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# *DHS/DOJ Fusion Process Technical Assistance Program and Services*

## **New York State Intelligence Center Fusion Center Training Strategy Development Guidelines and Recommendations for Fusion Center Intelligence Analysts and Personnel**

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### **New York State Intelligence Center**

This guidebook was developed in partnership with the New York State Police (NYSP) and the New York State Intelligence Center (NYSIC), with generous expert guidance from Shelagh Dorn, Senior Supervising Intelligence Analyst for the NYSIC. Their efforts to establish standardized intelligence analyst training requirements and develop a formal intelligence analyst training plan have contributed greatly to the basis of this document.



### **International Association of Law Enforcement Intelligence Analysts**

Special thanks to the International Association of Law Enforcement Intelligence Analysts for their expert advice and support in this effort.



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### **Fusion Process Technical Assistance Program**

If you require more information regarding the Fusion Process Technical Assistance Program or assistance with the request process, please contact Kevin Saupp at [kevin.saupp@dhs.gov](mailto:kevin.saupp@dhs.gov) or Patrick McCreary at [james.p.mccreary@usdoj.gov](mailto:james.p.mccreary@usdoj.gov).

**New York State Intelligence Center**  
**Fusion Center Training**  
**Strategy Development**  
*Guidelines and Recommendations for Fusion  
Center Intelligence Analysts and Personnel*

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# Chapter 1: Understanding Fusion Centers and Intelligence Analysts

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## Overview

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“In general, the role of law enforcement intelligence is to prevent crime or the threat of crime, or to assist in arresting criminals soon after the crime, or to assist in the investigation into the crime. Analysis supports good resource management and is directly involved in creating situational awareness, in assisting in decision making and in providing knowledge bases for law enforcement action. Analysts work as team members with police officers and other staff members. It is for these critical reasons that every agency should have some analytic capability.”<sup>1</sup>

Within the law enforcement and public safety community, training has long been identified as a critical component of an effective and productive agency. The evolution of a law enforcement and public safety workforce to include fusion center intelligence analysts and personnel as key members has resulted in the need for training programs that address tactical and strategic intelligence. This training must be standardized, thorough, and consistent.

The International Association of Chiefs of Police (IACP) has identified several overall intelligence training issues:

- Training should teach how to provide targeted, evaluative summary data to decision-makers.
- Appropriate training must be provided to current and new law enforcement personnel on information sharing systems and criminal intelligence concepts.
- Training should promote building trust for intelligence sharing and maintaining civil rights/constitutional protections.
- Training should emphasize that all personnel, regardless of their job, have a role in intelligence sharing.
- Training should equip personnel to use new technologies.

This guidebook has been developed to assist fusion centers standardize training and increase the proficiency of personnel and intelligence analysts.<sup>2</sup>

<sup>1</sup> International Association of Law Enforcement Intelligence Analysts, Inc., Law Enforcement Analytic Standards, (Virginia: IALEIA, 2004).

<sup>2</sup> “Analysts” throughout this document applies to both civilians and sworn personnel in fusion centers.

## OBJECTIVES

This guidebook will help a fusion center:

- Gain a basic understanding of an intelligence analyst's function and development.
- Standardize basic training requirements for analysts.
- Introduce basic intelligence training standards and requirements for organizations.
- Provide resources for developing, implementing, managing, and maintaining an intelligence training plan.

Basic training needs are the focus of this document, but it also addresses longer term training and career development and provides guidelines and recommendations for developing a complete training plan. Exercises and examples throughout the document will help guide a fusion center through the process of developing, implementing, and managing a training plan, and related budgeting considerations. Resources on existing intelligence training courses and possible sources for continuing and future offerings are included to help develop a more complete and specific plan.

Realizing that many jurisdictions are just becoming familiar with integrating an intelligence function into the organization, basic information on the roles and responsibilities of analysts and additional analytical personnel is also included.

An effective intelligence function requires the involvement of all departments, at all levels. It is especially important that the head of the organization support the intelligence process. Recognizing this as well as the need for a coordinated effort to develop any training plan, this guidebook is intended to be of assistance to:

- Intelligence Commanders
- Fusion Center Supervisors
- Training Coordinators
- Intelligence Analysts
- Other Fusion Center Personnel

This guidebook is also intended to be used in conjunction with the **Department of Homeland Security and Department of Justice's "Fusion Process Technical Assistance Program,"** which is designed to support jurisdictions as they establish or improve intelligence analysis and fusion operations. Subject Matter Experts (SMEs) are available to consult with jurisdictions as they address intelligence analyst training and many other implementation and management issues.

## Fusion Center Dynamics and Outreach

Fusion centers are becoming a greater focus and priority for agencies throughout the country, with each one having evolved to meet the specific needs and priorities of its community. Some of the variables between centers include levels of operations, focus on all-crimes and/or all-hazards, staffing numbers, types of staffing, involvement of multiple disciplines, and focus of intelligence activities. One of the constants of each fusion center, however, is the continuous and evolving need for training. The basics of the training will remain primarily the same, but the focus and depth within each organization may differ.

The size of the center may correlate with the size and population of the region and/or with the type or size of the criminal element. Very few fusion centers have dozens of analysts and additional personnel; the majority has a handful of personnel dedicated to the center. There are even some fusion operations that formed and continue to operate with one dedicated individual. The important thing is that agencies are recognizing the importance of the function of fusion centers and are dedicating personnel and resources as they are able. Those with larger numbers of personnel can foster the development of analysts who possess expertise in a number of areas (i.e., gangs, financial crimes, narcotics, counterfeiting, different foreign elements, critical infrastructure and key resource sectors), while smaller centers have individual analysts who work in several topic areas at a basic level.

Fusion centers are also embracing the unique and diverse expertise and knowledge of surrounding public safety agencies by including personnel from a variety of disciplines. A tremendous advantage is gained when personnel come from a cross-section of the public safety community (i.e., law enforcement, fire, EMS, public health). Additionally, compiling a staff or creating partnerships with

### OUTREACH

Outreach is a key component being embraced by many fusion centers.

Goals include:

- Improving the application of the intelligence cycle (information gathering, intelligence dissemination).
- Encouraging the development of a Liaison Officers program.
- Encouraging intelligence awareness training.
- Facilitating or providing intelligence awareness training.

### NEW RECRUIT TRAINING – POSSIBLE SCENARIO

**Scenario:** Domestic Violence and BCI Anti-Terrorism Notification

**Situation:** A new recruit is dispatched to a possible domestic incident. Two siblings are arguing over the family import/export business. One sibling is dominating and the other is obviously intimidated. The intimidated subject does not want to discuss the problem in front of the sibling. However, with reassurance from the recruit the intimidated subject reveals that the argument started over the sibling wanting to get the business involved in questionable activities. The sibling threatened the intimidated subject. The threatening subject is uncooperative. The apartment has in plain view terrorism materials.

**Training Opportunities:** Identifying Terrorism, Information Collection, Notifying Appropriate Agencies

all levels of the government (i.e., Federal, State, and local) creates a better understanding of how to partner with and use to the greatest advantage other intelligence and fusion resources. Centers often begin with the involvement of one single discipline but mature to include many disciplines.

To make the fusion center efforts more effective, many are developing outreach programs that link public safety officers. Realizing that one of the greatest sources of information for fusion centers is the first responder, there is an emphasis on developing a partnership within that population in the form of a liaison program. These programs have been used by a number of fusion centers to formalize a partnership between agencies and disciplines. These individuals, known as Fusion Liaison Officers (FLOs), Terrorism Liaison Officers (TLOs) or Field Intelligence Officers (FIOs), are primarily liaisons between their agency and the fusion center, and are the main channel of communication between the two. To improve terrorism and criminal intelligence awareness opportunities, some fusion centers are facilitating intelligence awareness training for their FIOs and first responders, or are developing their own training programs for themselves and their public safety partners.

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## Fusion Center Community – Roles and Responsibilities

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To determine fusion center training needs it is helpful to understand the roles and responsibilities in the local intelligence community – internal and external to the fusion center. As consumers of intelligence, the law enforcement officer, the supervisor, and the executive officer each depend upon accurate, timely, and thorough intelligence products to make decisions. Each participant in the intelligence process has specific roles and responsibilities that require collaboration and cooperation for fusion center intelligence successes. The descriptions below provide guidelines for validating, refining, and standardizing roles and responsibilities in the intelligence community. Each fusion center may have slight variations to these guidelines.

- Providing the intelligence foundation for decision-makers The **law enforcement officer**, whether a trooper or an investigator, must balance society's demands for reactive police response with the importance of consistent, proactive information-gathering. The officer is required to:
  - » Understand and respond to standing and ad-hoc priority intelligence requirements.
  - » Collect appropriate information in response to intelligence requirements and taskings issued by the Fusion Center.
  - » Enter information into tracking database; or forward to the appropriate Intelligence Unit/Fusion Center.
  - » Communicate intelligence needs to the Fusion Center or Fusion Liaison Officer (FLO).
  - » Provide feedback to the Fusion Center regarding intelligence products.
- The intelligence **analyst**, civilian and sworn, must be the hub of the intelligence operations at the Fusion Center. An analyst is responsible for:
  - » Creating tactical and strategic intelligence products.
  - » Ensuring the integrity of intelligence through rigorous standards and training.
  - » Creating and refining priority intelligence requirements and collection plans to be

- issued by law enforcement commanders.
- » Responding to information provided by the Fusion Center, FLO, and law enforcement officer.
  - » Entering information into appropriate databases.
  - » Providing the intelligence foundation for decision-makers
- Entering information into appropriate databases. Provide feedback to the Fusion Center regarding intelligence products. The Fusion Center **Investigator**, if one is a part of fusion center operations, is responsible for collecting, reporting, and sharing of potential terrorist and criminal information within their area of responsibility or zone. The investigator should:
    - » Assist in developing strategic and tactical intelligence by participating in taskings.
    - » Participate in debriefings, surveillance operations, and confidential informant cultivation.
    - » Ensure that valuable information is collected and reported.
    - » Disseminate intelligence to their agency and region in a timely manner.
    - » Within their area of responsibility or zone, assist police officers and supervisors with understanding intelligence.
    - » Provide a first level of information review within the area of responsibility or zone of information submitted by police officers, detectives, investigators, and the private sector.
  - **Fusion Liaison Officers**, if a FLO program is part of fusion center operations, is the primary point of contact for non-law enforcement agencies regarding intelligence reporting, and sharing. They should:
    - » Interact regularly with the Fusion Center.
    - » Assist in developing strategic and tactical intelligence by participating in taskings.
    - » Disseminate intelligence to their agency in a timely manner.
    - » Participate in debriefings, surveillance operations, and confidential informant cultivation.
    - » Ensure that valuable information is collected and reported.
    - » Disseminate intelligence to their agency and region in a timely manner.
    - » Assist police officers and supervisors with understanding intelligence.
  - Law enforcement **supervisors** have an important role in intelligence-led policing, specifically:
    - » Understanding and practicing the basics of intelligence-led policing.
    - » Overseeing criminal intelligence within their jurisdiction.
    - » Managing the flow of information to and from the Fusion Center.
    - » Ensuring staff's participation in intelligence-led policing.
    - » Encouraging and supervising traditional and nontraditional information source development (e.g. confidential informants, community liaisons).
    - » Actively participating in strategic intelligence.

- **Regional commanders** need to be cognizant that they will be held accountable for receiving and forwarding any intelligence that they receive. Commanders will:
  - » Be proactive, providing intelligence regarding their jurisdictions.
  - » Hold intelligence and data-driven meetings (e.g. modeled on NYPD's CompStat).
  - » Be accountable for addressing crime-enhancing conditions within their jurisdictions.
- In addition to the responsibilities of supervisors, law enforcement **executive staff** must:
  - » Dedicate the resources necessary for intelligence-led policing to succeed.
  - » Ensure that senior leadership has the intelligence data necessary to develop priorities.
  - » Promote an intelligence collection and sharing environment.
  - » Despite competing demands, utilize intelligence products to inform decisions.

### INTELLIGENCE LED POLICING

Intelligence led policing can be defined as: "The dynamic use of intelligence to guide operational law enforcement activities to targets, commodities, or threats for both tactical responses and strategic decision making for resource allocation and/or strategic responses."

- From *Baseline Capabilities for State and Major Urban Area Fusion Centers*  
September 2008

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## Fusion Center Analysts Roles and Responsibilities

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The duties and responsibilities of intelligence analysts are the driving force behind the importance of a fusion center's mission. While outlining analyst duties and responsibilities is not the focus of this document, it is important that departments outline expectations of analysts in advance so the department knows what positions need to be filled, what type of people to hire, and what training to provide. These guidelines will help analysts understand their roles and responsibilities, and can be the first step in developing a training plan for intelligence analysts and the fusion center. An intelligence analyst will:

- Perform research and analytical functions in support of the organization's initiatives.
- Assemble, collate, analyze, and interpret incoming reports, intelligence, and investigative information.
- Compile statistics and construct charts and graphs that correlate with analytical findings.
- Understand the principles and methodologies of work in the intelligence field.
- Construct and query relevant databases to retrieve information while understanding the limitations of the information they are retrieving.
- Identify data sources.
- Extract and validate relevant data and assemble the information in written communication.
- Compose descriptive intelligence reports through analytical techniques and methods to

identify links, trends and patterns in intelligence, operations, and investigative activities.

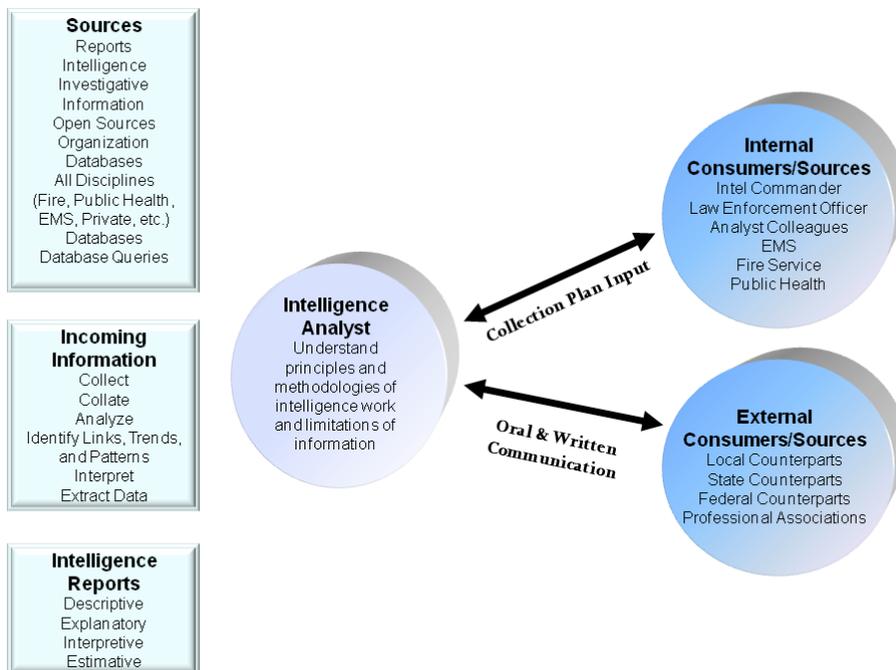
- Monitor internal database systems and recommend additions and/or modifications.
- Apply advanced techniques to identify and resolve complex problems.
- Liaison with intelligence analyst counterparts in other organizations in order to gather and share information.
- Communicate effectively, both orally and in writing, to disseminate the results of research.

**EXERCISE 1: ANALYST ROLES AND RESPONSIBILITIES**



Please See Exercise 1 in the Workbook Section of this Document.  
This exercise will help identify the roles and responsibilities of a generalized intelligence analysts in the fusion center.

Figure 1 - Intelligence Analyst Roles and Responsibilities



## Selection of Intelligence Personnel

It is important to identify fusion center candidates who come to the table with the greatest education, professional skills, and suitable personal characteristics. Adhering to recommendations such as the International Association of Law Enforcement Intelligence Analysts' (IALEIA) Law Enforcement Analytic Standards ensures that agencies are applying their resources in the most cost-effective and productive manner. Applying standards promulgated by analyst associations also promotes a professional workforce that encourages analytical networking and the advancement of the newest concepts in analysis.

### Education Standard

Careful thought should be given to how much time and investment will be required for a suitable candidate to reach basic institutional value. The National Criminal Intelligence Sharing Plan (NCISP) and the IALEIA both recommend that analysts have a college education. "Analysts hired should have four-year college degrees or commensurate experience."<sup>3</sup> This is primarily because of the research and writing requirements for an analyst. While fusion centers may be able to save money by hiring a candidate with a two-year degree and some professional experience, the research and analysis skills that are gained from a strong four-year college program are hard to match in an on-the-job training situation. The candidate who brings almost immediate value and who will continue to perform well should be chosen over a candidate who may have the potential to perform well in the future but provides little immediate institutional value.

#### EXERCISE 2: BUILD AN ANALYST



*Please See Exercise 2 in the Workbook Section of this Document.  
This exercise will help "build" an intelligence analyst with the attributes most valued by your organization.*

### Professional Skills and Personal Characteristics

Intelligence analysts should enjoy lifelong learning. Curiosity, a need to know how and why the world works, and a desire to improve situations are key. Analysts should always look for additional information and search for links between disparate pieces of information. Ideally, preferred attributes also would include:

1. Subject matter expertise
2. Analytic methodologies
3. Customer service ethic
4. Information handling and processing skills
5. Communication skills
6. Objectivity and intellectual honesty<sup>4</sup>

<sup>3</sup> International Association of Law Enforcement Intelligence Analysts, Inc., Law Enforcement Analytic Standards, (Virginia: IALEIA, 2004).

<sup>4</sup> Ibid.

In recruiting candidates who already have a professional background, in addition to a four-year degree, efforts should be made to find those who come from a career that has emphasized developing skills or knowledge useful for intelligence analysts, such as experience in research, writing, and publishing, and knowledge about first-responder capacities, military disciplines, and data analysis. Also valuable is the ability to challenge commonly held assumptions and to come up with and test competing hypotheses.

In the initial recruitment of analysts, the need to select candidates with basic computer knowledge cannot be over emphasized. Much of an analyst's work relies on the use of technology – databases, online resources, emails, research, document and graphic production, automated link analysis.

### ANALYST HIRING CONSIDERATIONS

Sworn, civilian and contract personnel may all be possible staffing resources. Consider the following when selecting candidates:

- What is the compensation package you are able to offer?
- Does the fusion center position provide the opportunity for future promotion?
- What experience does the candidate need to have?
- What technical skills does the candidate need to possess?
- What are the higher education requirements?
- How many years of commitment to the fusion center would be ideal?
- Will there be any opportunity for working out in the field?

### INTERNSHIPS AND ACADEMIC PARTNERSHIPS

Since the mid-1990s, the New York State Police (NYSP) has had a formal internship program that provides qualified college students with the opportunity to spend time learning about the organization, working on a research project, or assisting in special assignments.

The NYSIC hosts Bachelor's, Master's, and PhD students pursuing degrees in criminal justice and intelligence as an opportunity to develop student capabilities in intelligence as well as to cultivate the talent and network of intelligence professionals.

These internships are unpaid, positions that average 120-300 hours during any one particular semester, with students gaining experience and completing independent study credits through their college or university. Since the student intern application process for the NYSIC involves an extensive background investigation, partnering colleges and universities are encouraged to submit the names of eligible students a semester in advance, along with a complete internship package.

The nature of the assignment is twofold; the student learns about the routines of an analyst in a fusion center, and works to complete a research assignment that addresses an important issue for the center. Interns might assist in carrying out some administrative or operational tasks, but the dominant focus of their internship is to learn the basics of developing and producing intelligence.

Several centers have cultivated substantial relationships with academic partners that assist the fusion centers with research, identifying and using emerging technology, and analyzing topics of interest.

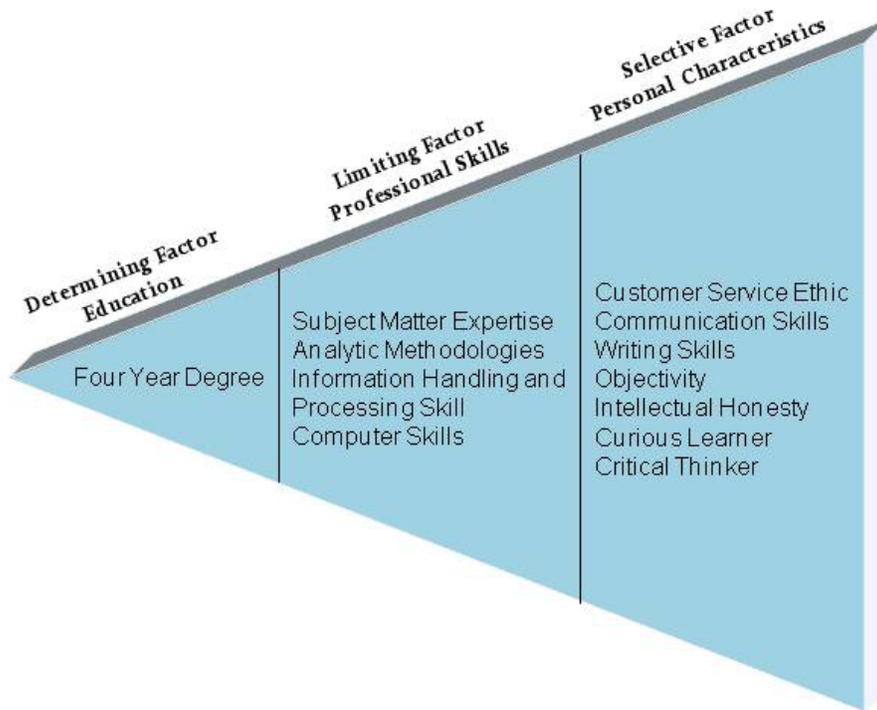
The START program and the University of Maryland's partnership with the Maryland Coordination and Analysis Center is another example of a flourishing joint venture.

Fusion centers may have an expectation that a civilian needs to be hired to fill an analyst position. Not all fusion centers will be able to hire, train, or develop a civilian analyst, which means that in these situations sworn officers may need to fill this role. See the Analyst Hiring Considerations text box in this section for issues to consider when selecting a sworn, civilian, or contract candidate.

Some fusion centers are recognizing the value of developing partnerships with academic institutions as a way to recruit and develop a pool of analysts. Please see the “Internships and Academic Partnerships” feature in this section for more information in such efforts in New York State.

Those who already have a criminal justice background are of tremendous value. Fusion centers should be open to hiring candidates from Federal, State, and local backgrounds, as they will provide differing perspectives on assignments.

Figure 2 - Characteristics of an Entry Level Intelligence Analyst<sup>5</sup>



5 International Association of Law Enforcement Intelligence Analysts, Inc., Law Enforcement Analytic Standards, (Virginia: IALEIA, 2004).

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## Analyst Job Description

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A detailed job description will help to attract and identify the type of person who will make the ideal analyst and provide the greatest long-term and immediate benefit to an organization. This also provides for a more streamlined hiring and basic training process, improving the chance that the new hire will be a good fit for the agency and will be able to get right to work.

### APPENDIX A: INTELLIGENCE ANALYST JOB DESCRIPTION



*Please See the Appendix Section of this Document.  
A few samples of intelligence analyst job descriptions are included.*

Below are possible skill set categories for inclusion in fusion center personnel job descriptions. These should be carefully considered when developing job descriptions based on the specific role within the fusion center. A short explanation of each category is provided.

**Knowledge of Crime Analysis Basics:** Have an understanding and knowledge of the definition of crime analysis, as well as the types, functions, and processes of crime analysts and crime analysis.

**Ability to Evaluate the Integrity of Information:** Have the ability to determine the validity, the reliability, and the credibility of verbal, written, numeric and graphic information encountered during the analysis process.

**Knowledge of Criminal and Terrorist Behavior:** Understand the behavioral patterns (Method of Operation) and motivations of serial criminals, street criminals, organized crime groups, terrorist groups, juveniles, domestic/family violence, and the impact of alcohol and narcotics on crime. Understand socio-economic, cultural, psychological, biological, environmental and historical theories/influences on criminal and terrorist behavior. Have knowledge of victimology.

**Understanding the Criminal Justice System:** Understand the relationship among law enforcement, courts and corrections at the local, state and Federal level. Have knowledge of how people and cases progress through the system, of the professions and roles within the system, and of the function of crime analysis within this context.

**Conducting Temporal Analysis:** Know how to calculate and analyze the times of day, days of week, intervals, durations, tempos, and temporal cycles of crime in general and of criminal behavior in short-term and long-term series, patterns, and trends. Understand the use of temporal analysis in making forecasts and predictions of future incidents regarding identified crime trends and series.

**Use of Descriptive Statistics:** Know how to summarize and analyze qualitative and quantitative data using calculations such as frequencies, percent change, cross-tabulations, measures of central tendency (e.g., mean, median, mode), measures of variation (e.g., standard deviation, variance) and correlations. Understand the difference between, and appropriate usage of ordinal, nominal, interval and ratio data. Know the appropriate levels of measurement used to support tactical, strategic, and administrative analysis.

**Use of Inferential Statistics:** Know the difference between inferential and descriptive statistics and when each is appropriate to crime analysis. Know the techniques for taking random samples and how the results of these samples can be inferentially applied to the populations from which they were drawn. Examples include taking a random sample of citizens to survey for problem solving purposes or victimization studies within one's jurisdiction or taking a random sample of crimes or calls-for-service.

**Conducting Demographic Analysis:** Have the ability to gather from various sources, analyze and summarize demographic information such as population, housing data, racial/ethnic makeup and age groups, and to understand the relationship and application possibilities of these variables to crime data in the context of community policing and problem solving.

**Interpreting Crime Statistics:** Have the ability to understand and compare local and national crime statistics using common data standards, codebooks, and data dictionaries. Understand the rules and standards as well as the caveats and shortcomings of these data sets.

**Spatial Analysis:** Know the basic principles of geographic analysis, and how to create maps by using appropriate data sets. Know how to produce point symbol (pin) maps, buffer maps and hot spot and density maps. Be able to analyze maps to determine the nature of crime problems related to location, to forecast and predict future incidents of crime trends and series and to interpret maps for specific audiences. Have knowledge of issues integral to crime mapping (e.g., geocoding, privacy, data quality).

**Investigative/Intelligence Analysis Charting:** Create visual work products, such as link analysis and visual investigative analysis charts, which depict information to further investigations and intelligence efforts.

**Reading Comprehension:** Have the ability to discern, synthesize, remember and summarize useful and logical information from a report, research document or other written information source.

**Writing Expository Narratives:** Possess the necessary writing skills to explain information, draw conclusions and/or make recommendations in a narrative format that is objective, succinct, pertinent, articulate and relevant.

**Making Effective Presentations:** Develop an effective, directed and informative verbal presentation that will be useful to the specific audience being addressed. Possess knowledge of visual aid software and operation, ability to handle audience participation and time constraints and to answer questions concisely and accurately.

**Word Processing Skills:** Know how to use a computer to produce documents such as bulletins and reports suitable for dissemination to various audiences and to incorporate graphics into these documents (e.g., charts, maps, pictures, diagrams).

**Spreadsheet Operations:** Use a computer to create an electronic matrix or spreadsheet, manipulate the data and/or records and use statistical formulae to answer fundamental questions including frequency, percent, percent change, sum, average, standard deviation, regression analysis, forecasting, and correlation. Know how to perform cross-tabulations, create charts and graphs, and export these objects to other applications.

**Internet/Intranet Skills:** Know how to access the Internet and intranets, use internal and web-based e-mail, and use search engines. Know about online resources and analysis-related information on the Internet and various intranets. Have the ability to find and use relevant “open source” information. Develop search tools to automate mining of open sources.

**Use of Databases:** Know relevant database resources and how to find and gain access to additional permissible databases. Have the ability to develop search tools to automate mining of database and integrate into analysis tools.

**Organizational Management** - Intelligence analysis requires collaboration with many individuals, often from different organizations. Developing cooperative professional relationships and managing the two-way flow of information simultaneously with multiple individuals and organizations is key.

#### OPEN SOURCE TRAINING

Open sources, those that are publicly available, are the most readily available to analysts. While each source independently may not have much significance, when they are aggregated and analyzed they can provide situational awareness or guide further research. It is important that any intelligence training program cover techniques for finding and analyzing open sources.

# Chapter 2: Fusion Center Training Standards

## Basic Analyst Training Standards

The importance of skilled, properly trained analysts cannot be overstated. To summarize:

*“Analysis supports good resource management and is directly involved in creating situational awareness, in assisting in decision making and in providing a knowledge basis for law enforcement action. . . . Law enforcement intelligence programs should rely on the intelligence process and produce both strategic and tactical products to support the mission and priorities of the agency. Intelligence personnel should also maintain, on behalf of the agency, appropriate liaison with local, state and federal law enforcement agencies.”<sup>6</sup>*

State, local, county, and regional law enforcement agencies should provide intelligence analysts with a high-quality training program. It must be pertinent for field analysts as well as specialized analysts who concentrate on specific subject matter, such as terrorism, financial crimes or narcotics. A wide range of knowledge and abilities in technical and creative skills among civilian and sworn personnel should be recognized and supported by training.

To determine which courses are most relevant for particular fusion center personnel, it is recommended that job task analyses be completed for intelligence officers and analysts. The specific role played by an individual analyst will help focus training priorities and options. The IACP also recommends a basic intelligence course cover the following topics:

- Sources of Information
- Internet as an Investigative Tool
- Association Analysis
- Telephone Record Analysis
- Flow Analysis
- Financial Analysis
- Databases and Spreadsheets
- The Analytical Process and the Analyst’s Role
- Computerized Spreadsheet Analysis and Charting

### FEDERAL PARTNERSHIPS

Any effective intelligence process works with all levels of law enforcement and all disciplines.

Incorporating the Federal element is an important part of any training program:

- Be aware of and understand how to use Federal information sources.
- Understand Federal (civilian and military) roles and responsibilities in the intelligence process.
- Understand Federal operations in your jurisdiction and how to partner with them.
- Understand the importance of information sharing between Federal, State, and local intelligence operations.
- Understand when and how to share and exchange information with Federal partners.
- Know how to foster and maintain relationships built on teamwork within your jurisdiction and among different disciplines and levels.

<sup>6</sup> International Association of Law Enforcement Intelligence Analysts, Inc., Law Enforcement Analytic Standards, (Virginia: IALEIA, 2004).

IALEIA recommends a more lengthy and comprehensive list of requirements for basic analytical training. It suggests that analysts learn the following in a basic intelligence course or series of courses:

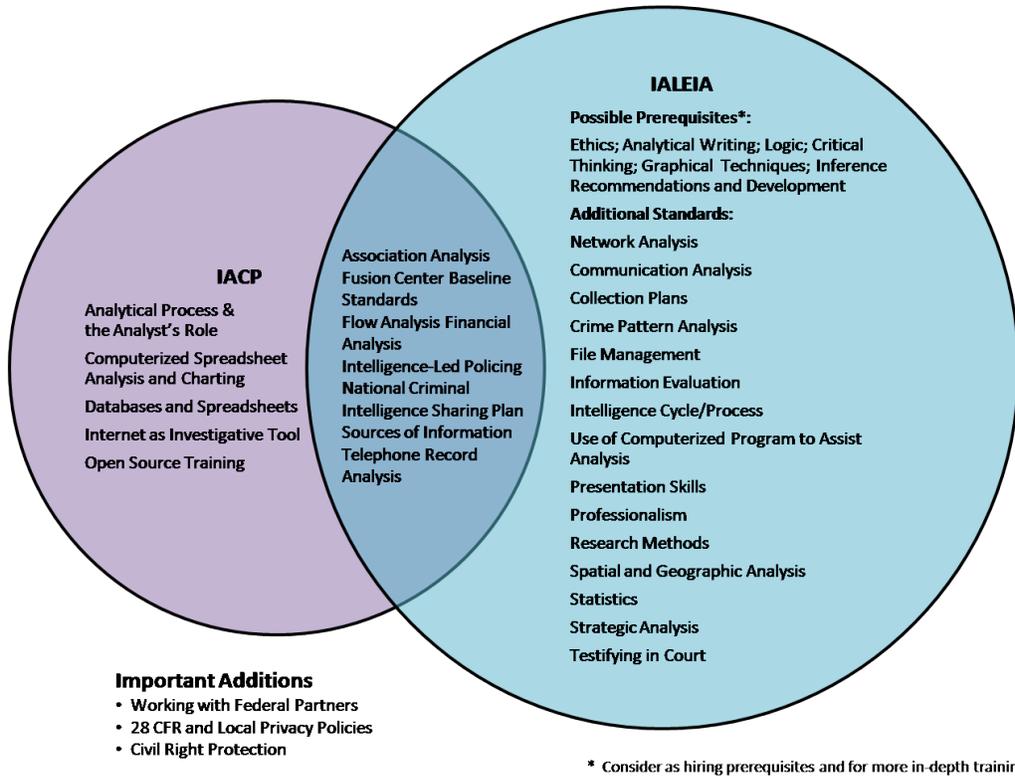
- Analytic Writing\*
- Association/Network Analysis
- Collection Plans
- Crime Pattern Analysis
- Critical Thinking\*
- Ethics\*
- File Management
- Financial Analysis
- Flow Analysis
- Graphical Techniques\*
- Inference and Recommendation Development\*
- Information Evaluation
- Intelligence Cycle/Process
- Intelligence-Led Policing
- Logic\*
- National Criminal Intelligence Sharing Plan
- Presentation Skills
- Professionalism
- Research Methods and Sources
- Spatial/Geographic Analysis
- Statistics
- Strategic Analysis
- Telephone Record Analysis/Communication Analysis
- Testifying in Court
- Use of Computer Programs to Assist Analysis

Items with an asterisk (\*) indicate those that might be considered prerequisites to being hired as an intelligence analyst. They are also topics that should be more thoroughly covered and developed, especially in how they relate to intelligence. These are also capabilities candidates are likely to possess if they have a liberal arts degree from a four-year institution. As previously discussed, a four-year degree will increase the likelihood that new analysts will bring immediate and long-term benefit to the organization. The cost savings in an analyst's training and development may be significant if there is already a basic ability for critical thinking and analysis.

There are three additional areas of instruction that are important: training in 28 CFR Part 23 and other local privacy policies and regulations; the protection of civil rights; and working with Federal partners (i.e., the FBI's Joint Terrorism Task Force and Field Intelligence Group, and the National Counterterrorism Center). These additional topics should be included in any training program. With these additions, the combination of the IACP and IALEIA recommendations cover all of the training recommendations of the National Criminal Intelligence Sharing Plan (NCISP).

It is important to remember that a "one size fits all" approach rarely applies to intelligence training. Field intelligence personnel, management, executives, and analysts may require basic foundational knowledge about intelligence and analysis, but in-depth training will concentrate on different skills and perspectives.

Figure 3 - Suggested Basic Analytical Training Requirements



The combination of the IALEIA and IACP training standards reflect the traditional models for analyst education. While this list of subjects is an ideal set of skills for analysts, it is impossible for any basic analytical or intelligence course to do justice in all of these areas. It is more realistic to expect that a combination of basic analytical tools and techniques classes, accompanied by on-the-job training and continuing education classes, will create proficiency in these subjects without sacrificing quality.

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## Basic Analyst Training Programs

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A basic analyst training program should introduce the topics in the training standards lists. A minimum 40-hour program will be necessary to introduce the topics, although a 6-week program would do more justice to the basic standards.

The State of Florida certifies its analysts during a 6-week program that provides extensive instruction in the basic training standards. Because all analysts receive the same training program in Florida, complete standardization is achieved, making it easier to evaluate job performances and ensure coverage of the topics. An overview of the Florida training curriculum is listed below.

Ideally, all jurisdictions would provide an intensive program similar to the Florida Department of Law Enforcement (FDLE), ensuring that analysts receive standardized training. While some jurisdictions piece together training and ultimately achieve the same results in a year, the Florida training plan is optimal because the analysts are fully trained in the tools and techniques within a compressed timeframe. Funding is a primary consideration when putting together a program such as Florida's.

**Example Intelligence Analyst Curriculum – 6 Weeks  
Florida Department of Law Enforcement Analyst Academy Curriculum (Excerpts)**

**Week 1 - Intelligence Analysis/The Intelligence Process/Reporting**

| Topic  | Hours |
|--|-------|
| 6 Week Course Overview                                   | 1     |
| Introduction to Intelligence                             | 3     |
| The Internet and Security                                | 1     |
| Intelligence Analysis as a Thought Process               | 6     |
| Microsoft Word   | 2     |
| Basic Intelligence Collection and Evaluation             | 2     |
| The Planning Process in Intelligence Production          | 2     |
| Intelligence Report Writing                              | 12    |
| Practical Approaches to Producing Strategic Intelligence | 4     |

**Week 2 - Analysis/Analytical Processes**

| Topic                          | Hours |
|--------------------------------|-------|
| Introduction to Analysis       | 1     |
| RF Flow Software               | 3     |
| Association Analysis           | 6     |
| Flow Analysis                  | 6     |
| Crime Pattern Analysis/Mapping | 5     |
| MapPoint2004                   | 3     |
| Telephone Record Analysis      | 4     |
| Financial Analysis             | 8     |

**Week 3 - Data Management Analysis**

| Topic  | Hours |
|--|-------|
| Statistical Analysis                                 | 4     |
| Designing and Managing a Database                    | 20    |
| Analysis - Developing Indicators                     | 1.5   |
| Managing Investigations Through Managing Information | 1.5   |
| Electronic Data Manipulation and Analysis            | 9     |

**Week 4 - Effective Briefings/Teamwork**

| Topic  | Hours |
|--|-------|
| Effective Briefing Techniques                      | 12    |
| Effective Presentations Using Microsoft PowerPoint | 4     |
| Courtroom Testimony                                | 4     |
| Group Project Assessment                           | 20    |

**Week 5 - Crime Specific Investigations and Analysis**

| Topic   | Hours |
|---|-------|
| Terrorism and Organized Hate Crime                    | 4     |
| Understanding Islamic Terrorism                       | 4     |
| Drug Intelligence Overview                            | 4     |
| Individual Strategic Assessments - Final Work Product | 4     |
| Group Project Assignment                              | 16    |
| Group Presentations                                   | 4     |

**Week 6 - Florida Intelligence Databases/ Presentations/ Final Examination/ Graduation**

| Topic  | Hours |
|--|-------|
| Effective Briefing Techniques                      | 12    |
| Effective Presentations Using Microsoft PowerPoint | 4     |
| Courtroom Testimony                                | 4     |
| Group Project Assignment                           | 20    |

In contrast to Florida’s 6-week program, a one week analyst training program is another approach that is being offered by many institutions. The benefit of a shorter program is that it requires less time away from work and is often significantly less expensive. This condensed format provides an introduction to the IALEIA/IACP list of basic standards. It cannot be expected that a 1-week course will provide anything more than a basic introduction to the topics and there are some topics, those more analytic in nature, which may not be addressed. The table below was done by Global Justice as an example the curriculum for some 1-week programs.

**Example Intelligence Analyst Curriculum – 1 Week  
Global Justice Information Sharing Initiative Recommendations (Excerpts)**

| <b>Topics</b>  | <b>Hours</b> |
|--|--------------|
| Criminal intelligence process, intelligence-led policing, information sharing framework and role in enhancing public safety.               | 3            |
| Handling and collating criminal intelligence information, file management, information evaluation.   | 2            |
| Experience development of intelligence through process of critical thinking, logic, inference development, and recommendation development. | 4            |
| Understand the methodical process of developing and implementing collection and analytic plans, including reevaluation of process/product. | 2-3          |
| Legal, privacy, and ethical issues relating to intelligence.   | 3            |
| Sources, including the Internet, information sharing systems, networks, centers, commercial and public databases and their limitations.    | 3            |
| Demonstrate practical knowledge of research methods, tools, and techniques employed in analysis.   | 16           |
| Skills underlying analytic methods, including report writing, statistics, and graphic techniques.  | 4-8          |
| <b>TOTAL</b>   | <b>40</b>    |

While any training program will need to be supplemented with mentoring and on-the-job training, participating in the most detailed program that time and money allows will always be of great value. The analyst who attends a complete 6-week program will be able to provide immediate value to the organization. While attending a 1-week course requires less immediate time and money, a greater amount of support and time from colleagues within the organization will be necessary to fill-in the gaps, which can take away from the workload coverage and productivity of the organization.

The 6-week FDLE program and others that are 1 week cannot be objectively compared for quality or content. Obviously, the 6-week course is going to provide greater detail on the same set of standards, and realistically a 1-week program can only begin to address each of the standard topics. What is important to remember is that this basic training may be the most important of any training an analyst receives. It sets the stage for all future efforts.

## Organization-Wide Intelligence Training

While this document primarily addresses training standards and developing a training plan for a basic intelligence analyst and fusion center personnel, it is hard to ignore the importance of providing intelligence analysis training, or at least awareness training, at all levels of an organization. The NCISP includes a training recommendation (#18) that states, “Training should be provided to all levels of law enforcement personnel involved in the criminal intelligence process. The training standards, as contained within the National Criminal Intelligence Sharing Plan, shall be considered minimum training standards for all affected personnel.”<sup>7</sup>

Fusion centers may not have direct responsibility for ensuring intelligence awareness across an organization or all organizations in the area. Demonstrating the benefits of intelligence awareness training may be a way to initiate support.

The Global Justice Information Sharing Initiative (Global) Intelligence Working Group (GIWG) Training Committee has also adopted the recommendation that all levels of law enforcement be trained in intelligence. “Otherwise, intelligence could become solely the focus of a small unit within the department, rather than being part of the core mission in which all levels of the department are involved.”<sup>8</sup>

### PRIORITIZING TRAINING

Analysts and law enforcement officers are the bread and butter of the intelligence cycle.

When prioritizing training, consider that analysis, the key to intelligence, cannot take place without an intelligence analyst. Also consider that analysis cannot take place without information and with law enforcement officers, firefighters and other public safety officers in the field as the greatest source of information it pays to have them understand their role in the process.

### INTELLIGENCE TRAINING FOR NEW YORK STATE POLICE

As a way of expanding the effectiveness and reach of a Fusion Center, some are extending basic intelligence awareness training to law enforcement officers – recruits and volunteers. The New York State Intelligence Center (NYSIC) has collaborated with the New York State Police (NYSP) Academy to provide formal classroom instruction on intelligence led policing and fusion center operations to police recruits. Intelligence led policing practices are being integrated into practical scenarios for recruits, as well woven into the recruit training curriculum.

The NYSIC is currently working to provide fusion center and intelligence instruction via e-Academy (online) in-service training. The target group consists of a mix of troopers and non-commissioned officers (NCOs). Incorporated into the training for both troopers and NCOs will be arrestee debriefings, confidential source development, information potentially derived from complainant interviews, the NYSIC’s role in the use of information, intelligence production, and what can be expected from the NYSIC as a result of field officers’ efforts.

<sup>7</sup> Global Intelligence Working Group, National Criminal Intelligence Sharing Plan, (Washington, D.C.: U.S. Department of Justice 2003), 17.

<sup>8</sup> Global Justice Information Sharing Initiative Intelligence Working Group, Core Criminal Intelligence Training Standards for United States Law Enforcement and other Criminal Justice Agencies, (Washington, D.C.: U.S. Department of Justice, n.d.).

As previously addressed, a minimum of 40 hours of training should be considered standard for a basic introduction to intelligence analysis for the entry-level analyst; with a 4- to 6-week course as the ideal. However, most other members of the organization need a familiarization with intelligence analysis that can fit into existing training or professional development. When considering awareness training for additional members of an organization, use these categories as a starting point:

- Law Enforcement Officers
- Law Enforcement Executives
- Intelligence Commanders/Supervisors
- Liaison Officers
- Intelligence Analysts
- Train-the-Trainer Personnel

Once all members of an organization have a basic awareness of the intelligence process, the value of intelligence and their role in the process, the entire system will run more smoothly and efficiently. When prioritizing training, consider that analysis is the key to intelligence, and cannot take place without accurate and real-time information. With law enforcement officers, fire fighters and other public safety officials in the field as the greatest source of information, it pays to have them understand their role in the process.

While initial awareness training is brief, it must be sustained throughout a career. It is important to understand that the types and details of information needed are constantly changing. Individuals will need to acquire a trained eye for determining when they have come across information that may be of value to the intelligence analyst. While they might only need an initial training on the important role they play in the intelligence process, they will need continuing training on identifying relevant information.

The remainder of this section outlines basic training standards for some of the main players in the intelligence process. These are broad categories of individuals. The type and size of an organization will determine which of these positions exist. Some larger organizations will have multiple individuals in a category who may specialize in a specific topic or functional area. In a smaller organization the intelligence supervisor may also be an analyst. The standards for analysts have also been included for comparison. The training standards in this section are largely adapted from the work of Global Information Sharing Initiative.<sup>9</sup>

### EXERCISE 3: ORGANIZATION-WIDE TRAINING NEEDS



*Please See Exercise 3 in the Workbook Section of this Document.  
This exercise will help identify immediate and ongoing  
intelligence training needs for the whole organization.*

<sup>9</sup> Global Justice Information Sharing Initiative Intelligence Working Group, Minimum Criminal Intelligence Training Standards for United States Law Enforcement and other Criminal Justice Agencies, (Washington, D.C.: U.S. Department of Justice, September 2007) and Core Criminal Intelligence Training Standards for the United States Law Enforcement and other Criminal Justice Agencies (Washington, D.C., U.S. Department of Justice, n.d.)

Figure 4 - Intelligence Training for the Organization  
Adapted from the Global Justice Information Sharing Initiative

| Position   | Role   | Core Training Objectives   |
|--|--|--|
| <p><b>Law Enforcement Officer</b><br/>2 hours, academy</p>               | <p>Collect information that may reflect or indicate criminal activity. Largest and most viable source of information.</p>  | <ul style="list-style-type: none"> <li>• Understand criminal intelligence process.</li> <li>• Know data systems, networks, and resources.</li> <li>• Identify key signs of criminal activities.</li> <li>• Understand data collection and reporting.</li> <li>• Understand legal, privacy, and ethical norms.</li> </ul>   |
| <p><b>Law Enforcement Executive</b><br/>6 hours, class or conference</p> | <p>Ensure intelligence is management directed and follows laws on collection, storage, and dissemination. Establish an intelligence-led policing environment with sharing and analysis encouraged.</p>   | <ul style="list-style-type: none"> <li>• Understand NCISP, ISEIP, fusion center concept and their own role in each.</li> <li>• Understand criminal intelligence process.</li> <li>• Understand philosophy and practices of intelligence-led policing and role of NCISP.</li> <li>• Understand legal, privacy, and ethical norms.</li> <li>• Identify existing criminal information sharing networks and other support for the agency.</li> </ul>   |
| <p><b>Intelligence Supervisor</b><br/>16 hours, classroom</p>            | <p>Ensure intelligence function operates in accordance with policies and intelligence collection requirements. Manage accountability of the intelligence process, ensuring that the intelligence structure is organized and staffed with properly trained and skilled personnel and that there are adequate resources for producing intelligence products.</p> | <ul style="list-style-type: none"> <li>• Understand criminal intelligence process and intelligence-led policing.</li> <li>• Understand training, evaluating, and assessing an effective criminal intelligence function.</li> <li>• Understand the issues of a criminal intelligence unit, i.e., personnel selection, ethics, developing policies and procedures, and promoting intelligence products.</li> <li>• Understand the principles and practices of handling sensitive information, informant policies, and corruption prevention and recognition.</li> <li>• Understand legal and privacy issues.</li> <li>• Understand the process necessary to produce tactical and strategic intelligence products.</li> <li>• Be familiar with criminal information sharing systems, networks, and resources available.</li> <li>• Know how to develop and implement collection plans.</li> </ul> |

| Position   | Role   | Core Training Objectives  |
|--|--|---|
| <p><b>Liaison Officer (FLO or FIO)</b><br/>40 hours, classroom</p> | <p>Collect, evaluate, and compile information in support of collection requirements. Intelligence officers often extend beyond their agencies to create external networks that support other agency's information requests. Evaluate both source and information, and prepare written reports and assessments.</p>   | <ul style="list-style-type: none"> <li>Understand the criminal intelligence process and the FLOs critical role in the process.</li> <li>Be familiar with legal, ethical, and privacy issues and liability as intelligence information collectors.</li> <li>Be familiar with Internet resources, information sharing systems, networks, and other sources.</li> <li>Know the proper handling of criminal intelligence information, including file management and information evaluation.</li> <li>Understand the development of tactical and strategic products.</li> <li>Understand the development of criminal intelligence, from information through the critical thinking/inference development process.</li> </ul>  |
| <p><b>Intelligence Analyst</b><br/>40 hours, classroom</p>         | <p>Collect, evaluate, analyze, and disseminate information requirements or operations. Analyze information to produce usable, timely, and comprehensive intelligence. Systematically organize, research, compare, and analyze information. Produce assessments of criminal activity, tactical and strategic intelligence collection plans, and documents to allow management to maximize the agency's resources.</p> | <ul style="list-style-type: none"> <li>Understand criminal intelligence process, intelligence-led policing, and the roles in enhancing public safety.</li> <li>Know the importance of the NCIP and the role it plays in reducing crime and violence.</li> <li>Understand the proper handling of criminal intelligence information, including file management and information evaluation.</li> <li>Understand the development of intelligence through critical thinking, logic, inference development, and recommendations.</li> <li>Be familiar with the tasks of building and implementing collection and analytic plans.</li> <li>Understand the legal, privacy, and ethical issues relating to intelligence.</li> <li>Develop expertise in research methods and sources, i.e., Internet, information sharing systems, networks, centers, commercial and public databases, and other sources.</li> <li>Demonstrate practical knowledge of methods and techniques in analysis, including crime pattern, association, telephone record, flow, spatial, financial, and strategic.</li> <li>Develop skills underlying analytic methods, i.e., report writing, statistics, and graphic techniques.</li> <li>Know computer programs that support the intelligence function, including database, data/text mining, visualization, mapping software.</li> </ul> |

Below is a more detailed breakdown of information on the specific training standards for members of an intelligence organization. This is adapted from the GIWG.

## Law Enforcement Officer

### **Role**

Officers should understand that they play a crucial part in reducing crime by collecting information that may reflect or indicate criminal activity. Law enforcement officers are the largest and most viable information collection resource available within the law enforcement community.

### **Core Training Objectives**

- Understand the criminal intelligence process and its ability to enhance their contributions to the criminal justice system.
- Be provided with information on available data systems, networks, and resources.
- Know how to identify key signs of criminal activity and procedures for collecting data and reporting such activity.
- Gain understanding of the legal, privacy, and ethical limitations placed on the collection of criminal intelligence information.

### **Training Length**

2-hour training in academy or in-service classroom environment.

## Law Enforcement Executive

### **Role**

Executives ensure the intelligence function is management-directed and complies with laws and regulations governing collection, storage, and dissemination/use of criminal information and intelligence. The chief executive shall also establish an intelligence-led policing environment that promotes the sharing of information and development of criminal intelligence.

### **Core Training Objectives**

- Understand the NCISP, the Information Sharing Environment Implementation Plan (ISEIP), fusion center concept and their own roles in each.
- Understand the philosophy and practices of intelligence-led policing.
- Understand the criminal intelligence process and its role in enhancing public safety.
- Understand the legal, privacy, and ethical issues relating to criminal intelligence.
- Be provided with information on existing criminal information sharing networks and resources available in support of the agency.

### **Training Length**

6-hour training in a classroom or conference environment, delivered by other executives.

## Intelligence Commander/Supervisor

### **Role**

Ensure the daily intelligence function operates in accord with the agency's policies and intelligence collection requirements. The commander/supervisor role also involves managing accountability for the functioning of the intelligence process; ensuring the intelligence structure of the organization is organized and staffed with properly trained and skilled personnel; and ensuring there are adequate resources for producing intelligence/knowledge products.

### **Core Training Objectives**

- Understand the criminal intelligence process, intelligence-led policing, and the supervisor's role in enhancing public safety.
- Managing the Intelligence Unit, understand the personnel and policy considerations when establishing or assuming command of the intelligence function in an agency.
- Understand the principles and practices of handling sensitive information, informant policies, and corruption prevention and recognition.
- Understand the legal and privacy issues surrounding the criminal intelligence environment.
- Understand the process necessary to produce tactical and strategic intelligence products and understand the development process and implementation of collection plans.
- Be provided with information on criminal information sharing systems, networks, and resources available to the agency.

### **Training Length**

16-hours minimum

## Liaison Officer

### **Role**

Collect, evaluate, and compile information in support of specific agency collection requirements or operations. The role of liaison officers frequently extends beyond the agency and requires the creation of external information networks and the support of other agencies information intelligence requests. The intelligence officer's role also involves evaluating both source and information, preparing written reports and assessments, giving briefings, determining need-to-know/right-to-know about specific activities, and protecting citizens' rights to privacy.

### **Core Training Objectives**

- Understand the criminal intelligence process and the liaison officer's critical role.
- Understand the legal, ethical, and privacy issues surrounding criminal intelligence and liability as intelligence information collectors.
- Be provided with information on Internet resources, information sharing systems, networks, and other sources of information.
- Understand the proper handling of criminal intelligence information, including file management and information evaluation.
- Understand the process of developing tactical and strategic products and experience the development of some of these products.

- Understand the development of criminal intelligence, from information through the critical thinking/inference development process.
- Understand the tasks of building and implementing collection plans.

### **Training Length**

40-hour training in a classroom environment on a statewide or regional basis by intelligence professionals.

#### **FIELD INTELLIGENCE OFFICERS**

The NYSIC's Field Intelligence Officer (FIO) program identifies, develops, and trains selected law enforcement officers within each agency that is within the jurisdiction of the fusion center. FIOs serve as the primary point of contact for information and intelligence collection, development, and exchange with fusion centers. Many states have adopted this model and call them "Terrorism Liaison Officers" (TLOs) or Terrorism Intelligence Officers (TIOs). New York has found it vital that each agency have at least one individual to serve as the intelligence point of contact. These officers interact regularly with the NYSIC and act as the "push and pull" for information and intelligence within their jurisdictions, ensuring that appropriate facts are collected and passed on to the NYSIC and intelligence products forwarded to their fellow officers.

Liaisons receive special intelligence training that equips them with the knowledge necessary for participation as a member of the intelligence community. In New York State the work of the FIOs complements the work of the two NYSP Counter Terrorism Intelligence Unit (CTIU) members within each Troop. Since 2006, they have registered approximately 1,850 Field Intelligence Officers who represent approximately 95% of New York State law enforcement agencies. Preferred characteristics of a FIO include: a diversity of previous experience; a proactive attitude; an interest in learning more about terrorism prevention; and a willingness to work with other departments and share information.

The NYSIC has conducted several rounds of training during the past two years. Roughly half have attended this formal FIO training. The NYSIC is actively working to increase those numbers and is looking to use existing DHS grant funds to facilitate it. New FIOs are receiving an informal overview from the program coordinators, and are invited to NYSIC analytical and intelligence courses as they are offered.

### **Intelligence Analyst**

#### **Role**

Collect, evaluate, analyze, and disseminate information in support of specific agency requirements or operations. Before information can become intelligence, it must be analyzed. Therefore, the intelligence analyst's role is vital to the production of usable, timely, and comprehensive intelligence. Intelligence analysts systematically organize, research, compare, and analyze information. They produce assessments of criminal activity, tactical and strategic intelligence collection plans, and documents that allow management to maximize the agency's resources.

#### **Core Training Objectives**

- Understand the criminal intelligence process, intelligence-led policing, and the analyst's role in enhancing public safety.

- Understand the importance of the NCISP and the role it plays in reducing crime and violence throughout the country.
- Understand the proper handling and collation of criminal intelligence information, including file management and information evaluation.
- Experience the development of intelligence through the processes of critical thinking, logic, inference development, and recommendation development.
- Understand the methodical tasks of building and implementing collection and analytic plans, to include the re-evaluation of that process/product.
- Be familiar with the legal, privacy, and ethical issues relating to intelligence.
- Be provided with information on research methods and sources, including the Internet, information sharing systems, networks, centers, commercial and public databases, and other sources of information.
- Demonstrate a practical knowledge of the methods and techniques employed in analysis including crime pattern analysis, association analysis, telephone record analysis, flow analysis, spatial analysis, financial analysis, and strategic analysis.
- Be familiar with the skills underlying analytic methods, including report writing, statistics, and graphic techniques.
- Be familiar with computer programs that support the intelligence function, including database, data/text mining, visualization, and mapping software.

### **Training Length**

40-hour training in a classroom environment.

| <b>APPENDIX B: CORE CRIMINAL INTELLIGENCE TRAINING STANDARDS</b>                    |  |
|---|--|
| <b>APPENDIX C: MINIMUM CRIMINAL INTELLIGENCE TRAINING STANDARDS</b>                 |  |
|  | <p><i>Please See the Appendix Section of this Document.</i></p> <p><i>For more detailed information on the above standards please see:</i></p> <ul style="list-style-type: none"><li>• <i>The Global Justice Information Sharing Initiative Intelligence Working Group, Core Criminal Intelligence Training Standards for United States Law Enforcement and Other Criminal Justice Agencies.</i></li><li>• <i>Minimum Criminal Intelligence Training Standards for United States Law Enforcement and Other Criminal Justice Agencies – Findings and Recommendations.</i></li></ul> |

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## Evaluation of Training Programs

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Current intelligence training courses offered throughout the United States vary enormously in structure, method of delivery, length, content, and certification abilities. The cost of instruction also varies.

### Examining the Training

Intelligence and analytical training courses are offered in a wide variety of media. Options include training via CDs, online web-based tutorials, webcam and live telecast discussions, conferences, and week-long, month-long, and semester-long courses. Each option has benefits and drawbacks. The most important aspect is the quality of the curriculum and instruction; the second is the ability of the material to

engage the students. Qualifications of instructors should be carefully evaluated, including their method and effectiveness of information delivery. The quality of the program and the institution offering the program(s) should also be factored into decision-making. The training must be timely and cost-effective for the target agency. Continued benefits of the training can be realized by analysts if they are provided with take-away materials that can be used in day-to-day work, and that serve as a reminder of the course curriculum.

### Understanding the Core Focus of the Training Curriculum

Data analysis should be a major focus of any intelligence training. Other high priority topics include information collection, collation, analysis, and the scientific process of evaluation, posing hypotheses, hypothesis checking, and deriving logical conclusions. The program should stress that the role of the analyst is to analyze, critique, summarize, and rework the data flowing into an organization. Intelligence centers are not simply conduits of information. They must be staffed by trained specialists who have been assigned to research, critically analyze, and determine whether the information is strategic, tactical, and worthy of being stored for future reference or dissemination. It involves critical thinking and assessing the information by using reasoning, inference, logic, and analytical tools.

Research is equally important in the organization's short- and long-term objectives, and is not limited to determining the reliability and validity of the source of the information. Analysts need to be competent in how to gain access to, study, and extract vital information from a wide variety of sources. They must be able to communicate the results of their research in writing and in presentations to different audiences. They must also be cognizant of the proper procedures when utilizing, disseminating, and storing intelligence information.

#### SELECTING TRAINING

Questions to ask when selecting training:

1. Does it cover all of the basic analyst training requirements?
2. Does it provide more in-depth coverage of the most important skills and knowledge?
3. Does it qualify for using DHS funding? If not, do we have funding that we can allocate for certain analytical courses?
4. Does it provide take-away materials that analysts can use in everyday work?
5. What are the qualifications and training abilities of instructor?
6. What is the reputation of the institution?
7. Is the program cost-effective?
8. Does the timing and length of training fit with the organization's needs?

Rarely are research methods and the practice of those methods a strong focus of any basic analyst training. The consensus from a wide variety of sources is that data analysis and research are not subjects that can be taught in a short timeframe. The best practice is to recruit analysts who have formal training and experience in analysis and research, and who have other relevant skills and knowledge to bring to the organization.

Some basic intelligence classes tend to spend substantial time ensuring that participants are familiar with the tools used to perform data manipulation and presentation, such as flow charts and PowerPoint, rather than focusing on the more important skills, such as critical thinking, research, and logic. In the long run, the course that focuses on analysis will provide the greatest value and return, and should be a top priority when seeking training.

## **Instruction on Technical Aids**

Instructing individuals in how to use certain data programs to achieve the desired results is by far the easiest training to conduct, provided that the analysts have demonstrated some degree of versatility with computers. While a course that specifically provides an in-depth study of these programs and their application to intelligence is ideal, with time and money constraints it should not be the primary determining factor for evaluating a training program. This is why it is especially important to select candidates who already have established computer skills.

The ideal analytical course provides the basics of intelligence analysis using the concepts and strategies of computer-aided data analysis. This incorporates instruction in the intelligence process, which includes inductive reasoning, the integration of information, crime pattern analysis, and the creation of concrete analytical products to aid in intelligence and crime analysis. Specifically, telephone toll analysis, financial analysis, link, transaction and flow charting, and the concepts behind communicating analytical work.

## **Sources of Training**

Traditional sources of training that are widely available in the United States are classes provided by consultants, private contractors, or groups that have an interest in law enforcement training. One example of this is FIAT. This class, offered in partnership by IALEIA and LEIU, is 40 hours of classroom instruction in critical thinking, inference development, logic, and recommendations development. Other courses that have proven to be popular include the series of courses eligible for Homeland Security Grant Program funding.

Other sources of training include:

- Corporations.
- Colleges and Universities.
- Professional Associations.
- Government.
- Fusion Center Partner Agencies.

For a more complete list of course resources and courses please see *Course Descriptions* in Chapter 4.

## Standardization of Training

It is evident that few states have standardized their analyst training programs, nor is there a nationwide standard for comprehensive and cohesive fusion center analytic training. Few fusion centers fully encourage and financially support regular networking or membership in professional intelligence organizations and attendance at conferences. Other than the regional entities and analysts who have been assigned to Federal government organizations (DEA, FBI), Florida is one of the few states that provides analyst training and certifies analysts through its 6-week full-time school.

In the absence of states and agencies seizing the initiative to provide standardized training, organizations such as IALEIA and the International Association of Crime Analysts (IACA) have stepped up to provide recommendations that professionalize the job description. IALEIA and IACA also encourage certification of analysts; both organizations offer certification through a standardized test to those who meet certain training and educational criteria. Yet the adoption of such guidelines is still optional. Despite IALEIA's and IACA's best efforts, certification is still not the industry standard. If industry standards eventually are developed for certifying intelligence analysts, they would be a useful tool for fusion centers. Such standards not only professionalize the largely independent analyst profession, but also assist in hiring, promoting and retaining the analysts who have demonstrated certain capabilities and standards.

The New York State Police (NYSP)/NYSIC is one of a growing group making training standards mandatory in its recruitment, training and retention of quality analysts. In addition, "Regional Information Sharing Systems (RISS) centers have made IALEIA certification a requirement of their analysts, and a number of other agencies give bonuses or otherwise encourage their employees to become certified."<sup>10</sup>

While DHS has not standardized fusion center training requirements, it has stated in grant guidance that in order for Homeland Security Grant Program funding to be used for hiring and sustaining analysts, agencies must, "Successfully complete training to ensure baseline proficiency in intelligence analysis and production within six months of being hired," unless they have already had two years of analyst experience at the Federal, State, or local level.<sup>11</sup> A training portfolio that meets the standards of a professional body, like IALEIA or IACA, will be most likely to provide that baseline proficiency.

## Effectiveness of Training

Any intelligence training attended by an analyst or any other member of an organization should be evaluated after attendance. Both the attendee and members of their organization should evaluate the course and its value and effectiveness. This approach to evaluation requires input from the attendee and those who would likely see improvement in the attendee as a result of the training.

Questions that might be included in an evaluation include:

- Does the analyst show increased knowledge of the course topic?
- Has the work product of the analyst improved?
- Is the analyst able to share new information with team members?

<sup>10</sup> Ibid

<sup>11</sup> U.S. Department of Homeland Security, Homeland Security Grand Program, Guidance and Application Kit, (Washington, D.C.: USDHS, 2008).

- Does the analyst believe the training was valuable?
- Would the analyst recommend this course to others?
- What would the analyst do to improve the course?

This type of evaluation helps to ensure that limited training funding and analyst time is spent wisely. It also helps a training coordinator and fusion center management in evaluating future course offerings. Effort should also be made to provide feedback to the training provider.

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## **Continuing Education**

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In addition to basic analyst training, IALEIA recommends that all intelligence analysts, not only analysts associated with a fusion center, attend a minimum of 12 credit hours of additional instruction each year to maintain and enhance their initial training and to complement continuing work experience. Such a recommendation is feasible for fusion center analysts and should be mandated in the interest of an educated workforce that keeps up with the newest information and technology.

Determining the type and focus of the training will depend on a number of different factors:

- Individual Focus Area (IFA) of the analyst. IFAs will be discussed more thoroughly in a later section.
- Gaps in analyst's knowledge or abilities.
- Preferred training modality.
- Gaps in fusion center's capabilities.
- Time available to be away from the office.
- Available funding.

Sources of continuing education often include the same organizations that provide basic analyst training. Additionally, professional bodies and associations provide more opportunities for continuing education because these courses are usually shorter and easier to develop and deliver. Analysts should be encouraged by their organization to become active participants in these associations. The Law Enforcement Analytic Standards indicates that, "... benefits of participating in these organizations include access to documentation of the latest methodologies, and new training as they are developed. Additionally, books, training, and conferences are often discounted for members. Often members are willing to share developed intelligence policies, procedures, and other materials with other members."<sup>12</sup>

Because of the collaborative nature of intelligence work, the interaction with other members of the global intelligence community through professional organizations may be one of the most valuable ways to obtain continuing education on an informal and periodic basis. An added benefit is this kind of interaction is often without cost, other than the association's membership fee.

<sup>12</sup> International Association of Law Enforcement Intelligence Analysts, Inc., Law Enforcement Analytic Standards, (Virginia: IALEIA, 2004).

As with any part of career development and education, analysts should be active participants in their continuing education plan. To help with this pursuit, the IALEIA published the “Continuing Professional Development Workbook,” created by Howard Atkin of West Yorkshire, England, Constabulary. Using a workbook encourages members to document their learning and experiences and to identify growth and development throughout their careers. Maintaining these records might also become a tool to inspire an analyst to seek new experiences to add to their knowledge base.<sup>13</sup> Atkin’s workbook tracks accomplishments, a description, hours and outcomes. A suggested list of accomplishment categories is included:

- Academic Coursework
- Award
- Professional Reading
- Professional Writing
- Professional Certification
- Professional Qualification
- Presentation Given
- Professional Conference
- Special Project

Outcome categories include:

- Award
- Certification
- Diploma
- Grade
- Qualification

#### **APPENDIX D: CONTINUING PROFESSIONAL DEVELOPMENT WORKBOOK**



*Please See the Appendix Section of this Document.  
A copy of the Continuing Professional Development Workbook  
format is included.*

13 Ibid

## Professional Organizations

Below are examples of professional intelligence associations:

- International Association of Law Enforcement Intelligence Analysts (IALEIA) – [www.ialeia.org](http://www.ialeia.org)
- International Association of Crime Analysts (IACA) – [www.iaca.net](http://www.iaca.net)
- Law Enforcement Intelligence Unit (LEIU) - [www.leiu-homepage.org](http://www.leiu-homepage.org)
- International Counter Terrorism Officers Association (ICTOA) - [www.ictoa.org](http://www.ictoa.org)
- California Crime and Intelligence Analysts Association (CCIAA) – [www.crimeanalyst.org](http://www.crimeanalyst.org)
- Florida Crime and Intelligence Analysts Association (FCIAA) – [www.fciaa.org/Join.asp](http://www.fciaa.org/Join.asp)
- Texas Association of Crime and Intelligence Analysts (TACA) – [www.tacia.org](http://www.tacia.org)
- Arizona Association of Crime Analysts (AACA) – [www.aacaonline.org](http://www.aacaonline.org)

### EXERCISE 4: CONTINUING EDUCATION PLAN



*Please See Exercise 4 in the Workbook Section of this Document.  
This exercise will help develop a 1-year continuing education plan  
for your organization's intelligence analysts.*

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## Progression of Training

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The progression in the type and detail of training is directly tied to milestones in the development of the intelligence analyst. During the first few years the analyst is still developing skills and knowledge to gain a basic understanding of the job and how to be most effective in the intelligence process.

An important part of an analyst's development is the selection of an Individual Focus Area (IFA). IFAs are topical areas of expertise. The relationship between terrorism and gangs, narcotics, identity theft, or financial crimes would each be examples of IFAs. While an analyst may have identified an IFA after the first year on the job, true expertise generally develops after the analyst is comfortable in the basic roles and responsibilities of an analyst and has started to develop an individual style and approach. This usually starts to happen after the first year on the job if the analyst is provided with quality training and on-the-job support. The first year is vital and will determine the analyst's continued progress and success.

The second year will likely be dedicated to becoming an expert on the basics and gaining the ability to use them in everyday work. Additionally, introduction to IFAs (i.e., terrorism, gangs, narcotics, identity theft, financial crimes) can begin. Analysts should be exposed to most IFAs by the end of the second

year. While all IFAs may not be of immediate relevance in every jurisdiction, it is still important to provide the exposure to these topic areas. An area’s criminal elements can change at any time, and may only be recognizable if there is prior knowledge of the crime’s profile and precursor activities.

Figure 5 - Intelligence Analyst Training Progression

| Year 1  | Year 2  | Year 3  | Year 4   | Year 5   |
|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Know and employ basics</li> <li>• Introduce IFAs</li> <li>• Introduce technical areas</li> </ul> | <ul style="list-style-type: none"> <li>• Develop expertise in basics</li> <li>• Know IFAs</li> <li>• Select IFA</li> <li>• Skill in technical area</li> </ul> | <ul style="list-style-type: none"> <li>• Continue acquiring expertise in basics</li> <li>• Revisit IFA selection</li> </ul> | <ul style="list-style-type: none"> <li>• Ingrain basics</li> <li>• Continue developing expertise</li> <li>• Continue to broaden exposure</li> <li>• Train new analysts</li> <li>• Publish</li> <li>• Provide leadership and management training (where appropriate)</li> </ul> | <ul style="list-style-type: none"> <li>• Ingrain basics</li> <li>• Continue developing expertise</li> <li>• Train new analysts</li> <li>• Publish</li> <li>• Provide leadership and managing training (where appropriate)</li> </ul> |

Even though specialization in an IFA may be identified after the second year, it is important to continue training that covers the basics. The IFA should be re-evaluated a year after being identified to make sure it still serves the interests and needs of the analyst and the organization. It may take five years for an analyst to truly begin acquiring a level of expertise in the IFA. All analysts, regardless of the individual IFA, should develop an in-depth knowledge and capability in a variety of focus areas, and should have at least a working familiarity with as many other areas as possible. Additionally, analysts should become experts in at least one technical area, such as Access, Excel, PowerPoint, GIS, telephone toll analysis, link charts, flow analysis, network analysis, or timelines, to name a few. Analysts will benefit from a working knowledge of all technical areas within three years of the date of entry.

During years three, four, and five, analysts continue to establish the basics while undergoing a more in-depth study of a selected IFA. All other IFAs will be studied in greater detail. This pattern of revisiting the basics and gaining more in-depth knowledge of the individual IFA and all other IFAs will be the continued practice for an analyst’s career. The analyst will begin to act as a contributing expert to train individuals in the organization and the outside analyst community. Additionally, analysts who demonstrate an ability and interest in management and leadership can be encouraged to take on these roles. Leadership and management training can begin to be incorporated from an intelligence and an organizational perspective.

As an analyst develops expertise, the publication of articles and research can be encouraged, not only as a means of promoting an idea but as a way to further develop an individual approach and capability. This will provide very similar benefits to being a trainer because the analyst is placed in a position to know the information and is able to convey it clearly and accurately to a public audience.

Figure 6 outlines the progression of an intelligence analyst's professional development and the corresponding training that will support the progression. The time required to fulfill the necessary training is significant. The very nature of the job's responsibilities requires knowledge and familiarity of a vast range of issues and technologies, which mean analysts are continually working to stay abreast of new developments. There is no easy way around the need for training and continuing education to develop a true quality analyst. All organizations should commit to making training a part of the job's duties and responsibilities. Without it, analysts cannot do their job properly and effectively and to the benefit of their jurisdiction.

**EXERCISE 5: PROFESSIONAL DEVELOPMENT PLAN**



*Please See Exercise 5 in the Workbook Section of this Document.  
This exercise will help develop a 5-year professional development  
plan for one intelligence analyst.*

**Figure 6 - Milestones in Analyst Development and Corresponding Training**

|            | <b>Developmental Milestones</b>  | <b>Formalized Training</b>   |
|------------|--|--|
| Year One   | Exposure to all basics: <ul style="list-style-type: none"> <li>• Comfortable in roles and responsibilities</li> <li>• Understand and use all basic training standards</li> <li>• Ability to use all technological tools</li> <li>• Knowledge of all available sources</li> </ul>   | <ul style="list-style-type: none"> <li>• Achieve basic training standards:                             <ul style="list-style-type: none"> <li>» Basic skills</li> <li>» Basic tools</li> <li>» Sources</li> <li>» Product development</li> <li>» Organization Assimilation</li> </ul> </li> </ul> Likely Hours: 80 hours minimum |
| Year Two   | <ul style="list-style-type: none"> <li>• In-depth on basics and introduction to focus areas:                             <ul style="list-style-type: none"> <li>» Expert in basic standards</li> <li>» Begin developing IFA knowledge and abilities</li> <li>» Developing own style and approach</li> <li>» Initial IFA selection</li> </ul> </li> <li>• Identify technical area of expertise</li> </ul> | <ul style="list-style-type: none"> <li>• More in-depth on basics:                             <ul style="list-style-type: none"> <li>» Research methods</li> <li>» Analysis methods</li> <li>» Inference development</li> </ul> </li> <li>• Begin IFA training at basic level</li> </ul> Likely Hours: 80 hours minimum          |
| Year Three | <ul style="list-style-type: none"> <li>• In-depth on basics</li> <li>• Continue exposure to IFAs and start in-depth on selected IFA:                             <ul style="list-style-type: none"> <li>» Re-evaluate IFA selection</li> </ul> </li> <li>• Working knowledge of all technical areas</li> <li>• Ability to provide some training to new analysts</li> </ul>                               | <ul style="list-style-type: none"> <li>• More in-depth on basics:                             <ul style="list-style-type: none"> <li>» Research methods</li> <li>» Analysis methods</li> <li>» Inference development</li> </ul> </li> <li>• Continue IFA training at basic level</li> </ul> Likely Hours: 80 hours minimum       |
| Year Four  | <ul style="list-style-type: none"> <li>• Refresh on basics</li> <li>• In-depth on IFA                             <ul style="list-style-type: none"> <li>» Confirm IFA selection</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Ingrain basics</li> <li>• Begin developing IFA expertise</li> <li>• Leadership and Management</li> </ul> Likely Hours: 80 hours minimum   |
| Year Five  | <ul style="list-style-type: none"> <li>• In-depth on IFA with beginning of expertise status, refresh basics                             <ul style="list-style-type: none"> <li>» Continued pattern for rest of career</li> </ul> </li> <li>• Leadership and management aptitude and interest identified</li> <li>• Begin demonstrating expertise by publishing original work</li> </ul>                  | <ul style="list-style-type: none"> <li>• Ingrain basics</li> <li>• Continue developing IFA expertise</li> <li>• Leadership and Management</li> </ul> Likely Hours: 80 hours minimum  |

# Chapter 3: Supplementing Formal Training

## Mentoring

No matter how much formal classroom training an analyst receives, a strong on-the-job training and mentoring program is essential. Mentoring serves many functions:

- Integration into organization.
- Familiarization with organization-specific policies and resources.
- Building camaraderie.
- Frequent opportunities for evaluating an analyst's performance and progress.
- Developing a career track for the analyst.
- Identifying future leaders.

While an analyst may have a dedicated individual mentor, it is also important for the mentor to foster interaction and relationships internally and externally to the fusion center. Exposure to different people and divisions within the center will help the analyst to have a better understanding of how the organization works, who performs what functions, and who to turn to with questions. Much of intelligence is based on personal interaction. It is important to begin developing relationships and institutional knowledge early. This will give the analyst the ability to follow-up on leads, conduct research, clarify information, and perform link analysis more independently or as a productive member of an intelligence team. It would also be helpful if an analyst is assigned as part of a liaison team to field personnel. This promotes analytical support for the field investigators and aids in outreach efforts to local and county law enforcement agencies.

Complete intelligence analysis requires a team approach, which combines a team environment among the intelligence workforce and information sharing among divisions. A mentor helps introduce the new analyst to individuals and divisions within the organization to promote a team environment.

A formal mentorship program is ideal, but not necessary. Developing at least a basic checklist of items for a mentor to cover over the analyst's first year will help guide activities. Many law enforcement organizations already have a mentorship program, whether formal or informal, for sworn officers, and can build on that model to develop a mentoring program for intelligence analysts. For more detailed information on the general benefits of mentorship and how to plan a program see, "Institutionalizing Mentoring in Police Departments," published by IACP in 2003.

### PARTNERSHIPS

When working major cases, the **New York State Intelligence Center** partners analyst and sworn personnel into teams to act as a liaison to the field. This helps an analyst in their analytical functions and ensures that relevant information will be forwarded by the fusion center. The analysts are readily available to support cases; in the process, they learn more specifically what information is of value within the investigation through partnership with investigators. Both the analyst and the investigators see immediate benefits to their collaboration and the role they each play in the intelligence process.

## APPENDIX E: INSTITUTIONALIZING MENTORING



*Please See the Appendix Section of this Document.  
A copy of the IACP's "Institutionalizing Mentoring in Police  
Departments" is included.*

The analyst's mentor should keep in touch with the analyst's supervisor and training coordinator to share general insights about the analyst (i.e., concerns, successes, disappointments, career aspirations), and the supervisor can share observations about the analyst's job performance. With this kind of informal and regular interaction, the supervisor-mentor team could address any issues immediately and identify how best to serve the developmental needs of the analyst. The training coordinator could then identify more formal training opportunities, and use the information from the mentor to develop a "living" training plan to address gaps in the analyst's abilities and support the analyst toward achieving career goals.

## EXERCISE 6: MENTORING CHECKLIST



*Please See Exercise 6 in the Workbook Section of this Document.  
This exercise will help develop a mentoring checklist for an  
intelligence analyst's first year in the organization.*

## Internal Acclimation–The NYSIC Example

The NYSIC has undergone the process of developing a training program based on the standards discussed in this document as well as incorporating an on-the-job training and mentoring program. Without expending a great deal of finances on training, or revamping the hiring process and standards, the NYSIC has been able to pull together a variety of resources in order to train each of its intelligence analysts.

The NYSIC intelligence analysts fill a unique position. Newly appointed analysts receive core instruction to acclimate to the new positions and complete the basic tasks and duties identified as critical to success. Mandatory training requirements within the first few weeks include:

- NYSIC Overview (PowerPoint presentation).
- NYSIC sources of information (PowerPoint presentation).
- Mentored training program with a senior analyst.

**EXERCISE 7: ACCLIMATING THE ANALYST**



*Please See Exercise 7 in the Workbook Section of this Document.*

*This exercise will help develop a list of sources, systems, policies, and topics for intelligence analysts new to the division.*

During the initial training phase, each analyst - civilian and sworn - receives extensive and intensive on-the-job training for a period of time that is expected to last no longer than three months. All new analysts participate in job shadowing for the first four weeks, and are provided with formal instruction in the variety of topic areas. Figure 7 lists many of the topics formally addressed by the NYSIC.

Figure 7 - NYSIC Formal Instruction Topics

| <b>Sources</b>                 | <b>Topics</b>                         | <b>Sample Policies and Procedures</b>              |
|--------------------------------|---------------------------------------|--|
| Accurint/LexisNexis/ACISS      | Civil Rights Policy                   | NYSIC policies/procedures                          |
| ATA Highway Watch              | Consumer Product Tampering            | A-Line Duties                                      |
| Bulletins                      | Security of Information; Privacy      | Amber Alert Procedures                             |
| ChoicePoint/AutoTrack          | 28 CFR Part 23                        | Consumer Product Tampering                         |
| Interpol                       | <b>Systems</b>                        | Printer/Copier/Fax Procedures                      |
| LEO                            | Cellular Tracing                      | Hotline Answering                                  |
| RISSNET (MAGLOCLLEN)           | G-Drive Navigation                    | NYSP and NYSIC Standards                           |
| NADDIS                         | CIAS                                  | (e.g., proper use of computers, personnel manuals) |
| Crime Tips CIU Mailbox         | ASAM                                  | Safe-NYS Hotline Procedures                        |
| DMV Photos                     | Penlink/ACISS/Telephone Toll Analysis |  |
| e-Justice                      | Groupwise Email                       |  |
| FBI CT Watch Requests          | SJS System                            |  |
| HIDTA/IDS                      | Telephone System                      |  |
| SafeTNET Familiarization       | Teletype Review/NYSPIN                |  |
| NY State's Most Wanted         | i2                                    |  |
| 1-800-GIVETIP Gun/Drug Hotline | Microsoft Office Suite                |  |
|                                | SPSS                                  |  |

While the NYSIC official probationary period for civilians lasts one year, all analysts are encouraged to handle the Request for Information case support and case investigation aspects of the position independently within the first three months. Through experience in recruiting and training approximately two dozen civilian analysts during the past five years, NYSIC has learned that it takes approximately one year for new civilians to gain the organizational knowledge and understanding of responsibilities that are necessary to feel comfortable in the analyst position. The length of time needed to develop the technical skills required to perform additional case support, such as timelines and criminal organization charts, link analysis, and presentations, varies depending upon each individual's previous technical experience.

The technical and program skills required in the NYSIC program can be relatively easy to learn as long as each analyst has a familiarity with computers and programs. Often, free classes are available at nearby colleges and universities or there is a minimal charge for analysts who elect to take such classes through adult education programs. Experience has shown that online tutorials tend to be less reliable in producing consistent results than classroom settings with a qualified instructor. NYSIC supervisors take every opportunity to test analysts' skills in creating charts and graphs, writing, research, and using a computer to objectively measure each analyst's skills. The analysts in turn are encouraged to critically evaluate their own strengths and weaknesses and to take the initiative to sign up for instruction in locally offered programs.

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## Importance of Retention—Protecting the Training Investment

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Once you have hired an intelligence analyst or other fusion center personnel and undertaken the initial training, it is time to think about how to retain that individual. As with many other technical and highly trained and specialized professions, a great deal of time and money is invested in support of an individual development. It is a common belief that pay is the most important component in retaining an employee, but there are many other factors that often have greater consideration. These other “incentives,” - further training being one of the most important - require more time planning than money, and when compared to the investment in recruiting and training a new employee, are a small effort to make. Other conditions employees generally consider important include:

- Feeling a part of the process and organization.
- Being supported in professional development.
- A belief that their contributions matter to the fusion center and to the intelligence field.
- Being involved in career planning.
- Opportunities for advancement within the organization.

### JOB SATISFACTION

Little things go a long way to improve analyst job satisfaction:

- Provide opportunities for interaction with senior staff.
- Supply feedback on value of specific intelligence they have developed.
- Support in personal interest areas that benefit organization.
- Encourage and support becoming published.
- Discuss career goals.

## Part of the Process and the Organization

The organization's executives and intelligence managers set the stage for the part that intelligence plays within an organization. It is not hard to see the value of intelligence analysis but there may not be a history of intelligence units playing a large or important part in daily operations. If an organization is establishing, expanding, or re-energizing an intelligence function it is important to make an effort to integrate the intelligence team members and ensure that their work is seen, used, and appreciated by all facets of the organization. Even if previous problems have existed in the intelligence function, members of the intelligence team will appreciate being involved in evaluating previous efforts and planning for the future.

A gratifying experience for any intelligence analyst is to see work products and analysis used in crime prevention, reduction and prosecution. Whenever possible it is helpful to show that their efforts are making a real-world difference. Share specific examples with the analysts and with the entire organization to demonstrate the importance and effectiveness of the process and the intelligence team's work. The team members will feel more valued if they are an integral part of the organization.

### EXERCISE 8: JOB SATISFACTION



*Please See Exercise 8 in the Workbook Section of this Document.  
This exercise will help identify the steps the organization can take that contribute to the job satisfaction of intelligence analysts.*

## Professional Development

Continuing education of at least 12 hours per year should be standard. While the continuing education should fill any gaps in the needs of the organization, it should also address any personal interest areas that an analyst wishes to pursue. At some point, ideally within the first year, an analyst will identify an IFA, which will influence continuing education courses.

Further professional development includes:

- Formalized training.
- Participation in a mentoring program.
- Involvement in professional associations.
- Networking with other intelligence analysts on cases.

Professional associations and other organizations, such as IALEIA, IACA, and LEIU, offer continuing education opportunities individually or in conjunction with conferences. Additionally, professional associations may provide the new intelligence professional with an initial introduction to the larger intelligence community. This will help the new analyst begin to develop individual networks that will eventually provide opportunities for sharing information and approaches and the possibility for

collaboration. Not only is this valuable to the analyst but the opportunity for information sharing and collaboration will improve the work product and therefore the effectiveness of the organization's efforts.

## Career Planning

Many staffing decisions in any organization, intelligence operations being no exception, are based largely on functional and workload requirements. This has to be a priority for the integrity of the organization. Yet there are still ways to incorporate the professional intelligence interests and desires of the individual analyst. Begin these discussions with the analysts from the time of hire; they can even be a part of the hiring process.

Even the smallest gesture on the part of the organization can reap great rewards, for example, encouraging analysts to submit articles and research for publication. Before you know it, you'll have an analyst who has become an expert in the field and who helps to draw other talented analysts to your organization or to partner with your organization.

## Advancement Opportunities

The General Counterdrug Intelligence Plan from 2000 documented the "need for career paths and career development for analysts to allow them to move into supervisory and management positions." The intelligence community needs the support of law enforcement executives. There is no better way to foster that support and understanding than by having an executive who has been an active part of the intelligence process. Discuss with the analyst opportunities for advancement to determine the analyst's level of interest. If the organization believes strongly in the potential of the analyst's managerial abilities, make the effort to develop that talent and interest. Mentoring is one way to determine interest and talent, and may be an avenue for continuing to foster management abilities.

Since quality analysts are hard to find and there is a substantial investment in their training and career development, an organization might initially shy away from supporting a move to a managerial role for fear that a void might be left in the analysis function. Although that fear may be well-founded, plans can be made in advance for a smooth transition.

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## The Role of Job Evaluations in Training

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Job evaluations, whether done on a periodic and informal or regular and formal basis, provide valuable insight into the performance of an analyst. Evaluations can help to:

- Determine the value and effectiveness of training.
- Determine additional training needs.
- Identify a natural ability of the employee worth fostering.
- Determine if an analyst is meeting developmental milestones.

One way to ensure productive and accurate evaluations is to develop a portfolio that includes examples of an analyst's work product. The portfolio should include at least one in-depth case work-up, a writing sample, and several models showing the use of different data analysis tools. A complete, formal evaluation should be conducted every year.

Additionally, a random "customer satisfaction" case audit can be conducted by supervisors every six months to determine whether requestors are generally satisfied with the reports generated by the analyst, as well as to ensure that cases are complete and accurate.

As discussed in the previous sections, it is preferable that analysts are hired with basic computer skills. They should be evaluated to determine their skill level in using the Microsoft Office Suite. Basic computer training in Excel, Access, PowerPoint, and Word should occur so analysts are comfortable and proficient in these programs within one year of their date of entry.

Formal job evaluations are also a good time to examine whether the analyst is advancing in expertise and ability. This should involve determining whether the analyst has generally met developmental milestones and identifying if the analyst is on track to meet the next round of milestones.

### EXERCISE 9: YEARLY GOALS EVALUATION



*Please See Exercise 9 in the Workbook Section of this Document.  
This exercise will help develop a yearly goals and objectives  
workbook for analysts.*

# Chapter 4: Developing and Managing the Training Plan

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## The Training Officer

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A training officer often wears many hats. Due to a lack of personnel and dedicated funding, rarely, can an organization afford to dedicate a single individual to organizing and managing a training program for fusion center intelligence analysts and personnel. A more likely scenario is that the individual responsible for organizing and managing fusion center training is also a training officer for other parts of the organization. It is also common to find a member of the fusion center personnel also has the responsibilities of the training officer in addition to their usual role. Either way, this demanding and integral role is almost always filled by a person who is juggling multiple roles.

At a minimum, the training officer will fulfill the following roles and responsibilities:

- Develop a yearly training plan for the fusion center.
- Develop a yearly training plan for each individual in the fusion center.
- Find appropriate training offerings.
- Schedule training.
- Conduct post-training evaluations.
- Continue to manage the implementation of the individual and organization training plans.
- Continue to make changes to the training plans throughout the year.
- Identify training courses to be offered by the fusion center.
- Be involved with the fusion center training budgeting process.
- Track training received and expenditures throughout the year.
- Develop an allocation plan for the training budget.
- Solicit grant funds for training.

Ideally, training officers will also:

- Consult personnel performance reviews to identify training needs.
- Consult with supervisors to identify individual and organization capabilities needs to guide training plans.
- Review job descriptions to identify training needs.
- Meet with personnel to determine their training needs and preferences.
- Develop fusion center outreach efforts to encourage intelligence awareness training throughout organization.
- Manage an internal mentor program.

- Cultivate talent pool of potential analytical personnel by developing and coordinating internships.
- Develop internal formal training offerings.
- Coordinate on-the-job training.
- Coordinate initial acclimation of new personnel.
- Identify creative opportunities for training and for funding training.
- Participate in professional training development and coordination opportunities—statewide, regionally, and nationally.
- Stay active in professional organizations and encourage participation of all fusion center personnel.

The individual who fills the role as the fusion center training coordinator should have a background in training or adult education. It is especially helpful to have a fusion center training coordinator who understands the intelligence cycle, the progression in the development of an intelligence analyst, and the overall operations of a fusion center. Additionally, an individual who can motivate personnel to advance their own skills is valuable.

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## Developing Organizational and Individual Training Plans and Budgeting

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This section is designed to be used with the workbook section of this document to develop a training plan based on the information presented in this guidebook. Arguably, the intelligence function of a law enforcement organization is vital to crime prevention but so are many other functions. The challenge isn't developing the plan but finding training that fits the organization's needs and then finding creative ways to finance it.

### EXERCISE 10: DEVELOPING A TRAINING PLAN



*Please See Exercise 10 in the Workbook Section of this Document.  
This exercise will help develop a basic analyst and organizational intelligence training plan and budget.*

A training plan, while focusing on the year ahead, should forecast the needs of the organization over the next five years. Since so much training is required for intelligence operations and creative solutions are often needed to finance the efforts, it is important to have a long-term strategy.

Remember to consider the training needs of all facets of the organizations while focusing on the needs of the analyst over the five-year period:

- Immediate – Year 1
- Short-term – Year 2
- Long-Term – Years 3-5

People have different styles of planning and budgeting. Suggestions for structuring the planning and budgeting process for intelligence training are described in the sections below. The workbook section of this document suggests one format but there are many that could achieve the same result. The important part is to address all pieces of information and prioritize them according to the needs of the organization and in a way that is easy to understand. Tables, diagrams, and lists may be best for conveying this information, but the document could actually employ a variety of ways to easily track progress in achieving organizational and individual goals.

Typically training considerations for fusion centers include:

- Out of state travel – concern about appropriate permissions
- An organization’s timeline requirement for training requests
- Participation with selected state-required vendors for training delivery, travel arrangements, etc.
- Staffing at the fusion center during training courses
- Overtime incurred/contractual concerns
- The center’s overall training budget
- Training money available per employee
- The fusion center’s technical tools and training requirements for all employees
- Funding allocation from various grants, agencies, or budget sources.

The process of developing a training plan is not something that should be done independently by a training officer. The training officer will coordinate the efforts and ultimately publish and manage the plan, but all levels and divisions of an organization should be a part of this effort. It is ideal if there is a training officer who can work almost solely on intelligence training needs, and who recognizes the intense training requirements of the function and that continuing management will be required. Realistically, though, a training officer will likely have many responsibilities; others who should be consulted include:

- Intelligence Analysts
- Liaison Officers (FLO, FIO)
- Intelligence Supervisors
- Patrol Officers and other personnel in the field
- Executives from multiple divisions

Working with all of these facets of the organization early and often in the planning process will help to gain buy-in and support, and may cultivate champions for intelligence efforts, especially those that are more extensive or outside the norm. Additionally, since all of these individuals and their divisions will be part of the intelligence process, they will have a vested interest in providing input. Gaining the backing from these individuals may also have a financial reward because it might make available different pools of money that otherwise might not have been identified.

### Determine Level of Operations

This should be the first step in developing any training plan. List the individuals, their roles, the number of individuals in each role, the IFAs, and areas of technical expertise. Don't forget to include all of the individuals who are participants in the intelligence cycle:

- Intelligence Analysts
- Intelligence Supervisors
- Law Enforcement Executives
- Law Enforcement and Field Officers (new and veteran)
- Dispatchers

Also list the topical areas that the fusion center addresses currently (i.e., narcotics, financial, terrorism, gangs) and any areas that are likely to become a bigger part of intelligence operations in the next five years. Also consider the following questions to gauge the level of operations over the next five years:

- Is the department in a growth mode? How many positions will likely be filled over the next two to three years?
- Is the department maintaining operational levels?
- Is the department trying to build-out specific topical capabilities?

Training needs and resources may not be steady from year to year. Answering these questions will help you determine levels of funding from year to year.

**STEP-BY-STEP DEVELOPMENT**

Recommended steps for developing a training plan:

- Determine Level of Operations
- Shoot for the Moon
- Identify Gaps in Capabilities
- Identify Gaps in Training
- Don't Look at the Budget Numbers – at Least Not Yet
- Prioritizing Needs
- What Training Has Worked and What Has Not
- What Can be Done Internally
- What Can be Done by Exchange
- What Outside Programs are Needed
- Free Programs
- Identify the Ideal Plan – Don't Compromise
- Budgeting and Planning Based on Priorities
- Creative Financing
- Institutional vs. Individual Training Plans
- Timing of Courses
- Identify Clear and Measurable Goals

## Shoot for the Moon

Begin by brainstorming and developing the ideal scenario, within reason, of course. Don't spend too much time on the details because it will quickly become apparent which training is most needed and affordable. Don't leave out anything you think will be too expensive because there might be special programs or creative approaches that will make it possible. Some of the more ambitious ideas might include:

- DHS Office of Intelligence and Analysis, Basic Intelligence Threat Analysis Course (BITAC)— 5 weeks.
- Office of Director of National Intelligence, Analysis 101 – 2 weeks.
- 6-week continuous training for new analysts.
- FBI Academy for analysts – Intelligence Career Service (ICS) Cohort Program – 9 weeks, Quantico.
- DEA analyst training: Law Enforcement Analysis Training (FLEAT) – 4 weeks, Quantico.
- 2 week in-depth training for each established analyst on an IFA.
- Send established analysts to university programs for intelligence analysis – certificate or masters.
- Analyst exchange through DHS or with other fusion centers or internationally.
- Organize an internal training academy.
- Host a training conference and invite outside jurisdictions.
- Academic partnerships.
- Intelligence and policing seminars.
- Presentations beneficial to the fusion center.

These more intensive training options may be more appropriate for organizations that are trying to build an intelligence function and lack institutional knowledge, or by an established organization that is expanding quickly and cannot handle the load by using existing institutional knowledge alone.

## Identify Gaps in Capabilities

Consider identifying intelligence capabilities gaps in all facets of the fusion center. While the focus of this effort will likely be the intelligence analyst, it is important to remember that for the intelligence process to function properly it needs input from the entire organization. Fusion centers that have an outreach program to other agencies throughout the jurisdiction could also help identify how to meet those intelligence awareness needs. The lists should address overall concepts and the minute details. These details might include capability gaps in the following areas:

- Analysts not familiar with how to access Federal databases.
- Analysts unable to produce intelligence reports using a specific technology program.
- Intelligence commanders who need clarification on 28 CFR implications of a relational database design.
- Intelligence analysts who are unable to build an automated database query.

The analysis may reveal that some gaps can be addressed through in-service training from existing fusion center personnel.

The larger concepts, other than basic analyst training, may end up being the focus of more lengthy formalized training. Some examples might include:

- Intelligence analysts who do not understand the in-depth analysis and application of financial information.
- Intelligence analysts who have been unable to link information between separate topic areas (i.e., counterfeiting-terrorism, gang-narcotics).
- Intelligence analysts who need Arabic language training.
- Intelligence analysts who need GIS training.
- Intelligence analysts who are unable to translate information into actionable reports for line officers and executives.
- Intelligence analysts who have been unable to benefit from information exchange and collaboration with other jurisdictions.
- Intelligence commanders who are unable to integrate an anti-terrorism focus into intelligence operations.
- Intelligence analysts who are unable to manage and organize the large amounts of information on disparate topics and from many sources.
- Law enforcement executives who do not understand the benefit of an intelligence function.

## **Identify Gaps in Training**

The gaps in training may directly correspond to the gaps in capabilities. This list may reveal obvious trends across the organization and/or identify an area that hasn't been previously addressed through training. Or it may reveal poor quality or inadequate training that was supposed to cover gaps in capabilities. The organization may already know it has been unable to cover a topic area or that there is a new capability the organization will need in the future. An example of a new capability might be integrating a standardized Suspicious Activity Report (SAR) into the intelligence operations of the complete organization.

Once again, where appropriate and possible, identify the individual who needs the training. This will help later on in the process of developing an individual training plan as part of the organizational training plan. It might also help to review a work plan or job description that was developed for an individual or position. This might reveal any items that have been overlooked.

## **Don't Look at Numbers – At Least Not Yet**

Throughout every step of this process there will be a temptation to look at cost and financial considerations of training options. Don't let this guide your initial planning, though. Make this one of the last tasks in training plan development. It might be surprising to see how much can be done without going outside the budget.

## Prioritizing

At this point in the planning process all of the training needs have been identified. You have collected input from each individual and division, and now have an accurate perspective on the priorities of the organization.

The list will likely be exhaustive, and realistically it probably won't be possible to complete all of the items. Prioritize the list based on the needs of the organization and without considering the financial aspects.

Keep in mind the tenets of the intelligence process and its most important elements. The analysis process is what distinguishes information from intelligence. Training that focuses on methods of information analysis and improving analysis are of great value. Additionally, training or outreach for fusion center personnel who will improve the efficiency, accuracy, and completeness of information collection might also be a top priority.

## What Has Worked and What Has Not

Identifying successful training courses will be easier if the organization is already in the habit of evaluating training right after it has been completed. Determining if there is a particular training course that has been successful will help in the selection of future training. It will be even more helpful if the reason for success can be identified. Was the training a success because the trainer was particularly good at conveying information? Did the hands-on curriculum provide direct applicability to day-to-day tasks? Was the attendee trained in a way that enabled the attendee to bring the information back to the rest of the organization? Is there a particular institution that always provides good training?

## What Can be Done Internally

An organization may already have individuals who have experience with the information that needs to be conveyed, and who possess the talent and availability to train individuals or groups. Training on a concentrated and specific subject is easier for an organization to handle internally than is training on a large topic area. An organization will have to evaluate whether it can take the internal trainer away from day-to-day responsibilities. A large enough organization may find this is a more efficient training method and may even develop more in-depth, in-house offerings. Consider the following as potential internal-training topics:

- Policies, sources, and topic areas unique to the organization
- Briefing on the organization and functioning of the organization and interacting with outside partners and players
- Human rights, privacy, collection, sharing, and storage protocols. (While this is often covered in formalized training it is a particularly important topic and each jurisdiction has slightly different requirements.)

This type of internal training should be structured, and the training coordinator should be included in the planning, scheduling, and follow-up. Basic structure can be created by simply developing an outline of information to convey and a list of resources the trainer can submit to the training coordinator for approval.

Documentation of the training curriculum and materials should always be developed and shared with the training coordinator. As with any other training, evaluations should be conducted after training has been completed.

## **What Can be Done by Exchange**

Different agencies are likely to develop expertise in particular topic areas. Not all agencies will have the same expertise or knowledge. One agency may have developed an expertise in narcotics intelligence but needs to better understand financial intelligence, while another jurisdiction may have financial expertise but need help in narcotics. This provides a perfect opportunity for an exchange of knowledge. Depending on the geographic distance between the two jurisdictions, the exchange may include a large group gathering for several days or an exchange of one person from each jurisdiction traveling to the other's location. This can be a cost-saving option and might provide access to knowledge that hasn't yet been developed in-house.

Agencies should be careful, however, to avoid this becoming a wasted effort. It requires careful planning in advance of the session. The location, format, length, and topics covered should be carefully considered and planned. A curriculum, agenda, presentations, supporting materials, and goals and objectives must be developed to provide for a structured exchange. There should be time to exchange ideas and allow for discussion. Time might also be scheduled to do job shadowing and get hands-on experience, both of which will require appropriate considerations for privacy concerns. Time away from work and fusion center and agency workload needs must also be considered; it is unlikely that the entire intelligence workforce can be included at one time.

## **Outside Programs**

These will include whatever the jurisdiction is unable to adequately or successfully cover through internal or exchange programs. You may want to list more programs than you think you might need, just in case internal or exchange efforts don't work out as planned. This will also provide a cushion to help you meet any unexpected needs.

## **Free Programs**

Training courses can be found that require no enrollment costs and that provide reimbursement for travel and related expenses. Some states have coordinated training programs; Florida and California are two examples. The cost of these programs for qualified attendees is covered through State or Federal funding. Associations also are a great source of free or reduced-rate training, and are often sources of good quality training. Of course, attendees or the organization must be members of the association. Conferences are another resource, especially for law enforcement executives and intelligence managers.

There are training corporations that even offer some material online for free. While each module offered isn't likely to provide extensive information, when different modules from different sources

are combined, it can create a general overview, introduction, or background. Using this to gain an understanding of basic topical information before attending a course may make the actual training more valuable and effective.

There is also the independent study route. Since analysts, by nature, are independent learners who frequently reach out in search of their own information, supervisors should encourage analysts' curiosity and exploration. Jurisdictions might also consider developing a library of research materials, online documents, and other resources that can be used by the intelligence and analysis team.

## **The Ideal Program – Don't Compromise**

It is important to find and select a program that is a good fit. Budget does have to be a strong and sometimes decisive element of this process but the higher-quality program that meets the selection criteria is always going to pay off in the long run. Arguably, it would be better to save some training funds in anticipation of higher-quality future training needs.

## **Budgeting Based on Priorities**

The planning process is now complete, minus financial considerations. This may seem to be a rather backward approach since organizations typically address financial aspects at the beginning of the planning process, before truly having an understanding of needs and priorities. But if the proper steps have been taken prior to this point, the financial decisions will likely be easier.

Take the list of courses that were identified and determine the cost, including any hidden costs (travel, association dues, time away from job responsibilities). Then start pulling together possible sources of funding, including any limitations built into each funding source. A training coordinator is almost always in search of funding sources so this information will likely be easy to pull together. However, it does pay to make an additional sweep to identify new or creative sources of funding. Some traditional sources of funding include:

- Department of Homeland Security
- Department of Justice
- Department of Defense
- State Government
- County Government
- City Government
- Private Corporations

Start by pairing the funding that has specific requirements or limitations to the training that it fits. Then determine just how far the rest of your funding will go by simply going down the list and assigning sources and amounts of funding to each item. Keep in mind that continuing education and in-depth analyst training tends to be the most expensive, and may be the best target for developing creative approaches.

## Department of Homeland Security Funding

The DHS Homeland Security Grant Program (HSGP) allows for the use of grant funds for training on intelligence gathering and analysis. Specific guidance from the HSGP Guidance and Application Kit states:

*“Training conducted using HSGP funds should address a performance gap identified through an After Action Report/Improvement Plan (AAR/IP) or contribute to building a capability that will be evaluated through an exercise. Exercises should be used to provide the opportunity to demonstrate and validate skills learned in training, as well as to identify training gaps. Any training or training gaps should be identified in the AAR/IP and addressed in the State or Urban Area training cycle. All training and exercises conducted with HSGP funds should support the development and testing of the jurisdiction’s Emergency Operations Plan (EOP) or specific annexes, where applicable.”<sup>14</sup>*

Further guidance is provided in the HSGP’s “Supplemental Resource: Fusion Capability Planning Tool”, which states that funds for FY2008 can be used to establish and/or enhance state and local fusion centers that meet the Global Justice/Homeland Security Advisory Council (HSAC) Fusion Center Guidelines and the National Strategy for Information Sharing. Additionally, fusion centers must have achieved a baseline level of capability as defined by the Fusion Capability Planning Tool in order to use HSGP funds. The planning tool is based on the Fusion Center Guidelines. Some of the specific guidance on training includes having a baseline operation for:

- Blending of data, information, and intelligence received from multiple sources
- Reconciliation, deconfliction, and validation of the credibility of data, information, and intelligence received from collection sources
- Evaluation and analysis of data and information using subject matter experts
- Identification and prioritization of risks faced by the jurisdiction
- Production of value-added intelligence products that can support the development of performance-driven, risk-based prevention, protection, response, and consequence-management programs
- Identification of specific preventive and protective measures to identify and disrupt potential terrorist attacks during the planning and early operational stages
- Appropriate training and certification of analysts in accordance with the Minimum Criminal Intelligence Training Standards<sup>15</sup>

For complete details on HSGP funding, consult the “Guidance and Application Kit” and the “Supplemental Resource: Fusion Capability Planning Tool.” Training that gets a fusion center to this standard will create a significant path to available funding.

<sup>14</sup> U.S. Department of Homeland Security, Homeland Security Grant Program, Guidance and Application Kit, (Washington, D.C.: USDHS, 2008).

<sup>15</sup> Ibid.

## Creative Financing

After an organization has identified funding, it is likely there are still unfunded training needs. Now is the time to start thinking of creative approaches. This is where it pays to keep in touch with other jurisdictions and associations to find out what others have been able to do. Some ideas:

- For the established and larger organizations, offering basic analyst training programs or introduction to intelligence for smaller jurisdictions.
- Jurisdictions can provide specialized training on an exchange basis with a formalized curriculum.
- Host training conferences. Bring experts to your area and invite other jurisdictions to join. It may even cover your costs.
- Send one member of an organization to a highly valued training and have that person train other members of the group (train-the-trainer). Make sure the course will provide sufficient information and guidance (i.e., exercises, presentations, examples) that the attendee can use to facilitate in-house training. The individual selected to attend the formal training might be the person in the organization who is designated as the in-house expert or who has primary responsibility for that topic area.

## Institutional vs. Individual Training Plan

Each of the previous steps is recommended in the development of an organization-wide intelligence training plan. That plan should be the outline for an individual analyst training plan, that includes::

- The analyst's past training
- Developmental milestones attained
- 5-year training needs with due dates
- Training that is already planned
- Likely training courses that will fill training needs

The individual analyst training plan should be designed in a way that allows for easy tracking.

## Timing

If there are multiple analysts within an organization who need the same training, make every effort to send them together. This shows that the organization recognizes the importance of teamwork in the intelligence analysis process. Use these training opportunities to develop a sense of camaraderie.

## Identify Clear and Measurable Goals

It is important to identify clear and measurable goals. This may be as simple as, "Complete all training planned for Year One." Other goals might include:

- Establish a formal mentorship program
- Establish an internal training curriculum for training new officers on their role in the intelligence process
- Host a training seminar on the links between financial crimes and terrorism

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## Managing a Training Plan

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A training coordinator who tracks, reviews, updates, and implements the plan is an integral element of the intelligence team. There are some specific tools that can help the training coordinator: For example, designing a document format that facilitates planning and tracking. Using tables, charts, diagrams, and timelines will help. Computer programs, such as Microsoft Project, can help track larger projects that involve multiple people, dates, and tasks. These computer programs also process multiple data items automatically to develop an update on progress from multiple perspectives. Additionally, this type of program can send automated messages to a designated individual to remind the individual of pending tasks.

A training plan is not a static document to be revisited or updated at the beginning of every year. Rather, it is a living document that should be consulted regularly and have at least a basic schedule that can be easily posted for frequent viewing. Changes in staffing, changes in organizational needs, updated policies and procedures, availability of training options, and changes in funding are all events that might trigger a re-evaluation of the training plan. A quarterly review of the training plan should be conducted; a complete update of the plan should be done yearly.

### EXERCISE 11: MANAGING A TRAINING PLAN



*Please See Exercise 11 in the Workbook Section of this Document.  
This exercise will help develop a method for tracking the progress  
of the organization and individuals in achieving training goals.*

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## Sources of Training

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There are many courses offered by a variety of organizations that may serve the training needs of the intelligence analyst or other members of the organization who may be involved in the intelligence process. The number and type of courses is always changing, especially now that the importance of intelligence operations is being realized by jurisdictions, large and small, throughout the country. Since intelligence operations have not been an accepted part of operations until recently, though, there may not be as many options as there are for traditional disciplines, and the options available may not be a perfect fit. Federal and military offerings might be a good example of this since the Federal idea of intelligence, from the perspective of the FBI, CIA and other Federal agencies, is different from that of state and local intelligence. Yet these agencies can be good sources of information on basic skills and IFAs.

Below is a list of sources that are currently offering courses or that are likely to offer courses in the future. Make contact with each of them to determine details of their offerings. Making contact may also influence future offerings. For example, courses through Federal resources may not currently be available to state and local law enforcement, but continuing inquiries may spur development of new training opportunities. Following the general list of sources is some more specific information on individual course offerings relevant to fusion center needs.

### Associations

Association of Certified Fraud Examiners

International Association of Law Enforcement Intelligence Analysts (IALEIA)

International Association of Crime Analysts (IACA)

International Counter-Terrorism Officers Association

International Association of Financial Crimes Investigators

Law Enforcement Intelligence Unit (LEIU)

### Colleges and Universities

American Military University (online)

California State Universities at Fullerton, Sacramento, San Bernardino

Canadian Police College

Long Island University Homeland Security Management Institute

Manchester University, UK

Michigan State University

Mercyhurst College – Erie, PA

National Consortium for the Study of Terrorism and Responses to Terror

National Defense University – [www.ndu.edu](http://www.ndu.edu)

Naval Postgraduate School

Office of the Director of National Intelligence, Intelligence Community Academic Centers of Excellence (10 centers) – these may be mostly geared to fundamentals of intelligence but may have more of an analysis focus in the future.

- Norfolk State University - <http://www.nsu.edu/iccae/ideas.html>
- California State University, San Bernardino
- Clark Atlanta University - <http://www.caens.cau.edu/home.htm>
- Florida International University - <http://ippcs.fiu.edu/>
- Tennessee State University - <http://www.tnstate.edu/interior.asp?mid=4349&ptid=1>
- Trinity University
- University of Texas El Paso
- University of Texas Pan American
- University of Washington
- Wayne State University St. Joseph's University, PA

University of California at Riverside

## **Corporations**

Alpha Group Center for Crime & Intelligence Analysis Training

Anacapa Sciences, Inc.

Institute for Intergovernmental Research

Intelligence Study Centre

## **Federal Government**

Central Intelligence Agency – Sherman Kent School for Intelligence Analysts, Center for the Study of Intelligence

Crime Mapping and Analysis Program (CMAP)

Defense Intelligence Agency – Bolling Air Force Base, Joint Military Intelligence College

Department of Defense

Department of Homeland Security – FEMA National Preparedness Directorate and Office of Intelligence and Analysis

Department of Justice – National Drug Intelligence Center, Bureau of Justice Assistance (BJA)

Drug Enforcement Administration

Federal Bureau of Investigation

Federal Law Enforcement Training Center (FLETC)

Joint Military Intelligence Training Center, Defense Intelligence Agency

National High-Intensity Drug Trafficking Areas Assistance Center

National Intelligence University System - through the Director of National Intelligence

National Institute of Justice

National Law Enforcement and Corrections Technology Center

National White Collar Crime Center (NW3C)

Northeast Counterdrug Training Center (NCTC)

Senior Analytic Service

US Army Military School's – Analytical Investigative Tools

## **State Government**

Arizona POST Board California Department of Justice

California POST Board

Florida Department of Law Enforcement – Law Enforcement Analyst Program (offered through the DHS Multijurisdictional Counterdrug Task Force Training (MCTFT), Florida National Guard and St. Petersburg College – Analyst Investigative Techniques and Analytics Investigative Techniques Overview)

New York State Intelligence Center

## Course Descriptions

### Homeland Security Grant Program Eligible Training

As approved by FEMA/NPD and FEMA/GPD

The FEMA National Preparedness Directorate (NPD) encourages States, territories, and urban areas to use Homeland Security Grant Program (HSGP) funds to enhance the capabilities of State and local emergency preparedness through the development of a State homeland security training program. Allowable training related costs under FEMA/NPD and FEMA Grants Program Directorate (GPD) grant programs include the establishment, support, conduct, and attendance of eligible training programs specifically identified within each grant program. The following training services have been approved by FEMA/NPD and FEMA/GPD for use of eligible HSGP funds. For additional information on each of these training services, including course descriptions and requirements, as well as scheduling or point of contact information, please refer to <https://www.firstrespondertraining.gov/odp%5Fwebforms/>. This site provides regularly updated information for all FEMA/NPD-approved training courses.

The courses listed below are alphabetized according to the offering organization.

| Course  | Offering Organization                     | Target Audience | Duration |
|---|---|-----------------|----------|
| Basic Intelligence and Threat Analysis (BITAC)  | DHS – Office of Intelligence and Analysis | Law Enforcement | 24 days  |
| <p>Description: This is a classified DHS Intelligence Enterprise (IE) course for intelligence professionals, to include state, local, tribal, and territorial law enforcement and first responder personnel. This entry-level course provides intelligence professionals with an introduction to the DHS IE and the Intelligence Community (IC). The curriculum explains the homeland security mission and teaches a variety of intelligence-related skills and concepts. The BITAC includes the following courses:</p> <ul style="list-style-type: none"> <li>• Intelligence Community (IC) Overview – Course IC-110</li> <li>• Critical Thinking and Analytic Methods (CTAM) – Course IE-120</li> <li>• Intelligence Writing and Briefing (IWB) – Course IE-130</li> <li>• Vulnerabilities and Threat Risk Assessment Course (VTRAC) – Course IE-150</li> </ul> <p>This course develops intelligence skills. It acculturates participants to the homeland security mission, vision, and core values. In addition, it trains entry intelligence personnel in a coherent team building fashion. It reflects the Homeland Security Intelligence Framework and likely threats against the Homeland.</p> <p>BITAC is designed in accordance with DHS core competencies, IC analytic core competencies, and the Learning Road Maps for Intelligence Professionals (Analytics). Throughout the course, students apply their newly acquired knowledge to homeland security-based exercises, culminating in a capstone exercise. Students’ knowledge and understanding are assessed through written products and briefings. This course is taught up to the SECRET classification level.</p> |   |                 |          |

| <b>Course</b>                           | <b>Offering Organization</b>   | <b>Target Audience</b>                  | <b>Duration</b> |
|---|--|---|-----------------|
| Analytical and Critical Thinking Skills | DHS – Office of Intelligence and Analysis, State and Local Program Management Office | Law Enforcement, Intelligence Personnel | 5 days          |

Description: This workshop engages analysts in hands-on exercises to improve their analytic, critical thinking, and writing skills. Students are presented with situations and case studies to help them organize their projects and papers, frame their line of argument more effectively, identify gaps or vulnerabilities in organizing their work, reduce time spent in coordination and editing, and generate high quality products that respond to specific customer needs.

| <b>Course</b>   | <b>Offering Organization</b>                    | <b>Target Audience</b>   | <b>Duration</b> |
|---|---|--|-----------------|
| Office of the Director for National Intelligence (ODNI): Analysis 101 delivered by ODNI | Office of the Director of National Intelligence | Law Enforcement-Intelligence Analysts<br>Members of the Intelligence Community who have less than six months in an Analytic position, i.e., General Series 0123. Applicant must also possess and have been granted a final clearance, i.e., SI/TK. | 2 weeks         |

Description: Analysis 101 is an entry level course that prepared new analysts to play their role in achieving the DNI's goals of transforming intelligence analysis and fully integrating the intelligence community. It brings together new analysts from throughout the IC during their initial months on the job for 18 days of rigorous training in a truly joint environment, equipping them with the analytic skills necessary to achieve the IC's published Analytic Standards. It does so by concentrating on how critical thinking fosters best practices in analytic tradecraft. Students examine the inter-related stages of the analytic process, discuss the many barriers and pitfalls (personal, organizational, technical, and environmental) that can impede it, and practice techniques that help overcome obstacles and improve analytic rigor. A core component is instructional and guided practice in thinking critically about the reasoning process. Working closely with peers from other agencies, new analysts acquire a common set of analytic skills and a joint perspective on intelligence enterprise, a solid foundation on which subsequent agency-specific training can build.

This course is classified at the TOP SECRET//SI/TK level

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| <b>Course</b>   | <b>Offering Organization</b> | <b>Target Audience</b> | <b>Duration</b> |
|---|------------------------------|------------------------|-----------------|
| Introductory Intelligence Analyst Training Program (IIATP)  | FLETC                        | Law Enforcement        | 40 hours        |
| <p>Description: This program is designed to provide a historical, legal, and conceptual basis for criminal/law enforcement intelligence, and establishes a firm ethical basis. It contains an ongoing practical exercise which also follows the intelligence process/cycle. The initial phase of the exercise necessitates the drafting of an operational plan with goals and objectives, followed by a plan which details the collection and documentation of data. The program is conducted in a student centered learning environment, guided by subject matter experts in various fields. The IIATP contains a written, comprehensive examination and a practical exercise with the submission of a report and presentation of a briefing of the student's findings to the class, instructors, and interested "official" observers. <a href="http://www.fletc.gov/training/programs/computer-financial-intelligence/intelligence/intelligence-analyst-training-program-iatp?searchterm=ia">http://www.fletc.gov/training/programs/computer-financial-intelligence/intelligence/intelligence-analyst-training-program-iatp?searchterm=ia</a></p> |                              |                        |                 |

| <b>Course</b>   | <b>Offering Organization</b> | <b>Target Audience</b> | <b>Duration</b> |
|---|------------------------------|------------------------|-----------------|
| Anti-Terrorism Intelligence Awareness Training Program (AIATP)  | FLETC                        | Law Enforcement        | 8 hours         |
| <p>Description: The Anti-Terrorism Intelligence Awareness Training Program (AIATP) is an 8 hour specialized training program designed to provide state and local law enforcement officers with a working knowledge of the intelligence process and their important role in the collection, recording, and reporting of terrorist activities. Highlights of the program include an introduction to the National Criminal Intelligence Sharing Plan, an overview of both domestic and international terrorist groups, indicators of terrorist activities, the use of the internet by terrorist groups, and a regional update of terrorist activities. <a href="http://www.fletc.gov/training/programs/state-local/training-opportunities/anti-terrorism-intelligence-awareness-training-program-aiatp?searchterm=anti">http://www.fletc.gov/training/programs/state-local/training-opportunities/anti-terrorism-intelligence-awareness-training-program-aiatp?searchterm=anti</a></p> |                              |                        |                 |

| <b>Course</b>   | <b>Offering Organization</b> | <b>Target Audience</b> | <b>Duration</b> |
|---|------------------------------|------------------------|-----------------|
| Foundations of Intelligence Analysis Training (FIAT)  | IALEIA/LEIU                  | Law Enforcement        | 5 days          |
| <p>Description: The FIAT is a 5-day beginning analytic class that meets the training standards of the National Criminal Intelligence Sharing Plan and the minimum training requirements set by the Society of Certified Criminal Analysts. There are currently 50 certified FIAT instructors in the U.S., Canada, Australia, the UK and South Africa available to provide training. Course topics include: History of Intelligence; Legal Issues/Ethics; Sources of Information; Creative/Critical Thinking; Logic; Inference Development; Competing Hypotheses; Crime Pattern Analysis; Association Analysis; Flow Analysis; Strategic Analysis; Communication Analysis; and Products of Analysis. <a href="http://www.ialeia.org/fiat">http://www.ialeia.org/fiat</a></p> |                              |                        |                 |

| Course   | Offering Organization     | Target Audience | Duration |
|--|---------------------------|-----------------|----------|
| Developing an Intelligence Capacity in State, Local, and Tribal Law Enforcement Agencies   | Michigan State University | Law Enforcement | 16 hours |
| Description: This course provides is designed to develop the intelligence capacity of State, local, and tribal law enforcement agencies. It is compliant with the National Criminal Intelligence Sharing Plan (NCISP) and the Information Sharing Environment (ISE) guidelines. The course uses the “toolbox” analogy because it is “resource rich.” It applies to all law enforcement agencies, regardless of size. |                           |                 |          |

| Course  | Offering Organization                               | Target Audience | Duration   |
|---|---|-----------------|------------|
| Advanced Criminal Intelligence Analysis to Prevent Terrorism  | National White Collar Crime Center with DHS and DOJ | Law Enforcement | 32.5 hours |
| Description: Law enforcement intelligence for counterterrorism requires a more strategic or predictive approach to deal with both domestic and international terrorist threats. This training helps law enforcement analysts become aware of intelligence processes used in the national security arena, and law enforcement’s role in the larger intelligence community. An in-depth, hands-on exercise using an all-crimes approach requires the students to find, and pursue through analysis, indicators of a terrorist threat. <a href="http://www.nw3c.org/ocr/courses_desc.cfm?cn=ACIAPT">http://www.nw3c.org/ocr/courses_desc.cfm?cn=ACIAPT</a> |   |                 |            |

| Course  | Offering Organization             | Target Audience                              | Duration |
|---|-----------------------------------|--|----------|
| Law Enforcement Analyst Program   | Sponsored by the State of Florida | Law Enforcement, Governmental Administrative | 40 hours |
| Description: To introduce students to the theory and practice of intelligence, intelligence reporting, analysis protocols, products, tools used to produce graphical results of analyzed data involving the use of computers, processes used to analyze data, work methodology in analysis, teamwork, investigative planning for major investigations, and the role of analysis in crime specific investigations. |                                   |  |          |

| Course   | Offering Organization            | Target Audience   | Duration |
|--|----------------------------------|---|----------|
| Terrorism Liaison Officer (TLO) Training Program   | Sponsored by State of California | Emergency Medical Services, Emergency Management Agency, Fire Service, Hazardous Material, Public Works | 24 hours |
| Description: This is a 24-hour course designed to support the anticipated duties and responsibilities for the TLO. It addresses some of the problems uncovered after the attack of September 11, 2001 concerning the collection, sharing, and dissemination of information and intelligence to help prevent another such attack. Program components include The Terrorist Threat, Fourth Generation Warfare, International and Domestic Terrorism, Understanding Militant Islam, Intelligence and Operational Security, and Community Information Networking. The course also provides the TLO with information with regard to resources that will allow the TLO to maintain his/her expertise and knowledge with regard to terrorism and related issues |                                  |   |          |

### Additional Courses

| Course   | Offering Organization                       | Target Audience                                     | Duration |
|--|---|---|----------|
| Criminal Intelligence for Executives   | California Office of Attorney General, POST | Intelligence Commanders, Law Enforcement Executives | 16 hours |
| Description: Provides administrators with the most recent advice available for maintaining an effective and trouble-free intelligence operations function. |   |   |          |

| Course  | Offering Organization  | Target Audience       | Duration |
|---|--|-----------------------|----------|
| The Intelligence Process – DVD  | California Office of the Attorney General, POST and Arizona POST | Officers and Analysts | N/A      |
| Description: Underscores the vital role field officers play in providing essential pieces of information on which intelligence products are based. Specific segments reinforce the importance of the field officer in gathering intelligence. The student can play the course in its entirety or select from eight course segments: Intelligence Payoff; Intelligence Process; Alpha Roster; Terrorism Update – California; Terrorism Update – Arizona; Special Field Focus – Arizona; and Intel in Action – Arizona. |  |                       |          |

| Course   | Offering Organization                       | Target Audience                 | Duration |
|--|---|---------------------------------|----------|
| Intelligence, Basic Elements   | California Office of Attorney General, POST | Intelligence Analyst, Collector | 36 hours |
| Description: Investigation of terrorism, narcotics trafficking, prostitution, gambling, other conspiratorial activities. Attendees learn about organized crime, explore methods on how to find and analyze information to establish involvement in illegal activities. (part of a DOJ certification) (916) 278-4433 for details. |   |                                 |          |

| Course  | Offering Organization                   | Target Audience      | Duration                      |
|---|---|----------------------|-------------------------------|
| Criminal Intelligence Analysis  | California State University, Sacramento | Intelligence Analyst | 148 hours, 400 hour practicum |
| Description: The curriculum focuses on skill development in collecting and analyzing crime data to forecast future crime occurrences, developing target criminal profiles, documenting illicit relationships between people, organizations and events and the use of statistical techniques to solve crime problems. Participants are given practical instruction in crime analysis, criminal investigative analysis, organized crime and intelligence analysis and law enforcement research and statistical methods. Participants utilize opportunities to perform tasks associated with crime and intelligence analysis work. Course offerings include the analysis of crimes that most frequently come to the attention of field investigative officers (murder, rape, robbery, burglary and theft) and those of interest to intelligence officers (“victimless” crimes, organized crime activities, smuggling, child pornography rings, money-laundering schemes). Courses also demonstrate how to identify and correctly define crime problems and how to use crime analysis and intelligence information to create directed patrol or tactical action plans that will lead to an effective police response. |   |                      |                               |

| <b>Course</b>  | <b>Offering Organization</b>              | <b>Target Audience</b>   | <b>Duration</b>     |
|--|---|--|---------------------|
| Terrorism II: Meeting the Threat   | California Specialized Training Institute | Experienced investigators, field supervisors through command staff | 4 ½ days (40 hours) |
| <p>Description: Prerequisite: Terrorism I or consent of course manager. This course reinforces California's established emergency management practices and adds critical elements supervisors, managers and policy makers must understand when dealing with an act of terrorism. Designed for experienced investigators and field supervisors through command staff, this course covers these topics:</p> <ul style="list-style-type: none"> <li>• Evolving Threats</li> <li>• Protecting Key Assets</li> <li>• Community Information Networking</li> <li>• Legal Aspects of Intelligence</li> <li>• Environmental Extremism</li> <li>• Agro-terrorism</li> <li>• Prison Radicalization</li> <li>• Case Studies</li> <li>• Threat Forecast</li> </ul> <p>This course is recommended for public safety officials, security and intelligence professionals and representatives of critical infrastructure sector components. The issues covered in the course will also be of interest to supervisors, managers, command staff or elected officials who desire a better understanding of the challenges presented by a terrorist incident.</p> |   |  |                     |

| <b>Course</b>   | <b>Offering Organization</b>              | <b>Target Audience</b>   | <b>Duration</b>   |
|---|---|--|-------------------|
| Terrorism III: Advanced Studies in Terrorism  | California Specialized Training Institute | Experienced investigators, field supervisors through command staff | 3 days (24 hours) |
| <p>Description: Prerequisite: Terrorism II or consent of course manager. This course is designed for experienced professionals who desire advanced study to enhance their knowledge and skills in this field. It also provides information that will help graduates share their knowledge with their agencies. Presentations include</p> <ul style="list-style-type: none"> <li>• Agency Roles, Responsibilities and Protocols</li> <li>• Cross Cultural Issues in Homeland Security</li> <li>• Terrorism Financing</li> <li>• Assassination as a Tool of Terror</li> <li>• Surveillance and Counter Surveillance</li> <li>• Conducting Internet Research</li> <li>• Presentation Skills</li> </ul> <p>This course will benefit public safety personnel, security and intelligence professionals, private sector representatives of allied agencies, critical infrastructure sectors and non-governmental organizations and associations, emergency managers and business continuity professionals.</p> |   |  |                   |

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| <b>Course</b>  | <b>Offering Organization</b>              | <b>Target Audience</b>   | <b>Duration</b> |
|--|---|--|-----------------|
| Terrorism Update   | California Specialized Training Institute | Experienced investigators, field supervisors through command staff | 1 day (8 hours) |
| <p>Description: In addition to our week-long terrorism courses, the Institute offers “Terrorism Updates” throughout the academic year at locations throughout California. The courses can serve as a refresher or as an initial survey of the topic. These one-day programs are scheduled at the request of host agencies. Topics may include:</p> <ul style="list-style-type: none"> <li>• Definition, History and Examples of Terrorism as a Tool for Causing Change</li> <li>• Review of Recent Terrorist Events</li> <li>• Roles of Federal, State and Local Agencies in Preparing for and Responding to Terrorist Events</li> <li>• Critical Infrastructure Vulnerabilities</li> <li>• Current Threats</li> </ul> |   |  |                 |

| <b>Course</b>   | <b>Offering Organization</b>              | <b>Target Audience</b>                           | <b>Duration</b>   |
|---|---|--|-------------------|
| Terrorism: Weapons of Mass Destruction  | California Specialized Training Institute | Field personnel, emergency managers and planners | 2 days (16 hours) |
| <p>Description: The use of weapons of mass destruction – chemical, biological, nuclear, radiological, explosive or incendiary weapons – has marked not only a fundamental change in what man will use in war, but in what terrorists will use against innocent civilian victims. We approach this topic from several perspectives so that students come away with a thorough understanding of the weapons available to terrorists, the actual historical development and uses of such weapons and the current threat potential. The course will also cover pre-incident indicators and first responder concerns.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Overview of Terrorism</li> <li>• Introduction to Weapons of Mass Destruction (WMD)</li> <li>• Historical Uses of WMD</li> <li>• Nuclear and Radiological Weapons</li> <li>• Chemical Weapons</li> <li>• Biological Weapons</li> <li>• Case Studies</li> <li>• Current Threat Potential</li> <li>• Pre-Incident Indicators</li> <li>• First Responder Issues</li> <li>• Threat Scenario Discussions</li> <li>• Medical Response Protocols</li> </ul> <p>The WMD course is recommended for all field personnel as well as emergency planners and managers.</p> |   |  |                   |

| <b>Course</b>  | <b>Offering Organization</b>              | <b>Target Audience</b> | <b>Duration</b>   |
|--|---|------------------------|-------------------|
| Terrorism Intelligence Analysis  | California Specialized Training Institute | Intelligence Analysts  | 3 days (24 hours) |
| <p>Description: CSTI's Terrorism Intelligence Analysis course addresses the special challenges that terrorist activities present to analysts and consumers of intelligence. While applying established criminal intelligence analysis methodologies to the terrorist threat, the course explores those challenges and presents ways to enhance the analysis function of any agency. Topics include:</p> <ul style="list-style-type: none"> <li>• Intelligence Analysis/Cycle Overview</li> <li>• Collection, Sourcing, Reporting and Recording</li> <li>• Analysis Pitfalls</li> <li>• Operational Security</li> <li>• Collation and Translation</li> <li>• Analysis Forms</li> <li>• Community Information Network</li> </ul> <p>The course incorporates an extended analysis exercise to allow course participants to apply existing and newly learned skills and tools to a terrorist scenario.</p> |   |                        |                   |

| <b>Course</b>  | <b>Offering Organization</b> | <b>Target Audience</b> | <b>Duration</b> |
|--|------------------------------|------------------------|-----------------|
| Multi-Agency Course  | Department of Justice        | Intelligence Analysts  | 1 week          |
| <p>Description: The Multi-agency Course is a 1-week entry-level drug intelligence analysis course. This introductory course provides an overview of counterdrug intelligence analysis, introduces students to basic analytical tools and techniques, and allows students to apply newly acquired skills to a comprehensive final practical exercise involving charting, analysis, and presentation. The National Drug Intelligence Center funds and coordinates the course. (814) 532-4608</p> |                              |                        |                 |

| <b>Course</b>   | <b>Offering Organization</b>      | <b>Target Audience</b>                      | <b>Duration</b> |
|---|-----------------------------------|---|-----------------|
| Criminal Intelligence for the Chief Executive (CICE) Briefing   | DHS/DOJ Fusion Process TA Program | Chiefs, Sheriffs, Executive law enforcement | 2 days          |
| <p>Description: The U.S. Department of Justice, Bureau of Justice Assistance (BJA), is offering a training program for law enforcement executives, focusing on criminal intelligence sharing, the intelligence function, intelligence-led policing, and legal and privacy issues. This training provides an opportunity for executives to gain additional knowledge and information on the intelligence field, offers tools to help executives integrate intelligence into their operations, and presents case scenarios and examples to identify mechanisms to resolve legal and privacy issues. <a href="http://www.iir.com/cice/">http://www.iir.com/cice/</a></p> <p>Training Includes:</p> <ul style="list-style-type: none"> <li>• Overview of the National Criminal Intelligence Sharing Plan</li> <li>• Review of the criminal intelligence process and function</li> <li>• Policy and resource implications</li> <li>• Intelligence-led policing</li> <li>• Legal and liability issues</li> <li>• Overview of 28 CFR Part 23</li> <li>• Privacy and ethical issues</li> <li>• Intelligence sharing networks/systems</li> </ul> |                                   |   |                 |

| Course   | Offering Organization             | Target Audience  | Duration |
|--|-----------------------------------|--|----------|
| Intelligence Commanders Course   | DHS/DOJ Fusion Process TA Program | Commanders and supervisors responsible for ensuring that daily criminal intelligence operations function in accordance with the agency's or center's intelligence collection policies and requirements | 2 days   |
| <p>Description: The Intelligence Commanders Course is a two-day course designed for law enforcement intelligence commanders. This training will provide the essential principles to effectively establish and/or operate an intelligence unit. Commanders and supervisors are responsible for ensuring that daily criminal intelligence operations function in accordance with the agency's or center's intelligence collection policies and requirements. This training seeks to ensure that these individuals are prepared to provide the accountability and organization necessary to manage the resources responsible for the functioning of the intelligence process and the production of intelligence products. This specialized course is delivered in a hands-on classroom setting. To maximize the effectiveness of the course and reach the appropriate recipients, it is provided regionally across the country. <a href="http://www.iir.com/icc/">http://www.iir.com/icc/</a></p> <p>Training Includes:</p> <ul style="list-style-type: none"> <li>• Foundations of Intelligence</li> <li>• Intelligence-Led Policing</li> <li>• Intelligence Systems and Technology</li> <li>• Legal Issues</li> <li>• Management Issues</li> <li>• Intelligence Products</li> <li>• Fusion Process</li> </ul> |                                   |  |          |

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| <b>Course</b>   | <b>Offering Organization</b>            | <b>Target Audience</b> | <b>Duration</b>                  |
|---|---|------------------------|----------------------------------|
| Various graduate, undergraduate and certificate   | DIA Joint Military Intelligence College | Intelligence Analysts  | Based on a college term schedule |
| Description: Offers an Undergraduate Intelligence Certificate Program, a Bachelor of Science in Intelligence degree-completion program, or graduate study by enrollment in the Postgraduate Intelligence Program Certificate and Master of Science of Strategic Intelligence degree program. (202) 231-3299 |   |                        |                                  |

| <b>Course</b>   | <b>Offering Organization</b> | <b>Target Audience</b>            | <b>Duration</b> |
|---|------------------------------|-----------------------------------|-----------------|
| Cyber Counter-Terrorism Investigations Training Program (CCITP)   | FLETC<br>(912) 267-2723      | Specialized Intelligence Analysts | 5 days          |
| Description: The target audience will be criminal investigators, detectives, intelligence specialists, and intelligence analyst from the Federal, state and local law enforcement community who are tasked with performing intelligence gathering and analysis, investigations and operations against known and unknown terrorist targets or threats.                               |                              |                                   |                 |
| <ul style="list-style-type: none"> <li>• Cyber Capabilities of Terrorists</li> <li>• Legal</li> <li>• Internet Technology</li> <li>• Cyber Operations Security</li> <li>• Website identification methodology and Domain Name System (DNS)</li> <li>• Web-based investigation technology and tracking tools</li> <li>• Terrorist Financing</li> <li>• Practical Exercises</li> </ul> |                              |                                   |                 |

| <b>Course</b>  | <b>Offering Organization</b> | <b>Target Audience</b> | <b>Duration</b> |
|--|------------------------------|------------------------|-----------------|
| Intelligence Analyst Training Program (IATP)   | FLETC                        | Intelligence Analysts  | 9.5 days        |
| Description: Includes an ongoing practical exercise that follows the intelligence process/cycle. The initial phase necessitates the drafting of an operational plan with goals and objectives, followed by a collection plan that details the collection and documentation of data. Other topics include collation, evaluation, dissemination and re-evaluation. The program is conducted in a student-centered learning environment, guided by subject matter experts from various fields. There is a written comprehensive examination at the mid-point to verify the student's progress. The practical exercise culminates with the submission of a report and a briefing of the student's findings to the class, instructors, and FLETC staff. |                              |                        |                 |

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| <b>Course</b>   | <b>Offering Organization</b> | <b>Target Audience</b>     | <b>Duration</b> |
|---|------------------------------|----------------------------|-----------------|
| Intelligence Awareness for Law Enforcement Executives Training Program (IALEETP)  | FLETC                        | Law Enforcement Executives | 1 day           |
| <p>Description: IALEETP is a 6 hour specialized training program designed to provide state, local, tribal, and campus law enforcement executives with a working knowledge of the NCISP, the criminal intelligence process and their important role in working towards the systematic sharing of information among the law enforcement community. Highlights of the program include an introduction to the NCISP, the concept of Intelligence Led Policing, and the legal and privacy considerations associated with information collection, storage, and dissemination.</p> |                              |                            |                 |

| <b>Course</b>  | <b>Offering Organization</b> | <b>Target Audience</b> | <b>Duration</b> |
|--|------------------------------|------------------------|-----------------|
| Sustaining the Intelligence Function in State, Local and Tribal Law Enforcement  | Michigan State University    | Law Enforcement        | 8 hours         |
| <p>Description: As a follow-up class to AWR 181, the Intelligence Toolbox, this course provides additional training tools to sustain the intelligence capacity within all-sized agencies. Core training components include Intelligence Led Policing (ILP); Establishing Public-Private Partnerships; and Open Source Information and Intelligence. Class participants will also receive an extensive audit tool to assist in determining what needs to be done in their law enforcement agency to implement or develop ILP.</p> |                              |                        |                 |

| <b>Course</b>  | <b>Offering Organization</b> | <b>Target Audience</b>                    | <b>Duration</b> |
|--|------------------------------|---|-----------------|
| Basic Intelligence Officer Awareness Course (BIOAC)  | New York State Police        | Intelligence Analysts and police officers | 3 days          |
| <p>Description: In collaboration with Office of Homeland Security, the New York State Police developed and implemented the BIOAC phases I and II, provided to law enforcement officers throughout the state. BIOAC is based on the principles of “Intelligence Led Policing” (ILP) and counter terrorism. This training has focused on indicators and warnings of terrorist activity, fraudulent documents, and identities of terrorists and terrorism groups. The course was directed at more than four hundred and fifty law enforcement agencies in New York State, and in conjunction with the New York State Office of Homeland Security, NYSP was able to train hundreds of officers by delivering the training sessions at six locations throughout New York State.</p> |                              |   |                 |

# Appendices

The following documents are included on the Fusion Center Training Plan Development Workshop Resource CD.

## A. Intelligence Analyst Job Descriptions

A collection of job descriptions used recently by the New York State Intelligence Center. The listings demonstrate different levels of types of roles and responsibilities within the intelligence analyst category.

## B. Core Criminal Intelligence Training Standards

The purpose of these standards is to establish core concepts, principles, and practices within the law enforcement criminal intelligence function. It provides an outline of the role, mission, and core training objectives of personnel in criminal intelligence positions.

## C. Minimum Criminal Intelligence Training Standards

The minimum standards outlined in this document are recommendations for core minimum criminal intelligence training standards for each classification of intelligence personnel. The detailed recommendations include objectives, standards, and suggested curriculum/sources of information, as well as time allocations.

## D. Continuing Professional Development Workbook

IALEIA published the *Continuing Professional Development Workbook* created by Howard Atkin of West Yorkshire, England, Constabulary. This is an example of a basic workbook document an analyst's learning and experience thought their careers.

## E. Institutionalizing Mentoring

The IACP project, *Services, Support and Technical Assistance for Smaller Police Departments*, published the first of the *Best Practice Series – Recruitment and Retention of Qualified Police Personnel*. One of the strategies cited as an excellent means of enhancing law enforcement recruitment and retention efforts was the practice of employee mentoring.

## F. Law Enforcement Analytic Standards

Minimum standards for intelligence analysis to ensure intelligence products are accurate, timely, factual, and relevant and recommend implementing policy and/or action(s).

## **G. Homeland Security Grant Program Guidance**

The guidance and application kit and the supplemental resource specifically addressing fusion centers provide the specific requirements of taking advantage of the funds available through the Homeland Security Grant Program.

## **H. National Criminal Intelligence Sharing Plan**

This sharing plan emphasizes better methods for developing and sharing critical data among all law enforcement agencies to overcome the long-standing and substantial barriers that hinder intelligence sharing.

## **I. Law Enforcement Analyst Certification Standards**

This document provides guidance to agencies and organizations that offer analyst certification and offer guidance regarding instituting the analyst certification process. Recommendations include the development of a code of ethics, development of policies and procedures for the certification process, resources for persons assigned to the analyst function, completion of a certification application, successful completion of a certification examination, and adherence to the standards outlined in the Law Enforcement Analytic Standards.

## **J. Baseline Capabilities for State and Major Urban Area Fusion Centers**

This document identifies the baseline capabilities for fusion centers and the operational standards necessary to achieve each of the capabilities. It is an addendum to the Global Justice Information Sharing Initiative's (Global) Fusion Center Guidelines, which provide guidance to ensure that fusion centers are established and operated consistently across the country.

**New York State Intelligence Center**  
**Fusion Center Training**  
**Strategy Development**

*Guidelines and Recommendations for Fusion  
Center Intelligence Analysts and Personnel*

**Workbook Exercises**

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# Workbook Exercises

|   |             |
|---|-------------|
| <b>Exercise 1: Analyst Roles and Responsibilities</b>         | <b>E-1</b>  |
| <b>Exercise 2: Build an Analyst</b>                           | <b>E-4</b>  |
| <b>Exercise 3: Organization-wide Training Needs</b>           | <b>E-6</b>  |
| <b>Exercise 4: Continuing Education Plan</b>                  | <b>E-8</b>  |
| <b>Exercise 5: Professional Development Plan</b>              | <b>E-11</b> |
| <b>Exercise 6: Mentoring Checklist</b>                        | <b>E-13</b> |
| <b>Exercise 7: Acclimating the Analyst</b>                    | <b>E-15</b> |
| <b>Exercise 8: Job Satisfaction</b>                           | <b>E-17</b> |
| <b>Exercise 9: Yearly Goals Evaluation</b>                    | <b>E-19</b> |
| <b>Exercise 10A-H: Developing a Training Plan</b>             | <b>E-21</b> |
| Exercise 10B: Shoot for the Moon                              | E-22        |
| Exercise 10C: Identify Gaps in Capabilities                   | E-23        |
| Exercise 10D: Identify Gaps in Training                       | E-24        |
| Exercise 10E: Prioritizing Needs                              | E-25        |
| Exercise 10F: What Training Has Worked and What Has Not       | E-26        |
| Exercise 10G: Internal, Exchange, External, and Free Programs | E-27        |
| Exercise 10L: Budgeting and Planning Based on Priorities      | E-28        |
| <b>Exercise 11: Managing a Training Plan</b>                  | <b>E-30</b> |

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## EXERCISE 1: ANALYST ROLES AND RESPONSIBILITIES



*This exercise will help identify the roles and responsibilities of a generalized intelligence analyst in the fusion center.*

### IDENTIFYING ROLES AND RESPONSIBILITIES

Check the boxes below to include the item in an analyst's roles and responsibilities. Use the space provided to note any modifications to fit your own fusion center:

- Perform research and analytical functions in support of the organization's initiatives.  
\_\_\_\_\_
- Assemble, collate, analyze, and interpret incoming reports, intelligence, and investigative information.  
\_\_\_\_\_
- Compile statistics and construct charts and graphs that correlate with analytical findings.  
\_\_\_\_\_
- Understand the principles and methodologies of work in the intelligence field.  
\_\_\_\_\_
- Construct and query relevant databases to retrieve information while understanding the limitations of the information they are retrieving.  
\_\_\_\_\_
- Identify data sources.  
\_\_\_\_\_
- Extract and validate relevant data and assemble information in written communication.  
\_\_\_\_\_
- Compose descriptive intelligence reports through analytical techniques and methods to identify links, trends and patterns in intelligence, operations, and investigative activities.  
\_\_\_\_\_
- Monitor internal database systems and recommend additions and/or modifications.  
\_\_\_\_\_
- Apply advanced techniques to identify and resolve complex problems.  
\_\_\_\_\_
- Liaison with counterparts in other organizations to gather and share information.  
\_\_\_\_\_
- Communicate effectively, orally and in writing, to disseminate the results of research.  
\_\_\_\_\_

**ROLES AND RESPONSIBILITIES CATEGORIES**

Below are some possible broad categories of roles and responsibilities. Check any box next to a category that should be included in your analysts' roles and responsibilities. Use the extra space to identify the specific expectation.

- Knowledge of Crime Analysis Basics

---

- Ability to Evaluate the Integrity of Information

---

- Knowledge of Criminal/Terrorism Behavior

---

- Understanding the Criminal Justice System

---

- Conducting Temporal Analysis

---

- Use of Descriptive Statistics

---

- Use of Inferential Statistics

---

- Conducting Demographic Analysis

---

- Interpreting Crime Statistics

---

- Spatial Analysis

---

- Investigative/Intelligence Analysis Charting

---

- Reading Comprehension

---

- Writing Expository Narratives

---

- Making Effective Presentations

---

- Word Processing Skills

---

- Spreadsheet Operations

---

- Internet/Intranet Skills

---

- Use of Databases

---

- Organizational Management

---

# Notes

*(Use this space to take any additional notes or to complete the workbook exercise)*

## EXERCISE 2: BUILD AN ANALYST



This exercise will help you “build” an intelligence analyst with the attributes most valued by your organization.

### FIRST CONSIDERATIONS

Sworn, civilian and contract personnel may all be possible staffing resources. Consider the following when selecting candidates and provide a short description:

- What is the compensation package you are able to offer? \_\_\_\_\_
- Does the fusion center position provide the opportunity for future promotion?  
\_\_\_\_\_
- What experience does the candidate need to have?  
\_\_\_\_\_
- How many years of commitment to the fusion center would be ideal? \_\_\_\_\_
- Will there be any opportunity for working out in the field? \_\_\_\_\_

### CHOOSING ATTRIBUTES

The left and center columns list basic characteristics that have potential to make good analysts. Circle those that apply to your division or use space on the right to write your own.

#### Education

- Four Year Degree

#### Primary Professional Skills

- Subject Matter Expertise
- Analytic Methodologies
- Information Handling and Processing
- Computer

#### Personal Characteristics

- Customer Service Ethic
- Communication Skills
- Writing Skills
- Objectivity
- Intellectual Honesty
- Curious Learner
- Critical Thinker

#### Additional Professional Skills:

- Knowledge of Crime Analysis Basics
- Evaluate Integrity of Information
- Knowledge of Criminal Behavior
- Understand Criminal Justice System
- Conduct Temporal Analysis
- Use Descriptive Statistics
- Demographic Analysis
- Interpret Crime Statistics
- Spatial Analysis
- Analysis Charting
- Reading Comprehension
- Writing Narratives
- Making Presentations
- Word Processing
- Spreadsheets
- Internet/Intranet

#### Education

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### Professional Skills

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### Personal Characteristics

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Notes

*(Use this space to take any additional notes or to complete the workbook exercise)*

**EXERCISE 3: Organization-Wide Training Needs**



*This exercise will help identify immediate and ongoing intelligence training needs for the whole organization.*

**Instructions:** Your fusion center may not be directly involved in the intelligence training needs of other agencies or divisions. Some centers maintain an outreach effort to help forward the work of the fusion center to partners

Does your fusion center help other agencies/divisions identify and coordinate their intelligence awareness training needs?

YES  NO

What future involvement in intelligence awareness training throughout other agencies/divisions is planned?

Outreach  
 Support  
 Direct Coordination  
 None

Explain: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

| Individual                               | Capabilities Needed  | Training Needed   |
|--|--|---|
| <p><b>Law Enforcement Officers</b></p>   | <ul style="list-style-type: none"> <li>• Understand criminal intelligence process.</li> <li>• Know data systems, networks, and resources.</li> <li>• Identify key signs of criminal and terrorist activities.</li> <li>• Understand data collection and reporting.</li> <li>• Understand legal, privacy, and ethical standards.</li> </ul> <p><b>Additional Capabilities:</b> _____<br/>                     _____<br/>                     _____</p>  | <p><b>Formal Training:</b> _____<br/>                     _____<br/>                     _____</p> <p><b>Informal Training:</b> _____<br/>                     _____<br/>                     _____</p> |
| <p><b>Law Enforcement Executives</b></p> | <p>Understand:</p> <ul style="list-style-type: none"> <li>• NCISP, ISEIP, fusion center concept and their own role in each.</li> <li>• Criminal intelligence process.</li> <li>• Philosophy and practices of intelligence-led policing and role of NCISP.</li> <li>• Legal, privacy, liability, and ethical standards.</li> <li>• Existing criminal information sharing networks and other support for the agency.</li> </ul> <p><b>Additional Capabilities:</b> _____<br/>                     _____<br/>                     _____</p> | <p><b>Formal Training:</b> _____<br/>                     _____<br/>                     _____</p> <p><b>Informal Training:</b> _____<br/>                     _____<br/>                     _____</p> |

# Notes

*(Use this space to take any additional notes or to complete the workbook exercise)*

## EXERCISE 4: Continuing Education Plan



This exercise will help you develop a 1-year continuing education plan for your organization's intelligence analysts.

**Instructions:** Below is a sample continuing education plan form completed using example data. A blank form is also provided to start entering information that might apply to a member of your fusion center team. At least 12 hours per year of continuing education should be scheduled. A performance review and goal setting meeting with the analyst will produce the list of skills needed.

### Sample Form

Name: Frances Hollings

Position: Intelligence Analyst

| Skill Needed      | Possible Course   | Course Details   | Financial Details                               | Priority |
|-------------------|---|--|---|----------|
| Cyber Terrorism   | Cyber Counter-Terrorism Investigations Training Program (CCITP) | Offered By: FLETC<br>Location: Glynco, GA<br>Date: October 6-11<br>Hours: 40<br><input checked="" type="checkbox"/> IFA<br><input type="checkbox"/> Basic<br><input checked="" type="checkbox"/> Train Trainer     | Cost: \$1000<br>Travel: \$500<br>Per Diem: \$75 | 1        |
| In-Depth Analysis | Seminar on Joint Intelligence Support to Crisis Operations      | Offered By: NPS<br>Location: Monterey, CA<br>Date: March<br>Hours: 40<br><input checked="" type="checkbox"/> IFA<br><input type="checkbox"/> Basic<br><input checked="" type="checkbox"/> Train Trainer            | Cost: \$2000<br>Travel: \$300<br>Per Diem: \$60 | 3        |
| Terrorism         | Terrorism Update  | Offered By: CA POST<br>Location: Los Angeles, CA<br>Date: January 22<br>Hours: 8<br><input checked="" type="checkbox"/> IFA<br><input type="checkbox"/> Basic<br><input checked="" type="checkbox"/> Train Trainer | Cost: Free<br>Travel: \$200<br>Per Diem: \$86   | 2        |

Total Hours: \_\_\_\_\_

## Continuing Education Form

Name: \_\_\_\_\_

Position: \_\_\_\_\_

| Skill Needed | Possible Course | Course Details  | Financial Details             | Priority |
|--------------|-----------------|---|-------------------------------|----------|
|              |                 | Offered By:<br>Location:<br>Date:<br>Hours:<br><input type="checkbox"/> IFA<br><input type="checkbox"/> Basic<br><input type="checkbox"/> Train Trainer | Cost:<br>Travel:<br>Per Diem: |          |
|              |                 | Offered By:<br>Location:<br>Date:<br>Hours:<br><input type="checkbox"/> IFA<br><input type="checkbox"/> Basic<br><input type="checkbox"/> Train Trainer | Cost:<br>Travel:<br>Per Diem: |          |
|              |                 | Offered By:<br>Location:<br>Date:<br>Hours:<br><input type="checkbox"/> IFA<br><input type="checkbox"/> Basic<br><input type="checkbox"/> Train Trainer | Cost:<br>Travel:<br>Per Diem: |          |

**Total Hours:** \_\_\_\_\_

# Notes

*(Use this space to take any additional notes or to complete the workbook exercise)*

## EXERCISE 5: Professional Development Plan



*This exercise will help you develop a 5-year professional development plan for one intelligence analyst.*

**Instructions:** Below is a sample 5-year professional development plan for a new intelligence analyst. Fill in the blanks.

| Year         | Developmental Milestones   | Formalized Training (Likely 80 hours/year)  |
|--------------|--|---|
| <b>One</b>   | <ul style="list-style-type: none"> <li>Exposure to all basics:                             <ul style="list-style-type: none"> <li>Comfortable in roles and responsibilities</li> <li>Understand and use all basic training standards</li> <li>Ability to use all technological tools</li> <li>Knowledge of all available sources</li> </ul> </li> </ul> <p>Additional Milestones: _____<br/>                     _____<br/>                     _____</p>                                      | <ul style="list-style-type: none"> <li>Achieve basic training standards:                             <ul style="list-style-type: none"> <li>Basic skills</li> <li>Basic tools</li> <li>Sources</li> <li>Product development</li> </ul> </li> <li>Organization Assimilation</li> </ul> <p>Formal Training: _____<br/>                     _____<br/>                     Informal Training: _____<br/>                     _____</p> |
| <b>Two</b>   | <ul style="list-style-type: none"> <li>In-depth on basics and introduction to focus areas:                             <ul style="list-style-type: none"> <li>Expert in basic standards</li> <li>Begin developing IFA knowledge and abilities</li> <li>Developing own style and approach</li> <li>Initial IFA selection</li> </ul> </li> <li>Identify technical area of expertise</li> </ul> <p>Additional Milestones: _____<br/>                     _____<br/>                     _____</p> | <ul style="list-style-type: none"> <li>More in-depth on basics:                             <ul style="list-style-type: none"> <li>Research methods</li> <li>Analysis methods</li> <li>Inference development</li> </ul> </li> <li>Begin IFA training at basic level</li> </ul> <p>Formal Training: _____<br/>                     _____<br/>                     Informal Training: _____<br/>                     _____</p>        |
| <b>Three</b> | <ul style="list-style-type: none"> <li>In-depth on basics</li> <li>Continue exposure to IFAs and start in-depth on selected IFA:                             <ul style="list-style-type: none"> <li>Re-evaluate IFA selection</li> </ul> </li> <li>Working knowledge of all technical areas</li> <li>Ability to provide some training to new analysts</li> </ul> <p>Additional Milestones: _____<br/>                     _____<br/>                     _____</p>                             | <ul style="list-style-type: none"> <li>More in-depth on basics:                             <ul style="list-style-type: none"> <li>Research methods</li> <li>Analysis methods</li> <li>Inference development</li> </ul> </li> <li>Continue IFA training at basic level</li> </ul> <p>Formal Training: _____<br/>                     _____<br/>                     Informal Training: _____<br/>                     _____</p>     |
| <b>Four</b>  | <ul style="list-style-type: none"> <li>Refresh on basics</li> <li>In-depth on IFA                             <ul style="list-style-type: none"> <li>Confirm IFA selection</li> </ul> </li> </ul> <p>Additional Milestones: _____<br/>                     _____<br/>                     _____</p>  | <ul style="list-style-type: none"> <li>Ingrain basics</li> <li>Begin developing IFA expertise</li> <li>Leadership and Management</li> </ul> <p>Formal Training: _____<br/>                     _____<br/>                     Informal Training: _____<br/>                     _____</p>   |
| <b>Five</b>  | <ul style="list-style-type: none"> <li>In-depth on IFA, start of expertise status, refresh basics                             <ul style="list-style-type: none"> <li>Continued pattern for rest of career</li> </ul> </li> <li>Leadership and management aptitude identified</li> <li>Begin demonstrating expertise by publishing original work</li> </ul> <p>Additional Milestones: _____<br/>                     _____<br/>                     _____</p>                                   | <ul style="list-style-type: none"> <li>Ingrain basics</li> <li>Continue developing IFA expertise</li> <li>Leadership and Management</li> </ul> <p>Formal Training: _____<br/>                     _____<br/>                     Informal Training: _____<br/>                     _____</p>  |

# Notes

*(Use this space to take any additional notes or to complete the workbook exercise)*

## EXERCISE 6: MENTORING CHECKLIST



This exercise will help you develop a mentoring checklist for an intelligence analyst's first year in the organization.

**Instructions:** Use this example of a mentoring checklist to confirm your fusion center's program or develop your own model. Take time to circle the items that apply to your center, cross-out those that don't apply, and write down any additions.

| Completion               | Topic   | Details  | Timeline   |
|--------------------------|---|--|--|
| <input type="checkbox"/> | Goal Setting and Career Planning Session  | Use planning worksheet (Exercise 8)  | First Month  |
| <input type="checkbox"/> | Meet other divisions<br><br><b>Your Information:-</b><br>_____<br>_____<br>_____<br>_____<br>_____                                  | Examples:<br><ul style="list-style-type: none"> <li>• Chief</li> <li>• Narcotics</li> <li>• Gangs</li> <li>• Financial</li> <li>• Anti-terrorism</li> <li>• Patrol</li> <li>• Prisons</li> <li>• Investigations</li> </ul>                         | First Month<br><br><b>Your Timeline:</b><br>_____<br>_____           |
| <input type="checkbox"/> | Job shadowing of relevant divisions<br><br><b>Your Information:-</b><br>_____<br>_____<br>_____<br>_____<br>_____                   | Examples:<br><ul style="list-style-type: none"> <li>• Analysis</li> <li>• Narcotics</li> <li>• Gangs</li> <li>• Financial</li> <li>• Anti-terrorism</li> <li>• Forensics</li> <li>• Patrol</li> <li>• Prisons</li> <li>• Investigations</li> </ul> | Within First 6 months<br><br><b>Your Timeline:</b><br>_____<br>_____ |
| <input type="checkbox"/> | Job shadowing with different intelligence analysts and intelligence team members<br><br><b>Your Information:-</b><br>_____<br>_____ | Intelligence Analysts with Area Focus<br><ul style="list-style-type: none"> <li>• Narcotics</li> <li>• Gangs</li> <li>• Financial</li> <li>• Anti-Terrorism</li> <li>• Forensics</li> </ul>  | Within First 6 months<br><br><b>Your Timeline:</b><br>_____<br>_____ |
| <input type="checkbox"/> | Goal Setting and Career Planning Session – Check-In<br><br><b>Your Information:-</b><br>_____<br>_____                              | Use planning worksheet (Exercise 8)  | Month 6<br><br><b>Your Timeline:</b><br>_____<br>_____               |
| <input type="checkbox"/> | Yearly Review Preparation<br><b>Your Information:-</b><br>_____   | Use planning worksheet (Exercise 8)  | 1 Year<br><b>Your Timeline:</b><br>_____                             |

# Notes

*(Use this space to take any additional notes or to complete the workbook exercise)*

**EXERCISE 7: ACCLIMATING THE ANALYST**



*This exercise will help you develop a list of sources, systems, policies, and topics for intelligence analysts who may be new to your division.*

**Instructions:** Below is a checklist used by New York State Intelligence Center to introduce new analysis personnel to the fusion center in their first two weeks. Circle the ones that apply to your fusion center, cross out ones that do not, and add any others that are not already included.

**Basics**

- Tour/Introductions
- Desk Supplies
- Telephone System
- Passwords
- Computer Setup
- Meet Civilian Supervisors
- PR Folders
- Scheduling
- Organizational Charts
- Skills Assessment
- Printer/Copier/Fax

**Sources**

- Accurant/LexisNexis/ACISS
- ATA Highway Watch
- Bulletins
- ChoicePoint/AutoTrack
- Interpol
- LEO
- RISSNET (MAGLOCLEN)
- NADDIS
- Crime Tips CIU Mailbox
- DMV Photos
- e-Justice
- FBI CT Watch Requests
- HIDTA/IDS
- SafeTNET Familiarization
- NY State’s Most Wanted
- 1-800-GIVETIP Gun/Drug
- Hotline
- Blotter Review
- SIU Database
- JusticeXchange
- Department of Corrections
- Bureau of Prisons

**Sources (con’t)**

- TSLED
- ISO Claim Search
- Worker’s Comp.
- Social Security Admin.
- Dept. of Labor
- ICE Checks
- GiveTip
- Interpol
- Cellular Tracing
- Counter Terrorism Center
- OHS Review
- NADDIS
- Border Intelligence Unit
- CGCH
- Financial Crimes Unit
- Narcotics Intelligence Unit
- Source Development Unit

**Systems**

- Cellular Tracing
- G-Drive Navigation
- CIAS
- ASAM
- Penlink/ACISS/Telephone
- Toll Analysis
- Groupwise Email
- SJS System
- Telephone System
- Teletype Review/NYSPIN
- i2
- Microsoft Office Suite
- SPSS
- CIS Mailbox
- PIMS
- IDS

**Sample Policies and Procedures**

- Investigative Worksheet
- RFIs
- A-Line Duties
- Amber Alert Procedures
- Consumer Product Tampering
- Hotline Answering
- NYSP and NYSIC Standards (e.g., proper use of computers, personnel manuals)
- Safe-NYS Hotline Procedures

**Topics**

- Civil Rights Policy
- Consumer Product Tampering
- Security of Information; Privacy
- 28 CFR Part 23

**Add Your Own:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Notes

*(Use this space to take any additional notes or to complete the workbook exercise)*

## EXERCISE 8: JOB SATISFACTION



*This exercise will help you identify the steps your organization can take that contribute to the job satisfaction of intelligence analysts.*

**Instructions:** Use this exercise to identify what your organization is doing to improve the job satisfaction of intelligence analysts.

| Keys to Analysts' Job Satisfaction                     | What is Your Organization Doing? |
|--|----------------------------------|
| Opportunities for Interaction with Senior Staff        |                                  |
| Feedback Provided to Analysts on Intelligence Products |                                  |
| Support Analysts' Professional Interests               |                                  |
| Support for Being Published                            |                                  |
| Discussion of Career Goals                             |                                  |
| Feel a Part of Process/Organization                    |                                  |
| Support in Professional Development                    |                                  |
| Feeling Contributions are Valued                       |                                  |
| Involvement in Career Planning                         |                                  |
| Opportunities for Advancement                          |                                  |
| Others....   |                                  |

# Notes

*(Use this space to take any additional notes or to complete the workbook exercise)*

**EXERCISE 9: YEARLY GOALS EVALUATION**



*This exercise will help you develop a yearly goals and objectives workbook for analysts.*

**Instructions:** This evaluation will serve evaluation goals of management team, intelligence analyst, and training coordinator. This form evaluates progress and sets new objectives for the upcoming year. The number of objectives set is discretionary, but should meet the following guidelines:

1. Objectives should be related to principal areas of job responsibility and may be either assignment or skill-oriented.
2. They should be timely and specific.
3. They should be objectively measurable.
4. They should be realistic and attainable.
5. Both the individual and the supervisor should understand them.
6. They can be modified during the year, as appropriate.

**Employee Name and Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Period Covered:** \_\_\_\_\_ **Goals from Previous Year Achieved?:**  Yes  No

**Explain:** \_\_\_\_\_

| Objective   | New Objective?  | Specific Details | Timeline |
|-------------|---|------------------|----------|
| Objective 1 | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                  |          |
| Objective 2 | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                  |          |
| Objective 3 | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                  |          |
| Objective 4 | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                  |          |

| Current Self-Evaluation |  |
|-------------------------|--|
| Achievements            |  |
| Improvements            |  |
| Skills Needed           |  |
| Training Needed         |  |

**Employee's Signature** \_\_\_\_\_ **Supervisor's Signature** \_\_\_\_\_

# Notes

*(Use this space to take any additional notes or to complete the workbook exercise)*

## EXERCISE 10: DEVELOPING A TRAINING PLAN



*This exercise will help you develop a basic analyst and organizational intelligence training plan and budget.*

**Instructions:** Both the month-by-month and personnel tracking sheets help a training coordinator manage and track major activities. In addition to these example quick-reference formats, separate sheets may be needed to cover all of the details for each month and each fusion center member.

### Exercise 10A - Determine Level of Operations

Is the department in a growth mode? \_\_\_\_\_

How many positions will likely be filled over the next two to three years? \_\_\_\_\_

Is the department maintaining operational levels? \_\_\_\_\_

Is the department trying to build-out specific topical capabilities? \_\_\_\_\_

With an increase in staffing will there be an increase in training needs? \_\_\_\_\_

| Fusion Center Personnel          | Now | Next Year | 2 Years |
|----------------------------------|-----|-----------|---------|
| New Intelligence Analysts        |     |           |         |
| Intelligence Analysts            |     |           |         |
| Intelligence Supervisors         |     |           |         |
| Other Partners:                  |     |           |         |
| Law Enforcement Executives       |     |           |         |
| New Law Enforcement Officers     |     |           |         |
| Veteran Law Enforcement Officers |     |           |         |
| Dispatchers                      |     |           |         |
| FLOs (Fire, EMS, Health)         |     |           |         |
|                                  |     |           |         |
|                                  |     |           |         |
|                                  |     |           |         |

**Exercise 10B – Shoot for the Moon**

Develop a complete wish list of training for the year and project needs and desires for the next couple years. This is the place to brainstorm and develop the ideal list. Don't worry about what is likely feasible. Some fusion centers may conduct an intelligence awareness outreach program with their partners.

| Fusion Center Personnel          | Now | Next Year | 2 Years |
|----------------------------------|-----|-----------|---------|
| New Intelligence Analysts        |     |           |         |
| Intelligence Analysts            |     |           |         |
| Intelligence Supervisors         |     |           |         |
| Others...                        |     |           |         |
| Other Partners:                  |     |           |         |
| Law Enforcement Executives       |     |           |         |
| New Law Enforcement Officers     |     |           |         |
| Veteran Law Enforcement Officers |     |           |         |
| Dispatchers                      |     |           |         |
| FLOs (Fire, EMS, Health)         |     |           |         |
| Others...                        |     |           |         |

**Exercise 10C - Identify Gaps in Capabilities**

Identify gaps in intelligence capabilities for all facets of the fusion center. Some fusion centers may conduct an intelligence awareness outreach program with their partners. List the name of the individual to help in the process of developing an individual training plan.

| Fusion Center Personnel          | Now   | Next Year | 2 Years |
|----------------------------------|-------|-----------|---------|
| New Intelligence Analysts        | Name: | Name:     | Name:   |
| Intelligence Analysts            |       |           |         |
| Intelligence Supervisors         |       |           |         |
| Others...                        |       |           |         |
| Other Partners:                  |       |           |         |
| Law Enforcement Executives       |       |           |         |
| New Law Enforcement Officers     |       |           |         |
| Veteran Law Enforcement Officers |       |           |         |
| Dispatchers                      |       |           |         |
| FLOs (Fire, EMS, Health)         |       |           |         |
| Others...                        |       |           |         |

### Exercise 10D - Identify Gaps in Training

These will likely directly correspond to the gaps in capabilities identified in Exercise 10C. There will also be additional training needs to cover basic knowledge for new members and to meet continuing education needs of existing personnel. Include informal (e.g. mentoring) and formal training. List the name of the individual to help in the process of developing an individual training plan.

| Fusion Center Personnel                       | Now | Next Year | 2 Years |
|---|-----|-----------|---------|
| New Intelligence Analysts                     |     |           |         |
| Intelligence Analysts                         |     |           |         |
| Intelligence Supervisors                      |     |           |         |
| Others...                                     |     |           |         |
| Other Partners:<br>Law Enforcement Executives |     |           |         |
| New Law Enforcement Officers                  |     |           |         |
| Veteran Law Enforcement Officers              |     |           |         |
| Dispatchers                                   |     |           |         |
| FLOs (Fire, EMS, Health)                      |     |           |         |
| Others...                                     |     |           |         |

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**Exercise 10E - Prioritizing Needs**

Pulling from Exercise 10B – Shoot for the Moon and Exercise 10D – Identifying Gaps in Training, prioritize all of the desired and needed training. Include both formal and informal training.

| Training Need (Formal and Informal) | Position | Person |
|-------------------------------------|----------|--------|
| 1.                                  |          |        |
| 2.                                  |          |        |
| 3.                                  |          |        |
| 4.                                  |          |        |
| 5.                                  |          |        |
| 6.                                  |          |        |
| 7.                                  |          |        |
| 8.                                  |          |        |
| 9.                                  |          |        |
| 10.                                 |          |        |
| 11.                                 |          |        |
| 12.                                 |          |        |
| 13.                                 |          |        |

### Exercise 10F - What Training Has Worked and What Has Not

Consider the types of training that have worked for your fusion center and partners in the past. Maybe the most important element has been the teaching style of the trainer. It may also differ from one person to another so try to identify when it is a particular characteristic that is especially good or bad for an individual. Some elements to consider:

- Courses
- Instructors
- Teaching Styles
- Required Advance Reading/Homework
- Mentoring Techniques
- Teaching Institutions
- Delivery Format
- Length
- Venue

| What Has Worked   | What Has Not Worked   |
|---|---|
| <p><i>Example: IALEIA/LEIU FIAT course – all new analysts</i></p> | <p><i>Example: Unstructured mentoring – all personnel</i></p> |

**Exercise 10G - Internal, Exchange, External, and Free Programs**

Take the prioritized list from Exercise 10E and now identify the best way to fill the training needs – internally, by exchange, outside programs, or free programs. This may be the time to also think about creative options.

| Training Need (Formal and Informal | Internally, Exchange, Outside, Free |
|------------------------------------|-------------------------------------|
| 1.                                 |                                     |
| 2.                                 |                                     |
| 3.                                 |                                     |
| 4.                                 |                                     |
| 5.                                 |                                     |
| 6.                                 |                                     |
| 7.                                 |                                     |
| 8.                                 |                                     |
| 9.                                 |                                     |
| 10.                                |                                     |
| 11.                                |                                     |
| 12.                                |                                     |
| 13.                                |                                     |

**Exercise 10L - Budgeting and Planning Based on Priorities**

Start itemizing the costs of the individual priorities. For calculation purposes it may ultimately be more helpful to develop a spreadsheet for tracking this information. This will help to more easily budget based on priorities. More creative financing will likely need to be considered, since most fusion centers will not have a training budget to cover all priorities.

| Training Need (Formal and Informal) | Internally, Exchange, Outside, Free | Costs and Funding Source   |
|-------------------------------------|-------------------------------------|--|
| 1.                                  |                                     | Funding Source:<br>Tuition:<br>Travel:<br>Substitute Staffing:<br>Other: |
| 2.                                  |                                     | Funding Source:<br>Tuition:<br>Travel:<br>Substitute Staffing:<br>Other: |
| 3.                                  |                                     | Funding Source:<br>Tuition:<br>Travel:<br>Substitute Staffing:<br>Other: |
| 4.                                  |                                     | Funding Source:<br>Tuition:<br>Travel:<br>Substitute Staffing:<br>Other: |
| 5.                                  |                                     | Funding Source:<br>Tuition:<br>Travel:<br>Substitute Staffing:<br>Other: |
| 6.                                  |                                     | Funding Source:<br>Tuition:<br>Travel:<br>Substitute Staffing:<br>Other: |
| 7.                                  |                                     | Funding Source:<br>Tuition:<br>Travel:<br>Substitute Staffing:<br>Other: |

Total Training Costs: \_\_\_\_\_

Available Training Funds: \_\_\_\_\_

Additional Funding Needed: \_\_\_\_\_

# Notes

*(Use this space to take any additional notes or to complete the workbook exercise)*

## EXERCISE 11: MANAGING A TRAINING PLAN



This exercise will help develop a method for tracking the progress of the organization and individuals in achieving training goals.

**Instructions:** Both the month-by-month and personnel tracking sheets help a training coordinator manage and track major activities. In addition to these example quick-reference formats, separate sheets may be needed to cover all of the details for each month and each fusion center member.

### MONTH-BY-MONTH TRAINING and OBJECTIVES

| Month            | Training and Related Activities   | Objectives   |
|------------------|---|--|
| <i>(Example)</i> | <i>January 13-18: FIAT (Sarah)<br/>January 23: Mentor introduces Kevin to FLOs<br/>Still Needed: <u>Training for Tom on Suspicious Activity Reporting (SAR)</u></i> | <i>Sarah: Attend basic analyst training.<br/>Kevin: Develop relationships with FLOs<br/>Tom: Understand how to incorporate SAR</i> |
| January          |   |  |
| February         |   |  |
| March            |   |  |
| April            |   |  |
| May              |   |  |
| June             |   |  |
| July             |   |  |
| August           |   |  |
| September        |   |  |
| October          |   |  |
| November         |   |  |
| December         |   |  |



# Notes

*(Use this space to take any additional notes or to complete the workbook exercise)*