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Intervention and Protest Date: 5 p.m. Eastern Time January 4, 2005.

Magalie R. Salas,
Secretary.

[FR Doc. E4-3920 Filed 1-3-05; 8:45 am]

BILLING CODE 6717-01-P

DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

[Docket No. RP05-134-000]

Young Gas Storage Company, Ltd.; Notice of Proposed Changes in FERC Gas Tariff

December 27, 2004.

Take notice that on December 21, 2004, Young Gas Storage Company, Ltd. (Young) tendered for filing as part of its FERC Gas Tariff, Original Volume No. 1, the following tariff sheets, to become effective January 21, 2005:

Sixth Revised Sheet No. 53
Eighth Revised Sheet No. 55
Seventh Revised Sheet No. 61
Fifth Revised Sheet No. 63A
Sixth Revised Sheet No. 66
Fourth Revised Sheet No. 68

Young states that the tariff sheets are filed to remove the tariff provisions applicable to the temporary waiver of the maximum rate ceiling for capacity release transactions that expired on September 30, 2002.

Any person desiring to intervene or to protest this filing must file in accordance with Rules 211 and 214 of the Commission's Rules of Practice and Procedure (18 CFR 385.211 and 385.214). Protests will be considered by the Commission in determining the appropriate action to be taken, but will not serve to make protestants parties to the proceeding. Any person wishing to become a party must file a notice of intervention or motion to intervene, as appropriate. Such notices, motions, or protests must be filed in accordance with the provisions of Section 154.210 of the Commission's regulations (18 CFR 154.210). Anyone filing an intervention or protest must serve a copy of that document on the Applicant. Anyone filing an intervention or protest on or

before the intervention or protest date need not serve motions to intervene or protests on persons other than the Applicant.

The Commission encourages electronic submission of protests and interventions in lieu of paper using the "eFiling" link at <http://www.ferc.gov>. Persons unable to file electronically should submit an original and 14 copies of the protest or intervention to the Federal Energy Regulatory Commission, 888 First Street, NE., Washington, DC 20426.

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Magalie R. Salas,
Secretary.

[FR Doc. E4-3915 Filed 1-3-05; 8:45 am]

BILLING CODE 6717-01-P

DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

[Docket No. EL05-49-000]

Exelon Corporation, Complainant v. PPL Electric Utilities Corporation, PJM Interconnection, L.L.C., Respondents; Notice of Complaint

December 27, 2004.

Take notice that on December 23, 2004, Exelon Corporation filed a Complaint against PJM Interconnection, L.L.C. (PJM), and PPL Electric Utilities Corporation (PPL) pursuant to Rule 206 of the Commission's Rules of Practice and Procedure, 18 CFR 385.206 (2004) seeking compensation for improperly calculated and billed Transmission Congestion Charges to PECO in violation of the PJM Open Access Transmission Tariff and Operating Agreement.

Exelon states that copies of the complaint were served on the contacts for PJM and PPL as listed on the Commission's list of corporate officials.

Any person desiring to intervene or to protest this filing must file in accordance with Rules 211 and 214 of the Commission's Rules of Practice and Procedure (18 CFR 385.211 and

385.214). Protests will be considered by the Commission in determining the appropriate action to be taken, but will not serve to make protestants parties to the proceeding. Any person wishing to become a party must file a notice of intervention or motion to intervene, as appropriate. The Respondent's answer and all interventions, or protests must be filed on or before the comment date. The Respondent's answer, motions to intervene, and protests must be served on the Complainants.

The Commission encourages electronic submission of protests and interventions in lieu of paper using the "eFiling" link at <http://www.ferc.gov>. Persons unable to file electronically should submit an original and 14 copies of the protest or intervention to the Federal Energy Regulatory Commission, 888 First Street, NE., Washington, DC 20426.

This filing is accessible on-line at <http://www.ferc.gov>, using the "eLibrary" link and is available for review in the Commission's Public Reference Room in Washington, DC. There is an "eSubscription" link on the Web site that enables subscribers to receive email notification when a document is added to a subscribed docket(s). For assistance with any FERC Online service, please email FERCOnlineSupport@ferc.gov, or call (866) 208-3676 (toll free). For TTY, call (202) 502-8659.

Comment Date: January 12, 2005.

Linda Mitry,

Deputy Secretary.

[FR Doc. E4-3922 Filed 1-3-05; 8:45 am]

BILLING CODE 6717-01-P

DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

[Docket No. EL05-24-000]

Survey on Operator Training Practices; Order Requiring Response to Survey on Operator Training Practices by Control Area Operators and Transmission Providers

December 27, 2004.

Before Commissioners: Pat Wood, III,
Chairman; Nora Mead Brownell, Joseph
T. Kelliher, and Suedeen G. Kelly.

1. In this order, pursuant to section 311 of the Federal Power Act (FPA),¹

¹ 16 U.S.C. 825j (2000). Section 311 of the FPA authorizes the Commission to conduct investigations in order to secure information necessary or appropriate as a basis for recommending legislation. Section 311 makes clear

the Commission directs specified control area operators and transmission providers,² whether or not they are otherwise subject to the Commission's jurisdiction as a public utility, to complete a survey on their operator training practices.³ This order implements the findings and recommendations set forth in the U.S.-Canada Power System Outage Task Force's (Task Force) Final Report on the August 14, 2003 Blackout in the United States and Canada (Blackout Report)⁴ and benefits customers because better understanding of operator training practices will help to support improvements to overall grid reliability.

2. The Task Force found operator performance was one of the root causes of the August 14, 2003 blackout. According to the Blackout Report, deficiencies in operator performance that contributed to the blackout included lack of situational awareness, failure of personnel to declare an emergency, and failure to take appropriate action to ensure that the bulk electric system remained in a secure and reliable state. Participation in the operator training survey is required by this order because it will provide the Commission with valuable information regarding operator training problems that could prevent line outages or improve grid reliability so that we can report to Congress on actions that could be taken to reduce the potential of operator-caused problems.

3. The Commission strongly supports legislative reform to provide a clear federal framework for developing and enforcing mandatory reliability rules. The information collected from the reporting requirement herein will be reflected in a Commission report to Congress on legislation concerning the reliability of the nation's interstate bulk electric systems, consistent with section 311 of the FPA.

that the Commission's authority in conducting such investigations extends to entities otherwise not subject to the Commission's jurisdiction "including the generation, transmission, distribution and sale of electric energy by any agency, authority or instrumentality of the United States, or of any State or municipality * * *." "The Commission shall report to Congress the results of investigations made under authority of this section." 16 U.S.C. 825j.

² A list of survey respondents appears in Appendix A to this order. The Commission has hired a contractor to conduct this survey. The contractor will contact all survey respondents with instructions on how to complete the survey.

³ A copy of this survey is found in Appendix B to this order and at <http://www.ferc.gov/industries/electric/indus-act/reliability/2004-sys-op-survey.pdf>.

⁴ The Blackout Report, which was made public on April 5, 2004, is available on the Commission's Web site at <http://www.ferc.gov/cust-protect/moi/blackout.asp>.

Background

4. On August 14, 2003, an electric power blackout occurred over large portions of the Northeast and Midwest United States and Ontario, Canada. The blackout lasted up to two days in some areas of the United States and longer in some areas of Canada. It affected an area with over 50 million people and 61,800 megawatts of electric load. In the wake of the blackout, the Task Force was created to study the causes of the blackout and possible solutions to avoid such future blackouts. On April 5, 2004, the Task Force made publicly available the Blackout Report, which described the blackout investigation findings and identified the causes of the blackout and made recommendations to minimize the future occurrences of large-scale blackouts.

5. The Task Force identified FirstEnergy Corporation's (FirstEnergy) inadequate situational awareness, that is, its failure to recognize or understand the deteriorating condition of its system, as one of the four primary causes of the August 14, 2003 blackout.⁵ It explained that FirstEnergy's operations personnel were not adequately trained to maintain reliable operation under emergency conditions.⁶ In addition, the Task Force stated that significant training above the standards set by NERC is needed to perform system operation and management functions.⁷

6. The Blackout Report also compared the August 2003 blackout with seven previous major outages and concluded that inadequate training of operating personnel was a common factor among major outages.⁸ The Task Force concluded that "operating procedures were necessary but not sufficient to deal with severe power system disturbances in several of the events [leading to the blackouts]."⁹ It also noted that investigation reports from previous major outages recommended enhanced procedures and training for operating personnel.¹⁰

7. Responding to the blackout and the blackout investigation, on February 10, 2004, the NERC Board of Trustees approved recommendations to take

⁵ Blackout Report at 19. The other primary causes identified by the Task Force were inadequate system understanding by FirstEnergy and the East Central Area Reliability Coordination Agreement (ECAR), a North American Electric Reliability Council (NERC) Regional Reliability Council, failure to adequately manage tree growth in transmission rights-of-way, and failure of the interconnected grid's reliability organizations to provide effective diagnostic support. *Id.* at 17-20.

⁶ *Id.* at 19.

⁷ *Id.* at 20.

⁸ *Id.* at 107.

⁹ *Id.* at 110.

¹⁰ *Id.*

steps to improve the reliability of the bulk electric system, including a recommendation to improve operator and reliability coordinator training.¹¹ This recommendation directed that all reliability coordinators, control areas, and transmission operators provide at least five days per year of training and drills in system emergencies using realistic simulations. This training was to be completed by June 30, 2004. On October 3, 2004, NERC issued an update on status of emergency training across the NERC regions.¹² NERC's assessment indicated that all operating entities in three regions met the requirements of the recommendation; all reliability coordinators, in all regions, met the required training; 70 percent of all control areas met the requirement; and 89 percent of all individual operators had completed the training requirements, based upon available data provided by seven of the ten regional reliability councils.

8. The Final Blackout Report's Recommendation No. 19 supported NERC's near-term training requirements. In addition, the Task Force made several recommendations to improve both near-term and long-term training requirements. An essential element to this recommendation includes commissioning an advisory report by an independent panel to address a wide range of issues concerning reliability training programs and certification requirements. The Task Force concluded that the report should be delivered by March 31, 2005 and that the Commission and Canadian authorities, in consultation with NERC and others, "should evaluate the report and consider its findings in setting minimum training and certification requirements for control areas and reliability."¹³

Discussion

9. The Blackout Report indicates that inadequate power system operator training was a major cause of the August 14, 2003 blackout. Further, the Task Force's analysis of seven other major outages identified operator training as a contributing factor to such outages. It is clear from these reports that a higher standard of training for those that operate the transmission grid is needed to minimize the risk of regional power outages and ensure the uninterrupted flow of electricity in the nation's

¹¹ See Recommendation 6. The text of the February 10, 2004 document is available on NERC's Web site, <http://www.nerc.com>.

¹² See Status Report on Recommendation 6a at ftp://www.nerc.com/pub/sys/all_updl/docs/blackout/Recommendation_6a.pdf

¹³ Blackout Report at 157.

interconnected bulk electric systems. As noted above, NERC requested that all reliability coordinators, control areas, and transmission operators provide at least five days of training and drills in system emergencies using realistic simulations to be completed by June 30, 2004. Although this is a useful step to promote near-term reliability, the Task Force recommended that, in order to improve long-term training and certification requirements, an advisory report by an independent panel should address a wide range of issues concerning reliability training programs and certification requirements.

10. The Commission has hired a consultant to examine operator training practices. The consultant has prepared the attached survey, which will be submitted to power system operators, as a part of the Commission's effort to determine the breadth of training practices across the industry, identify best practices, and evaluate minimum requirements for an effective operator training program. The Commission will analyze the data and provide a timely report to Congress on the need for legislation to ensure the reliability of the U.S. bulk power system. Accordingly, pursuant to section 311 of the FPA, the Commission is requiring that specified control areas and transmission providers, as specified in Appendix A, (whether or not they are otherwise subject to the Commission's jurisdiction as public utilities) submit the information requested in the survey contained in Appendix B to this order.¹⁴

11. Respondents must submit the report by January 31, 2005 to the Commission.

Document Availability

12. In addition to publishing the full text of this document in the **Federal Register**, the Commission provides all interested persons an opportunity to view and/or print the contents of this document via the Internet through the Commission's Home Page (<http://www.ferc.gov>) and in the Commission's Public Reference Room during normal business hours (8:30 a.m. to 5 p.m. Eastern time) at 888 First Street, NE., Room 2A, Washington DC 20426.

13. From the Commission's Home Page on the Internet, this information is available using the eLibrary link. The full text of this document is available on eLibrary in PDF and Microsoft Word format for viewing, printing, and/or downloading. To access this document in eLibrary, type the docket number

excluding the last three digits of this document in the docket number field.

14. User assistance is available for eLibrary and the Commission's Web site during normal business hours at FERCOnlineSupport@ferc.gov or by calling (866) 208-3676 or for TTY, contact (202) 502-8659.

The Commission orders:

(A) The specified control area operators and transmission providers, whether or not they are otherwise subject to the Commission's jurisdiction as public utilities, are directed to submit to the Commission, by January 31, 2005, a completed survey of their operator training practices, as discussed in the body of this order.

(B) The Secretary shall promptly publish a copy of this order in the **Federal Register**.

By the Commission.

Linda Mitry,

Deputy Secretary.

Appendix A—Control Areas and Transmission Providers

Alabama Electric Cooperative Corp.
Alabama Power Company
Allegheny Electric Cooperative, Inc.
Allegheny Power
American Electric Power Service Corp.
American Municipal Electric Power-Ohio, Inc.
American Transmission Company, LLC
Aquila Inc.
Arizona Electric Power Cooperative Corp.
Arizona Power Authority
Arkansas Electric Cooperative Corp.
Associated Electric Cooperative, Inc.
Austin Energy Company
Baltimore Gas and Electric Company
Big Rivers Electric Corp.
Bonneville Power Administration
Brazos Electric Power Cooperative
Brownsville Public Utilities Board
Buckeye Power Inc.
California Independent System Operator Corp.
Calpine Corporation
CenterPoint Energy, Inc.
Central Iowa Power Coop
Cincinnati Gas & Electric Company
Cinergy Corp.
City of Tallahassee, Florida
City Utilities of Springfield, Illinois
Clay Electric Cooperative
Cleco Power LLC
Cleveland Electric Illuminating Company (First Energy)
Commonwealth Edison Company
Connecticut Energy Supply Inc.
ConEdison Energy, Inc.
Connecticut Light and Power Company
Corn Belt Power Coop
Dairyland Power
Detroit Edison Company
Dominion Generation
Dominion Virginia Power
DTE Energy Trading, Inc.
Duke Energy
Duquesne Light Company
East Kentucky Power Cooperative Inc.

East Texas Electric Cooperative Inc.
El Paso Electric Company
Electric Energy, Inc.
Electric Reliability Council of Texas, Inc.
Energy Services Inc.
Excel Energy
Exelon Corp.
First Energy Corp.
Florida Municipal Power Agency
Florida Power & Light Company
Fort Pierce Utilities Authority
Gainesville Regional Utilities
Garland Power & Light
Georgia Power Company
Georgia Transmission Company
Grand River Dam Authority
GridAmerica LLC
Gulf Power Company
Hoosier Energy Rural Electric Coop Inc.
Idaho Power Company
Imperial Irrigation District
Indiana Municipal Power Agency
Indianapolis Power & Light Company
Indiantown Cogeneration, LP
International Transmission Company
ISO New England, Inc.
Jacksonville Electric Authority
Kansas City Power & Light Company
Keys Energy Services
Kissimmee Utility Authority
KPL-Westar Energy
L.A. Dept Water & Power
Lansing Board of Water and Light
LGE Energy
Long Island Lighting Company
Louisiana Energy & Power Authority
Lower Colorado River Authority
Michigan Electric Transmission Company LLC
Mid-America Interconnected Network, Inc.
Mid-American Energy Company
Midwest Independent System Transmission Operator Corp
MIECO Inc.
Minnesota Power
Mirant Americas Development, Inc.
Mississippi Power Company
Missouri River Energy Service
Modesto Irrigation District
Municipal Electric Authority of Georgia
National Grid
Nebraska Public Power District
New England Electric Transmission Company
New York Independent System Operator, Inc.
New York Power Authority
New York State Electric & Gas Corp.
North Carolina Eastern Municipal Power Agency
North Carolina Electric Membership Corp.
Northeast Texas Electric Cooperative
Northeast Utilities Service Company
Northern California Power Agency
Northern Indiana Public Service Company
Northwest Power Pool
Ocala Electric Utility
Oglethorpe Power Corp.
Ohio Edison Company (First Energy)
Ohio Power Company (AEP)
Ohio Valley Electric Corp
Oklahoma Gas & Electric
Oklahoma Municipal Power Authority
Orange & Rockland
Orlando Utility Commission
Otter Tail Power Company
Pacific Corp

¹⁴ OMB Control Number 1902-0209; expiration date June 30, 2005.

Pacific Gas & Electric Company
 PECO Energy Company
 PJM Interconnection, Inc.
 PPL Utilities
 Progress Energy
 PSEG
 Public Service Company of Colorado (New Century Energies)
 Public Service Company of New Mexico
 Puget Sound Energy, Inc.
 Reedy Creek Energy Services
 Reliant Energy Services, Inc.
 Rochester Public Utilities
 Sacramento Municipal Utility District
 Salt River Project
 San Diego Gas & Electric Company
 Savannah Electric & Power Company
 Seminole Electric Cooperative
 Sierra Pacific Resources Transmission
 Silicon Valley Power—City of Santa Clara
 So. Mississippi Electric Power Assoc.
 South Carolina Electric & Gas
 South Carolina Public Service Authority
 Southeastern Power Administration
 Southern California Edison
 Southern Company Services, Inc.
 Southern Minnesota Municipal Power Agency
 Southwest Power Pool, Inc.
 Sunflower Electric Power Corp.
 Tampa Electric Company
 Tennessee Valley Authority
 Tucson Electric Power Company
 TXU Electric Delivery
 Vermont Electric Power Company
 Virginia Electric & Power Company
 Wabash Valley Power Association Inc.
 WE Energies
 Westar Energy
 Western Area Power Administration
 Western Farmers Electric Cooperative
 Wisconsin Public Service Corp.
 Yadkin, Inc.

Attachment B

This FERC Operator Training Study survey is based upon the template used in DOE STANDARD DOE-STD-1070-94 (June 1994), titled Guidelines for Evaluation of Nuclear Facility Training Programs.

Part A—Management and Administration

1. Which of the following best describes the type of organization in which you work?
 - A. NERC Regional Council
 - B. Regional Transmission Operator (RTO)
 - C. Independent System Operator (ISO)
 - D. Integrated Utility
 - E. Control Area
 - F. Transmission Company
 - G. Energy Marketing Company
 - H. NERC Reliability Coordinator
 - I. Municipal/Cooperative Company
2. Which of the following best describes your job position within the organization in which you work?
 - A. Transmission Operator
 - B. Generation Operator
 - C. Interchange Operator
 - D. Marketing Operations Authority
 - E. System Reliability Authority
 - F. Balancing Authority
3. Which of the following best describes your company's policy regarding training?
 - A. Training is not available
 - B. A training program exists and completion of the program is required
 - C. Training program exists but completion of the program is not required but is encouraged
4. How many staff are dedicated to providing training at your location?
 - A. 0
 - B. 1
 - C. 2 or more
 - D. I do not know
5. Do you have a training department?
 - A. Yes
 - B. No
 - C. I do not know
6. Do you have dedicated training program developers?
 - A. Yes
 - B. No
 - C. I do not know
7. Do you have dedicated training program instructors?
 - A. Yes
 - B. No
 - C. I do not know
8. Does your training program have written program goals?
 - A. Yes
 - B. No
 - C. I do not know
9. Does your training program have written objectives?
 - A. Yes
 - B. No
 - C. I do not know
10. Is operational philosophy documented and used at your site?
 - A. Yes
 - B. No
 - C. I do not know
11. If you are responsible for conducting training, do you perform a routine audit of the training program against the current tasks required to be performed, the administrative requirements concerning system operation, current regulatory requirements affecting the program, and the adequacy of the resources necessary to run the training program successfully?
 - A. Yes
 - B. No
 - C. I do not know
 - D. N/A
12. If you are responsible for conducting training, do you deliver a report to management on the findings of your training program audit?
 - A. Yes
 - B. No
 - C. I do not know
 - D. N/A
13. If you are responsible for conducting training, does management respond positively to the findings of your training program audit?
 - A. Yes
 - B. No
 - C. I do not know
 - D. N/A
14. If you are responsible for conducting training, are you required by your training program to keep records of student performance at the objective level (task, knowledge, and performance level)?
 - A. Yes
 - B. No
 - C. I do not know
15. If you are responsible for conducting training, are you required to report on student progress to management at regular or predefined intervals using data?
 - A. Yes
 - B. No
 - C. I do not know
 - D. N/A
16. If you are responsible for conducting training, do you have a process in place that provides quality management of your training program?
 - A. Yes
 - B. No
 - C. I do not know
 - D. N/A
17. If you are responsible for conducting training, does your training program have defined customers (classifications of System Operators or maintenance personnel) to be served by the program?
 - A. Yes
 - B. No
 - C. I do not know
 - D. N/A
18. Does your training program have a published schedule of training program events?
 - A. Yes
 - B. No
 - C. I do not know
19. Does your training program have a person who is responsible for overseeing the program?
 - A. Yes
 - B. No
 - C. I do not know
20. Does your training program have a budget process that exists to fund training?
 - A. Yes
 - B. No
 - C. I do not know
21. Does your training program have a means to keep records for individuals participating in the program?
 - A. Yes
 - B. No
 - C. I do not know
22. Does your training program have a means to evaluate the effectiveness of the training program?
 - A. Yes
 - B. No
 - C. I do not know
23. Does your training program have an annual budget sufficient to meet the needs of the training program?
 - A. Yes
 - B. No
 - C. I do not know
24. Does your facility have a site specific validated Job and Task Analysis that was the basis for the design of your training program?
 - A. Yes
 - B. No
 - C. I do not know
25. Does this validated Job and Task Analysis have a specific Difficulty, Importance,

and Frequency score associated with it that is used to determine its criticality within the training program?

- A. Yes
- B. No
- C. I do not know

26. Does your training program have sufficient training aid capability (*i.e.* overhead projectors, PowerPoint projectors, computer terminals, white boards, mock-ups, etc.) to adequately present the current training material?
- A. Yes
 - B. No
 - C. I do not know

Part B—Training Staff Qualification

27. Does your training program have full time dedicated instructors with no other concurrent duties for administration of the training program at your location?

- A. Yes
- B. No
- C. I do not know

28. How many full time dedicated instructors are assigned to the training program at your location?

- A. 0
- B. 1
- C. 2 or more
- D. I do not know

29. Does your training program have an Instructor Qualification program at your location?

- A. Qualification is required and completed at our location
- B. Qualification is required but not followed through at our location
- C. Qualification is not required, but will be in the future at our location
- D. Qualification is not required; there is no plan in place for qualification at our location

30. Does the Instructor Qualification program develop instructor skills required for effective presentation of training materials?

- A. Yes
- B. No
- C. I do not know
- D. No qualification program is in place

31. Does the Instructor Qualification program ensure that the instructors possess adequate technical qualifications in the subjects they are assigned to teach?

- A. Yes
- B. No
- C. I do not know
- D. No qualification program is in place

32. Does the Instructor Qualification program provide for qualification of each instructor for each of the student training settings in place at your location (*i.e.* classroom, simulator, on the job training and/or computer based training)?

- A. Yes
- B. No
- C. I do not know
- D. No qualification program is in place

33. If instructors who are not fully qualified under your Instructor Qualification program or subject matter experts are used for class presentations are they under supervision and provided guidance by a fully qualified instructor?

- A. Yes
- B. No
- C. I do not know
- D. No qualification program is in place

34. Does your training program have training workshops for the trainers and evaluators in support of program goals?

- A. Yes
- B. No
- C. I do not know

35. Does your training program have designated individuals trained to perform objective evaluations of the trainee's performance?

- A. Yes
- B. No
- C. I do not know

36. In your training program, are the evaluators qualified to a specific standard before they are allowed to evaluate student performance?

- A. Yes
- B. No
- C. I do not know

37. Does your training program monitor and evaluate instructor performance to determine need for improvement in instructor technical knowledge and/or instructional skills?

- A. Yes
- B. No
- C. I do not know

38. Do you have a process in place for making changes to your training program?

- A. Yes
- B. No
- C. I do not know

39. Who can make recommendations for improvements to training? (Select all that apply.)

- A. Trainees
- B. Managers
- C. Supervisors
- D. Trainers

Part C—Program Entrance Experience and Education Requirements

40. Are the majority of candidates for entry into the training program employees from inside your company or new hires from outside your company?

- A. Employees from inside your company
- B. New hires from outside your company
- C. I do not know

41. For candidates from inside your company, does the training program specify previous job requirements or job specialties for entry into the training program?

- A. Yes
- B. No
- C. I do not know

42. For candidates from inside your company, does the training program specify any educational requirements for entry into the training program?

- A. Yes
- B. No
- C. I do not know

43. For candidates from inside your company, is company or union seniority a determining factor for entry into the training program?

- A. Yes
- B. No
- C. I do not know

44. For candidates from inside your company, does company or union seniority override previous job requirements, job specialties or educational requirements for entry into the training program?

- A. Yes
- B. No
- C. I do not know

45. For candidates from outside your company, does the training program specify previous job requirements or job specialties for entry into the training program?

- A. Yes
- B. No
- C. I do not know

46. For candidates from outside your company, does the training program specify any educational requirements for entry into the training program?

- A. Yes
- B. No
- C. I do not know

47. For candidates from inside or outside your company, which of the following does the training program specify as prerequisites for entry into the training program? (Check all that are applicable to your location.)

- A. Physical requirements (*i.e.* ability to stand, walk or sit for long periods etc.)
- B. Medical health screening
- C. Psychological screening
- D. Personality screening

48. For candidates from inside or outside your company, does the training program specify any knowledge screening test requirements for entry into the training program?

- A. Yes
- B. No
- C. I do not know

49. Are requirements for entry into the training program reviewed and evaluated periodically to ensure trainees capable of completing the course are selected for entry into the training program?

- A. Yes
- B. No
- C. I do not know

Part D—Training Program Content Determination

50. Does your organization have a detailed Job Task Analysis (JTA) for each position staffed at your location?

- A. Yes
- B. No
- C. I do not know
- D. A detailed JTA has not been developed for my location

51. Does your organization use a detailed JTA to assure that all tasks required for safe and efficient job performance are addressed by a training program at your location?

- A. Yes
- B. No
- C. I do not know
- D. No training program exists at my location

52. Is the JTA for your location reviewed periodically and updated as necessary to incorporate changes resulting from procedure changes, facility systems changes, facility equipment changes, changes in job scope, or technological changes that could affect job performance requirements at your location?
- Yes
 - No
 - I do not know
 - A detailed JTA has not been developed for my location
53. Does your training program meet the recommendations of NERC guidelines for recommended training requirements for all positions staffed at your location?
- Yes
 - No
 - I do not know
 - No training program exists at my location
54. Does your training program meet the recommendations of FERC guidelines for recommended training requirements for all positions staffed at your location?
- Yes
 - No
 - I do not know
 - No training program exists at my location
55. Is facility and/or industry experience used to identify training program requirements for your location?
- Yes
 - No
 - I do not know
 - No training program exists at my location
56. Are department managers and/or supervisors trained to the same standard as operational personnel at your location?
- Yes
 - No
 - I do not know
 - No training program exists at my location
57. Are technical personnel such as computer maintenance personnel, IT technicians and instrumentation and control technicians trained to the same standard as operational personnel at your location?
- Yes
 - No
 - I do not know
 - No training program exists at my location
- Part E—Training Program Design and Development**
58. Select which of the following best describes Classroom Training at your location?
- Classroom Training is required and completed at our location
 - Classroom Training is required but not followed through at our location
 - Classroom Training is not required, but will be in the future at our location
 - Classroom Training is not required; there is no plan in place for classroom training at our location
59. If classroom training is provided at your location, how much time is allocated to classroom training per year?
- One week or less
 - One to three weeks
 - Three to six weeks
 - More than six weeks
 - N/A
60. If classroom training is provided at your location, are detailed lesson plans or training guides available and used to define the objectives, the task performances, associated knowledge and skills and standards of performance required for successful completion of each lesson objective?
- Yes
 - No
 - I do not know
 - Classroom training is not provided
61. If classroom training is provided at your location, do the lesson plans or training guides objectives reflect the task performances, associated knowledge and skills and standards of performance required for successful completion of each lesson objective?
- Yes
 - No
 - I do not know
 - Classroom training is not provided
62. Select which of the following best describes the Job Qualification program at your location?
- Qualification is required and completed at our location
 - Qualification is required but not followed through at our location
 - Qualification is not required, but will be in the future at our location
 - Qualification is not required; there is no plan in place for job qualification at our location
63. If a job qualification program is provided at your location, how much time is allocated to complete the program?
- Six weeks or less
 - Six to twelve weeks
 - Twelve to sixteen weeks
 - More than sixteen weeks
 - N/A
64. If Job Qualification is required at your location, are detailed lesson plans or training guides available and used to define the objectives, the task performances, associated knowledge and skills and standards of performance required for successful completion of the qualification program?
- Yes
 - No
 - I do not know
 - Job qualification training is not provided
65. If a Job Qualification program is provided at your location, do the lesson plans or training guides objectives reflect the task performances, associated knowledge and skills and standards of performance required for successful completion of the program objectives?
- Yes
 - No
 - I do not know
 - Job Qualification training is not provided
66. Select which of the following best describes a Job Certification program at your location?
- Certification is required and completed at our location
 - Certification is required but not followed through at our location
 - Certification is not required, but will be in the future at our location
 - Certification is not required; there is no plan in place for job certification at our location
67. If a job certification program is provided at your location, how much time is allocated to complete the program?
- Six weeks or less
 - Six to twelve weeks
 - Twelve to sixteen weeks
 - More than sixteen weeks
 - N/A
68. If a Job Certification training is provided at your location, are detailed lesson plans or training guides available and used to define the objectives, the task performances, associated knowledge and skills and standards of performance required for successful completion of the job certification program objectives?
- Yes
 - No
 - I do not know
 - Job certification training is not provided
69. If a Job Certification program is provided at your location, do the lesson plans or training guides objectives reflect the task performances, associated knowledge and skills and standards of performance required for successful completion of job certification program objectives?
- Yes
 - No
 - I do not know
 - Job certification training is not provided
70. Select which of the following best describes On the Job Training program at your location?
- On the Job Training is required and completed at our location
 - On the Job Training is required but not followed through at our location
 - On the Job Training is not required, but will be in the future at our location
 - On the Job Training is not required; there is no plan in place for On the Job Training at our location
71. If On the Job training is provided at your location, how much time is allocated to On the Job training?
- One week or less
 - One to three weeks
 - Three to six weeks
 - More than six weeks
 - N/A
72. If On the Job training is provided at your location, are detailed lesson plans or training guides available and used to define the objectives, the task performances, associated knowledge and skills and standards of performance required for successful completion of each lesson objective?
- Yes
 - No
 - I do not know
 - On the job training is not provided

73. If On the Job training is provided at your location, do the lesson plans or training guides objectives reflect the task performances, associated knowledge and skills and standards of performance required for successful completion of each lesson objective?
- Yes
 - No
 - I do not know
 - On the job training is not provided
74. Select which of the following best describes Computer Based Training program at your location?
- Computer Based Training is required and completed at our location
 - Computer Based Training is required but not followed through at our location
 - Computer Based Training is not required, but will be in the future at our location
 - Computer Based Training is not required; there is no plan in place for computer based training at our location
75. If Computer Based training is provided at your location, how much time is allocated to Computer Based training?
- One week or less
 - One to three weeks
 - Three to six weeks
 - More than six weeks
 - N/A
76. If Computer Based training is provided at your location, are detailed lesson plans or training guides available and used to define the objectives, the task performances, associated knowledge and skills and standards of performance required for successful completion of each lesson objective?
- Yes
 - No
 - I do not know
 - Computer based training is not provided
77. If Computer Based training is provided at your location, do the lesson plans or training guides objectives reflect the task performances, associated knowledge and skills and standards of performance required for successful completion of each lesson objective?
- Yes
 - No
 - I do not know
 - Computer based training is not provided
78. Select which of the following best describes Simulator Training at your location?
- Simulator Training is required and completed at our location
 - Simulator Training is required but not followed through at our location
 - Simulator Training is not required, but will be in the future at our location
 - Simulator Training is not required; there is no plan in place for Simulator Training at our location
79. If Simulator training is provided at your location, how much time is allocated to Simulator training?
- One week or less
 - One to three weeks
 - Three to six weeks
 - More than six weeks
 - N/A
80. If Simulator training is provided at your location, are detailed lesson plans or training guides available and used to define the objectives, the task performances, associated knowledge and skills and standards of performance required for successful completion of each lesson objective?
- Yes
 - No
 - I do not know
 - Simulator training is not provided
81. If Simulator training is provided at your location, do the lesson plans or training guides objectives reflect the task performances, associated knowledge and skills and standards of performance required for successful completion of each lesson objective?
- Yes
 - No
 - I do not know
 - Simulator training is not provided
82. Select which of the following best describes Self Study Video training at your location?
- Self Study Video Training is required and completed at our location
 - Self Study Video Training is required but not followed through at our location
 - Self Study Video Training is not required, but will be in the future at our location
 - Self Study Video Training is not required; there is no plan in place for Self Study Video Training at our location
83. If Self Study Video training is provided at your location, how much time is allocated to Simulator training?
- One week or less
 - One to three weeks
 - Three to six weeks
 - More than six weeks
 - N/A
84. If Self Study Video training is provided at your location, are detailed lesson plans or training guides available and used to define the objectives, the task performances, associated knowledge and skills and standards of performance required for successful completion of each lesson objective?
- Yes
 - No
 - I do not know
 - Self Study Video training is not provided
85. If Self Study Video training is provided at your location, do the lesson plans or training guides objectives reflect the task performances, associated knowledge and skills and standards of performance required for successful completion of each lesson objective?
- Yes
 - No
 - I do not know
 - Self Study Video training is not provided
86. Select which of the following best describes Self Study Reading training at your location?
- Self Study Reading Training is required and completed at our location
 - Self Study Reading Training is required but not followed through at our location
 - Self Study Reading Training is not required, but will be in the future at our location
 - Self Study Reading Training is not required; there is no plan in place for Self Study Reading Training at our location
87. If Self Study Reading training is provided at your location, how much time is allocated to Simulator training?
- One week or less
 - One to three weeks
 - Three to six weeks
 - More than six weeks
 - N/A
88. If Self Study Reading training is provided at your location, are detailed lesson plans or training guides available and used to define the objectives, the task performances, associated knowledge and skills and standards of performance required for successful completion of each lesson objective?
- Yes
 - No
 - I do not know
 - Self Study Reading training is not provided
89. If Self Study Reading training is provided at your location, do the lesson plans or training guides objectives reflect the task performances, associated knowledge and skills and standards of performance required for successful completion of each lesson objective?
- Yes
 - No
 - I do not know
 - Self Study Reading training is not provided
90. Do you feel that lesson plans or training guides used at your location provide sufficient information and detail to ensure consistent and repeatable training each time they are used?
- Yes
 - No
 - I do not know
 - Lesson plans or training guides are not used at my location
91. Do you feel that lesson plans or training guides used at your location provide sufficient information and detail to ensure training meets the expectations of your company management?
- Yes
 - No
 - I do not know
 - Lesson plans or training guides are not used at my location
92. Do you feel that lesson plans or training guides used at your location provide adequate standards for evaluating trainee performance?
- Yes
 - No
 - I do not know
 - Lesson plans or training guides are not used at my location
93. Do you feel that the evaluation standards are fairly and consistently applied to all trainees?
- Yes
 - No
 - I do not know

- D. Evaluation standards are not used at my location
94. Do you feel that lesson plans or training guides used at your location provide sufficient information to guide the instructor and trainee in performing and accomplishing the required tasks?
- A. Yes
B. No
C. I do not know
D. Lesson plans or training guides are not used at my location
95. Are lesson plans or training guides used at your location reviewed periodically by subject matter experts to ensure the material contained in the document is both accurate and up to date?
- A. Yes
B. No
C. I do not know
D. Lesson plans or training guides are not used at my location
96. Are lesson plans or training guides used at your location reviewed periodically by training department management to ensure the material contained in the document is both accurate and up to date?
- A. Yes
B. No
C. I do not know
D. Lesson plans or training guides are not used at my location
97. Are lesson plans or training guides used at your location subject to a document control program to ensure that only the latest approved revisions are used for training?
- A. Yes
B. No
C. I do not know
D. Lesson plans or training guides are not used at my location
98. Are lesson plans or training guides used at your location approved by company designated management prior to use in the training program?
- A. Yes
B. No
C. I do not know
D. Lesson plans or training guides are not used at my location
99. Is a continuing training program in place at your location to maintain and improve the knowledge and skills of workers?
- A. Yes
B. No
C. I do not know
D. Continuing training is not performed at regular intervals at my location
100. If continuing training is provided at your location, how much time is allocated to continuing training on an annual basis?
- A. One week or less
B. One to three weeks
C. Three to six weeks
D. More than six weeks
E. N/A
101. Is a continuing training program in place at your location to provide refresher training on overtrain tasks at regular intervals?
- A. Yes
B. No
C. I do not know
D. Continuing training is not performed at regular intervals at my location
102. Is a continuing training program in place at your location to provide timely training on facility and industry events?
- A. Yes
B. No
C. I do not know
D. Continuing training is not performed at regular intervals at my location
103. Is a continuing training program in place at your location to provide timely training on facility and procedure modifications?
- A. Yes
B. No
C. I do not know
D. Continuing training is not performed at regular intervals at my location
104. Is a continuing training program in place at your location to provide timely retraining to address performance deficiencies identified on tasks performed at your location?
- A. Yes
B. No
C. I do not know
D. Continuing training is not performed at regular intervals at my location
105. Is a continuing training program in place at your location to provide timely training on infrequently performed tasks prior to expected performance of these tasks?
- A. Yes
B. No
C. I do not know
D. Continuing training is not performed at regular intervals at my location
- Part F—Conduct of Training Program**
- Initial Job Training*
106. At the start of a training program, are you provided with an overview of your training program describing the different phases or methods of training (*i.e.*, classroom, OJT, simulator, computer based training, laboratory, etc.) that will be required for successful completion of the course?
- A. Yes
B. No
C. I do not know
107. At the start of a training program, are you provided with an overview of your training program describing the different subjects to be presented and the order of presentation of subjects that will be required for successful completion of the course?
- A. Yes
B. No
C. I do not know
108. At the start of a training program, are you provided with an overview of the learning objectives to be accomplished by the training program?
- A. Yes
B. No
C. I do not know
109. Do you feel that training at your location is presented in a proper sequence to provide completion and understanding of basic or necessary prerequisite knowledge prior to receiving training on more advanced knowledge subjects?
- A. Yes
B. No
C. I do not know
110. Do you feel that training at your location is presented in a proper sequence to provide completion and proficiency at basic or necessary prerequisite skills prior to receiving training on more advanced skill level tasks?
- A. Yes
B. No
C. I do not know
111. Do you feel that the training materials (training manuals, system descriptions, operating and/or maintenance procedures, operating and/or maintenance manuals, administrative guidelines, etc) you were provided were sufficient to achieve the learning objectives required for successful completion of the training program?
- A. Yes
B. No
C. I don't know
112. Do you feel that the instructor(s) used the reference material provided in the most effective manner during class presentations?
- A. Yes
B. No
C. I don't know
113. Do you feel that the instructor/student ratio during classroom training was adequate to support effective learning?
- A. Yes
B. No
C. I don't know
114. How many students are normally present during classroom instruction at your location?
- A. 1 to 5
B. 5 to 10
C. 10 to 20
D. 20 or more
115. During classroom training at your location, did the instructor solicit student participation by encouraging student questions during the presentations?
- A. Yes
B. No
116. If individualized instructional methods such as computer based training was used was sufficient guidance provided to ensure effective knowledge transfer to the student?
- A. Yes
B. No
C. Individualized instructional methods were not used
117. If individualized instructional methods such as computer based training was used was the information presented by this media generic in nature or specific to your location training?
- A. Generic
B. Specific to your location training
C. Individualized instructional methods were not used
118. If individualized instructional methods

- such as computer based training was used was testing or evaluation of your performance on the material part of the program?
- A. Yes
B. No
C. Individualized instructional methods were not used
119. If testing or evaluation of your performance was part of the computer based training were the results discussed with you by an instructor?
- A. Yes
B. No
C. Computer based methods of testing or evaluation were not used
120. If testing or evaluation of your performance was part of the computer based training and your results were unsatisfactory did an instructor discuss remedial actions that should be taken by you to correct the deficiency?
- A. Yes
B. No
C. Computer based methods of testing or evaluation were not used
121. Do you feel that computer based training is a viable option to instructor led classroom training?
- A. Yes
B. No
C. I do not know
D. Computer based training is not used at my location
122. If On the Job training (OJT) is performed is it conducted by personnel trained in the instructional methods of performing OJT?
- A. Yes
B. No
C. I do not know
D. OJT is not performed at my location
123. If On the Job training (OJT) is performed are the standards and requirements for successful completion of the program explained to you?
- A. Yes
B. No
C. I do not know
D. OJT is not performed at my location
124. During OJT does the trainee manipulate controls and demonstrate task performance on actual equipment to the extent possible based on operational considerations?
- A. Yes
B. No
C. I do not know
D. OJT is not performed at my location
125. If manipulation of controls and demonstration of tasks is not possible due to operational considerations during OJT, is a simulated performance or walk-through performed which demonstrates the student's knowledge of the conditions necessary for performance of the task?
- A. Yes
B. No
C. I do not know
D. OJT is not performed at my location
126. If manipulation of controls and demonstration of tasks is not possible due to operational considerations during OJT, is a simulated performance or walk-through performed which demonstrates the student's knowledge of reference materials, tools and equipment necessary for performance of the task?
- A. Yes
B. No
C. I do not know
D. OJT is not performed at my location
127. Is student performance on OJT tasks evaluated immediately following the exercise to reinforce the student's performance and offer correction to any problems noted during performance of the task?
- A. Yes
B. No
C. I do not know
D. OJT is not performed at my location
128. Do you feel that the OJT program training is effective in enhancing the knowledge and performance skills associated with your job?
- A. Yes
B. No
C. I do not know
D. OJT is not performed at my location
129. If simulator training is included as part of your initial training program, is it conducted at your location or is travel to another location for simulator training required?
- A. Performed at my location
B. Travel to another facility is required within my company
C. Travel is required to a facility outside my company
D. Simulator training is not performed
130. If simulator training is performed is the simulator an exact replica of the actual control stations you are training to use?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
131. If the simulator is not an exact replica of your control station, is sufficient explanation of the differences provided to you to allow correlation of the training back to your actual control stations?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
132. If the simulator is not an exact replica of your control station do you feel that simulator training would be more effective if the simulator was an exact replica?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
133. If simulator training is performed is it conducted by personnel trained in the instructional methods of performing simulator training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
134. If simulator training is performed are the standards and requirements for successful completion of the program explained to you?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
135. Is Simulator training used to teach the trainee to recognize and control normal operations and conditions on your system?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
136. Is Simulator training used to teach the trainee to recognize and control abnormal operations and conditions on your system?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
137. Is Simulator training used to teach the trainee to recognize and control emergency operations and conditions on your system?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
138. Is Simulator training used to teach the trainee to recognize and respond to failures of computer system(s) associated with the process or system function on your actual control stations?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
139. Is Simulator training used to teach the trainee to recognize, interpret, and respond to alarms specific to your system operations conditions?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
140. Is simulator training used to teach the trainee the proper use of normal, abnormal and emergency operating procedures?
- A. Yes
B. No
C. Training on the proper use of operating procedures is not performed
D. Simulator training is not performed
141. Is roll playing used during simulator training to teach the trainee proper interaction with other people, groups or entities?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
142. Is team training used during simulator training to teach trainees how to coordinate their activities with the activities of team members?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
143. Is team training used during simulator training to teach trainees the importance of proper and complete communication

- of system conditions and changes to system conditions to other team members?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
144. Is student simulator training performance evaluated immediately following the exercise to reinforce the student's performance and offer correction to any problems noted during performance of the training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
145. Do you feel that the Simulator training program is effective in enhancing the knowledge and performance skills associated with your job?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
- Continuing Training*
146. Do you feel that continuing training at your location is presented in a manner that is effective in enhancing your knowledge on subjects important to your job?
- A. Yes
B. No
C. I do not know
D. Continuing training is not performed at my location
147. Do you feel that continuing training at your location is presented in a manner that is effective in enhancing your skills that are important to performance of your job?
- A. Yes
B. No
C. I do not know
D. Continuing training is not performed at my location
148. Do you feel that the continuing training program is effective in familiarizing you in a timely manner with changes in documents such as procedural changes and system modifications associated with your area of responsibility?
- A. Yes
B. No
C. Continuing training is not performed at my location
149. Do you feel that the instructor(s) are fully versed on changes to facility documents and able to communicate the importance and impact of these changes to personnel during training?
- A. Yes
B. No
150. Do you feel that the instructor/student ratio during continuing training is adequate to support effective learning?
- A. Yes
B. No
C. I do not know
D. Continuing training is not performed at my location
151. How many students are normally present during continuing training instruction at your location?
- A. 1 to 5
B. 5 to 10
C. 10 to 20
D. 20 or more
E. Continuing training is not performed at my location
152. If individualized instructional methods such as computer based training are used for continuing training, is sufficient guidance provided to ensure effective knowledge transfer to the student?
- A. Yes
B. No
C. Individualized instructional methods are not used
153. If individualized instructional methods such as computer based training is used for continuing training is testing or evaluation of your performance on the material part of the program?
- A. Yes
B. No
C. Individualized instructional methods are not used
154. If testing or evaluation of your performance is part of the computer based training used for continuing training are the results discussed with you by an instructor?
- A. Yes
B. No
C. Computer based methods of testing or evaluation are not used
155. If testing or evaluation of your performance is part of the computer based training used for continuing training and your results were unsatisfactory did an instructor discuss remedial actions that should be taken by you to correct the deficiency?
- A. Yes
B. No
C. Computer based methods of testing or evaluation are not used
156. Do you feel that computer based training is a viable option to instructor led continuing training?
- A. Yes
B. No
C. I do not know
D. Computer based training is not used for continuing training
157. If On the Job training (OJT) is performed as part of your continuing training is it conducted by personnel trained in the instructional methods of performing OJT?
- A. Yes
B. No
C. I do not know
D. OJT is not performed for continuing training
158. If On the Job training (OJT) is performed are the standards and requirements for successful completion of the continuing training program explained to you?
- A. Yes
B. No
C. I do not know
D. OJT is not performed for continuing training
159. During OJT does the trainee manipulate controls and demonstrate task performance on actual equipment to the extent possible based on operational considerations during continuing training?
- A. Yes
B. No
C. I do not know
D. OJT is not performed for continuing training
160. If manipulation of controls and demonstration of tasks is not possible due to operational considerations during OJT, is a simulated performance or walk-through performed as part of the continuing training program which demonstrates the student's knowledge of the conditions necessary for performance of the task?
- A. Yes
B. No
C. I do not know
D. OJT is not performed for continuing training
161. If manipulation of controls and demonstration of tasks is not possible due to operational considerations during OJT, is a simulated performance or walk-through performed as part of the continuing training program which demonstrates the student's knowledge of reference materials, tools and equipment necessary for performance of the task?
- A. Yes
B. No
C. I do not know
D. OJT is not performed for continuing training
162. Is student performance on OJT tasks evaluated immediately following the exercise to reinforce the student's performance and offer correction to any problems noted during performance of the task for continuing training?
- A. Yes
B. No
C. I do not know
D. OJT is not performed for continuing training
163. Do you feel that the OJT program as part of the continuing training is effective in enhancing the knowledge and performance skills associated with your job?
- A. Yes
B. No
C. I do not know
D. OJT is not performed for continuing training
164. If simulator training is included as part of your continuing training program, is it conducted at your location or is travel to another location for simulator training required?
- A. Performed at my location
B. Travel to another facility is required within my company
C. Travel is required to a facility outside my company
D. Simulator training is not performed
165. If simulator training is performed as part of a continuing training program is the simulator an exact replica of the actual control stations you are training to use?
- A. Yes
B. No
C. I do not know

- D. Simulator training is not performed
166. If the simulator used for continuing training is not an exact replica of your control station, is sufficient explanation of the differences provided to you to allow correlation of the training back to your actual control stations?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
167. If the simulator used for continuing training is not an exact replica of your control station do you feel that simulator training would be more effective if the simulator was an exact replica?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
168. If simulator training is performed as part of a continuing training program is it conducted by personnel trained in the instructional methods of performing simulator training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
169. If simulator training is performed as part of a continuing training program are the standards and requirements for successful completion of the program explained to you?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
170. Is Simulator training used to teach the trainee to recognize and control normal operations and conditions on your system during continuing training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
171. Is Simulator training used to teach the trainee to recognize and control abnormal operations and conditions on your system during continuing training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
172. Is Simulator training used to teach the trainee to recognize and control emergency operations and conditions on your system during continuing training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
173. Is Simulator training used to teach the trainee to recognize and respond to failures of computer system(s) associated with the process or system function on your actual control stations during continuing training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
174. Is Simulator training used to teach the trainee to recognize, interpret, and respond to alarms specific to your system operations conditions during continuing training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
175. Is Simulator training used to teach the trainee the proper use of normal, abnormal and emergency operating procedures during continuing training?
- A. Yes
B. No
C. Operating procedure use training is not performed
D. Simulator training is not performed
176. Is role playing used during simulator training to teach the trainee proper interaction with other people, groups or entities during continuing training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
177. Is team training used during simulator training to teach trainees how to coordinate their activities with the activities of team members during continuing training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
178. Is team training used during simulator training to teach trainees the importance of proper and complete communication of system conditions and changes to system conditions to other team members during continuing training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
179. Is student simulator training performance evaluated immediately following the exercise to reinforce the student's performance and offer correction to any problems noted during performance of the training during continuing training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
180. Do you feel that the Simulator training program is effective in enhancing the knowledge and performance skills associated with your job during continuing training?
- A. Yes
B. No
C. I do not know
D. Simulator training is not performed
181. Select which of the following best describes Job Re-Qualification program at your location?
- A. Re-Qualification is required and completed at our location
B. Re-Qualification is required but not followed through at our location
C. Re-Qualification is not required, but will be in the future at our location
D. Re-Qualification is not required; there is no plan in place for job re-qualification at our location
182. If a job re-qualification program is provided at your location, how often must the program be completed?
- A. Every Year
B. Every two years
C. Every five years
D. Longer than five years
E. N/A
183. Select which of the following best describes Job Re-Certification program at your location?
- A. Re-Certification is required and completed at our location
B. Re-Certification is required but not followed through at our location
C. Re-Certification is not required, but will be in the future at our location
D. Re-Certification is not required; there is no plan in place for job re-certification at our location
184. If a job re-certification program is provided at your location, how often must the program be completed?
- A. Every Year
B. Every two years
C. Every five years
D. Longer than five years
E. N/A
- Part G—Training Program Trainee Evaluations and Examinations**
185. Does your training program conduct examinations/evaluations to student progress through their initial training program?
- A. Yes
B. No
C. I do not know
D. Examination/evaluations are not performed
186. Does your training program conduct examinations/evaluations to student progress during their continuing training program?
- A. Yes
B. No
C. I do not know
D. Examination/evaluations are not performed
187. Are examinations/evaluations designed to provide a representative sampling of the knowledge and skills learning objectives presented by your training program?
- A. Yes
B. No
C. I do not know
D. Examination/evaluations are not performed
188. Are written test questions, oral evaluations and simulator performance evaluations reviewed by subject matter experts to ensure that technical content, meaning and correct responses are determined prior to administering them to the students?
- A. Yes
B. No
C. I do not know
D. Examination/evaluations are not performed
189. Does your training program have administrative controls requiring that the content of both written and oral examinations be changed periodically to

- prevent compromise of the material?
- A. Yes
B. No
C. I do not know
D. Examination/evaluations are not performed
190. Is the development, approval, security, administration, and maintenance of both oral and written examinations and performance evaluations controlled by a program to limit access to the material to only designated personnel to prevent compromise of the material?
- A. Yes
B. No
C. I do not know
D. Examination/evaluations are not performed
191. Is remedial training and reevaluation of students provided by your training program when student examination or performance standards are not met?
- A. Yes
B. No
C. I do not know
D. Examination/evaluations are not performed
192. Are remedial training plans specified in advance of testing?
- A. Yes
B. No
C. I do not know
D. Examination/evaluations are not performed
193. Is the remedial training program identified to the students and student acknowledgement of the remedial program required prior to testing?
- A. Yes
B. No
C. I do not know
D. Examination/evaluations are not performed
194. Is a method of documenting completion of remedial training provided for in your program?
- A. Yes
B. No
C. I do not know
D. Examination/evaluations are not performed
- Part H—Evaluation of the Training Program**
195. Is your training program structured to provide a systematic evaluation of training effectiveness as it relates to on the job performance by personnel at your location?
- A. Yes
B. No
C. I do not know
D. Evaluations are not performed
196. Is your training program evaluated to ensure that the program conveys all required knowledge and skills to personnel at you location for performance of their duties?
- A. Yes
B. No
C. I do not know
D. Evaluations are not performed
197. Are policies or procedures in place defining the when, how, and by whom of conducting evaluations?
- A. Yes
B. No
C. I do not know
D. Examination/evaluations are not performed
198. Are instructors in your training program evaluated periodically by management against an established set of criteria in all settings in which they provide instruction?
- A. Yes
B. No
C. I do not know
D. Evaluations are not performed
199. Are evaluations of instructors used to ensure consistent instructor performance and/or identify instructional skills in need of improvement?
- A. Yes
B. No
C. I do not know
D. Evaluations are not performed
200. Are trainees provided an opportunity to provide feedback on the effectiveness of the instructor(s) in presentation of training material and the overall quality of the training?
- A. Yes
B. No
C. I do not know
D. Feedback is not solicited
201. Is feedback from the trainees and the trainee's supervisor after the trainee has had an opportunity to apply his training to actual job duties solicited to help determine the effectiveness of the training provided?
- A. Yes
B. No
C. I do not know
D. Feedback is not solicited
202. Is the feedback obtained from the trainees and their supervisors used to determine areas in which improvements to the training program are needed?
- A. Yes
B. No
C. I do not know
D. Feedback is not solicited
203. Is a program in place at your location to review changes to procedures, equipment and/or facilities to ensure that changes are reflected in the training program in a timely manner as applicable?
- A. Yes
B. No
C. I do not know
D. Changes are not considered for incorporation into established training plans
204. Does your training program have in place a policy or procedure to identify required changes to both your initial and continuing training programs and provide guidance on documenting, evaluating, tracking and incorporating changes to your training programs?
- A. Yes
B. No
C. I do not know
D. Changes are not considered for incorporation into established training plans
205. Are the facilities used for training

periodically evaluated to determine their adequacy for use as training facilities and to ensure they remain conducive to providing a disturbance and distraction free learning environment?

- A. Yes
B. No
C. I do not know
D. Facilities are not provide for exclusive use of training

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DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

[Docket No. CP05–37–000]

Transcontinental Gas Pipe Line Corporation; Notice of Intent To Prepare an Environmental Assessment for the Proposed Station 170 Clean Air Modifications Project and Request for Comments on Environmental Issues

December 27, 2004.

The staff of the Federal Energy Regulatory Commission will prepare an environmental assessment (EA) that will discuss the environmental impacts of the Station 170 Clean Air Modifications Project involving construction and operation of facilities by Transcontinental Gas Pipe Line Corporation (Transco) in Appomattox County, Virginia.¹ These facilities would consist of 11 reciprocating engines to be upgraded to comply with the State of Virginia's requirements to reduce nitrogen oxide emissions. This EA will be used by the Commission in its decision-making process to determine whether the project is in the public convenience and necessity.

Summary of the Proposed Project

Transco proposes to modify 11 of its existing reciprocating engines at Compressor Station No. 170 in Appomattox County, Virginia in order to reduce oxides of nitrogen emissions to comply with the State of Virginia's plans to implement the Clean Air Act Amendments of 1990 (CAA). In order to reduce emissions and comply with the CAA, Transco seeks authority to:

- Install turbochargers and associated equipment on 7 of the 11 reciprocating engines;
- Increase the capacity of the turbochargers on the remaining 4 reciprocating engines and install associated equipment;

¹ Transco's application was filed with the Commission under section 7 of the Natural Gas Act and part 157 of the Commission's regulations.