from senior conductors on their trainee is called a
13 field observation?

14 A. By the mentor, the conductor mentor. So, in other words --

15 Q. Oh, not by the senior conductor that they're doing on-the-job
16 training with?

17 A. No, no. No, they wouldn't, no. Only the conductor mentor
18 would be allowed to give a field observation.

19 Q. Okay. So --

20 A. Not just a senior conductor.

21 Q. Thank you, thank you so much. So the conductor mentor would
22 have done out of the 60 days roughly that Keith was here for on-
23 the-job training --

24 A. Okay.

25 Q. -- he would have done three to four field observations, which

1 are evaluations of him?

2 A. No, he's not required to. The supervisors are required to,
3 the mentor's not required to. Sometimes they are allowed to, they
4 can give the field observations but sometimes, you know, they just
5 -- they don't do them and which it's the supervisors' requirement.

6 Q. Okay. So the conductor mentor is not required to do any
7 field observations?

8 A. Not required.

9 Q. Okay. Of the conductor trainee. Thank you. How many are
10 the supervisors required to do?

11 A. Three to four.

12 Q. Okay. So the conductor mentor it would be zero and the
13 supervisor --

14 A. They are allowed to do them.

15 Q. Okay. And the supervisor, what would their actual title be
16 here, their position?

17 A. Trainmasters, operation supervisors would be right, operation
18 supervisors.

19 Q. Okay. So it would have been the trainmaster who would have
20 done these three to four field observations which are evaluations
21 during the 60 day period that Keith was doing his on-the-job
22 training here?

23 A. Yes.

24 Q. Okay. Were there any other evaluations done of him during
25 this period?

1 A. No.

2 Q. Okay. Is there a final evaluation done of any form, a
3 written test, a verbal test, any --

4 A. Outside of the evaluation?

5 Q. What evaluation?

6 A. Is that what you're asking me outside of the evaluation is
7 there any other type, any other form, is that --

8 Q. My question is, he comes here for the on-the-job training and
9 he's received three to four field observations, which are official
10 documents that are done by his supervisor during that period --

11 A. Correct.

12 Q. -- to evaluate his performance? Before he graduates what
13 other documents are there that are completed in terms of
14 evaluating whether he should be promoted or not?

15 A. Okay. Thank you. It is testing his operating rules, tests.

16 Q. Where is that done?

17 A. It could be done here at the district, at Baltimore.

18 Q. Is that a written test that he sits in a room to do?

19 A. It's not a written test it's -- you would fill in -- fill the
20 bubble scan sheets.

21 Q. Okay.

22 A. So they get the operating rules and they also get physical
23 characteristics, exams.

24 Q. And is that -- what type of test is that?

25 A. Physical characteristics is a test based on the knowledge

1 that they have to see, so it's a requirement for them to pass the
2 test on their specific area, such as Baltimore.

3 Q. And is that also a fill in the bubble test?

4 A. Correct.

5 Q. Okay. So neither one of these two that you've mentioned so
6 far are multiple -- well, they're multiple choice --

7 A. Multiple choice.

8 Q. -- but there's no narratives where he has to write
9 paragraphs?

10 A. No.

11 Q. Okay.

12 A. No.

13 Q. All right. What other tests are given?

14 A. That's all that's required. The mentors have their own
15 training that they're allowed to do specific to the area but
16 that's not a requirement.

17 Q. Okay. So what I've heard so far is that there would be three
18 to four field observations required done by the trainmaster, who
19 is his supervisor, and then two required written tests, one on
20 operating rules, one on physical characteristics, and are they
21 both given here onsite?

22 A. Correct.

23 Q. Okay. And who is it that monitors those? Who administers
24 those tests?

25 A. Would be Jason McClure --

1 Q. Okay.

2 A. -- or Mike, Mike Brown.

3 Q. Okay, the mentor?

4 A. They would be the trainmasters.

5 Q. The trainmasters?

6 A. Correct.

7 Q. Okay. Thank you for getting into all the specifics for me,
8 it helps me to really be clear.

9 A. No problem.

10 Q. Okay. So that's performance evaluations done for the
11 conductor trainee. What type of performance evaluation is done
12 for the mentors?

13 A. There is -- evaluation for -- there's no evaluation for a
14 mentor -- for their training there isn't.

15 Q. And for their job performance?

16 A. There is none.

17 Q. Okay. The senior conductors -- continuing on. The senior
18 conductors, I'm calling them senior because they're supposed to
19 have at least a year of experience and they're the ones that are
20 actually conducting the on-the-job training during this days zero
21 to 60 when they're here for on-the-job training, correct?

22 A. Uh-huh.

23 Q. Okay. Do they have a list of specific skills or techniques
24 or behaviors that they are to make sure the conductor trainee
25 receives?

1 A. A list? Not that I'm aware of there's not a list.

2 Q. Okay. So is there anything standardized here at the railroad
3 to make sure that they receive specific on-the-job training for
4 certain skills or abilities or behaviors?

5 A. Their requirements are the same as what their training, so
6 their knowledge passed on to that CT is what is done. But as far
7 as a checklist or a document, no, their requirements are the same
8 as their senior conductor that they're working with is what that
9 CT's requirements are going to be.

10 Q. Okay. Is it fair to say that they're basically shadowing
11 what the senior conductor is doing in his normal course of duty on
12 his job?

13 A. Yes.

14 Q. Okay. All right. Thank you. So do you have a list of
15 skills that are to be trained that was developed by Norfolk
16 Southern?

17 A. Do I have -- no, I don't have a list, no.

18 Q. Okay. Does the training department have a list?

19 A. For myself?

20 Q. For, do they have a list of what each conductor trainee is
21 required, the skills and knowledge and abilities that they're
22 required to have?

23 A. Not that I'm aware of.

24 Q. Okay. Okay.

25 A. I mean, it's a pre-condition of employment so I'm sure there

1 is, I'm just not able to answer, I'm not sure.

2 Q. Okay. What's a condition of employment?

3 A. In the pre-employment process of interviewing I'm sure that
4 there's something. They take a lot of online testing prior to
5 going to McDonough.

6 Q. Okay. I'm talking about job specific skills --

7 A. Yes.

8 Q. -- that they have to learn before they're promoted to a
9 conductor?

10 A. Correct.

11 Q. Okay.

12 A. They would receive that on their training prior to even going
13 to McDonough what the requirements and what their requisites are
14 going to be prior to even going to McDonough, Georgia.

15 Q. Okay.

16 A. There would be a lot of e-Learning courses that they have to
17 take prior to going.

18 MS. GARCIA: Okay. All right. That's all I have for now.

19 BY MR. LLOYD:

20 Q. So, Kyle, you're getting -- this is Troy Lloyd from the NTSB
21 -- you're getting a lot of questions --

22 A. Yeah.

23 Q. -- regarding, I think, the training process, length of
24 process, how things are completed, what's documented, what's not
25 documented. Is there a manual or written procedure that we can

1 request that would have everything spelled out and would have the
2 information inside of it that we need, such as your training
3 program as a training coordinator, and I'm going to request that?

4 That will be -- that document will be requested. So is
5 everything in there that states this is what an observation form
6 does, here's a copy of it, here's this, that and the other. This
7 is from this point on to this point on, this guy's doing this
8 these weeks, this week he's doing this, he's at this location,
9 he's at that location, is that spelled out in some kind of
10 training manual?

11 A. Packet, yes.

12 Q. Okay.

13 A. Yes.

14 Q. And that would have the majority of the questions, I guess,
15 we were asking?

16 A. It would have it all in a packet as to their requirements in
17 other to promote, yes.

18 MR. LLOYD: Okay.

19 MS. GARCIA: What is the title of that document or packet?

20 MR. BRAKE: Promotion packet.

21 MS. GARCIA: Promotion packet.

22 MR. BRAKE: Promotion packet.

23 MR. LLOYD: Promotion packet. So, Mr. Gooden, if I'd ask --
24 just say if I would ask for the training mentor requirements or
25 the promotion packet that would be the same thing that we were

1 talking about yesterday, I guess?

2 MR. GOODEN: Yeah, and, yeah.

3 MR. LLOYD: Okay. You would know what to get for us?

4 MR. GOODEN: Absolutely.

5 MR. LLOYD: Absolutely, okay, all of them. Kyle, I don't
6 have anything else. Does anybody have anything else around the --
7 going around the horn?

8 BY MR. CASSITY:

9 Q. Can I ask one more real quick, Jared Cassity with SMART
10 Transportation Division? You said that the mentors were selected
11 on their work histories and basically safety records. Are the
12 mentors taught how to mentor, I mean, do they go through any type
13 of training on how to be a mentor?

14 A. All the mentors are brought up and we teach them and we tell
15 them areas of specifics of what we want them to focus on so, yes.

16 Q. Is it -- is that readdressed within -- manually or is it just
17 kind of --

18 A. It's, they come up, you know, of every orientation that I'm
19 currently having, they'll come up there and go over the
20 orientation and then afterwards where we discuss, you know, kind
21 of what our plans are and this is all open book talks that we have
22 --

23 Q. Okay.

24 A. -- as to the direction we want to go because it --

25 Q. So they're basically taught how to teach then?

1 A. Yes.

2 Q. All right.

3 A. I mean, they're selected for a reason so they already have
4 the skillset to teach, it's just a matter of putting together to
5 make sure it's done in a fashion -- organized way.

6 MR. CASSITY: I have nothing (indiscernible).

7 UNIDENTIFIED SPEAKER: No, sir.

8 MR. LLOYD: Ann, anything?

9 MS. GARCIA: No.

10 BY MR. LLOYD:

11 Q. So, one or two just follow-up stuff and we'll close things
12 out. As the training coordinator, do you have -- as the training
13 coordinator for the Baltimore Division, are you allowed to add any
14 type of new material that you think like, you know, I think we can
15 do something better here, let's change that, or is there -- this
16 thing is cast in stone and it's set and there's changing it?

17 A. I do have a voice, yes.

18 Q. So you have the authority to --

19 A. I have the authority, I have the voice.

20 Q. Okay. So you have the voice and who would you give that
21 voice to if you see something that -- training program that you
22 can make better?

23 A. It would probably be Steven Scruggs would be my direct
24 supervisor along with Dominic Brown. I mean, if I had a
25 suggestion I'd go to Mr. Gooden.

1 Q. So we're going up the food chain?

2 A. It is, yes.

3 Q. Okay, okay. To finish things off, as the training
4 coordinator and we had this accident that occurred, is there
5 anything that you can probably particularly pick out in your
6 training program that should be taught from this day forward so we
7 -- so an accident like this doesn't ever happen again?

8 A. I think, you know, unfortunately an incident like this
9 happens I think we can always learn from an incident. So, yeah, I
10 mean, specifics right now, right now, no, because I don't know the
11 specifics. But, yes, I think there should be something that we
12 can alter or change to better our program.

13 Q. Do you guys take lessons learned, do you guys review past
14 accidents and talk about them in your class and all that?

15 A. Every class we talk about -- we spend a lot of time.

16 Q. Excellent.

17 A. I had a class this morning and we talked about incidences. I
18 didn't know the details of this but it's awareness as to what
19 happened yesterday for them so, yes.

20 Q. Yeah.

21 A. Yeah.

22 MR. LLOYD: All right. Well, I apologize for the quick thing
23 for the interview today. We knew you were in Hagerstown but
24 thanks to Mr. Gooden for bringing you down because we had a lot of
25 questions on the way the training program is operated and

1 mentoring, trainers and all that stuff, but I appreciate you
2 coming down and appreciate your insight.

3 MR. BRAKE: (Inaudible).

4 MR. LLOYD: All right. We are officially off the record.

5 (Whereupon, the interview was concluded.)
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CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD


IN THE MATTER OF: BAYVIEW YARD CONDUCTOR FATALITY
 BALTIMORE, MARYLAND
 FEBRUARY 7, 2019
 Interview of Kyle Brake

ACCIDENT NO.: RRD19FR004

PLACE: Baltimore, Maryland

DATE: February 8, 2019

was held according to the record, and that this is the original,
complete, true and accurate transcript which has been transcribed
to the best of my skill and ability.



Cheryl Farnar Donovan
Transcriber