

Docket No. SA-531

Exhibit No. 2-P

NATIONAL TRANSPORTATION SAFETY BOARD

Washington, D.C.

Operations Group Chairman
Interview Summary – Ground School Instructor
Andrew Nagle

(59 Pages)

UNITED STATES OF AMERICA
NATIONAL TRANSPORTATION SAFETY BOARD
OFFICE OF ADMINISTRATIVE LAW JUDGES

* * * * *
Investigation of: *
*
CRASH OF CONTINENTAL CONNECTION *
FLIGHT 3407, OPERATED BY *
COLGAN AIR, INC. * Docket No.: DCA-09-MA-027
FEBRUARY 12, 2009, 2217 EST *
CLARENCE, NEW YORK *
*
* * * * *

Interview of: ANDY NAGLE

NTSB, Conference Room C
429 L'Enfant Plaza East, S.W.
Washington, D.C.

Monday,
March 9, 2009

The above-captioned matter convened, pursuant to
notice, at 2:00 p.m.

BEFORE: EVAN BYRNE

APPEARANCES:

ROGER COX
EVAN BYRNE
National Transportation Safety Board

KEN WEBSTER
Regional Senior Investigator-Operations Air
National Transportation Safety Board, Canada

EUGENE CONWAY
ASI Air Carrier Operations, FAA

CAPTAIN TIM DITTMAR
Colgan Air

HARLAN SIMPKINS
Q Series Custom Liaison Pilot
Bombardier

CAPTAIN MIKE WICKBOLDT
Air Line Pilots Association

DANE JAQUES, ESQUIRE
Dombroff Gilmore Jaques & French
1676 International Drive
Penthouse
McLean, VA 22102
(703) 336-8800
(703) 336-8750 (fax)

I N D E X

| <u>ITEM</u> | <u>PAGE</u> |
|--|-------------|
| Interview of Andy Nagle, Ground School Instructor, Colgan | |
| By Mr. Byrne | 4 |
| By Mr. Cox | 27 |
| By Mr. Conway | 43 |
| By Mr. Dittmar | 45 |
| By Mr. Wickboldt | 46 |
| By Mr. Simpkins | 48 |
| By Mr. Webster | 54 |
| By Mr. Cox | 55 |
| By Mr. Dittmar | 56 |
| By Mr. Byrne | 57 |

I N T E R V I E W

(2:00 p.m.)

INTERVIEW OF ANDY NAGLE

BY MR. BYRNE:

Q. Andy, I guess let's start off with an easy question.
How old are you?

A. I'm 51.

Q. And what's your position title?

A. I'm a ground school instructor.

Q. How long have you been in that position?

A. Since September of 2006 -- excuse me -- September of
2007.

Q. And what was your date of hire at Colgan?

A. In January of 2006.

Q. So from January 2006 to your current position, talk
to us about your migration or what activities you did?

A. I was the maintenance planner.

Q. And that was all you did prior to your current
position?

A. That was all, yes.

Q. Are you a pilot?

A. I am, retired Navy pilot.

Q. What civilian certificates do you have?

A. Civilian certificates, the only one I have which I
got in the Navy would be a King Air 200 type rating and then my

1 civilian flying aside from that would be CRJ 200 where I was a
2 first officer for about four months at ACA.

3 Q. Okay. Commercial pilot's?

4 A. Oh, I'm sorry. Yes. I have an ATP.

5 Q. ATP?

6 A. Yes.

7 Q. And what academic background or training do you have?

8 A. College education.

9 Q. Bachelor's degree?

10 A. Bachelor's degree, yes.

11 Q. What discipline?

12 A. Political science.

13 Q. Okay. And the Colgan or -- I guess was Colgan your
14 first aviation related employment?

15 A. No. After I retired from the Navy, I worked for
16 Atlantic Coast Airlines for a while as a CRJ first officer. I
17 was furloughed and then I continued working for the company in
18 maintenance and IT until we closed down as Independence Air --

19 Q. Okay.

20 A. -- in January of 2006. Then I came over to Colgan.

21 Q. Did you have any training responsibilities at the
22 past airline?

23 A. No.

24 Q. This is your first training job?

25 A. In the civilian world, yes.

1 Q. In the military world, what training and experience
2 do you have?

3 A. I was an instructor pilot for the S3 Viking and an
4 instructor pilot for the C12 which is Beech King Air.

5 Q. Okay. And briefly describe your current duties and
6 responsibilities.

7 A. I do ground school instruction and answer to the
8 manager of training in doing that, and I present the classes.
9 I also update as required the courseware.

10 Q. And does anyone report to you?

11 A. No.

12 Q. And do you report directly to the manager of
13 training?

14 A. Yes.

15 Q. Is that the only person you report to?

16 A. Yes, directly, yes, and then we have a director as
17 well.

18 Q. Okay.

19 A. But the chain would be the manager first.

20 Q. How many ground school instructors are there?

21 A. Full-time just me.

22 Q. Okay.

23 A. We have myself, as the ground school instructor. Ed,
24 who is our manager, also does ground instructing, and then we
25 have some other instructors who come in part-time.

1 Q. How many of the part-time instructors are there?

2 A. I don't know exactly.

3 Q. How were you selected for this position?

4 A. When the job was posted at the company, I applied for
5 it.

6 Q. And how were you trained once you were given the job?

7 A. I went through training to observe initially the Saab
8 training syllabus, went through that, then had a shot at
9 teaching at one time and then I was on my own.

10 Q. Okay. And just to clarify, you mentioned the Saab
11 training syllabus. As far as currently, are you giving
12 training in just the Saab, the Q400 or both?

13 A. I'm qualified to do both but most of what I do is
14 Q400 training.

15 Q. Okay.

16 A. And I also do training in the basic indocs subjects
17 as well.

18 Q. Okay. And the training in the aircraft, that's all
19 ground school subjects?

20 A. Yes.

21 Q. All systems and --

22 A. Yes.

23 Q. How is your performance evaluated?

24 A. I get -- as far as during the training process?

25 Q. Yes.

1 A. I get observations. The manager will sit in on my
2 training and see how I'm doing. The director will sit in
3 sometimes as well and observe training.

4 Q. How frequently?

5 A. I would say I see Ed come into class every few weeks.

6 Q. And how about the FAA, how does the FAA observe your
7 class?

8 A. I've had FAA representatives present a couple of
9 times, maybe three or four occasions. They were present for
10 several days during the initial Q400 systems training class
11 that I did.

12 Q. Okay. Who from the FAA attended?

13 A. Mike Jessie was present, Doug Lundgren came in.

14 Q. Anyone else?

15 A. I think they were the only two from the FAA. We also
16 had some operations representatives that were observing as
17 well.

18 Q. When was the most recent observation by the FAA in
19 any of your classes?

20 A. I would say October of last year.

21 Q. Who was there?

22 A. That was when Doug and Mike were in, when I did the
23 initial Q400 training session.

24 Q. So you've been providing Q400 training then for less
25 than a year?

1 A. For system specific training, yes, for less than a
2 year, system specific training. As far as basic indoc to crews
3 that were transitioning or being newly hired into the Q400, I
4 provided the company basic indoc training and Q400 performance
5 and ACARS training for a little over a year.

6 Q. Do you know First Officer Shaw?

7 A. She's been in my class on two occasions.

8 Q. And which classes were those?

9 A. When she came through as a new hire, she came through
10 her basic indoctrination training in the company and I
11 conducted that class.

12 Q. Okay. So it would have been for the new hire? It
13 would have been basic indoc training but not the Q400 system
14 specific training?

15 A. The only specific Q400 items we taught at that time
16 were the performance and the ACARS.

17 Q. Okay.

18 A. And then the systems training was conducted at Flight
19 Safety.

20 Q. Okay. What was the other time that you provided
21 training to her?

22 A. She came back through in January for annual recurrent
23 training.

24 Q. What do you recall of that training, of her being in
25 the class?

1 A. That she was enthusiastic, attentive.

2 Q. How would you characterize her knowledge of the
3 airplane?

4 A. I thought she had good knowledge.

5 Q. On what do you base that comment?

6 A. Going through class and asking questions and seeing
7 who's speaking up to answer them in a recurrent class, that's
8 pretty much a normal process.

9 Q. How would you characterize your observations of her
10 in class, the way you described her knowledge, compared to
11 other pilots that were in the class?

12 A. I would say that everything was about the same level.
13 I've been fortunate to have good classes of people come
14 through.

15 Q. Okay. How about Captain Renslow?

16 A. Captain Renslow, he came through and did his
17 transition training. That began in October of last year and he
18 was mature and professional in class. There were only four
19 pilots in class. So -- and I just felt like, you know, class
20 leader, a senior guy in the class.

21 Q. How would you characterize his knowledge of the
22 airplane systems as you were going through those modules?

23 A. Well, it was new to him, but he was grasping the
24 systems well and handling the material well. He did well on
25 the final exam.

1 Q. Were there any areas of difficulty that he
2 demonstrated?

3 A. No.

4 Q. Do you jump seat or observe Q400 operations?

5 A. I have been out for several jump seat opportunities,
6 yes.

7 Q. Did you have the opportunity to observe operations
8 with First Officer Shaw or Captain Renslow?

9 A. No.

10 Q. And how often on an annual basis do you get out --
11 since the Q400 has been on the line, how often have you been in
12 the cockpit?

13 A. I had three jump seat experiences. That was last
14 summer in the Q400.

15 Q. Okay. Let's transition now to -- do you cover CRM?

16 A. I do, yes.

17 Q. That's one of your modules.

18 A. That's part of the basic indoc for both initial and
19 recurrent. We do CRM.

20 Q. What does it cover?

21 A. We talk about relationships between the crew members
22 themselves, with outside activities with their SOC, system
23 operation control, gate agents, ramps, other aircraft,
24 maintenance. We talk about communication and having a good
25 clear communication, skills. We talk about sterile cockpit

1 procedures. We talk about how to deal with uncomfortable
2 situations where we have to address a colleague, a fellow
3 colleague about some kind of substandard performance or non-
4 standard performance that they're involved in.

5 Q. Where does the -- I guess where did the course get
6 developed? Did it predate you?

7 A. It predated me, yes. It was preexisting when I
8 started teaching here.

9 Q. And has it changed since you started teaching?

10 A. No.

11 Q. How long is the -- I guess is the -- how long is the
12 course in recurrent?

13 A. It's a two-hour recurrent course.

14 Q. And indoc, how long is it?

15 A. It's a full day, eight-hour course.

16 Q. How is the syllabus different indoc and the
17 recurrent?

18 A. In the indoc we go through a lot of case studies. We
19 watch videos of a series of mishaps and then in between those,
20 we discuss their relationship to the subject area we were
21 discussing prior to going into that and look for human factors
22 that could have prevented those mishaps, how they could have
23 prevented them or how good human factors, good interaction
24 helped to minimize damage and injury.

25 Q. And what examples are used in the recurrent class?

1 A. We start out with an example like they call it the
2 Stanley Keys example. It was a British Trident mishap from the
3 seventies where there wasn't cockpit voice recording. We talk
4 about the Palm 90 mishap here in Washington. What other ones?
5 Palm 90. We talk about the KLM runway mishap in the Canary
6 Islands. We talk about United 232 Sioux City looking at the
7 positive aspects of crew resource management in that incident.

8 And then, we also have a brief discussion of
9 automation, interface with automation and some problems
10 involving specifically Airbus mishaps.

11 Q. Okay. How was the Airbus mishap, I guess how was
12 that -- your company isn't flying Airbus. How is that
13 information used --

14 A. It's automation awareness, interacting with
15 automation, how, you know, you have to operate the airplane and
16 how if you don't understand your automation systems, that your
17 airplane may start doing things that you don't expect it to,
18 and that can result in dangerous situations.

19 Q. What Colgan events or incidents are used in this
20 training?

21 A. As far as Colgan events in crew resource management?

22 Q. Yes.

23 A. We don't discuss any Colgan events.

24 Q. Is there any -- I guess, do you talk about accidents
25 or incidents in any other module of the ground training that

1 you provide?

2 A. No.

3 Q. And I just want to be clear. So are Colgan incidents
4 or accidents discussed in any of the ground school modules?

5 A. What are you referring to as incidents? Are you
6 talking about flight violations, runway incursions or actual,
7 you know, fatal mishaps?

8 Q. I guess both. Things that are happening within your
9 airline, are they discussed in the ground school training as it
10 relates to crew resource management?

11 A. Not as formally as part of the syllabus but if there
12 an incident that's come up or somebody brings it up, we will
13 discuss it.

14 Q. Okay.

15 A. Sometimes there are highlights that may be on
16 people's minds of recent occurrence and we'll get into
17 discussing those, but they're not formally there in the lesson
18 plan.

19 Q. Okay. What courseware do you use? We have a
20 PowerPoint presentation.

21 A. PowerPoint and videos.

22 Q. And videos come from where?

23 A. The aircraft mishap discussion videos are -- they're
24 downloaded from I think a television series from the learning
25 channel.

1 Q. Okay. What handouts or materials are provided to the
2 students in the class?

3 A. For initial, recurrent, both?

4 Q. For the recurrent -- for both I guess.

5 A. There's really no handouts. For the initial, we have
6 some hands-on interactive experience where we ask them to do a
7 little construction project. That's just for the new hire --

8 Q. Okay.

9 A. -- when we give them an unexpected exercise to see
10 how they interact with it, involving constructing something out
11 of straws and basically straight pins.

12 MR. JAQUES: Just so we're clear, you're limiting to
13 CRM, not generally what the handouts are.

14 MR. BYRNE: Yeah.

15 BY MR. BYRNE:

16 Q. I'm just trying to go with CRM and --

17 A. Okay.

18 Q. -- we'll move on. Otherwise, we'll be way over --

19 A. Okay.

20 MR. JAQUES: I just wanted to make sure I understood.

21 BY MR. BYRNE:

22 Q. -- and stay focused myself. And as far as the mix of
23 the class, is this just given to pilots or are pilots and
24 flight attendants in the CRM classes that you teach and
25 dispatchers?

1 A. It depends when we're taking this snapshot. Right
2 now, all the flight attendant training is taking place in
3 Albany and the pilot training is taking place in Manassas.
4 Prior to that, I would occasionally have a crew resource
5 management class especially for recurrent where I would have
6 pilots and flight attendants together. Since we're
7 geographically separated, that's not the case. I suspect we'll
8 get back to it if we have a future move, but we do have
9 dispatchers participate as well. And they have been in recent
10 time in the classes with the pilots both on a new hire and also
11 on recurrent.

12 Q. Okay. And what about fleet composition? Just Q400
13 pilots in the class and the Saab or are they mixed?

14 A. It depends what opportunities we have. If we have
15 concurrent recurrent classes going on, we might combine them
16 provided our facility is big enough to get everybody together.

17 Q. Okay. Outside of Atlantic Coast, have you attended
18 CRM courses at other airlines?

19 A. The Navy had some crew resource management training,
20 and I also had some introduction to crew resource management at
21 the aviation safety officer course I attended in 1991 for the
22 Navy.

23 Q. Okay. And I guess -- and you attended the CRM course
24 at Atlanta Coast as well --

25 A. Yes.

1 Q. -- when you were a pilot there?

2 A. Uh-huh.

3 Q. Compare and contrast or contrast what you're doing
4 now with the content that you were given at the other airlines
5 or at the other airline and the Navy?

6 A. Yeah, it's hard really to recall. The only thing --
7 the only difference I really remember is that there were some
8 handouts involving case studies that we had when I was at
9 Atlantic Coast Airlines. Aside from that, as I recall, it was
10 pretty much the same format as far as the class was concerned.
11 I don't recall any flight attendants being present when we had
12 our class at Atlantic Coast Airlines. It was just pilots in
13 our group.

14 Q. Describe for us what the CRM class addresses as far
15 as a pilot developing their skills and monitoring when they're
16 not the flying pilot?

17 A. As far as being observant, we discuss situational
18 awareness and communication to basically be observant to what's
19 going on, if they're not the pilot flying and to communicate
20 any concerns that they have. That's kind of a central point in
21 some of the case studies that we use as well.

22 The KLM, the first officer is trying to say something
23 but it doesn't end up stopping the takeoff roll. We have the
24 Palm 90 where we have -- the one pilot is discussing his
25 concerns with their engine readings when they set takeoff power

1 but it doesn't stop the takeoff roll.

2 So those kinds of items are key concerns and about,
3 you know, how could this person have spoken up better, better
4 communicated that we can't go with this.

5 Q. Okay. What about what's said as far as the sterile
6 cockpit?

7 A. Sterile cockpit is pretty much a hard rule. So, you
8 know, when we're in sterile cockpit procedures, we're focused
9 on what's going on and it's business or safety oriented
10 discussions period. And business, that is with the business of
11 flying not business outside of flying.

12 Q. How well does this course prepare pilots to assert
13 themselves?

14 A. I feel it does a pretty good job.

15 Q. Why?

16 A. Well, I have captains tell me in feedback that
17 they're getting a lot of feedback from the first officers.
18 Sometimes I almost get the opinion that maybe they would like
19 less, but I just explain to them that that's what you're going
20 to get, you know, if we have a concern, we're expected to
21 express it and if you need to address it, you have to address
22 it.

23 Q. And how well does the course prepare pilots for their
24 role as a monitoring pilot, maintaining situational awareness
25 in the cockpit?

1 A. I think it does a pretty good job of that.

2 Q. Why?

3 A. Because we talk about the mishaps where, you know,
4 the mishaps have occurred when the copilot or the pilot non-
5 flying could have potentially precluded that from occurring if
6 they had been more assertive in expressing their concerns.

7 Q. What tools do you use as far as -- you've got the
8 courseware. Is there a written script that you follow?

9 A. We have -- yes, we have a PowerPoint presentation and
10 our instructor notes as well.

11 Q. And so how much variation is there between the class
12 that you teach versus the manager versus one of the part-time
13 instructors?

14 A. Probably not too much. I mean we have the material
15 that we're going to cover and we cover it.

16 Q. Okay. And what feedback do you get back from
17 students? Is there formal feedback or an evaluation form?

18 A. We do have course critiques at the end of initial
19 training and at the end of recurrent training.

20 Q. For the entire --

21 A. For the entire --

22 Q. -- footprint?

23 A. -- portion, yeah.

24 Q. What feedback has come in, in the last year, with
25 respect to just CRM?

1 A. I haven't had really any negative feedback on CRM.

2 Q. Okay. Let's transition now to winter operations,
3 anti-ice, deice.

4 A. Okay.

5 Q. Is that the name of the module?

6 A. Well, we have cold weather operations which is part
7 of the basic indoc syllabus and then we have ice and rain
8 protection systems for the Q400 specifically and then also for
9 the Saab if there's a Saab class involved. Those would be
10 separate presentations.

11 Q. We've seen in a list of training courses, it's listed
12 as winter operations/anti-ice/deice or deice/anti-ice.

13 A. Okay. Under aircraft specific training or under
14 basic indoc?

15 Q. I've seen it under recurrent. I've seen it under
16 upgrade. I've seen it under --

17 A. Okay. If you're seeing it there, then you're seeing
18 the winter ops discussion.

19 Q. Okay. Let's stay with the winter ops discussion
20 then.

21 A. Okay. All right.

22 Q. What is covered in that? How long is that course for
23 indoc and how long is it for recurrent?

24 A. Two hours for initial, one hour recurrent.

25 Q. Okay. So what would Captain Renslow have received in

1 October?

2 A. We would have gone through the presentation, pretty
3 much the same presentation we use for initial, but we just go
4 through a little quicker.

5 Q. So it would be the one hour.

6 A. That would be the one hour, yes.

7 Q. And the same then for First Officer Shaw in January?

8 A. In recurrent, yes.

9 Q. Okay. So that recurrent course then, one hour
10 course, take us through what happens in that hour?

11 A. We talk about winter operations, cold weather
12 procedures. We start out talking about the threat that icing
13 poses, icing and precipitation to our airplanes, to airplane
14 operations. We have a showing of a NASA video, icing for
15 regional and corporate, regional airline and corporate pilots.
16 We go on to discuss items from our FOPPM, flight operations
17 procedures manual. We discuss the procedures in there,
18 definitions, anti-icing, de-icing definitions, procedures for
19 getting our aircraft anti-iced and deiced, clean aircraft
20 concept, those types of things.

21 Q. Okay.

22 A. It covers all that.

23 Q. Is this course -- did it precede you?

24 A. Yes.

25 Q. So in terms of the content and the scope, that was in

1 place prior to your arrival?

2 A. Yes.

3 Q. Have there been any changes since you arrived in that
4 course?

5 A. Recently not really. There were just a couple of
6 things we have. Our flight ops manual had been updated. So we
7 had to go in. We had some specific page references in there.
8 So we updated pages referenced to steer our crew members
9 exactly to where we're talking about in the manual, so that if
10 they have a question online, you know -- what's our situation
11 -- they can go look what kind of precipitation in which we're
12 prohibited to depart and things like that. So we updated some
13 page references in that.

14 Q. Okay.

15 A. Other than just typos and minor upgrades, not a whole
16 heck of a lot. There were some updates for the icing systems
17 presentation for the Q400 as a result of a recent operations
18 bulletin that came out to the Q400 company flight manual, and
19 that was placed into that system specific presentation.

20 Q. But that's a separate course, right?

21 A. That is actually a separate course, yes.

22 Q. Let's follow up on that in just a second and stay
23 with the winter ops training. As far as the script that you
24 use, where is that coming from?

25 A. There's a PowerPoint presentation and instructor

1 notes with specific notes on the bottom.

2 Q. Okay. And all instructors use the same notes?

3 A. Should be using the same notes, yes. Now obviously
4 discussions come up in class where we get, especially in
5 recurrent, with real life experiences, but in general we're
6 focusing on moving the class in accordance with the syllabus.

7 Q. Okay. And the NASA video, the title of that video
8 is?

9 A. There's a -- the title of the one that I show in the
10 classes that I do is -- I think it's Icing for Regional and
11 Corporate Pilots. It's on a DVD from NASA, and it's just one
12 of the videos on there.

13 Q. How long is that video?

14 A. It's about like 37 minutes or something. It's a
15 little over a half an hour.

16 Q. And you play the full length of the video?

17 A. That one I do, yes.

18 Q. And what do you say at the beginning of the video?

19 A. I just explain what we're going to talk about as we
20 get into it with the Q400. I point out that there's some
21 reference in this video to tail stalls and tailplane icing, and
22 specifically in the context of whether flight controls are
23 mechanical or hydraulic. I just point out that in the Q400, we
24 have hydraulically powered elevators with regard to the --
25 those are mechanical. So we have to understand the context of

1 what they're speaking of in the video as we're listening to it.

2 Q. Do you pause the video while you're playing it and
3 make any points for amplification or clarification?

4 A. No. I let it get through the whole video and then we
5 discuss it after we're done.

6 Q. And what do you discuss when it's over?

7 A. Well, if it's a recurrent class, I just -- I ask for
8 anybody to share any icing related incidents they've had, any
9 problems, what their observation has been, you know, with the
10 Q400, if it's a Q400 class or if it's a Saab class, what
11 they've had, you know, how are your systems working? Have you
12 had any problems with them? Do you have to write them up a
13 lot? Are you seeing the -- we just discuss that, and then, of
14 course, usually just a reiteration because the video beats up a
15 little on the, you know, stall recovery and things like that
16 and I just explain that, this is a general overview and that we
17 use our company procedures when flying.

18 Q. Okay. Are there any materials handed out to the
19 students in this module?

20 A. No.

21 Q. Have you attended a similar course at other airlines?

22 A. I have. I really don't recall too much about what
23 was there to be honest with you and obviously I had a similar
24 course at Atlantic Coast Airlines, but I really couldn't
25 remember what was covered there to be honest with you.

1 Q. Prior to coming to Colgan, had you seen the video
2 that you're showing in class?

3 A. No.

4 Q. And that video's been shown since you started
5 teaching the class?

6 A. Yes, it was being shown when I started and we still
7 do use it.

8 Q. Okay. What feedback do you get from -- in feedback
9 that's provided through the training? What feedback do you get
10 with respect to this portion of the class?

11 A. For the video, well, some of the pilots, who have
12 been with the company for a long time, have seen it several
13 times, and it's also a bit tedious. It goes on for a while.

14 I've never had any written feedback, but I have had some
15 of the pilots tell me that -- it goes on for a while discussing
16 -- I don't know whether you've ever seen it, but it kind of
17 reiterates points. It goes on and talks about icing, wing
18 stall related to icing, tall stalls, super cool, liquid droplet
19 threats. So it's pretty long basically. You can try to get a
20 one-hour class in and you've got a video that takes over 30
21 minutes. Typically the class ends up being more than an hour.

22

23 Q. Okay. Not much time to talk about hold over times
24 and other issues?

25 A. We do talk about hold over times though. That's in

1 the syllabus.

2 Q. Okay. As far as the -- so for the Q400, the only
3 video that's shown in this class is the NASA video?

4 A. That's correct.

5 Q. What about -- is there video being used from Saab?

6 A. There's a Saab video that's used in Saab classes.
7 That's available, but I don't show that to Q400 crews.

8 Q. Okay. The --

9 MR. BYRNE: Roger, I'm going to leave the systems
10 specific module for you.

11 BY MR. BYRNE:

12 Q. Let me transition from this to upgrade training. Do
13 you provide upgrade training ground school for captains,
14 upgrading captains?

15 A. I have done a couple of Saab upgrade classes in the
16 past. There have not been any Q400 upgrade classes yet.

17 Q. What training -- what ground school training does the
18 company provide with respect to leadership for its upgrading
19 pilots?

20 A. There's a captain's specific training course that's
21 scheduled for -- I forget how many hours it is, but we actually
22 have a syllabus that's involved with that.

23 Q. Okay.

24 A. I'm unsure if it was two or three hours, but there's
25 actually a leadership course there.

1 Q. Andy, thanks. That's all I've got for now.

2 MR. BYRNE: We'll start going around the room.

3 Roger?

4 BY MR. COX:

5 Q. Okay. Andy, let's see some things where you can help
6 us, based on your specific knowledge and experience here. As
7 you've told us, you started teaching in September of '07 at
8 Colgan. Is that right?

9 A. Yes.

10 Q. And you gradually moved and you did basic indoc and
11 then you've taken on additional modules --

12 A. Uh-huh.

13 Q. -- recurrent. So let me talk about that a little
14 bit. Just thinking back say for instance to a representative
15 -- let's say 2008, you get the basic indoc students.

16 A. Uh-huh.

17 Q. So you're getting the new people right off the
18 street.

19 A. Okay.

20 Q. Okay. Can you tell me approximately how many of
21 those basic indoc new hire students that you've had an
22 opportunity to teach in '08 roughly?

23 A. Oh, boy, I couldn't give you numbers. There were
24 quite a few new hire classes early on in '08. I'd say, maybe,
25 over 100. I wouldn't have the exact numbers, but we had quite

1 a few classes in the first half and then things slowed down
2 drastically as we got into the summer.

3 Q. Okay. It sounds like you're a good instructor. One
4 of the things that an instructor has to do is understand his
5 class.

6 A. Uh-huh.

7 Q. Did you have the opportunity to gain some
8 understanding of the background of the people that you were
9 teaching at basic indoc?

10 A. I asked them to introduce themselves and tell a
11 little bit about their background. I don't necessarily ask
12 them to share with their classmates how many flight hours they
13 have because we have some students, you know, with relatively
14 low flight hours compared to some of their colleagues perhaps
15 who were coming to the company from another airline that
16 perhaps had gone out of business which was not uncommon.

17 So -- but we do discuss the training levels and that
18 helps me a little bit gauge what their individual needs might
19 be.

20 Q. So we've had some changes in the industry. We've had
21 some people coming from other airlines. But then we also have
22 had people that are coming pretty much out of a general
23 aviation background. Is that what you've said?

24 A. In some cases, yes.

25 Q. Just thinking back to '08, starting back at the

1 beginning and your teaching, can you give me a feel for roughly
2 what the split would have been like new people out of GA versus
3 more experienced people?

4 A. I think it would be hard to give you a fair analysis.
5 I would say there were probably more students in the early
6 classes in '08 had no Part 121 experience I guess would be a
7 good way to break it out. Some of them were, you know, flight
8 instructors and some of them may have had a lot of hours, but
9 no Part 121 experience.

10 As we moved on towards later in the year, it tended
11 to be a higher experience level among the pilots who are coming
12 in because they were, you know, HR was having people at the
13 door who had been laid off by various other companies that have
14 gone out of business, ATA, Big Sky, you know, a variety of
15 companies.

16 Q. So now, thinking back to those who basically come out
17 with a GA background --

18 A. Uh-huh.

19 Q. -- which I'm guessing would have been earlier in the
20 year, did you notice that there were specific areas that you
21 needed to focus on to bring them up to speed versus somebody
22 who might have been more experienced?

23 A. Yes, in some cases, yes. I generally just tended to
24 make sure each item was covered very thoroughly with them. I
25 didn't add to the syllabus. If there was something that they

1 didn't know, I was happy to discuss it with them, but I had to
2 be approaching that -- perhaps there was a minimal of say
3 turbine engine operating experience.

4 On the other hand, you know, we would have some of
5 these pilots who came from other carriers and they would be
6 trying to bring their experiences and procedures from other
7 carriers. So you had to watch out for that as well and make
8 sure that there wasn't a pollution going on there as they were
9 trying to introduce things into the class that weren't our
10 company procedure.

11 Q. That's an interesting subject. Is there an example
12 that comes to mind of maybe a new hire pilot who might have
13 been bringing something in from somewhere else that maybe
14 wasn't appropriate?

15 A. Well, I'd hate to give any specific examples. I seem
16 to recall some questions with regard to -- for instance, a crew
17 rest one time -- whereas we start our crew rest for reserve
18 pilots -- starts when they begin the reserve period and I had
19 somebody from another company whose crew -- they didn't start
20 until they were actually called out for reserve and I said,
21 well, that's not the way it is here. When you're scheduled to
22 start your reserve day, that's when your crew day begins.

23 Q. Right. So thinking back then primarily to the folks
24 who kind of come out of GA, having typically not been exposed
25 to more sophisticated systems on airplanes, did you find that

1 you had to spend an additional amount of time introducing the
2 ideas of aircraft systems and procedures?

3 A. I spent the full amount -- I will say I spent the
4 full amount of time discussing things to make sure everybody
5 understood what we're looking at. I would get more questions
6 from them as well as they usually hired a good caliber in those
7 kinds of students and they were quick to ask questions if
8 something wasn't clear to them. So I didn't keep classes late
9 or anything like that.

10 If somebody did have a specific question about
11 something and needed some additional training, you know, I'd
12 stay with them one on one through lunch or something but in
13 general, no real outstanding issues there. I think they're
14 pretty well screened by HR before they showed up and were
15 pretty much motivated and ready to learn.

16 Q. Of your new students, your new hires coming in last
17 year, did any of them simply not survive the initial training?

18 A. Yeah, I think there were some. Well, they all made
19 it through ground school. Nobody was ever sent home from
20 ground school but I know some did not make it through the
21 simulator. I couldn't tell you how many but I just recall
22 hearing of Ed mentioning that somebody didn't make it.

23 Q. Did you ever find any of those students who seemed to
24 be having difficulty grasping sophisticated systems at all or
25 that you were really wondering whether they were going to be

1 able to keep up with the program?

2 A. You know, I never really -- to be honest with you, I
3 never felt that anybody was not capable of making it because I
4 wouldn't let them get out of class if that was the case. I
5 would have, you know, held them up and -- or spoken up and said
6 I think this person needs some additional training before they
7 get to the simulator. Even if they had passed the exam, I
8 would speak up and mention that. I never had to do so.

9 Q. Do you teach the dispatch release and how that's done
10 to new hires?

11 A. That's part of basic indoc -- yes, dispatcher
12 release.

13 Q. What's on there?

14 A. Yes.

15 Q. How to read it and all that?

16 A. Uh-huh.

17 Q. I think you said you taught ACARS.

18 A. I do, yes, both to the new hires and also to those in
19 transition going to the Q400.

20 Q. We've taken a look, I think, at the ACARS system
21 that's used along with Aero Data for, you know, developing your
22 takeoff and landing distance.

23 A. Uh-huh.

24 Q. It's a sophisticated system, I think. When you're
25 teaching how to, you know, use that Aero Data information, do

1 you get into the details of how to set icing conditions?

2 A. Yes, those are optional entries when we're making our
3 ACARS request for take off or landing data. There's some
4 specific optional entries that we can put in and they're for
5 takeoff or landing. There's three for takeoff and two for
6 landing.

7 Q. And what are those two for landing?

8 A. We have deice which is en route icing and then icing
9 which indicates that we're flying in icing conditions.

10 Q. So as you explain these to the students, and you say
11 I'm going to put in deice, how do you tell them what that's
12 going to come back with?

13 A. It has an impact on the weight of the aircraft. It
14 puts a delta figure in there. So --

15 Q. Well, you put the weight of the airplane in it
16 though, right?

17 A. Well, it adds -- whatever it comes up with, the
18 aircraft weight, remember the basic operating weight of the
19 aircraft plus fuel and passengers. When you select deice, it
20 adds some additional weight for ice accumulated on the
21 aircraft.

22 Q. So deice is telling the performance system that the
23 airplane is flying heavier than it would actually be. Is that
24 what it's doing?

25 A. That's correct.

1 Q. So then in terms of what it comes back to you with,
2 you know, you interrogate the ACARS and it comes back and it
3 gives you speeds and things, right?

4 A. It does, yes.

5 Q. It gives you speeds. What else does it give you?

6 A. Well, it gives you your V speeds, landing distances.
7 I'd have to look at the report to point them all out.

8 Q. Uh-huh.

9 A. It comes back with all that information.

10 Q. Does it give you a different REF speed than you would
11 have normally?

12 A. If you selected icing?

13 Q. Uh-huh.

14 A. If you select icing, it should correct your REF
15 speeds for icing conditions.

16 Q. Okay. So you select icing, and what does it correct?
17 How much correction does it give you?

18 A. I'm not sure exactly what comes out of the system.
19 The book would tell us that it should be coming back with a 20
20 knot correction if you're flap's 15 I believe, I believe it's a
21 15 knot correction if your flap's 35.

22 Q. Okay. So if I understand what we've said, we put
23 icing in there, it's coming back with a 20 knot bump to our
24 speed and deice, that's the one -- big about. What does that
25 come back with?

1 A. It just adds some weight onto your aircraft.

2 Q. So from a pilot flying the airplane standpoint, what
3 does that -- how does that help me?

4 A. Well, that might affect your speeds as well slightly.

5 Q. So you think it's going to come back with a higher
6 REF speed?

7 A. Well, it depends how much weight it adds in. I'm not
8 sure that it makes that big of a difference but it may have
9 some impact on it. The performance manual says it's a 90 pound
10 correction. So --

11 Q. Big whoop, huh?

12 A. That's what it says. So --

13 Q. Okay. All right. Over and above the video, when
14 you're teaching about the tail stalls, is there any specific
15 procedural guidance that you provided in ground school for tail
16 stalls?

17 A. No, none at all.

18 Q. Have you ever had any questions from any of your
19 students about when they should use the tail stall procedure to
20 recover from a tail stall?

21 A. No.

22 Q. Has anybody ever told you -- that is from your chain
23 of command -- that the Q400 is susceptible to tail stall?

24 A. Nobody's every told me that it's susceptible.
25 Nobody's ever told me that it's not susceptible.

1 Q. I think you said that you now migrated into teaching
2 Q400 systems on the airplanes?

3 A. Yes.

4 Q. Uh-huh. Tell me about the deicing system and how it
5 works. When you, as a pilot, want to use the deicing system,
6 how do you turn it on?

7 A. Well, we have various means. We've got the airframe
8 deicing system. We have the engine protection, the -- tubes,
9 props and the windshields. When we -- in normal operations,
10 the engine anti-icing systems is always available to us because
11 we normally operate with the bypass doors open and that enables
12 it to come on automatically as far as the electrical portion of
13 it. There's also an oil heating factor there as well and we
14 teach the limitations for that.

15 Q. Okay.

16 A. As far as the prop system, when we're entering icing
17 conditions, you turn it on and basically the indications will
18 go through the system. In training, we have the Bombardier
19 call outs up on the board. You turn it on, here's what you're
20 going to see.

21 For the airframe system, again select it on to the
22 fast mode and that puts it on the one-minute cycles or the slow
23 where you get the three-minute cycle and then you can observe
24 the boots. Cycling through, on the overhead display there, and
25 then also if you have to fall back on the manual system, about

1 rotating it counterclockwise and observing appropriate dwell
2 time, and then the windshield will heat the same thing. It'll
3 turn it on, what kind of indications we get for failures.
4 Caution lights are part of the presentation associated with
5 each system.

6 Q. Okay. So I think we've covered the intakes and the
7 boots and the props and the windshields, and I think there's
8 one other part of --

9 A. The increased REF switch.

10 Q. Uh-huh.

11 A. Okay. Yeah. Increased REF switch, you know,
12 entering icing conditions or if we get an icing indication from
13 the ice detection system, increased REF switch turned on. That
14 sends a delta signal to the stall warning system to let us know
15 that the stall speeds would be higher than what they normally
16 would be.

17 Q. Okay. In teaching how that system is used, you also
18 teach the procedure for using it as well as the system. Do you
19 teach procedures as well as systems on the Q400?

20 A. I teach systems. I teach the systems, not so much
21 the procedures although there is checklist coverage but we have
22 a systems integration module and then the simulator where some
23 of that is covered in additional detail. Now since our new ops
24 bulletin has come out, that has been incorporated into the Q400
25 icing which would talk about some of the specific procedures

1 and describe what the icing levels are.

2 Q. You alluded to that new ops bulletin before, and I
3 kind of made a little note that I don't think I remember what's
4 in there. Is that -- can you give me a brief idea of what that
5 is?

6 A. It provides a guidance for usage of the icing
7 systems, and it establishes ice protection levels and
8 associates with what the meteorological conditions associated
9 those levels are and what systems should be used when
10 encountering them.

11 Q. Is that ops bulletin in the FOPPM?

12 A. It's an ops bulletin for the Q400 company flight
13 manual.

14 MR. COX: The bulletin came out after the --

15 UNIDENTIFIED SPEAKER: It was in -- yeah, the
16 bulletin was effective after the accident.

17 MR. COX: Effective after the accident. I'd be
18 curious to see it. I realize it was not official at that time,
19 but it would be interesting as a follow on to see, if you don't
20 mind.

21 BY MR. COX:

22 Q. When you're teaching basic indoc or any of the other
23 recurrent training or either classes you teach, do you talk to
24 the pilots about the safety reporting system at Colgan?

25 A. That's covered during basic indoc training.

1 Q. Uh-huh. In a nutshell, what would you say about the
2 safety reporting system?

3 A. Are you referring to like the ASAP system or --

4 Q. Well, I'm not asking for the whole class. Just kind
5 of give me kind of a --

6 A. I just point out -- I point out the section in the
7 FOPPM during an initial class. I don't really cover it in
8 recurrent.

9 Q. Uh-huh.

10 A. So I cover it in the initial class, here's where it
11 is, here's your references, here's how you make -- here's how
12 you would participate in it, and actually during company indoc,
13 usually some from safety comes in as well for new hires and
14 they'll address that also.

15 Q. So they cover that also.

16 A. Yes.

17 Q. Okay. Has any feedback coming through the safety
18 system, the safety reporting system, been given to you so that
19 you can modify your basic indoc or your recurrent training?

20 A. Well, the safety department puts out ASAP summary
21 reports and they put out safety bulletins and I read those. I
22 don't take those as a direct tasking to update any syllabus.
23 That would happen in conjunction with my chain, manager.

24 Q. Uh-huh.

25 A. If I saw something that I thought was of interest, I

1 would point it out to him, and ask him if we needed to address
2 it but --

3 Q. But based on your experience, have you noticed or
4 been aware of any changes made in the curriculum as a result of
5 feedback through the safety system?

6 A. Sometimes I get asked to focus on something in
7 training and I'm not always sure where it's coming from. So
8 there could have been some changes but nobody's ever come and
9 said this is from the safety reporting system, make this input
10 or focus on this.

11 Q. Okay. Can you think of any examples, any changes to
12 the curriculum that come back? You don't know where they came
13 from, but they came from someplace.

14 A. Well, on recurrent, we spend a little more time
15 talking about runway incursions because we've had some recent
16 incidents and that therefore comes as we need to focus a little
17 bit more during recurrent on this. Those changes might be more
18 evident perhaps in a recurrent situation where we have three
19 days to cover rather than in a basic indoc new hire class
20 because we cover everything anyway.

21 Q. Uh-huh.

22 A. And then if there's something specific that needs to
23 go in, sometimes Ed will tell me, hey, I've put some new slides
24 in here to cover one issue or another and then, you know, the
25 next time I take a look at it, I notice that the presentation

1 has been updated.

2 Q. Okay. In your basic indoc, do you ever talk about
3 fatigue policy of the company?

4 A. Fatigue policy is covered during initial basic indoc,
5 yes.

6 Q. Uh-huh.

7 A. How to put in a fatigue call, a fatigue report, how
8 that is filed. Basically if you call in that you're fatigued,
9 do you know how you do it? You know, you call in and let the
10 SOC know and then there's some paperwork that has to follow up
11 with it.

12 Q. Uh-huh. Paperwork.

13 A. There's a form, there's a fatigue form in the FOPPM.

14 Q. Okay. I guess the only other thing I can think about
15 is just you have 20 years in the Navy. You flew a lot of kind
16 of airplanes and we did have an airplane accident in which
17 there was some icing taking place out there.

18 So I just want to draw on your experience a little
19 bit. Can you relate any experiences that you might have had
20 flying in your earlier career, flying with airplanes that had
21 deicing boots for instance?

22 A. Deicing boots, when I was in the Navy, well, the S3s
23 I flew were hot wings. So we had, you know, basically -- power
24 deice there, but the C12 had boots.

25 Q. Uh-huh.

1 A. We operated them differently than the way we operate
2 them here.

3 Q. How so?

4 A. Well, we had the guidance when I was flying the C12
5 to wait until you had half an inch of ice on your foots before
6 you activated them.

7 Q. Uh-huh.

8 A. And that guidance doesn't apply to either of the
9 aircraft that we fly at Colgan Air.

10 Q. I see.

11 A. We turn them on right away.

12 Q. Yeah. And when Colgan was able to hire a guy like
13 you with a lot of background, we would hope that they'd be able
14 to take some of your experience and, you know, turn that into
15 good operational use sometimes. I encourage you to do that
16 whenever you get the chance.

17 A. Right. But I wouldn't take a previous policy which
18 doesn't apply to more modern systems like we have on these
19 airplanes.

20 Q. That's not what I meant.

21 A. Okay.

22 Q. But sometimes a guy can put things in context for new
23 people.

24 A. Uh-huh.

25 Q. So -- all right. I'm going to pass it along to Gene

1 now.

2 A. Okay.

3 MR. BYRNE: Go ahead, Gene.

4 BY MR. CONWAY:

5 Q. I'm not sure I have a whole lot to ask you, Andy, but
6 let me see. There was one point where you did mention that in
7 response to a question about FAA observations of your ground
8 school and stuff like that, Mike and Doug, Mike being the
9 gentleman in the CMO who is the APM.

10 A. That's correct. Q400 APM, yes.

11 Q. Okay. And then Doug being the POI.

12 A. Yes.

13 Q. Right. And then they're observed in October of '08,
14 Doug and Mike were in the initial or -- they were past their
15 initial training, were they not? What was the initial that was
16 done?

17 A. They were observing the first company presentation
18 which I did of Q400 aircraft systems.

19 Q. Okay.

20 A. So they were there observing that and there were
21 other company officials observing it as well since it was our
22 first time that had been performed with students in the class.

23 Q. Okay. Excellent. And prior to that, do you recall
24 any FAA observations involved and who?

25 A. I recall in Saab classes having Dick Bell present who

1 was the aircrew program manager for the Saab 340.

2 Q. Uh-huh.

3 A. And there was a new inspector that was just recently
4 in a class, I forget which class it was, but there's a new
5 inspector that they hired up at the Washington FSDO that had
6 come in and observed a class and actually went over to the
7 airport with the Saab class to participate in the aircraft exit
8 drills.

9 Q. And about when was that?

10 A. Oh, God that may have been as recent as last month.

11 Q. That was a new inspector then?

12 A. Yeah, that was, that was relatively new and she had
13 to -- I think it was part of her actual training to observe
14 some of our classes.

15 Q. Got you. Maybe some of her new hire training with
16 the FAA?

17 A. Yeah, I'm not sure. She said she had to observe some
18 -- had some requirements. So she was present for two days of
19 class.

20 Q. Okay.

21 A. But I wasn't doing that specific class but I was
22 present while it was going on.

23 Q. And so she wasn't with the CMO. She was out of the
24 FSDO.

25 A. She was new hire at the Washington FSDO, yes.

1 Q. Okay. I understand that program. So -- and the
2 other gentleman, the other one that you recall was this Dick
3 Bell, and that was -- he was actually attached to the CMO in a
4 capacity?

5 A. He's the aircrew program manager for the Saab 340.

6 Q. Is he still there?

7 A. He is, yes, and I've seen him on a few occasions
8 coming in to observe classes, just because we have a small
9 training center. So if somebody from the FAA is present, even
10 if I'm not participating in a class, I know that they're there
11 because I walk in the room and sometimes if I don't have a
12 class going on, I'll sit on other classes as well.

13 Q. Well, that's good. Okay. And I just -- I have no
14 other questions there. Roger, in his brief there, covered my
15 questions. He was reading my script I think is what he was
16 doing. Thank you very much.

17 MR. BYRNE: Tim.

18 BY MR. DITTMAR:

19 Q. I just have two questions. When you're talking
20 about, when you're teaching about the ACARS --

21 A. Uh-huh.

22 Q. -- when do you teach how to use the icing input into
23 the ACARS system?

24 A. Anytime there's going to be -- are you talking about
25 for taking off or landing?

1 Q. For landing.

2 A. For landing, if there's icing conditions, they have
3 their icing systems on, then they should be using icing.

4 Q. Okay. And you were talking a little bit about the
5 new bulletin. Before that bulletin came out, was there
6 guidance for ice detection usage and how to use the --

7 A. Yeah, well, we have to turn them on when there's ice
8 detected basically. You know, you turn your airframe icing on.
9 Well, when you're going into icing situations where you have
10 visible moisture and it's freezing, visibility a mile or less
11 or some kind of precipitation, those systems are on or verify
12 that they have come on in the case of the engine because it
13 comes on automatically, that we use the increased REF speeds.

14 Actually, they're going to get prompted to do that if
15 you get an ice detection from your ice detection system because
16 it's going to come up on your ED display flashing yellow if you
17 don't have the increased REF speed selected on.

18 Q. Okay. So would you agree that this new bulletin is
19 just a change in procedure, not initial guidance on.

20 A. Yeah, I think it's just formalization of existing
21 procedures, yes.

22 MR. DITTMAR: That's all the questions I have.

23 MR. BYRNE: Mike?

24 BY MR. WICKBOLDT:

25 Q. With the ACARS training for the initial --

1 A. Uh-huh.

2 Q. -- pilot candidates as well as the transitions, any
3 of the transitions more than likely came off the Saab, it would
4 be to -- to the ACARS. So that's a new system for them?

5 A. Yes, it is. They get the full training in it.

6 Q. As well as most initials I'm assuming, unless they
7 had previous airline or some other type of --

8 A. Everybody gets the full deal on that because even if
9 they did, it was probably used differently at the previous
10 airline. So I just take it that everybody gets theirs, it's
11 the same whether you're transitioned, whether you're a new
12 hire, you know, you get the full ACARS training.

13 Q. Is the ACARS training provided by a slide show or is
14 it a computer program on a computer, or is it an actual
15 training unit?

16 A. We have a slide presentation that was provided to us
17 initially by Aero Data and I guess I have to put this into
18 context. There's a ACARS slide presentation and also an ACARS
19 performance presentation. Both of those came to us from Aero
20 Data and in ACARS, you're talking about how do we communicate
21 and then how do we request our performance updates, and then
22 the performance, we talk about what we get through the ACARS
23 and also what we get on a takeoff and landing report.

24 As far as the ACARS, we have the presentation. We
25 have a very basic tool that we can bring up on the screen where

1 we can make entries, but we don't get any feedback from it.
2 I'll tell you no -- basically but you can see the fields, you
3 can see what you can put into them and I take the class through
4 that. We kind of balance that out.

5 We now have a FMS trainer that we're evaluating. We
6 have an initial capability there and we look at that, too, but
7 that doesn't incorporate ACARS. So there's not an integration
8 between the ACARS and the FMS, but we do look at both. So --

9 Q. The two landing options that we discussed in regards
10 to icing, the deice and icing.

11 A. Yes.

12 Q. Is that something that would teach it's going to be
13 one or the other or it can be both?

14 A. It can be both.

15 Q. Both. Okay.

16 A. Yes, and that's in the company flight manual as well.
17 Those options are spelled out.

18 Q. That's it. Thanks.

19 A. Okay.

20 MR. COX: Harlan.

21 BY MR. SIMPKINS:

22 Q. Me? To go back to the ice, deice, I'm still
23 confused.

24 A. Okay.

25 Q. Before we go there, ground school, you administer the

1 exams?

2 A. I do, yes.

3 Q. So how many different exams do you have?

4 A. Right now there's just one. There's a -- are you
5 talking about for recurrent or for transition?

6 Q. Initial to begin with.

7 A. Yeah, okay. Well, the initial, for the Q400,
8 everybody who's come through the initial Q400 training has, in
9 fact, been a transition, but they get the same systems training
10 regardless, whether you're a transition or whether you're a new
11 hire coming off the street, and it's a 100 question open or --
12 excuse me -- closed book exam for that. There's only one
13 version of it right now.

14 Q. It's a closed book exam?

15 A. It's a closed book exam, 100 questions.

16 Q. And is that just the systems exam or do you have a
17 separate for icing?

18 A. It's just a systems exam. There's not a separate
19 icing exam given.

20 Q. What's the pass rate for that?

21 A. Well, so far everybody's passed it.

22 Q. Is it corrected to 100 percent?

23 A. After we're done, we review all questions that have
24 been missed and go over the correct answers, yes. So that
25 would be considered corrected to 100 percent. But when I

1 record the grade, their grade is what they got.

2 Q. Okay.

3 A. Then I give them back and we make sure each missed
4 item is debriefed and any others as well that anybody perhaps
5 got it right but they didn't know why, I open it up to
6 questions about that.

7 Q. Any idea what the class average is prior to it being
8 corrected?

9 A. Probably low nineties.

10 Q. Okay. So it's a closed book exam corrected. Is it a
11 silent room? Are you there when it happens?

12 A. Oh, yeah. Yes.

13 Q. So there is no communication between the --

14 A. No.

15 Q. So that systems, do you have a separate exam for
16 icing, ground deicing, airborne icing?

17 A. No, there's not a separate exam.

18 Q. So nothing for the winter ops. There's not a --

19 A. Well, there's not one that we give in ground school
20 but there was a winter operations examination procedure that we
21 had this past fall where everybody had to complete on their own
22 test, send it back into the training department.

23 Q. Okay. And that was the one in October?

24 A. Yes. I forget when we first went online with it.
25 About October timeframe sounds right, yes.

1 Q. Okay. Back to the deice and ice.

2 A. Uh-huh.

3 Q. I'm familiar with ACARS. I have used Aero Data
4 before, but I've never used these parameters.

5 A. Uh-huh.

6 Q. So if I were flying along for landing, I'm descending
7 through icing conditions and I'm accumulating ice on my wings.

8 A. Uh-huh.

9 Q. I anticipate I'm going to land with the increased REF
10 speed switch on --

11 A. Uh-huh.

12 Q. -- as I anticipate it's not going to melt off and I'm
13 not going to be aerodynamically clean. What procedure am I
14 using in the ACARS to get those speeds --

15 A. If you actually have something on your airframe and
16 you're operating in icing, you'll put both of those in. It's
17 actually spelled out in the company flight manual. You had it
18 open there, but I'm not sure if you found the exact page, but
19 you would select both of them.

20 Q. So, in effect, my aircraft weight would be
21 artificially increased by 90 pounds?

22 A. That's my understanding from reading. I don't put
23 that out in class but I recently had a new version of the
24 performance manual come through from Aero Data and I believe
25 that's the number that they referenced as the correction.

1 Q. Okay. So I would be using both the deice and ice --

2 A. Yeah, actually it's open. It says the icing is for
3 icing conditions and then deice en route ice accumulation
4 specifically. So --

5 Q. Okay. So then similar scenario, I'm descending
6 through icing and have picked up ice.

7 A. Uh-huh.

8 Q. But I break out into the clear and I no longer or I
9 do now have an aerodynamically clean wing. So I'm going to
10 turn the increased REF speed switch off. Then what would I ask
11 for for landing speeds?

12 A. Well, you'd have to request again, you know, speeds
13 because you'd be using the higher speeds unless you went
14 through and requested it again without those particular numbers
15 or looked it up because you do have a speed -- in the aircraft
16 as well but, you know, where you're talking about doing it, I
17 mean you're talking about -- you went through that and now all
18 of a sudden you've broken out. You've determined your
19 aerodynamically clean, no ice on any visible portion of the
20 aircraft, the leading edge, wing tips, and you're not in any
21 icing conditions, you don't have visibility.

22 Visibility is greater than a mile, no precipitation
23 or anything, you could -- I guess you could recalculate but our
24 most recent bulletin has restrictions on doing that at a low
25 altitude but --

1 Q. So once you're bugged, you're bugged, rather than
2 redoing it at a low altitude, changing --

3 A. That's going to be up to the captain's discretion
4 whether we're going to recalculate the speeds and rebug. Is
5 there any chance you're going to go back in. I don't get that
6 specific at my level of training to discuss that. Maybe that
7 comes up in systems integration or the simulators but, you
8 know, if you've broken out at 5,000 feet and it's severe clear,
9 that would be the captain's option at that point.

10 Q. It's VFR, not ice.

11 A. Huh?

12 Q. It's severe clear, VFR, not severe clear ice.

13 A. Well, all the above, right, because your icing
14 conditions may be defined as visibility less than one mile --

15 Q. Okay.

16 A. -- in freezing temperatures. So you have to have all
17 of the above, no ice on the aircraft and no chance of any
18 further accumulation.

19 Q. And just going forward, in this new ops bulletin, we
20 discussed briefly before you had different levels, can you
21 explain what the new ops bulletin speaks to?

22 A. I don't have it memorized. I've read it. I've
23 incorporated it into our training syllabus but there's
24 basically three levels. I think I would just defer to somebody
25 to present you with that bulletin and let you read it for

1 yourself.

2 Q. Thank you.

3 MR. SIMPKINS: I have no further questions.

4 MR. BYRNE: Okay. Ken?

5 BY MR. WEBSTER:

6 Q. Most of my questions have been answered. I just have
7 a couple. The systems ground school, how long is the course?

8 A. It's -- for a transition course, the systems portion
9 is about 11 days, including the systems integration where we
10 sit down basically at a paper tiger cockpit procedure trainer
11 and just go through to make sure people can do checklists,
12 understanding what they're supposed to be doing. I'd have to
13 look and make sure. I don't put the syllabus onto the
14 schedule. I show up when I'm supposed to, but I believe it
15 comes out to something like 11 or 12 days.

16 Q. That's just for systems?

17 A. For the most part, yeah. There may be one day for --
18 I'm not sure if counted the day for basic indoc review for
19 transition. We haven't done any new hire Q400 training
20 evolutions with the systems incorporated to this point.

21 Q. Okay. Let's move from transition. What about for
22 initial? Is that in the initial systems --

23 A. Well, we haven't had any -- we haven't done any
24 initial Q400 systems in house because when we were hiring the
25 new hires into the Q400 system, they entered the Q400 program,

1 they were all going to Flight Safety for systems training.
2 They came through us for their basic indoc training and then
3 they were off to flight safety.

4 Q. So when the ground school, the system ground school,
5 so you teach -- is the stall protection system, is that talked
6 about?

7 A. It is part of the training, yes.

8 Q. How much time is dedicated to that?

9 A. It comes up in the warning -- it's probably a good
10 hours worth of discussions on that. It comes up in a couple of
11 places, actually. It comes up in the warning and -- I think
12 warning and indications and then also we talk about it in
13 flight controls because that's where it's connected in.

14 Q. Is that on the test as well?

15 A. I think there's some questions on the test for that,
16 yes.

17 Q. Okay. That's it for me. Thank you.

18 A. All right.

19 MR. BYRNE: All right. Do you have any follow-up
20 questions?

21 BY MR. COX:

22 Q. On the exams, Andy, what -- after you've graded them,
23 what happens to them?

24 A. After they're graded, they -- I mean, provided
25 everybody's passed, and everybody has to date, there haven't

1 been that many people who have been through systems training
2 for the Q400. They go into a file in training.

3 Q. Are they kept?

4 A. Yes.

5 Q. And as far as the systems integration for Captain
6 Renslow, did you provide that to him?

7 A. No, I haven't done any of the system integration yet
8 because I'm not type rated in the aircraft and my observation
9 on the line has been limited to jump seating.

10 So to date, it's always been a check airman coming in
11 to do the system integration. I've been observing them, you
12 know. At some point in the future, I might actually do that
13 but at this point, we've been having check airmen come in to
14 perform that.

15 Q. Okay.

16 MR. BYRNE: Anyone else? Tim?

17 BY MR. DITTMAR:

18 Q. Is there an indoc exam?

19 A. Yes, there is. There's a basic indoc exam.

20 Q. On that exam, are there also questions about winter
21 ops and icing conditions?

22 A. I think there's some questions on that exam, yes.

23 Q. Okay.

24 A. That's an open book exam as well. I think there is a
25 question about calculating a hold over time and some other

1 things on there.

2 Q. Okay. And you were talking about the new ops
3 bulletin a little bit and you made a reference to restrictions
4 on low altitude meaning changing the bugs at low altitude.

5 A. I -- go ahead. Finish your question.

6 Q. Were you referring to the stabilized approach
7 criteria or are you referring to a different altitude?

8 A. Okay. Without having the ops bulletin here, and I
9 haven't memorized it. I believe there was something that said
10 that once we descend with the -- actually I think it reflects
11 specifically to the increase REF speeds switch, that if you
12 have it on as you descend through 1,000 feet, meaning that
13 you're completing your approach with increased REF speeds on,
14 which doesn't affect your bugs, but obviously in that scenario,
15 you would have applied the icing correction to your bugs
16 whether you calculated it manually or whether you got it
17 through ACARS and requested that correction, that if that's
18 what you have as you descend through 1,000, you're not changing
19 it beyond that.

20 Q. So that would just be a reiteration of previous
21 policy, right?

22 A. Yes, it would, yes. Stabilized approach, you're not
23 going to go changing something like that below 1,000 feet.

24 MR. DITTMAR: I have no further questions.

25 BY MR. BYRNE:

1 Q. Andy, we've asked you a whole bunch of questions. Is
2 there anything that we haven't asked you specifically for that
3 you think could help us in this investigation?

4 A. No, I don't have anything in mind right now.

5 Q. Anyone in particular we should talk to?

6 A. No, I think I've seen who's been in and who's coming
7 in, everybody I know that I would be interested to speak with
8 is already on your list.

9 MR. BYRNE: Andy, thank you.

10 (Whereupon, 3:13 p.m., the interview in the above-
11 entitled matter was concluded.)

12

13

14

15

16

17

18

19

20

21

22

23

24

25

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF: CRASH OF CONTINENTAL CONNECTION
 FLIGHT 3407, OPERATED BY
 COLGAN AIR, INC.
 FEBRUARY 12, 2009, 2217 EST
 CLARENCE, NEW YORK
 Interview of Andy Nagle

DOCKET NUMBER: DCA-09-MA-027

PLACE: Washington, D.C.

DATE: March 9, 2009

was held according to the record, and that this is the original, complete, true and accurate transcript which has been compared to the recording accomplished at the hearing.

Kathryn A. Mirfin
Transcriber