

National Foreign Intelligence Program Manual (NFIPM)

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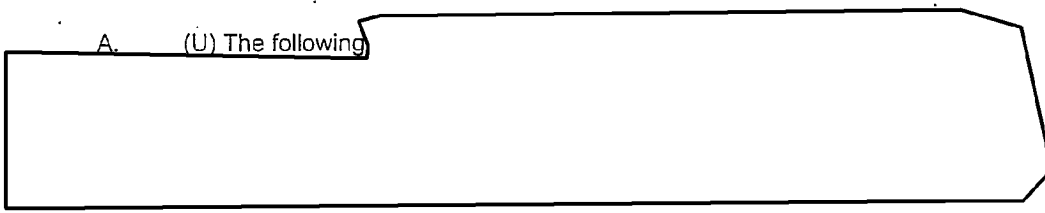
Section 27 (U) Assets

Assets As respects  specifically, see:
Section 30, infra.

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Section 27-01 (U) Applicability of These Requirements

A. (U) The following



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Section 27-02 (U) Asset Categories

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Section 27-03 (U) Headquarters Oversight

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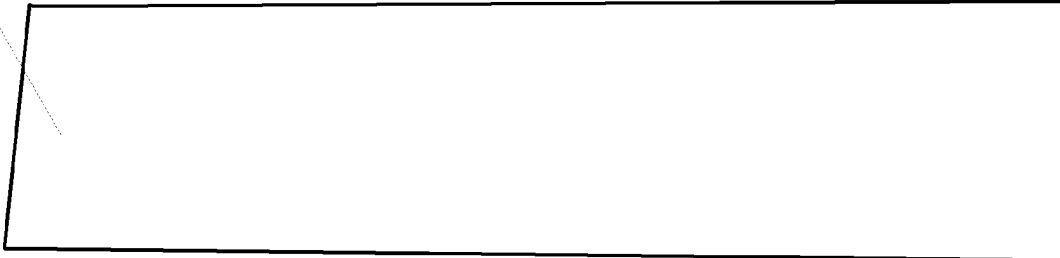
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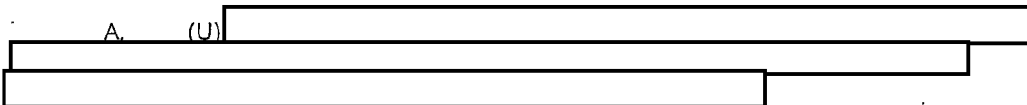
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Section 27-04 (U) Sources of Assets

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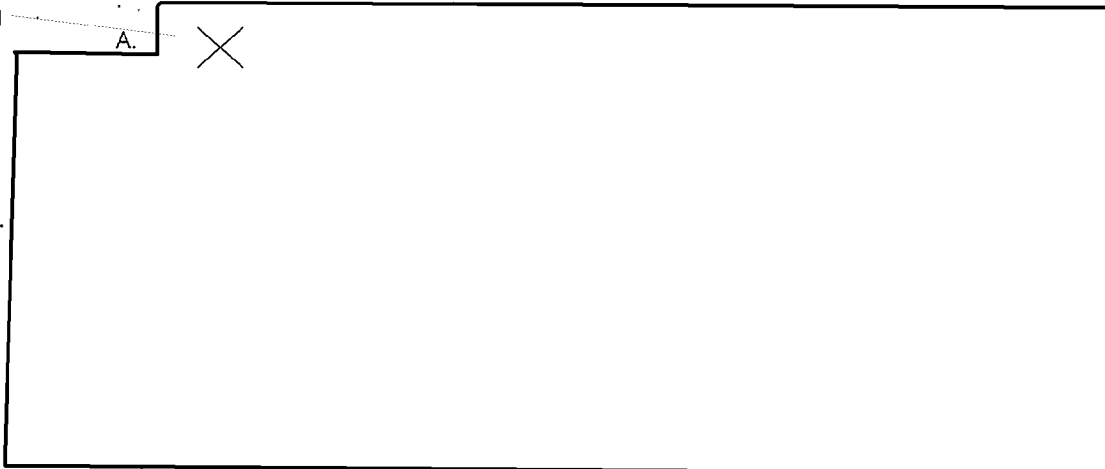
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Section 27-05 (U) Investigations

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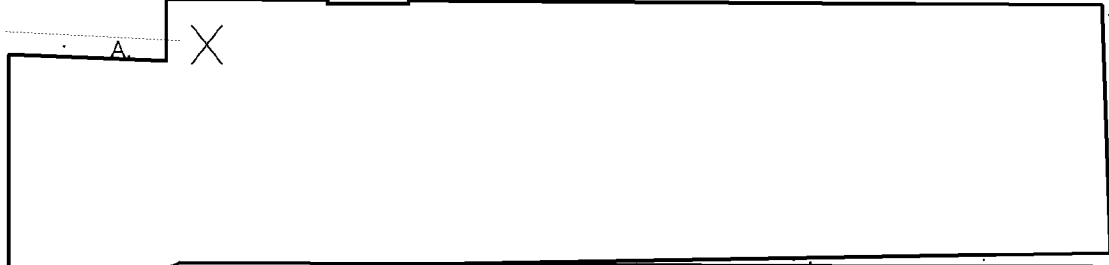


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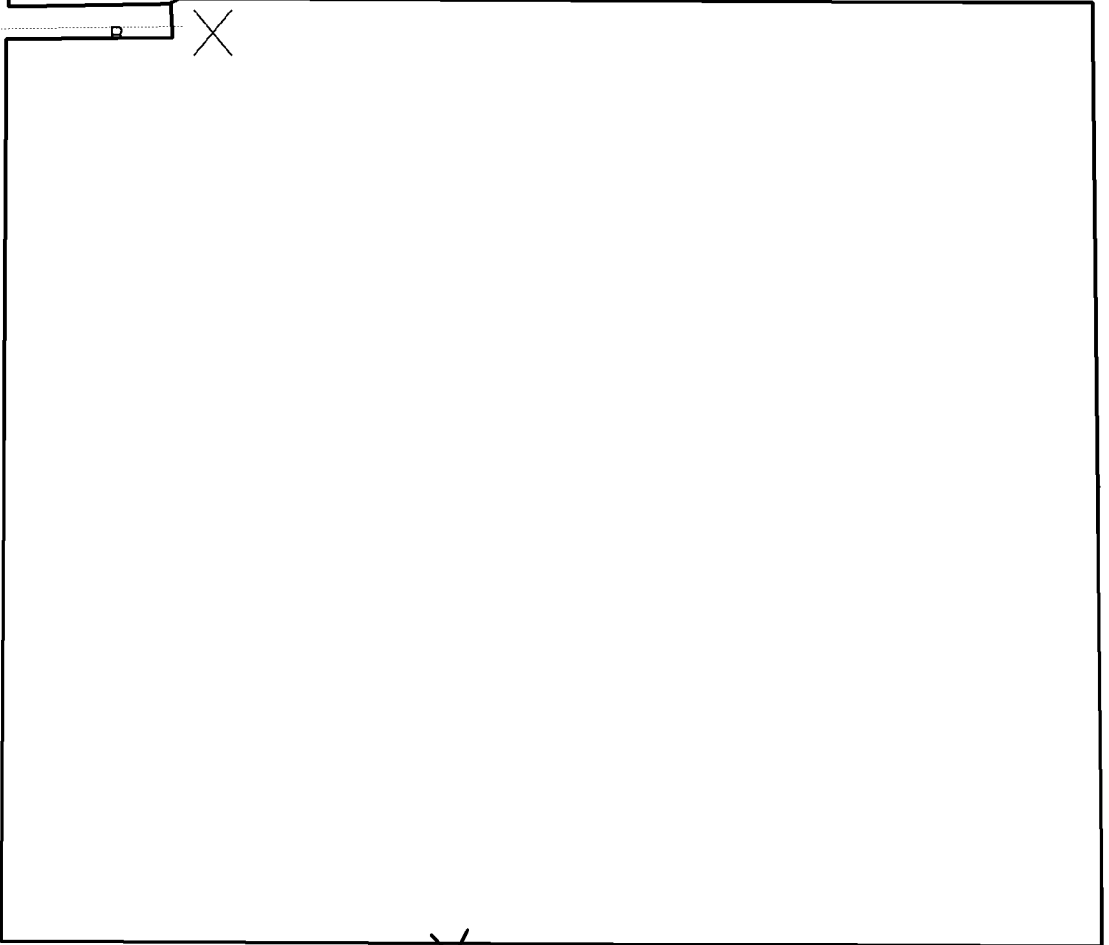
Section 27-06 (U)  Communications

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Section 27-07 (U) [Redacted] Assets

A. (U) When [Redacted]

[Redacted]

B. (U) FBI Headquarters must be advised when [Redacted]
by communications which include all of the information which normally attends [Redacted]
See: Section 27-6, supra.

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Section 27-08 (U) Asset [Redacted]

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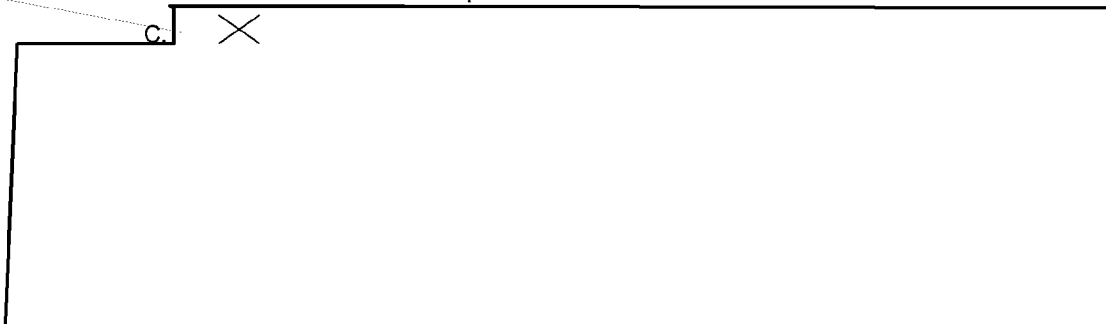
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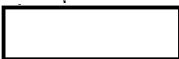
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Section 27-09 (U)  Checks

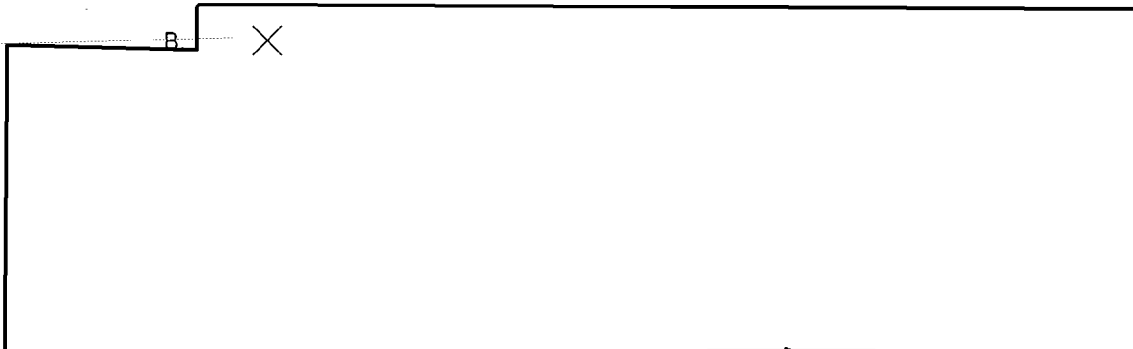
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A. (U) Field Offices are responsible for conducting their own  records checks as respects Assets.

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C. (U) Such checks may also be conducted on  at a Field Office's discretion.

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Section 27-10 (U) Auxiliary Field Office Leads

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Section 27-11

(U) Approvals to Interview

 Assets

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Section 27-12

(U) The Scope of

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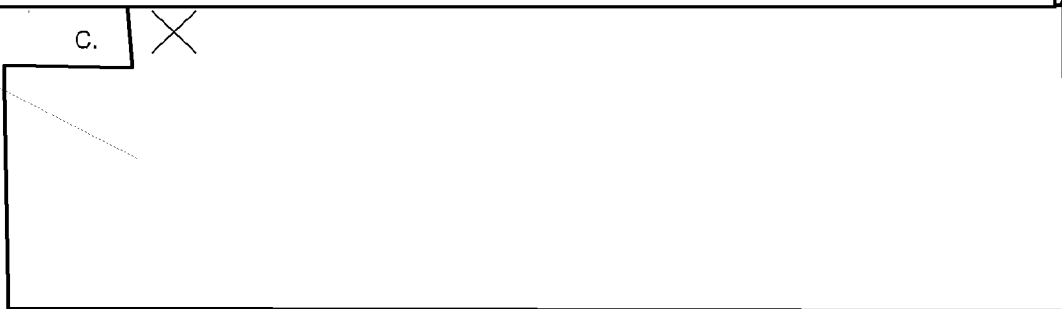
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Section 27-13

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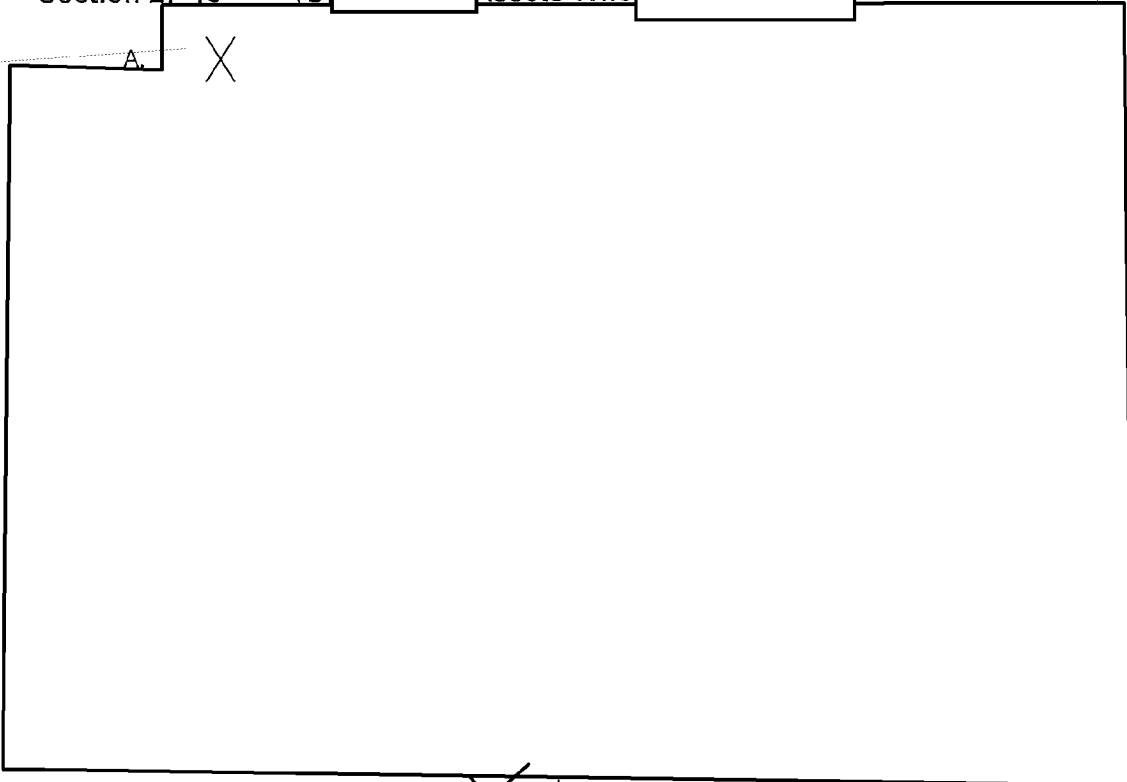
Assets Who



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C. (U)

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D. (U) Unless doing so will jeopardize intelligence objectives, the

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1. Out of a sense of reciprocity, that is in order to protect U.S. citizens abroad, [redacted] FBI Headquarters must be immediately notified if they do not.

2. During such meetings, the security of [redacted] is of paramount importance.

E. (U) Outside inquiries concerning [redacted] should be referred to [redacted] without comment.

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(S) F. ~~(U)~~ Routine debriefings and contacts with asylum seekers must be coordinated local [redacted]

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(S) G. ~~(U)~~ The following types of activities involving [redacted] require FBI Headquarters approval, in coordination [redacted] nonroutine debriefings and meetings; contacts with former Case Agents, debriefers and handlers; use in operational capacities; formal and informal training sessions internal to the FBI and briefings, presentations and speaking engagements external to the FBI.

(S) H. ~~(U)~~ [redacted] should develop detailed plans for handling asylum seekers.

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Section 27-14 (U) [redacted] Assets Who are [redacted]

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[redacted]

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B. ~~X~~

[redacted]

EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav: SecClass: ~~Secret~~

Section 27-15 (U) [redacted] Assets Who are [redacted]

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1. (U) Though an LHM is not required, the [redacted] Unit will, nonetheless, seek the concurrence of an appropriate Congressional authority, and advise the Office of Origin of the response.

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Section 27-16 (U) [redacted] Assets Who are [redacted]

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A. (U) [redacted] statements must be obtained, by FBI Headquarters, from [redacted]

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Section 27-17

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Section 27-18 (U) [redacted] Assets Who are [redacted]

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A. (U) Though [redacted] statements need not be obtained, the FBI must notify [redacted] prior to [redacted]

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Section 27-19 ~~(S)~~ [redacted] Assets Who are [redacted]

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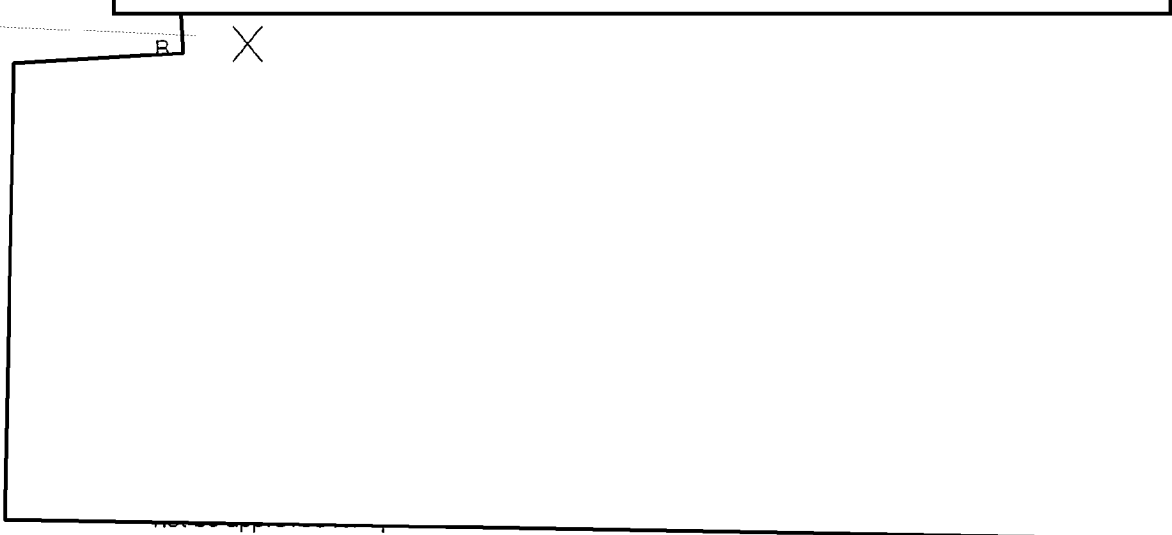
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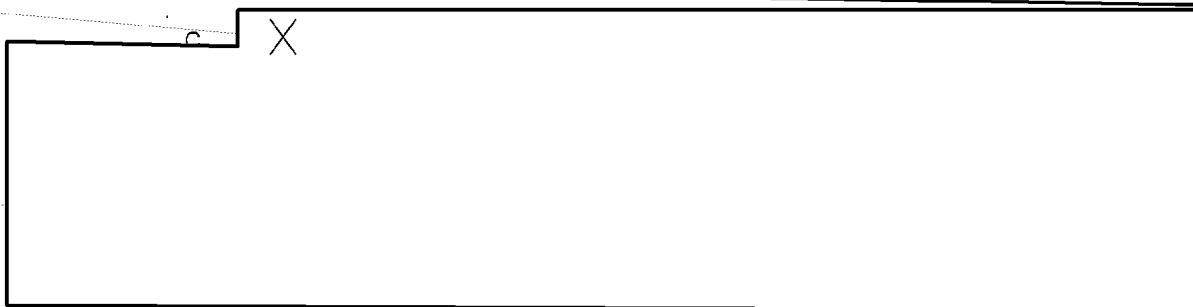
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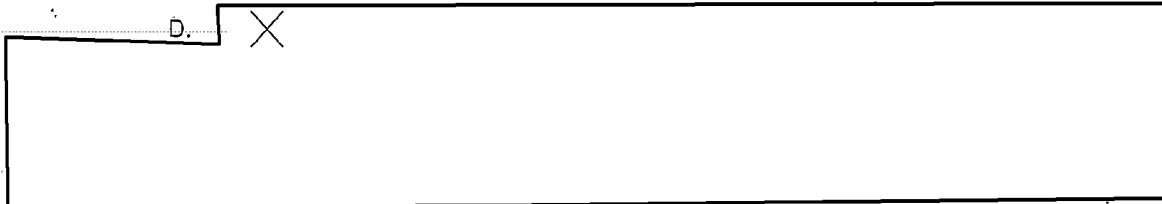


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[Redacted]

2. The Office of Origin will be advised of the [Redacted] reply. [Redacted] may

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William O. Cregar, FBI, [Redacted] DOD, dated 11/02/1979.

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E. ~~X~~ [Redacted]

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Section 27-20 (U) [Redacted] Who are [Redacted]

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A. (U) No LHM and no coordination are required.

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Section 27-21 (U) [Redacted] Who Will be [Redacted]

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A. (U) The CIA is directed to conduct CI activities outside the United States, and to conduct CI activities within the United States in coordination with the FBI; whereas the FBI is directed to conduct (and to coordinate other agencies') CI activities within the United States, and to conduct CI activities outside the United States in coordination with the CIA. See: Executive Order 12333, Sections 1.8(c); and 1.14(a) & (b).

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B. ~~X~~ [Redacted]

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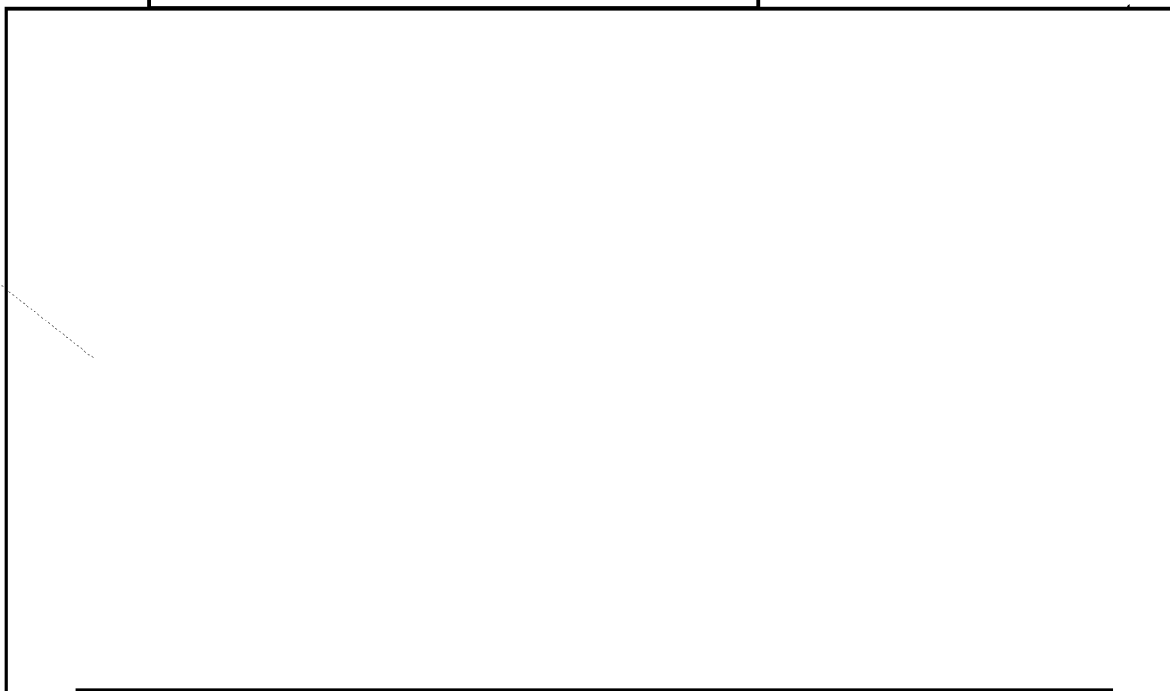
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Section 27-22 (U) Approvals to Operate Assets

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A. ~~X~~

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B. ~~X~~

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Section 27-23 (U) Approvals for Continued Operation

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A. ~~X~~

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B. ~~X~~

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C. ~~X~~

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D. ~~X~~

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Section 27-24 (U) Asset Relationships

A. (U) must be informed that

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1. Should an Asset

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Section 27-25 (U) Asset Reporting, and Maintenance of Asset Files

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B. X

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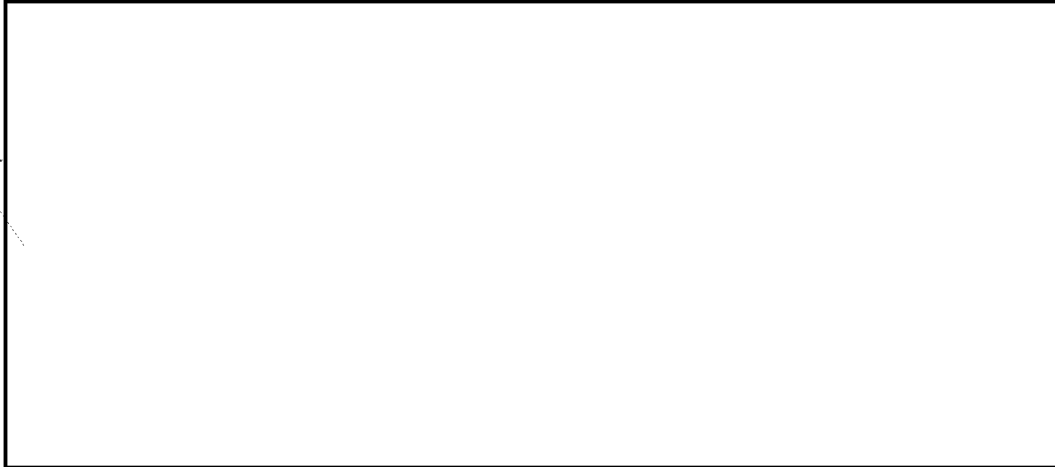
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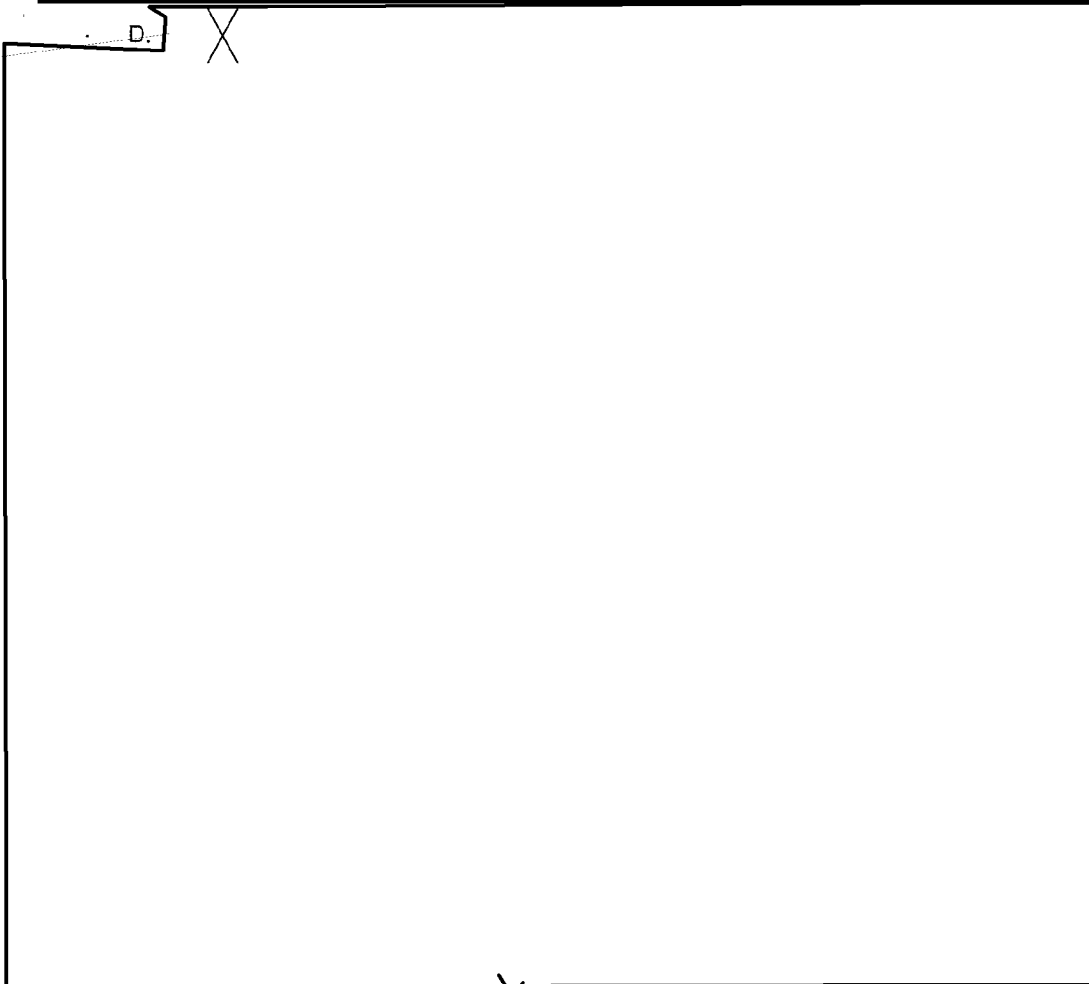
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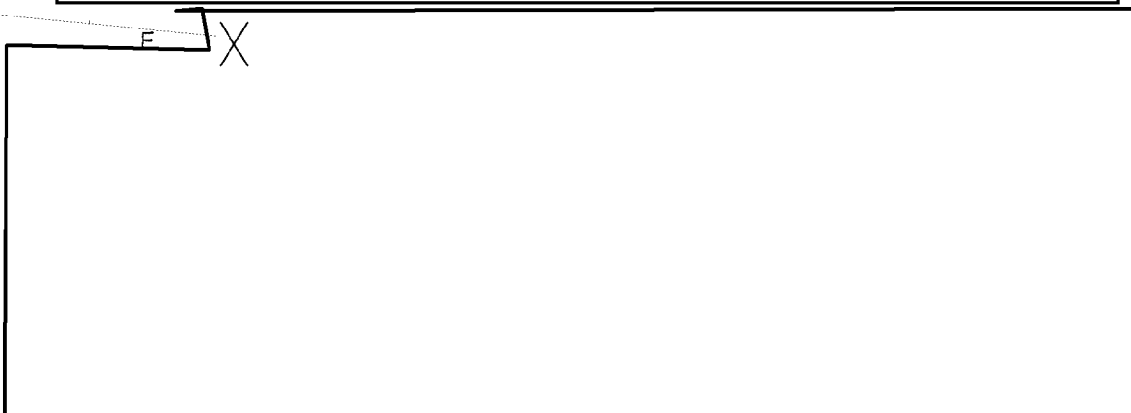
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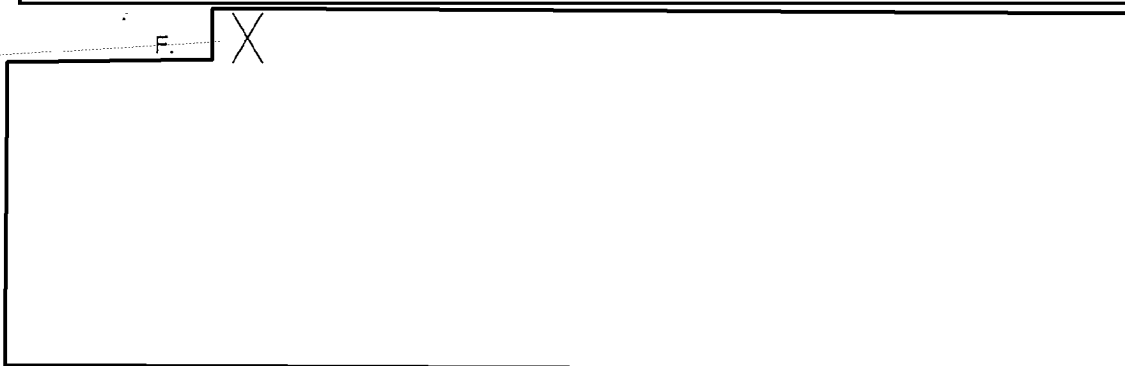


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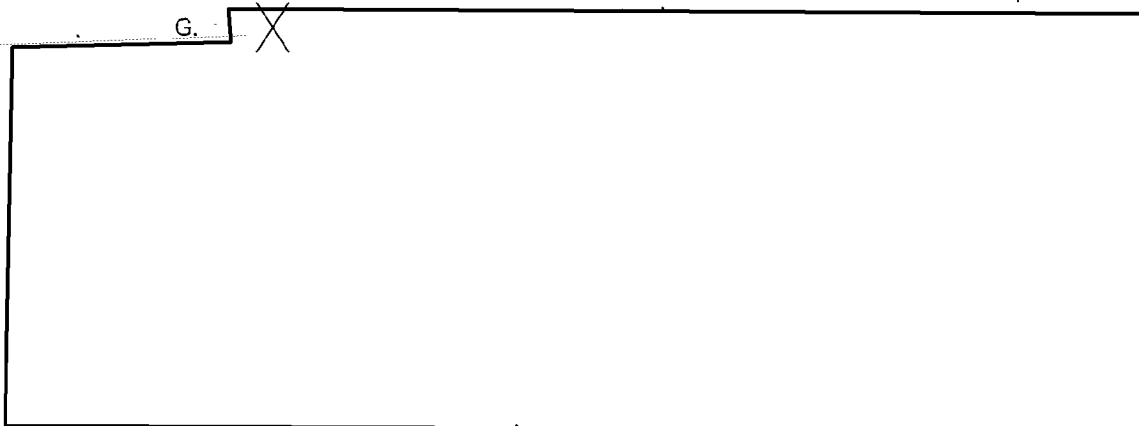
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Section 27-26

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A. (U) As stated above [redacted] in the form of official communications to FBI Headquarters. [redacted] however, are exempt from this requirement

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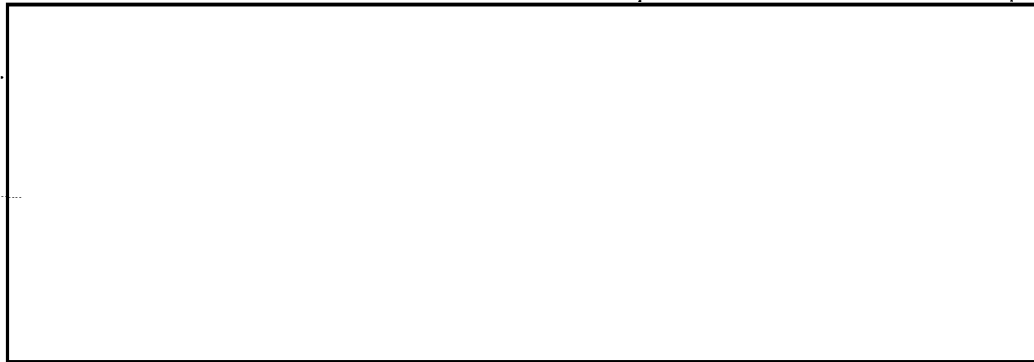
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Section 27-27 (U) (UDP) Undisclosed Participation

A. (U) If an FBI Asset's or employee's affiliation with the FBI is not

only with FBI Headquarters authorization.

1.

2.

in this context means

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B. (U) This requirement applies only when information furnished by the Asset or employee derives from

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C. (U) UDP refers to

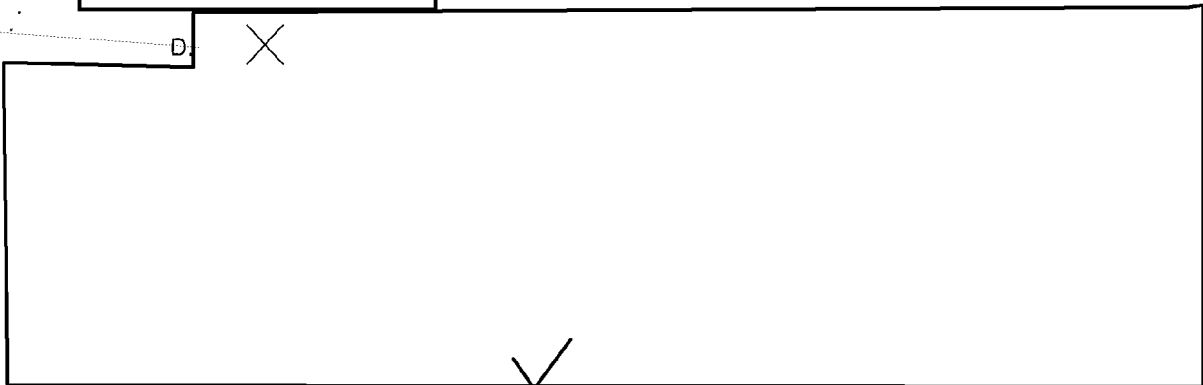
It applies to current employees and Assets who would be

in which case, within this context, they would as well as to Assets who are (in which case, within this context, they would

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D. ~~X~~



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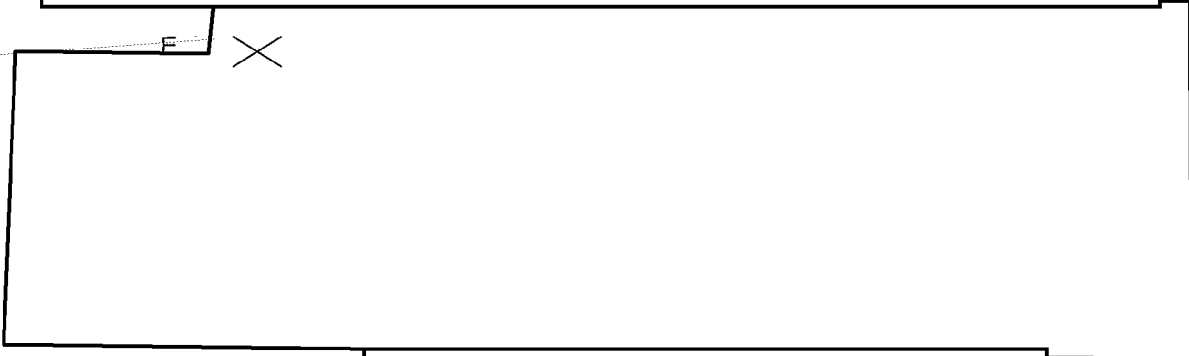
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F. (U) Further [redacted] must be approved by the Director or Acting Director (except in the case of [redacted] where approvals are rendered at the Assistant Director, CD, level).

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G. (U) UDP that may influence rights which are protected by the First Amendment to the U.S. Constitution (for example through [redacted]) must be approved by the Director or Acting Director.

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H. (U) Requests for FBI Headquarters UDP approval are to be made after the Office of Origin SAC or designee approves the operation of the asset. These may be forwarded on a [redacted] basis unless they involve matters which require the approval of the Director, Acting Director, or Assistant Director.

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1. All such requests must specifically address applicable criteria, in order that FBI Headquarters may make valid and timely assessments of the requests. See: EC to All Field Offices dated 07/26/1999, captioned "GUIDANCE ON UNDISCLOSED PARTICIPATION; FOREIGN COUNTERINTELLIGENCE (FCI)/INTERNATIONAL TERRORISM (IT). HQ [redacted] 00 serial 758; 66F-HQ-A1257939-NS5C serial 103.

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I. (U) UDP approval is not required when:

1. [redacted]
2. [redacted]
3. [redacted]

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4. [REDACTED]

5. [REDACTED]

6. [REDACTED]

7. [REDACTED]

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Section 27-28 (U) Asset Payments

A. (U) SACs, or in their absence ASACs, may authorize payments, and related expenses to and in connection with all [REDACTED] sources up to [REDACTED] per fiscal year. Such payments and expenses include [REDACTED] payments for information provided. The management of these funds is to be handled out of [REDACTED]

1. Each vouchering document should bear the name and (if available) SSAN of the recipient, the relevant case file number and the control file number.

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2. Should a person [REDACTED]

3. Requests for additional [REDACTED] in the event that the [REDACTED] is depleted, must be submitted to the [REDACTED] See: Confidential Funding Guide, Section 3.2.2.2.

B. (U) Field offices are [REDACTED] payments to Assets, and Asset payments must be [REDACTED] In resolving whether payments should be [REDACTED] it is useful to determine who derived the primary benefit of the payment, and whether the expense was incurred as [REDACTED] When a payment is made for the purpose of conferring a benefit to an Asset, or is made as a direct result of operating an Asset, it should be [REDACTED] See: id. Section 3.2.2.

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1. All payments should be made in the presence of [REDACTED] unless [REDACTED] In the case of [REDACTED] upon SAC or ASAC approval the [REDACTED] may be a [REDACTED] Should a waiver from this requirement be granted (whether for a [REDACTED]), it must be documented and placed in the Asset's main file. If the waiver is for a set period

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of time, the SAC or ASAC must review it, and reauthorize it if warranted, at the time of the Asset's evaluation. See: id. Section 3.2.2.1.

2. Receipts must be obtained from all Assets at the time of payment, [redacted] the SAC or in his/her absence, the ASAC, approves otherwise. Receipts must include the date of payment; the time period involved; the amount paid, both for services and expenses; and the signatures of Asset [redacted] the paying Agent, and the witness. Corrections to receipts should be initialed by Assets. If for any reason a receipt is not obtained, a statement of the reasons, signed by the paying Agent should accompany the voucher. See: id. Sections 3.2.5.1 and 12.5.

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3. Though personal gifts to Assets are forbidden, the FBI may provide Assets compensation in lieu of cash in the form of items of personal property. UACB requests for such authority, specifying the items which will be provided in lieu of cash, should be forwarded to the [redacted] Unit (in the case of [redacted] and [redacted] or the appropriate [redacted] units (in the case of [redacted]).

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a) Vouchers for such items should be submitted to a field office Draft Approval Office, or included in a [redacted] if the Asset's expenses are being paid [redacted]. Such vouchers should note that the expense was for Asset services; include a statement signed by two Special Agents that the merchandise was provided to the Asset; copies of the UACB communication to FBI Headquarters; and the paid receipt. See: id. Sections 3.2.6 and 9.3.4.1.

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C. (U) Requests for additional Asset payment authority (in the event that a [redacted] [redacted] is about to be retired), should usually be submitted in conjunction with the required evaluation communications. See: Section 27-26, supra.

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1. If additional authorities are required between evaluations, again, they should be submitted utilizing the evaluation format. Requests for increased Asset payment authority should include:

a) The amount last authorized by the SAC or FBI Headquarters, and the amount remaining in this authorization;

b) The total amount expended since the inception of the Asset's relationship with the FBI (including time as a [redacted] or [redacted] if applicable);

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c) An estimate of the actual amount which will be needed in [redacted] [redacted] (in the case of [redacted] or [redacted] (in the case of [redacted] and a statement whether [redacted] will be utilized.

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d) Further, since increases in Asset payment authorities do not mean increases in field offices [redacted] requests should include a statement to the effect that sufficient funding remains in the field office [redacted] to cover all anticipated expenditures for the current year. See: id. Section 3.2.2.3.4.

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D. (U) In the event that field offices' allotted [redacted] should be near total retirement, SACs may (after requesting and receiving FBI headquarters approval on a [redacted] day basis), shift funds from the [redacted] to the [redacted]. Funds may not, however, be shifted to the [redacted] from either the [redacted] or [redacted] Budgets.

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1. All such requests must clearly state that after the transfer adequate funds will remain in the [redacted] Budget to fund expected case requirements.

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2. Two copies of all such requests should be directed to the appropriate operational unit and to [redacted] Unit, captioned as follows:

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E. (U) CD has [redacted]. Therefore, only in [redacted]

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[redacted] (i.e., Budget Enhancements). Such requests must:

1. State the exact amount of funding requested;

2. Provide a detailed statement of the status of the entire [redacted] Budget, including the amount of funding which remains in [redacted] and [redacted] Budgets.

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3. State what actions have already been taken to minimize case and Asset expenditures (SACs are expected to ensure that expenses in connection with ongoing investigations are commensurate with their worth; and to consider minimizing or terminating expenditures in less productive matters);

4. Explain why further reductions in spending cannot be made, providing details about major cases that are anticipated to require the remaining funds, how much funding each such case is expected to require through the remainder of the fiscal year, and the impacts that reduced spending regarding them would have.

5. Explain why the Asset(s) is (are) such a high priority that additional funds are needed;

6. Detail the benefits which will be gained from increased funding, and the consequences of not doing so;

7. Set forth further justifications as may exist such as threats to National Security, the value and/or relationship to [redacted] the existence of [redacted] the potential for criminal prosecutions, and the potential for [redacted]

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8. Two copies of all such requests should be directed to the appropriate operational unit and to [redacted] and the communications should be captioned as follows:

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"Case Caption"
Request for [redacted]

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Foreign Counterintelligence/Intelligence/Counterterrorism Matters

F. (U) A [redacted] sources and Assets who receive compensation must be advised that the funds and/or real market value of compensation in lieu of cash [redacted]

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G. (U) Payments to Assets who are participating in undercover operations are generally charged to [redacted]. They may be paid from the [redacted] of [redacted] if:

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1. An exemption has been obtained;
 2. The payments are in [redacted];
 3. Appropriate payment authority has been granted by the [redacted] Unit;
 4. Each payment is reported on [redacted] books and records, and an informational memo is filed in the Assets' main files; and
 5. The amounts paid are entirely from [redacted].
- [redacted] See: id. Section 8.7.

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H. (U) Field offices are responsible for determining the effect of State unemployment compensation laws upon Asset payments, for such statutes may require [redacted] Assets must be advised accordingly.

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I. (U) Receipts must be obtained from Assets as respects [redacted] with the FBI. In order for reimbursements to be made, all such expenses must be recorded on the vouchering document according to their purposes (e.g. space or vehicle rental, travel, food, entertainment, etc.). Further, if a [redacted] [redacted] for vouchering purposes. See: id. Sections 3.2.5.3 and .4.

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EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav: SecClass: Unclassified

Section 27-29 (U) Asset [redacted]

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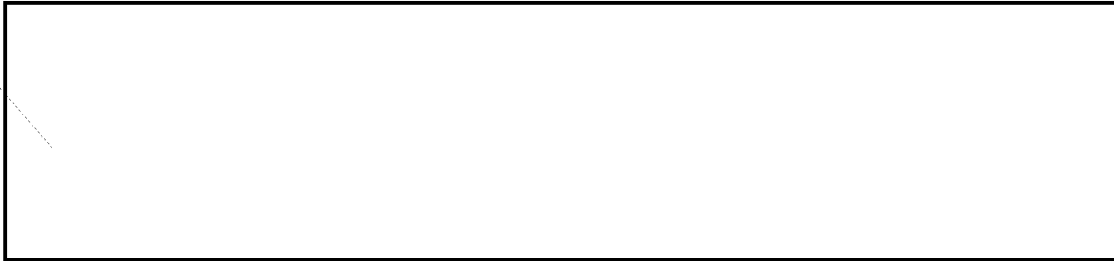
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Section 27-30 (U) Asset



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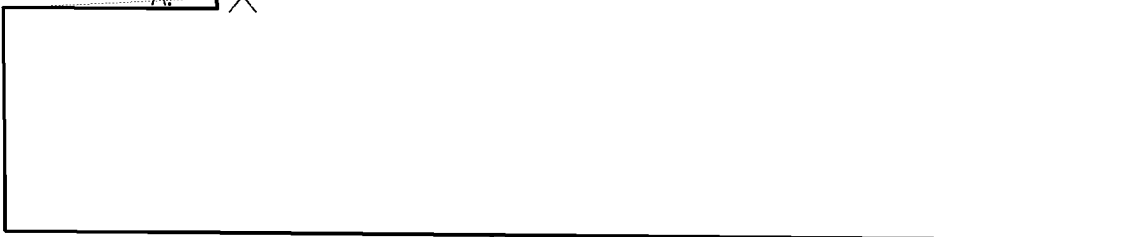


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Section 27-31 (U) Asset Validation

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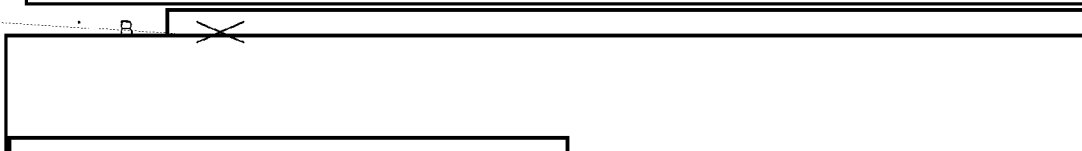
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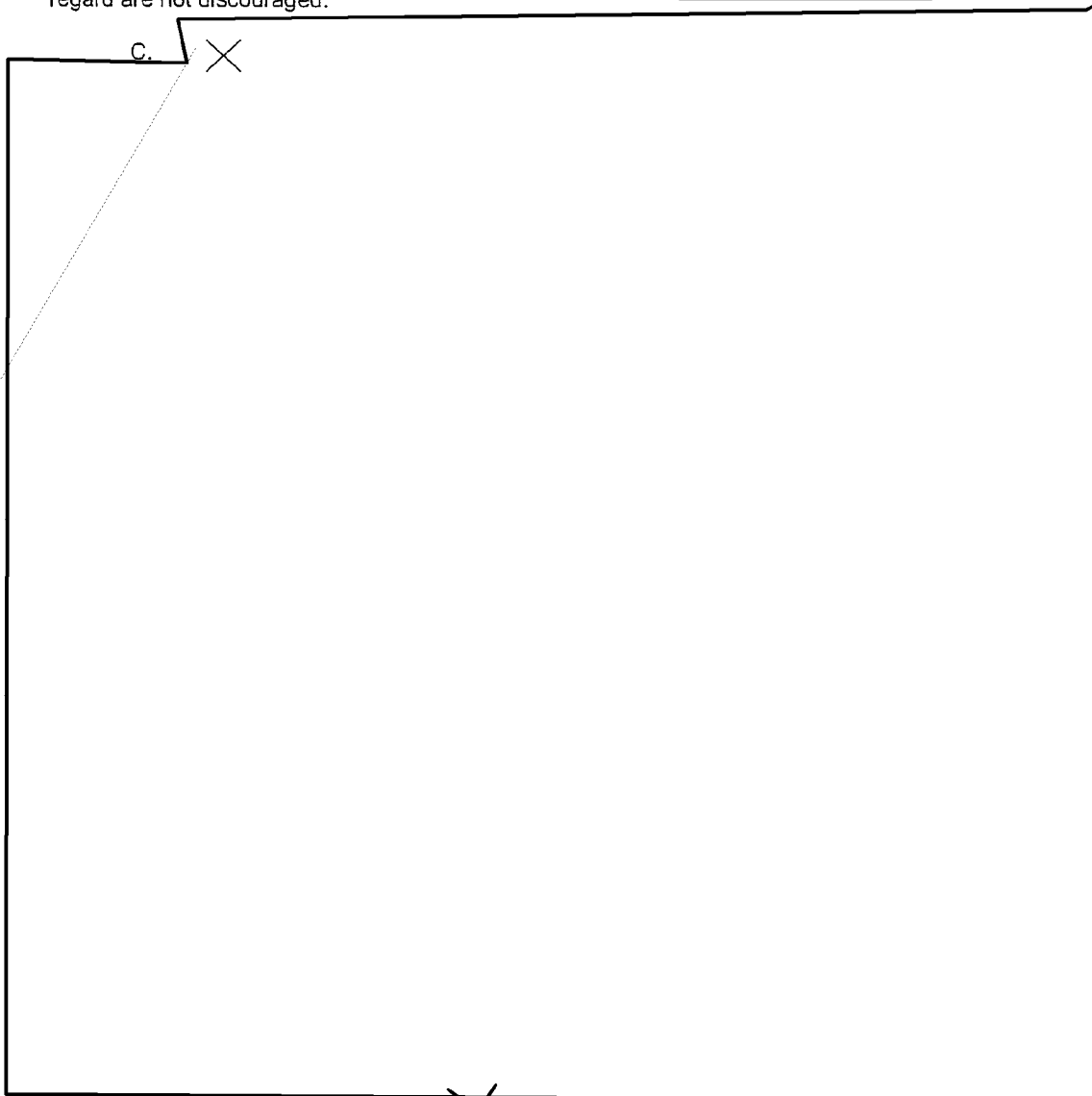


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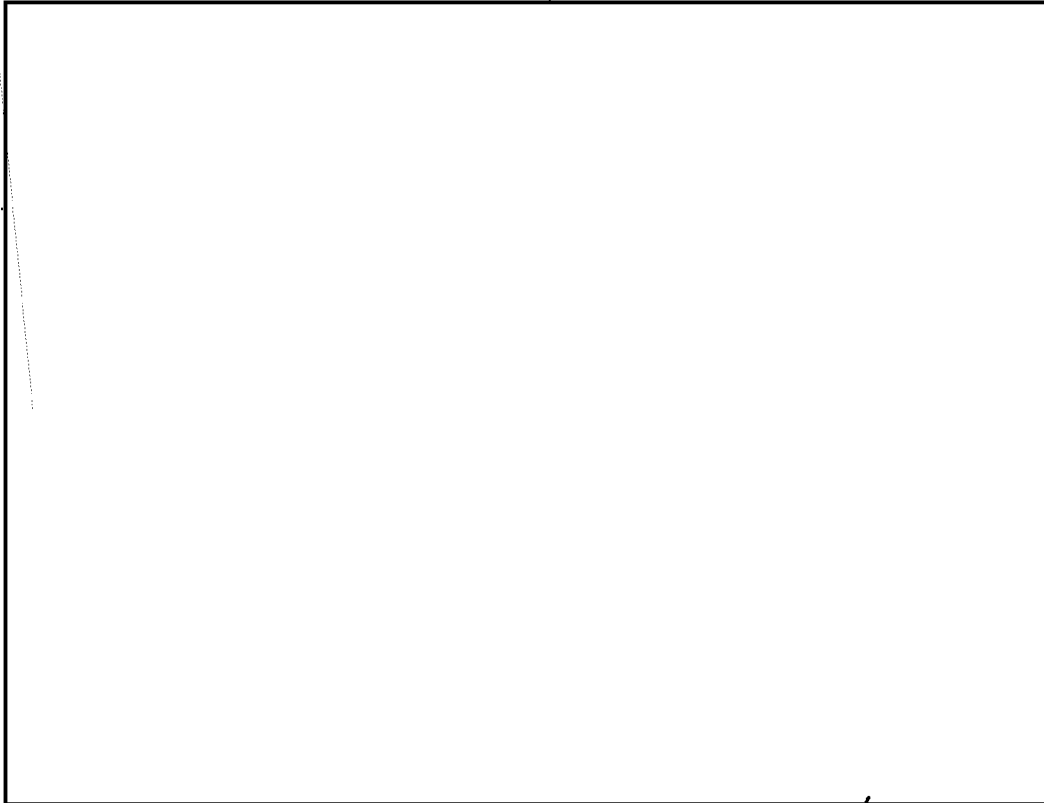
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Section 27-32 (U) The Behavioral Analysis Program

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A. (U) See: Section 2-35, supra.

EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav: SecClass: Unclassified

Section 27-33 (U) Asset



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EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav: SecClass: ~~Secret~~

Section 27-34

(U) Information from Assets

A. (U) An Asset who

must not be requested to

1. Volunteered information which derives from a may typically be accepted. Information from

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2. information accepted from may be disseminated at field office discretion when Otherwise, FBI Headquarters authorization is required.

EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav: SecClass: Unclassified

Section 27-35

(U) Visa Matters

A. (U) ~~(S)(ii)~~ nonimmigrant visas may be granted to aliens who the Secretary of State and the AG jointly determine to be:

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1. In possession of critical reliable information concerning terrorist organizations, enterprises, or operations;
2. Willing to supply or to have supplied such information to Federal law enforcement authorities or to Federal courts;
3. In danger or likely to be placed in danger as a result of providing such information; and
4. Eligible to receive rewards under a Program which is administered by the Secretary of DOS, and which is designed to assist in the prevention of acts of international terrorism. "S(ii)" visas may also be awarded to such persons' spouses, children (whether married or not) and parents. See: Title 8, U.S. Code, Section 1101(a)(15)(S)(ii).
5. An alien is eligible to receive a DOS reward if he/she furnishes information which leads to the arrest or conviction in any country of any person for the commission of an act of international terrorism against an USPER or U.S. property, or the arrest or conviction in any country of any person who is conspiring or attempting to commit an act of international terrorism against an USPER or U.S. property. See: Title 22, U.S. Code, Section 2708(b)(1) and (2).
6. Awards of S(ii) visas may not exceed 50 per fiscal year. See: Title 8, U.S. Code, Section 1184(k).

B. (U) Applications for S(ii) visas must be officially submitted to the Assistant Attorney General, Criminal Division, DOJ, by the [redacted] Unit, FBI Headquarters. Field offices should contact the [redacted] Unit for an S visa application package.

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1. The sponsoring law enforcement agency must recommend the alien for an S visa, by properly filling out the form, with all necessary endorsements and attachments.
2. The sponsor must agree that it has not and will not make promises that the alien may remain in the United States beyond a three-year period, other than by means authorized by the S visa statute. It must also establish the need for the alien's presence in the United States, all factors which may constitute grounds for excludability and all factors which favor the application.
3. The U.S. Attorney with jurisdiction over the investigation or prosecution which forms the basis of the S(ii) visa petition must certify and endorse the application, and agree that no promises have been or will be made.
4. The alien must sign a statement acknowledging awareness that he/she is restricted to the terms of the S(ii) visa statute as the means by which he/she may remain permanently in the United States.
5. Where necessary, an advisory panel may be constituted for the purpose of submitting recommendations to the Assistant Attorney General, Criminal Division, DOJ, utilizing Form I-854.

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6. Sponsoring law enforcement agencies must ensure that aliens granted S(ii) visas:

- a) Report quarterly concerning their whereabouts and activities;
- b) Provide notification of changed addresses and telephone numbers, and travel plans;
- c) Abide by the terms of the S visa statute and
- d) Fully cooperate. See: 8, Code of Federal Regulations, Section 214.2(t).

EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav: SecClass: Unclassified

Section 27-36 (U) Transfers of Assets Among Field Offices

A. (U) When Assets of continuing value move outside the territories which are handled by their original Offices of Origin, and when the distances involved are too great to allow continued contacts with the original Offices of Origin, the following actions should be taken should be taken by the original Office of Origin:

1. By [redacted] the original Office of Origin should advise the new Office of Origin of [redacted]

2. By [redacted] the original Office of Origin should forward to the new Office of Origin a communication captioned with the [redacted]

[redacted]

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a) The original Office of Origin is responsible for preparing the next evaluation, if it is due within one month.

3. Notify FBI Headquarters of the transfer.

4. Make appropriate [redacted] entries.

B. (U) The following action should be taken by the new Office of Origin:

1. Submit a communication to FBI Headquarters and the old Office of Origin, bearing the [redacted] and captioned "Changed," followed by the [redacted]. The first paragraph of the communication should include the [redacted]

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C. (U) When Assets are transferred to new Offices of Origin, their funding authority remains the same as that recorded by the old Offices of Origin.

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EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav: SecClass: Unclassified

Section 27-37 (U) Assets [REDACTED]

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A. (U) See: Section 2-10, supra.

EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav: SecClass: Unclassified

Section 27-38 (U) Asset Testimony in Court

A. (U) Should it become apparent that a pending or former Asset may be called to testify in open court regarding a criminal or civil matter, under circumstances which will make his/her relationship with the FBI known, or should it be discovered that a pending or former Asset has filed a civil suit against the FBI under similar circumstances, FBI Headquarters must be immediately notified.

EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav: SecClass: Unclassified

Section 27-39 (U) Use of Assets [REDACTED]

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A. (U) See: Section 2-11, supra.

EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav: SecClass: Unclassified

(S) Section 27-40

(U) [REDACTED]

A. [REDACTED]

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EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav: SecClass: ~~Secret~~

Section 27-41 (U) [REDACTED] Asset Relationships

A. [REDACTED]

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EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav:

SecClass: ~~Confidential~~

Section 27-42 (U) Alpha Designations

A. (U) See: Section 1-04, supra.

EFFDATE: 04/29/2002 MCRT# 1262 Div. D6 Cav:

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After-Action Agenda

Tuesday, 5 December 2006

0900 - 0930: Opening Remarks - [] an []

Introduction of Attendees

0930 - 1000: EAD, Phil Mudd (Keynote Speaker to address Leadership Views and Mission Statement
1030 and "Where We Have Been and Where We Are Going")

Discuss FBI Leadership Views/Expectations

- Does the Course Enjoy Full Support?
- FBI HQ [] Unit- Views?
- NSB [] Unit [] Future & Roles-Clarification
- Issues to Consider (from "Feedback") ("Potential Challenges") (Establish the Results)
- Community (FBI [] Resources)

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Mission Statement for the Course

- Objective/Goals
- Student Selection Criteria, ie. Who Attends?
- When/How Often to Run the Course
- Structure, Size, Groupings?

"CONFERENCE OBJECTIVES"

1000 - 1030: Course Content (Focus Issues)
1045 - 1115 []

- Lessons Learned/Feedback
- Overall Approach- Attitude —
- What Belongs Here and What Belongs in New Agents Training

- ☐ LESSONS LEARNED
- ☐ BEST COURSE TOPICS
- ☐ KEY RECOMMENDATIONS FOR RE-DEVELOPMENT OF THE COURSE

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1030-1200: Breakout Into Discussion Teams to Address Course Content
1115 - 1230

Focus Issues:

- Reduce Redundancy and PowerPoint []
- Applicability to Special Agents
 - Relevance
 - Match What Occurs in the Field

EXPANDED

1200 - 1300: Lunch

1230 - 1330

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1. DEFINE THE TOPICS

2. OBSERVATIONS - "WHAT DID YOU SEE/HEAR/EXPERIENCE?"

3. MAKE A "TO DO" LIST

CONSTRUCT AN ITEMIZED "PUNCH LIST"
FOR RECOMMENDED CHANGES/ACTIONS

1345 - 1700:

~~1300-1700:~~ Discussion Teams (Cont'd)

- Flow-Make it "Follow the Elements of the [REDACTED] W/EACH ELEMENT - DESIGN THE LESSON/LEARNING-OBJECTIVE
- Incorporation of Feedback - WHEN/HOW TO USE A FEEDBACK MECHANISM -
- "The Art & Science of the [REDACTED] - FULL DISCUSSION -
- [REDACTED] Intro/Familiarization/Generic or More? -
- Requirements- Driver [REDACTED] -
- "Practicals"- Exercise- More HOW to/Hands On -

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1700: Cocktails [REDACTED]

1800: Dinner Off Base (OPTIONAL/OPTIONAL) "THE WHALING CO."

Wednesday, 6 December 2006

0830 - 1000: Team Briefings on discussion Areas- Feedback & Input

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1000 - 1200: [REDACTED]

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Discussion Topics:

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1200 - Lunch

1300- 1400: Conclusion (Summary of Key Recommendations)

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Recommendations on PRACTICALS

A. The course will employ "explain, execute and evaluate" methodology throughout the training.

1. Explain:

- Deliver teaching points in digestible chunks.
- Consider using examples or modeling to capture both good and bad examples for general discussions.
 - a. Film clips
 - b. Videos of instructor role plays
 - c. Live action instructor role plays (preferable)

2. Execute or "Practicals":

Read first "Practicals should..."

- be the dominant vehicle for instruction (e.g., should be 70% of the course)
- must relate to the **most recent** "Explain" chunk (i.e., be tied to the most recent instructional message.)
- include opportunities to work within "real world" settings for basic practice.
- include a variety of case types (CT, CP, CI, criminal) NOT based on predicated cases.
- focus on collection efforts for [] purposes to enable SA's to understand their domain.
- include a progression in complexity and draw from previously taught material.
- involve a [] with emphasis on []
[]
- occur under the umbrella of an overarching operational narrative to ensure operational continuity and consistency. *[The domestic setting could simply be real time in Quantico. Note: providing a setting for the action will assist both students and role players.]*
- []
- require appropriate write-ups, reflecting real world practices. *[More on writing to follow below.]*

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- offer an opportunity for the SA to [redacted]

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3. Evaluate:

- Every practical should be evaluated in a timely manner with timely feedback. Students should be evaluated based on pre-established criteria which both the student and the role player are aware of.
- Note: students, when appropriate, receive "practical handbooks" outlining the setting, context and objectives of the exercise. *[To this end, course designers could leverage the existing FTC "exercise book" format for creating course books for practicals.]*
- Feedback from role players should be in written format when students are in the middle of a multi-meeting practical, with feedback delivered prior to the next meeting.
- Role players provide a direct (preferably written) evaluation to the students following each exercise.
- Evaluations will be based on pre-established criteria
- NOTE: written feedback will assist in benchmarking student performance in the event the course evolves to a certification course.
- Ideally, the course design should include a final testing phase which consists solely of practicals, based on previously presented material.
- Based on the Course Mission, a final evaluation on each student's performance could be written.

B. Writing

- The writing and administrative handling of an exercise should reflect real world procedures when possible.
- Students should be required to write after each meeting, as appropriate.
- The required written product will increase in complexity as the course evolves.
- Writing should be evaluated.
- Note: the benefit of requiring a written record of meeting events will help students remember what occurred previously and enable them to manage their cases as they evolve.

C. Role Players

- Role players should be experienced [redacted] e.g. [redacted]
- [redacted] "Train-the-Trainer" workshops should be designed, delivered with required attendance by all role players.

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- Note: both FTC and KC have frameworks available for Train the Trainer courses.
- Role players must understand the course mission and content, the objectives of each exercise and should be offered role play guidance, if required.
- The course requires a dedicated team of core instructors who are involved in both presentation and role-play.
- The course will need more role players.

D. Logistics

- Time for feedback delivery needs to be integrated into the course structure.
- Limit the “role play while being observed by classmates” to the early stages of the course.
- As the number of students increases, course designers will need to consider the footprint of the course on the local environment.

DATE: 11-17-2011
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REASON: 1.4 (c)
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[REDACTED] AND
[REDACTED] COURSE

- Plan to review and discuss the student input

General points:

- What is the course objective?
- Design course for [REDACTED] agents?
- When should the course be offered?
- Decide on what [REDACTED] instruction should be presented for NAT?

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Instructors

- Ensure instructors understand course mission and know their material
- Eliminate redundancy and negativity
- Take out the basic information
- Coordinate w/ other instructors
- Not a forum for personal opinion

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Course Content

- Eliminate the Weds eve Speaker series
- Develop block of [REDACTED] Principles*
- Lectures need to follow the [REDACTED]
- More time on [REDACTED] Validation*
- Add a block re asset info that is discoverable
- Add a block on [REDACTED]
- Add a block [REDACTED]
- Have multi-week course [REDACTED]
- Create web basic course on [REDACTED]

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*Strategic v. Tactical**

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- Incorporate strategic practical problems.

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Practicals

- Improve the quality of practicals*
- Standardize the role players, prevent add-ons
- Spend more time on selecting meeting sites
- Weave in practicals throughout
- Students play role in some practicals

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JTTF Considerations

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Other thoughts?

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Feedback from Participants of the Pilot 6-Week [REDACTED] Course

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October 19, 2006

Recorder: [REDACTED] (and author of comments in red)

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The feedback session with the entire class was lively, and the participants seemed sincere about wanting to help the National Security Branch (NSB) improve the course. The feedback readily broke into the following categories:

- Overall Comments on the Course
- Course Curriculum and Flow
- Course Prerequisites
- Course Content
- Practicals
- Course Instructors/Role Players
- New Agents' Training
- Miscellaneous Recommendations
- Miscellaneous Comments

OVERALL COMMENTS ON THE COURSE

- Separate [REDACTED] operations from [REDACTED] operations and Issues. The subjects are too disparate and important to combine in one course.
- People should really want to come to this training because they get content in it that they can't get elsewhere—and it all should be directly applicable to their jobs.
- **Target Audience:** Determine the right target audience for the class and *enforce it*. The course should target agents across the board (not just in NSB or [REDACTED]). Course participants must be able to understand a more strategic vs. tactical focus to the content; thus, they should have at least a year in the field—to get indoctrinated into the Bureau and the work—and no more than two years. Agents should have actually [REDACTED] in the Bureau) before taking this course (seen the system, what works, problems, etc.); otherwise, they may find it difficult to put the concepts into the right context and apply them appropriately. Consider making the course a requirement before promotion—or part of Probationary Agent Training Requirements?
- Make the training mirror, as closely as possible in an instructional setting, the realities encountered in the field.
 - Assign students to teams—their “pseudo squads”—for the duration of the course. Bring in experienced [REDACTED] collectors from the field to act as the “squad SSA” (team's counselor). This person would be instrumental in offering performance feedback and giving advice during practicals (could even perform many of the role plays with the students). This squad concept would allow the teams to talk as smaller groups within the larger class group about what they've seen the others do during the role plays, etc.
 - It's critical that the training (especially the scenarios) match with what actually occurs in the field. Thus, all changes to policy, guidelines, best practices,

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processes, administrative paperwork, and other such things taught in the course **must** "jive with" with inspections. Inspection ratings drive reality and compliance in the field divisions.

- The course should follow each part of the [redacted] *The instructional methodology used throughout should do the following for each phase of [redacted]*
 - *Introduce concepts*
 - [redacted] "How To's" (step by step procedures, [redacted] and best practices)
 - *Demonstrate (through case studies, films, and role plays)*
 - *Allow time for practice*
 - *Review*

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COURSE PREREQUISITES

- Tell field offices the course goal and objectives when soliciting participants. Enforce their compliance with the "time-in the Bureau" and experience requirements for the participants.
- Students believe Virtual Academy courses help familiarize them with [redacted] and prepare them to ask better questions of similar in-class material. Consider developing the following Virtual Academy courses as prerequisites for the [redacted] Operations course:

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- [redacted]
- [redacted]
- *Make the following Virtual Academy courses required prerequisites?*

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- *Make students aware of the CI interview simulation courses available upon request:*

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- Send pre-arrival [redacted] packages to the participants. Include course goal, objectives, and schedule in the package. Include any books students should read (i.e., [redacted])

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[redacted] *Make students aware of resources they may want to have readily available to complete course assignments (i.e., file information, specific clothing for outside practicals, etc.).*

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COURSE CURRICULUM AND FLOW

- NO MORE Wednesday evening speakers!!!
- Use a coherent, well-developed curriculum. Figure out what must be taught to meet the course goal and then sequence it logically for the students—such as aligning content to each phase of the [redacted] *All topics/content should seamlessly lead one to the other and obviously relate to the overall course goal.*

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- Eliminate redundancy by having all instructors working as a team (like in New Agents Training). They should understand what other topical areas are taught in each part of the curriculum, so they can best determine what they need to cover and how it will relate to what the students have already learned or will learn.
- Intersperse presentations and practicals throughout the course, instead of starting with only presentations and ending with all the practicals. Mix mini-practicals for applying specific teaching points with a separate and unrelated bigger integrated case scenario that takes students through all teaching points in one “flowing” intelligence case. Agents multitask in the real world—they can do it in class.
- Ensure that students are actually taught everything they must later apply in the practicals.
- Build in enough time for role players and/or instructors to give individual students meaningful feedback on their application of the concepts taught.
- Make the curriculum less case-based (tactical) and more program- and domain-based (strategic). Ensure that the agents leave understanding the importance of working tactical investigations with a strategic mindset. They need to understand strategic issues important to intelligence collection in general.
- CT, CI [redacted] and Criminal agents should have their own [redacted] courses, covering mission-specific needs as follow-ons to this more generic [redacted] course. Thus, the progression of courses should be
 - [redacted] basics in New Agents’ Training
 - (4-)6-week [redacted] Operations course—generic for all agents
 - mission-specific advanced [redacted] courses (i.e., [redacted] and Issues course, [redacted] etc.)

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COURSE CONTENT

- Review the course goal and objectives on the first day.
- [redacted] Operations course content must
 - seamlessly complement what they learned in New Agents’ training
 - develop universal [redacted] principles—the art and science of [redacted] operations
 - avoid program-specific [redacted] nuances
 - focus more on explaining and practicing the “how” of the [redacted] and [redacted] collection throughout (less of the policy and guidelines, which students can learn through Virtual Academy training)

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[REDACTED]

[REDACTED]

[REDACTED]

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- This course barely covered the following topics, if at all:

- [REDACTED]
- [REDACTED]
- [REDACTED]

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- Consider adding the following blocks of instruction:

[REDACTED]

[REDACTED] (i.e. 2019as open/close ECs, etc.)

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[REDACTED]

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[REDACTED]

PRACTICALS

- Weave little individual (unrelated) practicals throughout the course, but have one major scenario (like the NAT integrated case scenario) run throughout.
- Start the integrated case scenario at the beginning of the course and then spread it throughout the entire course. This would allow
 - a more realistic time-frame between [REDACTED] phases and interviews
 - application of one phase of the [REDACTED] for each week of the course
 - integration of strategic and tactical collection requirements throughout the scenario
- Improve the quality of the practicals by making the scenarios and role plays more realistic:
 - They should mirror actual scenarios encountered by Bureau agents in the past and/or likely to be encountered in the field.
 - Include scenarios that have [REDACTED] for the agents to use, as [REDACTED] [REDACTED] CI and positive intelligence collection generally [REDACTED] [REDACTED] Also, include more [REDACTED] in these forums.
 - Incorporate **real** Bureau paperwork into all the scenarios—and make the paperwork fit reality in the field (i.e., checklists for asset validation, rules for paying assets, etc.).
 - Make time-frames between sequenced practical problems more realistic (i.e., don't have the [REDACTED] the same morning and then allow only 15 minutes to [REDACTED] that afternoon).

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- Create scenarios where students can recognize and collect against requirements, even though that would not be the main focus of the practical, or make collecting against specific requirements the [redacted] of some interviews. b7E
- Look at reversing roles in the role-plays so the students can [redacted] and see how it feels.
- Write practicals according to the realistic need of the individual students (i.e., CI agents should go through CI-oriented practicals with their role players while CT agents use CT-specific ones, etc.). b7E
- Graduate the practicals in reality of the situation. Start by demonstrating interviews in front of the class, then by oneself or with a partner in a little room, then out in the real public. Give points for [redacted] Assign students a specific [redacted] (i.e. [redacted] etc.).
Make it a healthy mini-competition for the students or student teams (pairs?).
- Supply enough resources (time, people, and rooms) to allow a 1-1 or 1-2 feedback ratio for the practicals.
- (S) • Include a half day practical on a [redacted] so students can see what works and what doesn't. (Have them try to [redacted])
(S) [redacted] Let everyone figure out what they need (i.e., [redacted] etc.) for performing [redacted] (i.e., [redacted]) and allow a small budget for this. Don't provide everything they need up front—let their success/failure depend on their own ability to supply their needs. Considering getting more elaborate with such a practical and expanding it to include [redacted]

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COURSE INSTRUCTORS/ROLE PLAYERS

- Instructors need to
 - Understand the goal/objectives of the course and tailor all lessons to this purpose and the specific audience (especially a must for “outside” instructors)
 - refrain from using their presentation as a forum for venting personal opinions (i.e., dissatisfaction with the [redacted] working with the Bureau, etc.)
 - coordinate their presentations with other instructors in the course, as well as with what's taught in NAT and the advanced courses
 - reduce dependence upon PowerPoints—please!
- Role players MUST know the Bureau's way and lexicon, and the way they play their roles MUST fit with how the FBI actually does or encounters things.
- Standardize role-player dialogues and make them understand that they cannot add in any information they want.
- Give good feedback (discussing specific strengths and areas to work on for each individual—not as part of a bigger group) feedback to individuals during all role-plays.

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(S) [redacted] excelled in this while the retired FBI did not. Teach all role-player instructors/facilitators how to give good feedback (the kinds of constructive observations that will help people improve individually). To do this, you must lower the ratio of role-players to students from [redacted] at the most.

- Train all who must give feedback on how to do it. *(Perhaps developing some kind of rubric or checklist for them to study in advance and then use for observations during the role-play would help? I helped LD develop one people evaluating the Moot Court Tests of their lab examiners that we could use as a model.)* [redacted] with the

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(S) [redacted] instructors to teach them how to give good feedback. Help them with developing the lessons, etc. Perhaps have FBI graduates [redacted] come back to teach in this course as adjunct faculty?

- Keep the instructors to a specific and fairly small team as much as possible—don't bring in different presenters for each topic. This made it disjointed and it got very confusing. Perhaps adopt the NAT concept of teams of teachers who meet regularly and discuss what each other taught, didn't get to, etc.

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- [redacted]
- Make handouts match presentations and give handouts for all presentations. (Students wanted some handouts when instructors did not have them and got frustrated with handouts that didn't match the presentation being given.)
- Eliminate negativity in some instructors/role players.

NEW AGENTS' TRAINING

- New Agents' Training (NAT) must lay the foundation for this class.
- Take the basic [redacted] information out of this course and put it in NAT. Integrate it throughout a practical that involves [redacted]. Keep the information at a tactical (vs. strategic) level. Such basic [redacted] information includes the following:
 - An overview of the [redacted]
 - Training on interviewing and interrogation as they relate to sources [redacted] as well as subjects [redacted]
 - Legal stuff (NSIG, policies, laws, FISA Act, etc.)
 - Intelligence requirements
- NAT should have more intentional role-plays of source processes (i.e., paying a source, [redacted] etc.), made realistic in time [redacted] [redacted] etc.).
- NAT desperately needs higher quality role players.

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MISCELLANEOUS RECOMMENDATIONS

- A [] Course should be developed for agents with analysts and, by nature, cover the strategic side of intelligence collection and management and the [] It should be separate from a more generic [] Operations course that would cover [] skills all agents require. b7E
- Field program managers need to understand the course objectives and ensure supervisors send only agents having the appropriate minimal experience to the course (i.e., NOT agents fresh from Quantico or who have never [] The course participants must be at a level of experience as to be able to apply what they learn immediately upon their return to the field office. b7E
- Supervisors should aggressively push to get their people in the generic [] Operations course by an agent's second year. b7E
- NSB executives need to determine what they want to achieve by putting on this course—its purpose—and share that with the field so the field can send agents at the appropriate level (or having appropriate experience).

(S)

- Decide who in the FBI will target sources in the field. [] Will the [] agents do it for the Bureau? The Intelligence Analysts? The squad (collecting) agents? Make a final decision on this so the instruction can be clearer in this area and included in the correct course(s). b1 b7E
- The FBI needs standard operating procedures for [] operations, positive collection intelligence (fulfillment of national intelligence requirements), and analysis of regional/divisional intelligence requirements that transcends programs. b7E
- The Directorate of Intelligence needs to create a [] doctrinal template. b7E
- Consider retooling the asset paperwork to align it with the way [] actually occurs in the field (policy requirements). Look at processes, procedures, and paperwork required for [] payments and revamp. Many issues need to be fixed, especially with the money! We're not even close to what we should be able to do. b1 b7E

(S)

- Develop a [] Collector or Coordinator full-time position. This person's full-time duty would be to [] such a person could
 - []
 - help the SSAs understand []
 - act as the squad's resident [] expert
 - help [] share information, as appropriate/required
 - allow [] agents, especially in the bigger field offices, focus on collection management

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- Graduates from the ne [redacted] Operations course could automatically become the squad [redacted] Collector o [redacted] Coordinator.

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MISCELLANEOUS COMMENTS

- The pilot course did not fulfill the goal stated in the Course Mission.
- This [redacted] course was CI-centric but designed (required) because of a CT issue/problem.

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EXECUTIVE SUMMARY



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Pilot Program

Student Ratings and Comments

October 30, 2006

**Prepared by:
Curriculum Development and Evaluation Unit
FBI Academy
Quantico, Virginia**

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EXECUTIVE SUMMARY

BACKGROUND

The National Security Branch (NSB) collaborated with the Counterintelligence Division Counterintelligence Training Center (CITC) to develop a [REDACTED] Pilot Program, primarily for Special Agents (SAs) in stage three/four in the Intelligence Career Path. In response to this request, CITC selected a team to work with [REDACTED] Subject Matter Experts (SMEs) to develop this pilot program. The pilot program ran from September 11, 2006 through October 20, 2006. The class was attended by [REDACTED] FBI Special Agents [REDACTED]. [REDACTED] instructors were provided by the FBI [REDACTED] and independent contractors.

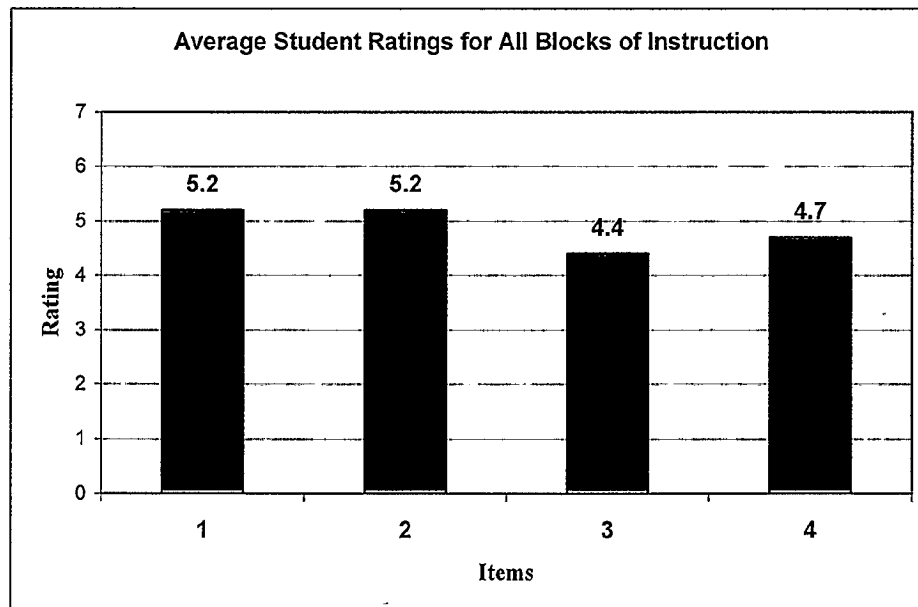
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Students completed Course Evaluation Forms after each block of instruction. Students were asked to rate four items on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree). The items were:

1. The material covered in this block of instruction was relevant to my job.*
2. The material was presented in an effective manner.
3. The handouts will be of help to me.†
4. The amount of time for this block of instruction was suitable.

Rating Scale: 7 = Strongly Agree 4 = Agree 1 = Strongly Disagree

The following chart shows the average student ratings on each of the four items previously listed:



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* While this item asked how relevant the material was to the student's job, more useful data might have been obtained by asking how relevant the material was to the purpose of the course [REDACTED]

† Although the evaluation form indicated that students should not rate an item if it was not applicable to the block, many students responded to this item even when no handouts were provided. Thus, the validity of the data is questionable.

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The form also included two questions for written comments: (1) What did you like most about this block of instruction? and (2) What would have improved this block of instruction?

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The purpose of this executive summary is to present the themes and trends that emerged from student responses to the Course Evaluation forms in order to facilitate revisions/improvements in future offerings of the [redacted] course.

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STUDENT OBSERVATIONS

STUDENT RECOMMENDATIONS

Content/Instruction

1. Much of the information presented was important and valuable [See Appendix E for student comments on each of the individual blocks of instruction.]
☐ No recommendations.
- (S) 2. Information on how other agencies operate was particularly appreciated [redacted]
☐ Continue to offer these blocks of instruction.
3. A number of blocks of instruction received high ratings in terms of their relevance to students' jobs: [redacted]
(S) Approaches—Overview [redacted] Review of
(S) Case [redacted] Interview and [redacted]
(S) [redacted]
(S) [redacted] Days 1 & 2 [redacted] and
DISC (Personality Inventory) [redacted] [See Appendix C for a list of all blocks of instruction in order from high to low based on students' ratings of relevance to their jobs.]
☐ No recommendations.
4. The practical exercises and "real world" or "real life" exercises/applications were extremely useful. Learning by doing was one of the most effective ways to learn.
☐ Include more off-site, "real life" practical exercises throughout the course.
☐ Provide immediate follow-up to each practical exercise by having students complete appropriate documentation or paperwork. This will maximize "real world" practice.
5. Blocks with class participation (such as DISC Personality Inventory) were particularly helpful.
☐ Include more participatory activities in the blocks of instruction rather than relying so much on PowerPoint presentations.

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STUDENT OBSERVATIONS

6. Many blocks of instruction were presented without relating the content to the purpose of the course—[redacted] collection.
7. Some of the blocks seemed to be a forum for the instructor to showcase his/her unit's importance and did not directly pertain to the purpose of the course. Such blocks were not an efficient use of time.
8. Putting all of the practicals at the end of the course became repetitive and led to decreased student motivation
9. Too many of the cases and examples presented by the instructors involved "walk-ins" or volunteers. Cases involving successful [redacted] would have been more beneficial.
10. Some critical topics—particularly [redacted]—did not receive enough attention.
11. For a course in [redacted] targeting and development, this course included too much information on [redacted] Operations.
12. Too many of the role-play scenarios were [redacted] utilizing [redacted] rather than [redacted] techniques.
13. Some of the content was too basic—more appropriate for New Agents Training.
14. Particularly at the beginning of the course, instructors used too many acronyms.

STUDENT RECOMMENDATIONS

- ☐ Introduce each block of instruction by providing a rationale to point out:
 - ✓ How content relates to [redacted]
 - ✓ Why [redacted] collectors need the knowledge/skills to be presented.
- ☐ Eliminate blocks that do not pertain directly to the purpose of the course.
- ☐ Incorporate practicals throughout the course, interspersing them with other blocks of instruction.
- ☐ Select cases that highlight successful [redacted]
- ☐ Provide more instruction on [redacted]
- ☐ Provide one course for [redacted] instruction and a separate course for [redacted] collection.
- ☐ Use scenarios that are [redacted] oriented to match the emphasis of the course.
- ☐ Review the content to put basic [redacted] instruction into New Agents Training so that content of this course is at an intermediate/advanced level.
- ☐ Distribute a list of acronyms used frequently in discussing/explaining [redacted] collection.

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Instructors

15. The majority of instructors were knowledgeable and experienced. Many instructors received high ratings for effectively presenting their material. [See Appendix D for a list of all blocks of instruction in order from high to low based on effective manner of presentation.] ☐ No recommendations.

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(S)

16. [redacted] *Overview* ☐ Consider using more [redacted] instructors.

received exceptionally high ratings.

Their instruction was the most useful and most relevant [redacted]

(S)

- ☐ Have [redacted] FBI instructors and role players.

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17. Many instructors did not seem aware of the purpose of the course or understand how their block of instruction fit into the overall picture. ☐ Course planners should meet with instructors prior to the course to:
- ✓ Ensure instructors understand the overall purpose of the course.
 - ✓ Review objectives/content of each block of instruction to ensure that it is directly relevant to [redacted] collection.
 - ✓ Ensure instructors understand how their block of instruction fits into the overall framework of the course.
 - ✓ Ensure that instructors begin each block of instruction by explicitly stating how it relates to [redacted] collection—how this information will benefit [redacted] collectors.

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18. Too many blocks of instruction consisted of PowerPoint lectures, with little student participation or interaction. ☐ Encourage instructors to include analytical or application exercises/activities to encourage student participation and interaction.

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19. Some of the instructors did not provide handouts. In other cases, the handouts of the PowerPoint presentations did not match the PowerPoint, which made it difficult for students to follow the presentation.
- ☐ Coordinate with instructors in advance to ensure that handouts match presentations.
 - ☐ Request that instructors provide handouts of useful or critical information. Handouts of PowerPoint slides should match the presentation.

Overall Structure

20. The course lacked an overall framework in which to fit individual blocks of instruction. The blocks of instructions were not presented in a logical order. Also, some blocks (such as those on undercover operations) provided duplicate information.
- ☐ Establish an overall framework for curriculum following the [REDACTED] [REDACTED] Begin with general principles/strategies and then provide more specific information.
21. The Wednesday night lectures (scheduled 7:00-9:00) did not add value to the course. Students were tired and did not see a need to add another two hours to their schedule.
- ☐ Eliminate evening enrichment lectures.

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DATE: 11-17-2011

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PILOT COURSE

Class Feedback

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The following document highlights issues of concern as identified by the students of the [] collection pilot course, and provides recommendations for potential solutions. The suggestions made here are done so only for consideration in part or whole to enhance the FBI's Intelligence mission.

COMMENTS

Issue 1 [] Class

Observation: The primary focus of this course [] Development) was adversely affected by attempting to combine both [] Operations and [] development curricula into one course. A significant amount of time was spent discussing the [] and various opinions on what a [] can do, what it should do, and how it should do it. While many in this class are assigned to [] many are not. To spend so much time focusing on the [] takes away from information that is operationally relevant. The NSB would be much better served by separating these two curricula into two separate courses. The main focus of this course should be the art and science of the [] Teach the basic techniques that are universal across program lines (e.g., how to [] conduct an interview, reading body language.) Then, include a familiarization block on Domain Management [] Intelligence Requirements to help show the big picture, which should be accomplished within the first day (lasting no more than one day).

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Recommendation 1: Consider establishing a separate multi-week course on [] operations for the intelligence agent. This course should deal with the details of SA work on the [] (i.e., relationship with the analysts, details of Domain Management, [] mission and vision, best practices.) Keep the [] course pure, focused solely on the act of conducting [] operations.

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Recommendation 1.B: Establish a Virtual Academy Course regarding the DI's Concept of Operations which would be mandatory for all Agents to take and a prerequisite for

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attendance at either the [] Development Course or multi-week [] Operations Course.

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Recommendation 2: While the [] class should be open to all agents, agents assigned to [] should be given priority as the majority of their responsibility is [] collection. Next priority shall, in accordance with the FBI's priorities, go to CT agents, followed by CI, Cyber, and Criminal agents.

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Recommendation 3.A: Have the major block of time committed to the universal principles of []. During this portion, the class should be split up into program specific groups in order to focus on the student's respective program. For example, if an agent works CT, s/he will receive special training on how to [] [] to include cultural considerations. An FBI agent will receive training specific to CI considerations.

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Recommendation 3.B: Rather than break into groups at the end of the course, have scenarios for each program incorporated into the practicals throughout. In other words, the class would remain together and separate only during time of practicals, and then students would choose the scenario that pertains to their program.

Recommendation 4: A review should be conducted to determine the level of [] instruction that will be provided to new agents during the Academy. Then make a comparison with the rest of the USIC to determine what gaps exists and establish an intermediate and/or advanced course to close those gaps.

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Issue 2: Instruction Blocks

Observation 1: It became readily apparent in the first week that the instructors were unclear about the purpose of the course. This led to a significant amount of duplication and redundancy of effort. For example, attendees received three briefings on how to initiate []. The three briefings covered criminal, CI, and CT and were a total of four hours long. Each presenter discussed UC policy, the AG Guidelines, and the process for opening a case or operation. The same duplication occurred with the legal presentations and [] activities.

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Observation 2: Most of the information received during the first two weeks and in some parts weeks 3 through 5 was presented without any context. For example, on the [] we do not utilize UC operations, we do not conduct [] and we do not conduct CT/DT/CI cases. However, one instructor after another took the opportunity to showcase their "best" investigation (i.e., case studies), rather than speak to the use of [] techniques to meet their case requirements. We found ourselves frequently questioning the relevance of the lecture to the course. In addition, most of the case studies dealt with []

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Observation 3: The majority of instruction pertaining to [] issues was presented at the most basic level. The CT/DT/CI/ and Criminal portions (including case studies) were of little to no value. Students attending this course should already know the basics of CT/CI/Criminal. Each block must be made to clearly represent its relevance to this course. Many of the presentations were general descriptions of what different HQ units cover, without an emphasis on [] collection or source development. For example, DTOU presented what groups DTOU deals with, but failed to discuss how to recruit sources in those groups or present positive case studies of source recruitment successes.

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Observation 4: The attitude of some presenters left the class demoralized and in some instances angry. Negative comments about the [] were made by several instructors early on. These ranged from poor attempts at humor to downright opposition to the [] and declarations that the [] was absorbing resources that would best be devoted elsewhere.

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Observation 5: The importance of this course was obviously not stressed to all instructor participants. At the time of writing there were three no-shows, one of which was the HQ [] unit that deals with [] policy. This is a course that centers on []. Therefore, it is unsatisfactory for HQ's primary [] unit to fail to show up. In addition, the on [] unit that presented to this class informed us that the []

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[] They were unable to provide an explanation as to why this was the case. The fact that no one in this class was aware of that may be an indicator that most of the agent population is not aware.

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Recommendation 1: Better coordination with instructors is needed. Review the material being taught beforehand and ensure it is relevant to the course. This will limit redundancy and free additional time for use in other areas. Class supervisors should provide the identified instructors with intended learning outcomes for their presentations and ask that they develop a presentation toward those outcomes. These presentations should be reviewed and critiqued by course coordinators in advance of the course to ensure their compliance with stated outcomes.

Recommendation 2: Remind instructors that this course is not a place for them to voice their disagreement with FBIHQ on issues like the [redacted] Negative comments about the [redacted] further alienate those assigned to the group and lower the morale of agents who already have to deal with the same negative perceptions back home.

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Recommendation 3: Bring in other [redacted] agencies, i.e., [redacted] etc. to have them speak not to the history or background of their agency but how they conduct [redacted] operations. The FBI works in a [redacted] capacity with all these agencies and having them explain their processes will better enable us to work together in the future.

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Recommendation 4: Kill the Wednesday night lectures. So much time was needlessly expended during the day. There was no value to coming back for two hours to listen to a lecture that had little to do with the course objective. Also, agents are sitting from 8 a.m. to 5 p.m. Monday through Friday. To ask them to sit again for two hours in the evening is a needless request unless significant value can be delineated.

Recommendation 5: The lectures should follow the [redacted] Take the first day or so to cover the global perspective, i.e., Domain Management, Intelligence Requirements, legal issues regarding [redacted] etc. Then the course of instruction should begin with [redacted] and work through each step of the [redacted]

(S)

[redacted] Very little of this class dealt with [redacted] an [redacted] Spend more time on [redacted]

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(S) **Recommendation 6:** More quality practicals! The class agreed unanimously that the hands-on practicals were the most valuable and most effective method for learning. The class recommends [redacted] instructors for these practicals. The two on one practicals or one on one in recorded rooms were much more beneficial and realistic than role playing in front of class. [redacted]

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(S) **Recommendation 7** [redacted]

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(S) **Recommendation 8** [redacted]

(S) conduct a "train the trainer" class for FBI instructors. In this class [redacted] should focus on [redacted]. It is essential that FBI instructors be the first group to acquire the skills in this course. It ensures that the newer agents will develop them early on and have time to enhance their skills.

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Recommendation 9: Consider adding a block addressing the issue of when asset information is discoverable and the difference between evidence and intelligence.

Recommendation 10: Add a block discussing the asset administrative paperwork, to include, [redacted] and [redacted]

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Recommendation 11: Spend more time on [redacted] [redacted] to include considerations for the asset, to include [redacted]

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Recommendation 12: Ensure instructors are confident in what they are teaching. In several blocks we were witness to instructors who appeared uncomfortable with the material at hand. The only explanation provided revolved around the

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18 month TDY program. Instructors must at least be proficient and must have a degree of enthusiasm when they teach. Consider incentives for FBI experts to teach this course, either from HQ or from the field.

Recommendation 13: Include a block of instruction highlighting how [redacted] to provide a glimpse into how our adversaries do business. Include opportunities for SAs to play the role of [redacted] in practical exercises.

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Issue 3: Strategic v. Tactical

Observation 1: The entire course emphasized tactical, i.e., case-based, [redacted] collection. The FBI has a strategic intelligence collection function that was ignored.

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Observation 2: Intelligence collection based on requirements was not taught or trained. This is the new FBI domestic intelligence collection mission, and it was ignored.

Recommendation 1: Utilize "case studies" of real strategic intelligence collection and [redacted] initiatives, both out of FBIHQ, and from the field.

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Recommendation 2: Provide instruction and practical application opportunities that merge analyst function with SA function in the training of [redacted] collectors in strategic [redacted].

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Recommendation 3: Incorporate strategic practical problems that pick up where Intelligence Analyst [redacted] sets leads to [redacted] SAs who cover those leads, and [redacted].

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MISC COMMENTS

Observation 1: While [redacted] is technically part of the FBI Academy, this location [redacted]. The policy prohibiting agents from [redacted] during class is unacceptable. This facility has [redacted].

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[redacted] It is understandable that such measures would compromise the [redacted] However, during the last six weeks an individual [redacted]

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This person proceeded to [redacted] inside and out, asking analysts about the nature of this facility. This location does not have the advantage of [redacted] nor does it [redacted] If the above individual had been [redacted]

Recommendation 1: Assign [redacted] to the inside of the facility [redacted]

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Until such time as this is accomplished, it is highly recommended that [redacted]

Recommendation 2: To enhance the realism of this course, sufficient funds should be allocated for the purchase of food and drinks [redacted] Funds should also be designated for use of public transportation i.e. Metro.

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[redacted] **COMMENTS**

Observation 1: The [redacted] Unit presentations indicated a lack of coordination between FBIHQ's various [redacted] units. It is imperative that a single [redacted] unit be established ensuring a unity of effort and standards. These units can specialize in their respective programs; however, they must function under one coordinated operational process. FBIHQ should consider centralized control and decentralized execution of its [redacted] program.

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Recommendation 1: Consider establishing substantive intelligence desks at HQ. A single entity responsible for the coalescence and analysis of collected intelligence by subject matter would be in a better position to identify further gaps and trends and therefore task specific fields to collect. Similar to the CT and CI desks, they would be responsible for providing operational guidance to the [redacted]

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Recommendation 2: Establish new statistical accomplishments on the FD-542 form for intelligence agents. Incredible work is being done in the Field Intelligence Groups that is not being captured because the current FD-542 is not designed to track and or recognize intelligence achievements.

JTTF COMMENTS

Recommendation 1.A: Consider detailing a [] agent to serve as a full time [] collector on each CT squad or assign designated personnel responsible for the overall JTTF.

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Recommendation 1.B: The responsibilities of this collector would be the following: 1) []

[]

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Recommendation 2: Consider requiring at []

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[REDACTED] *Course Mission Statement*

The [REDACTED] a 6-Week intensive course designed to logically and methodically introduce Special Agents to a systematic approach to [REDACTED]. The [REDACTED] Course has a framework which builds on the concept of The [REDACTED] that is, [REDACTED]. Each dimension of the [REDACTED] is introduced and then demonstrated using "best practices" learned from criminal, counterterrorism and counterintelligence investigations. The [REDACTED] course provides legal instruction from the Office of General Counsel (OGC) to ensure that students have a firm understanding of the National Security Investigative Guidelines (NSIGs) and Attorney General Guidelines (AGGs) in order for agents to know the scope and limitations when [REDACTED]. [REDACTED] within the curriculum are practical exercises requiring students to employ learned techniques, and finally more complex scenarios requiring analysis and strategies for the desired result: a successful [REDACTED]. The desired result of this course is to increase the competency level and to raise the confidence of Special Agents in the area of [REDACTED].

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From: LUM, (CD) (FBI)
Sent: Thursday, November 20, 2006 10:02 AM
To: (S) (CD) (OGA)
Subject: Please Secure Fax attachment

(S)

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If you could please secure fax the attached document

Thank You Very Much!!

(S)

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*Alone
modified format slightly
so it would all
fit onto 1 page.
Two versions sent -
with gridlines
and without.*

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Training Program
Join [redacted] BI Conference
12/3/06 - 12/06/06

Name	DOB	SSAN	Lodging	Position	Comment
[redacted]			M-W, 12/4-6	SA, Los Angeles JTTF	Pilot Course Student
			M-T, 12/4-5	SSA, CITC	Pilot Course Coordinator
			M-W, 12/4-6	NR Liaison Chicago	[redacted]
			M-T, 12/4-5	SSA, Charlotte FIG	Pilot Course DI
			M-T, 12/4-5	SSA, CITC	Pilot Course Coordinator
			M-T, 12/4-5	Instructional Systems Design Staff	Pilot Course Evaluator
			M-T, 12/4-5	Special Assistant, Training Division	Training Support - Logistics, Program Management
[redacted]			M-T, 12/4-5	Deputy Assistant Director -- [redacted]	Responsibility
				Associate Executive Assistant Director -	
[redacted]			Tues., 12/5	NSB	
			M-W, 12/4-6	SA, Miami [redacted]	Pilot Course Student
				Section Chief, Counterintelligence	Pilot Course Project
			M-T, 12/4-5	Training	Manager
			M-T, 12/4-5	SA, Washington Field Office [redacted]	Pilot Course Student
			M-T, 12/4-5	SSA, DI Training Unit	Pilot Course DI

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Acronyms:

DI Directorate of Intelligence
SA Special Agent
SSA Supervisory Special Agent
CITC Counterintelligence Training Center

JTTF Joint Terrorism Task Force
NSB National Security Branch

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ACLUM030965

FBI030485

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(S)

[Redacted] Training Program
Join [Redacted] FBI Conference
12/5/06 - 12/06/06

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DATE: 11-17-2011
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REASON: 1.4 (c)
DECLASSIFY ON: 11-17-2036

Name	DOB	SSAN	Lodging
[Redacted]	12/13/1974	[Redacted]	M-W, 12/4-6
	3/7/1959		M-T, 12/4-5
	5/7/1969		M-W, 12/4-6
	8/19/1965		M-T, 12/4-5
	4/16/1966		M-T, 12/4-5
	7/16/1950		M-T, 12/4-5
	1/31/1966		M-T, 12/4-5
	9/21/1957		M-T, 12/4-5
	12/11/1961		Tues., 12/5
	10/23/1976		M-W, 12/4-6
	11/9/1952		M-T, 12/4-5
	7/10/1974		M-T, 12/4-5
	4/22/1964		M-T, 12/4-5
	10/13/1962		M-T, 12/4-5

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Acronyms:

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FBI030487

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	Position	Comment
	SA, Los Angeles JTTF	Pilot Course Student Representative
	SSA, CITC	Pilot Course Coordinator
(S)	NR Liaison Chicago	
	SSA, Charlotte	Pilot Course DI Representative
	SSA, CITC	Pilot Course Coordinator
	Instructional Systems Design Staff	Pilot Course Evaluator
	Special Assistant, Training Division	Training Support - Logistics, etc.
	Deputy Assistant Director -- D	Program Management Responsibility
	Associate Executive Assistant Director - NSB	
	SA, Miami	Pilot Course Student Representative
	Section Chief, Counterintelligence Training	Pilot Course Project Manager
	SA, Washington Field Office	Pilot Course Student Representative
	SSA, DI Training Unit	Pilot Course DI Representative
	ASAC Memphis	Transition Team Project Manager

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Last Name	First Name	Field Office	EOD	Current Squad	Former Assign.	Room	Ext.	FBI Cell	Personal Cell	Vehicle
(S)		LA/Santa Ana RA	3/7/2004	CI	US Air Force OSI					White, Pontiac G6,
		San Antonio	5/2/1988	[] Co-CA on	Applicants; WCC; VCMO; OC; Drugs; Public Corruption; Civil Rights; CT; DT; CI				n/a	Red Chrysler PT Cruiser
		WFO	3/6/2005	[]	CT-Radical Fundamentalist Groups					Gray Buick Lacrosse, VA, Kay-
		San Francisco/Oakland RA	4/6/2003	Criminal Enterprise	Criminal Enterprise/VCMO					Silver PT Cruiser VA
		Pittsburgh, Huntington WV RA	11/17/1986	WV JTTF; DT/IT, CI	Oklahoma City, Lawton RA				n/a	Green, Ford Taurus, Indiana []
		San Francisco/Oakland RA	11/20/1994	[] CT	Public Corruption; UNABOMB Task Force; IT				n/a	PT Cruiser, MD, []
		San Francisco/Oakland RA	1/14/2001	[] CI	FCI, Espionage, Economic Espionage					Navy Chevy Malibu
		[]								
(S)		LA	2/22/2003	Criminal						
				Tele-commun-						Green Chevy Trailblazer,
		New York	2/22/2004	Intel	n/a					[]
		San Antonio	11/14/2004	[] Cyber	n/a				n/a	Silver GMC Envoy, []

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Last Name	First Name	Field Office	EOD	Current Squad	Former Assign.	Room	Room Ext.	FBI Cell	Personal Cell	Vehicle
		LR/Fort Smith RA	9/3/1997		WCC [redacted] IT/DT				n/a	Gray Dodge Stratus, MD, [redacted]
		Jacksonville, Panama City RA	9/2/1997	IT/DT	General Criminal in an RA				n/a	White Chevy Trailblazer, [redacted]
		CE	9/26/1999	Cyber	n/a					Gray Ford Taurus, NC, [redacted]
		Jacksonville, Ocala RA	12/6/1998	[redacted]	CI, CT, VCMO, WCC				n/a	Gray Buick Lacrosse, VA, [redacted]
		Jacksonville	2/11/2001	IT/JTTF (Special Events)	same as current					Gold Kia Sorento, FL, [redacted]
		Miami	11/2/2003	[redacted] AI [redacted] Substantive	Qaeda/TPI Squad					Gray Hyundai Sonata, VA, [redacted]
		Miami	2/23/2003	[redacted] CI, Cyber, Infraguard	Birmingham Cyber					White, Chevy Impala, NJ, [redacted]
		NR Division-- Going to LA in Nov.	2002	CT Case Officer	n/a					n/a
		LA	1/26/2003	[redacted]	IP, Cyber, VCMO					Gray Pontiac Grand Prix, VA, [redacted]
				[redacted]	OC/Drugs, Money Laundering; CT/IT; Training Coordinator; SWAT Team Leader					Chevy Trailblazer, VA, [redacted]
		San Antonio	4/13/1997	[redacted]						
		Pittsburgh	3/6/1983	JTTF/IT	FCI (7 yrs), 13 yrs. UCC, 3 yrs. IT-JTTF				n/a	Red Chevy Impala, PA, [redacted]

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Last Name	First Name	Field Office	EOD	Current Squad	Former Assign.	Room	Room Ext.	FBI Cell	Personal Cell	Vehicle
		Pittsburgh	6/1/2004		JTTF					White, Chevy Malibu, PA, [REDACTED]
										Red Buick Sebring Touring, Ontario [REDACTED]
		WFO	1/25/2004		Iran/Hizballah, CT/CI					[REDACTED]
		WFO	3/7/2004		CT					[REDACTED]
		Miami	2/9/2003		St. Louis				n/a	Gray Dodge Stratus, RI [REDACTED]

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Helms Center Reorganization

Accommodating the Training Needs of the Expanding Intelligence Community



CCTAG – Scope and Definitions

⊗ Community

- ⊠ Accommodating requests from IC partners



- ⊠ Focused on elements of



b7E

⊗ Training

- ⊠ Expertise in course design and execution

⊗ Advisory

- ⊠ Emphasis on "train the trainer" assistance

⊗ Group

- ⊠ Dedicated staff of NCS/DH Instructors and SMEs

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12/05/06

KC -

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RESOURCE REQUIREMENTS

DATE: 01-10-2012
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REASON: 1.4 (c)
DECLASSIFY ON: 01-10-2037

- Scope of Vision

"DELIVERABLES" - TIME FRAME -

(S)

- Domain -

(S)

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- ID (NAME OF ILLUSTRATIONS)

- "Community Standards" -

- AG/For. Intel. Guidelines -

- Qualitative Metrics - FOR INSPECTION

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— [] —
CENTRE

(S)

[]

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[]

HOW THEY WORK @

TACTICAL / STRATEGIC

[]

CONFERENCE OBJECTIVE — (TEAM-FOCAL POINTS)

- ① AUDIENCE / WHO?
- ② COURSE CONTENT WHAT?
- ③ INSTRUCTIONAL STRATEGY - HOW?
- ④ WHO TEACHES?
- ⑤ DELIVERY TIME - SUBSTANCE / LOGS

[]

STARTED 2 YRS AGO

— IN ALL FIELD DIVISIONS

[]

COURSE - FOR

[]

[]

BIAS)

— DI HAS PROGRAM MGMT.

*

b7E

— 2 WK []

— (TRAC TO []

— DEVELOP []

PRINCIPLES —

— CREATE A CULTURE/PART B1 "CONVERGENCE"

— CLANDESTINITY —

[]

-2-

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USE THE LEVEL OF

[]

THAT IS APPROPRIATE

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COACHING THE

GRADUATION OF

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(S)

PRACTICALS

LEARN / PRACTICE / PRACTICAL

[EXPLORE / EXECUTE / EVALUATE]

IMMEDIATE FEEDBACK - [75% PRACTICALS]

BUILDS CONFIDENCE

b7E

PRACTICALS THAT "EVOLVE" - UPDATING

EVALUATIONS - CRITIQUES BRINGS UP LEVEL OF EXPERTISE

TEAM

(1) LEADERSHIP / POLICY

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(2) ^{COURSE} MISSION / ⁽³⁾ PARTICIPANTS - FOR WHO / PRE-REQ'S -
(PURPOSE)

(4) COURSE OBJECTIVES - (CONTENTS)

(5) EXERCISES / PRACTICALS -

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-3-

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I. LEADERSHIP (Issues):

[Redacted]

II. COURSE MISSION:

(PURPOSE, REVIEW WRITTEN STATEMENT)

[Redacted]

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III. PARTICIPANTS / PRE-REQ'S:

[Redacted]

- CERTIFICATION -

IV. END PRODUCT (CORE/ANCILLARY, SKILLS/KNOWLEDGE)

[Redacted]

- AMS, OTB's, CERTIFICATION

V. PRACTICALS -

[Redacted]

- USE 3 E'S (EXPLAIN, EXECUTE, EVALUATE)

[

-4-

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ISSUES REGARDING CERTIFICATION

- ADVERSE IMPACT -

CERTIFICATION — "DOMESTIC COLLECTOR"

- COMPETENCY - DEMONSTRATED COMPETENCY + PROFICIENCY
- NOT JUST "FAMILIARIZATION"

- WHAT DOES CERTIFICATION GIVE YOU?

① NOT AS AN ADVISOR

② TRAINING

- THE CORE MISSION -
REQS / TARGETING

- CERTIFIED COURSE V. CERTIFIED
[ACCREDITED COURSE]

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- NON-AGENDA ITEMS -

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12/06/2006 —

I- LEADERSHIP ISSUES —

— AG GUIDELINES —

- SUPPORT [REDACTED] OPS - [FUNDING ISSUES]

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- POLICY ON PAYING SOURCES

- REI FOR FI

- US PERM - LIMITATIONS

- AUMS - FALSE ID - CHANGE ADMIN. REG'S

USE OF ALL AUMS - [REDACTED]

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[POLICY - REVIEW LC POLICY]

(S)

"Mini-course" ON FBI POLICIES [REDACTED]

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[REDACTED] STRUCTURE - [SEPARATE IN-SERVICE]

Where? - LOCATION OF TRAINING -

II - MISSION

III - PARTICIPANTS —

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- KNOWLEDGE OF AGG'S

- COMPLETE 2YR PROBATION

[REDACTED] AGENTS ONLY

- ASSIGNED TO [REDACTED] FOR SHORT WHILE

[3-6 mo's TO GAIN PERSPECTIVE BEFORE CLASS]

[] DEVELOPMENT OF SCREENING PROFILE

↓ - SELECTION PROCESS

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D. Inter Agency

COLLABORATION

IV - End Product — CERTIFICATION

— REVIEW ARE

① MMS

② ACQUISIT, AGENT COMMUNICATIONS,
CI-SECURITY, SURVEILLANCE

— CORE SKILLS —

CERT. PROCESS —

P/F ① A CERTIFIED

1-

APPROVAL

ASSESSMENT

2- TEACHER / ADJUTANT

ADJUTANT OF EXISTING
ASSET

(RECOGNITION) (FAM. COURSE)

3- RESOURCE FOR OTHER C/A

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RECRUITER or Col. Mgmt. OFFICER

COORDINATOR — NEED TO BE TRAINED

AS

□ DEFINE CERTIFICATION + AUTHORITY

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V - PRACTICALS — RECOMMENDATIONS

- 10% - 90% -
- PPTS, FILM CLIPS
- SCRIPTS — BAS ON FILM
GOOD
- LIVE "PLAY"
- INTEL. DE-BRIEF

- PRACTICAL (HAS TO BE TIED IMMER).
- USE "REAL WORLD"
- ADDRESS "AMBIGUITY" —

□ LAY OUT THE PHILOSOPHY "FOR THE PURPOSE OF THIS COURSE..."

- EXPLAIN "RESTRICTIONS"

□ PROGRESSION OF COMPLEXITY

□ SAT / LESS THAN SATISFACTOR / UN-SAT

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- FEEDBACK V. EVALUATION (AN OBJECTIVE CRITIQUE)

(S)

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INSTRUCTION / PRACTICALS — EXPLAIN WHAT WE NEED

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FBI030501

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(CONT'D)

- PRACTICALS:

COVER

- RATIOS NEED TO BE

(STUDENT - INSTRUCTOR RATIOS)

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□ AFTER ACTION - (FOR

- KC, COMMUNITY, TAKE ENTIRE COURSE (ELECTRONICALLY - DIGIT.)

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TO ASSIST/COORD.

(S)

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[REDACTED] (CD) (OGA)

From: [REDACTED] (CD) (FBI)
Sent: Tuesday, November 28, 2006 10:37 AM
To: (S) [REDACTED] (CD) (OGA)
Cc: [REDACTED] (CD) (FBI)
Subject: Please Secure Fax Material to [REDACTED]

DATE: 11-18-2011
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REASON: 1.4 (c)
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~~SECRET//ORCON,NOFORN~~
~~RECORD FBIHQ~~

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Hi [REDACTED]

(S) Please print attachments(4) [REDACTED]

We are getting geared up for next weeks meeting.

Thanks for your help!



[REDACTED] Class Report slides Class Report.doc Feedback Notes on
chedule.doc (115 KE 2.ppt (25 ... (46 KB) [REDACTED] Cours...

(S)

Sincerely, [REDACTED]

(ANOTHER FAX #)

~~DERIVED FROM: G-3 FBI Classification Guide G-3, dated 1/97, Foreign Counterintelligence Investigations~~
~~DECLASSIFICATION EXEMPTION 1~~
~~SECRET//ORCON,NOFORN~~

~~SECRET~~

b7E

COURSE

- Plan to review and discuss the student input

General points:

- What is the course objective?
- Design course for agents?
- When should the course be offered?
- Decide on what instruction should be presented for NAT?

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Instructors

- ❑ Ensure instructors understand course mission and know their material
- ❑ Eliminate redundancy and negativity
- ❑ Take out the basic information
- ❑ Coordinate w/ other instructors
- ❑ Not a forum for personal opinion

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Course Content

- ❑ Eliminate the Weds eve Speaker series
- ❑ Develop block on [] Principles*
- ❑ Lectures need to follow the []
- ❑ More time on []
- ❑ Add a block re asset info that is discoverable
- ❑ Add a block on asset admin paperwork []
- (S) ❑ Add a block []
- ❑ Have multi-week course: []
- ❑ Create web basic course on []

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*Strategic v. Tactical**

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- Incorporate strategic practical problems

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Practicals

- ❑ Improve the quality of practicals*
- ❑ Standardize the role players, prevent add-ons
- ❑ Spend more time on selecting meeting sites
- ❑ Weave in practicals throughout
- ❑ Students play in some practicals

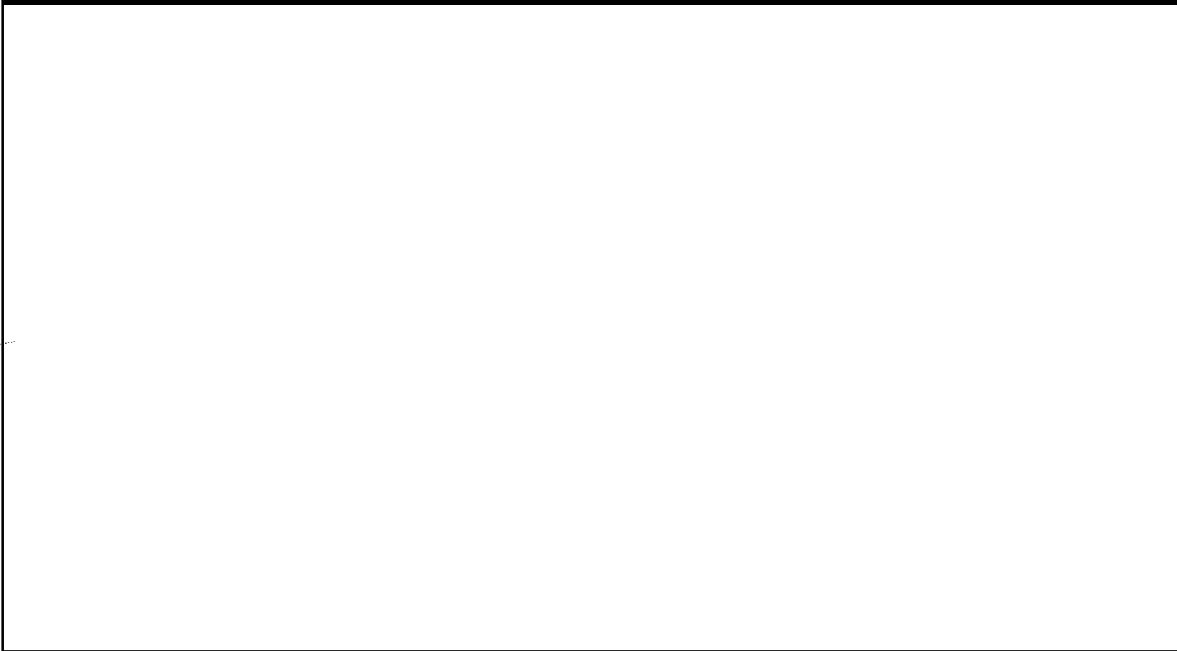
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JTTF Considerations

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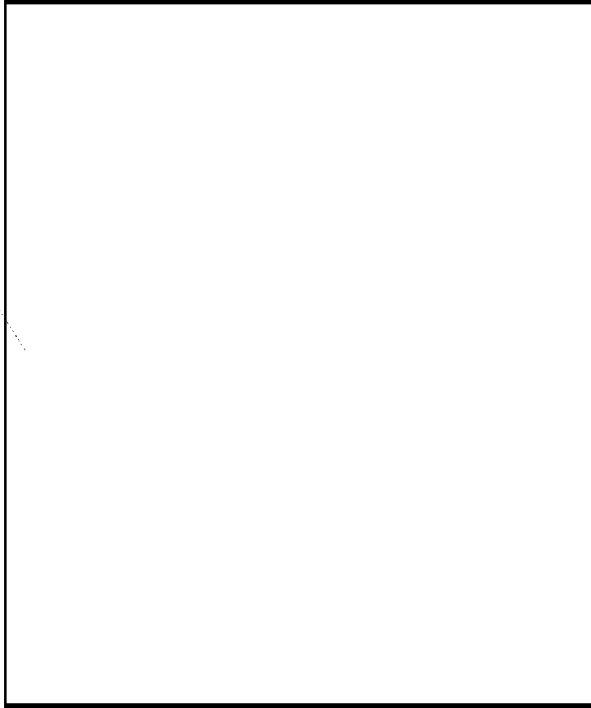
Other thoughts?

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(S)



	SEC PAY &
	CITC

	(CELL) (Bacc-B)
	(CELL)

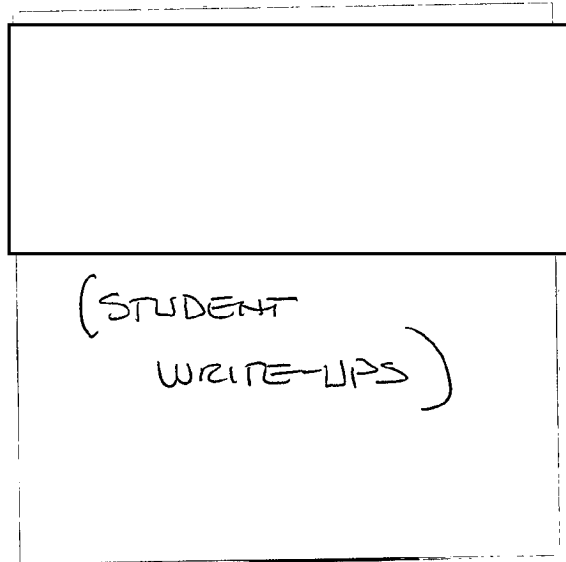
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SA: [REDACTED]
Role Player [REDACTED]

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[REDACTED] EXERCISE

SUMMARY OF [REDACTED]

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SA: [REDACTED]
Role Player: [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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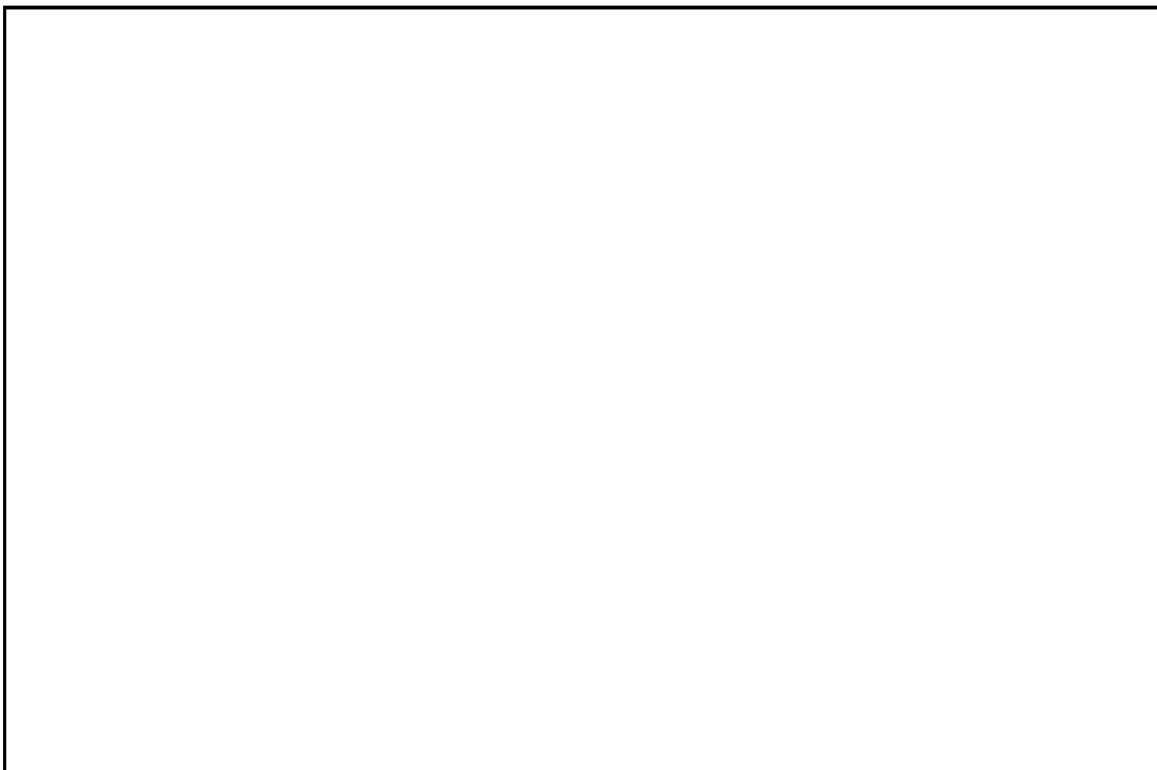
Student [REDACTED]

Role player - [REDACTED]

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Exercise 3



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OPERATION

SA

Room #

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Bio/Background:

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[REDACTED]

Interview 9/29/2006

Room [REDACTED]

SA [REDACTED]

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Biographical [REDACTED] Information:

[REDACTED]

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[REDACTED]

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SEPTEMBER 29, 2006

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MEMO TO: SAIC [REDACTED]

FROM: SA [REDACTED]

SUBJECT: [REDACTED]

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29 September 2006

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MEMO TO: SAC [REDACTED]

FROM: [REDACTED]

SUBJECT: [REDACTED] MEETING WITH [REDACTED]

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CONTACT REPORT: [REDACTED]

CONDUCTED BY [REDACTED]

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PARTICIPANTS: SA [REDACTED]

SA [REDACTED]

ASSESSMENT: [REDACTED]

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PLANS



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SA [redacted]

Role Played [redacted]

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[redacted] RECRUITMENT TRAINING EXERCISE

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CONDUCTED BY SA [redacted]

[redacted]
Administrative:

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Synopsis:

Details of Meeting:

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[Redacted]

[Redacted]

Updated Biographical Information/Background:

[Redacted]

[Redacted]

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[Redacted]

[Redacted]

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[Redacted]

Goals for meeting

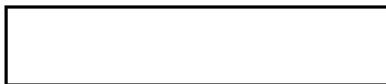
[Redacted]

[Redacted]

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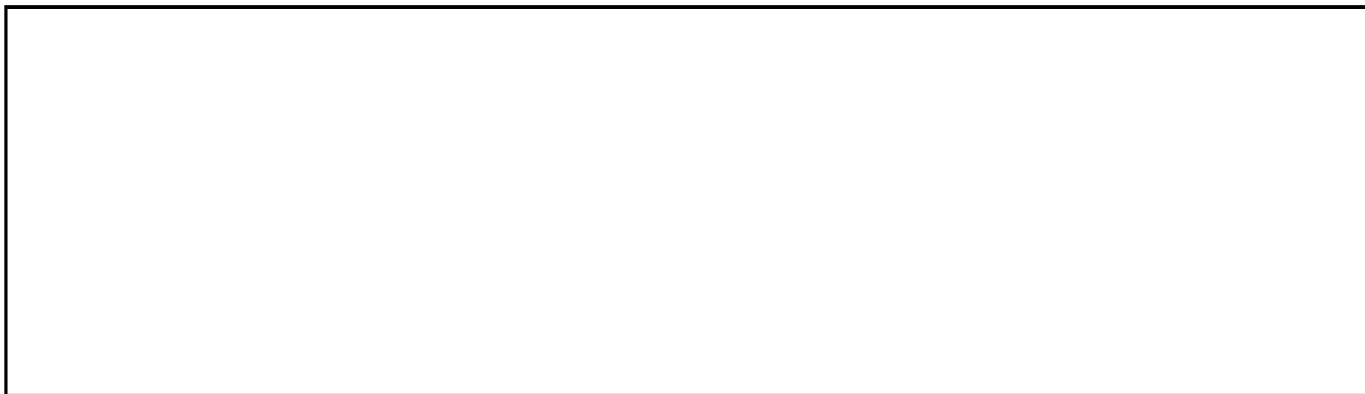
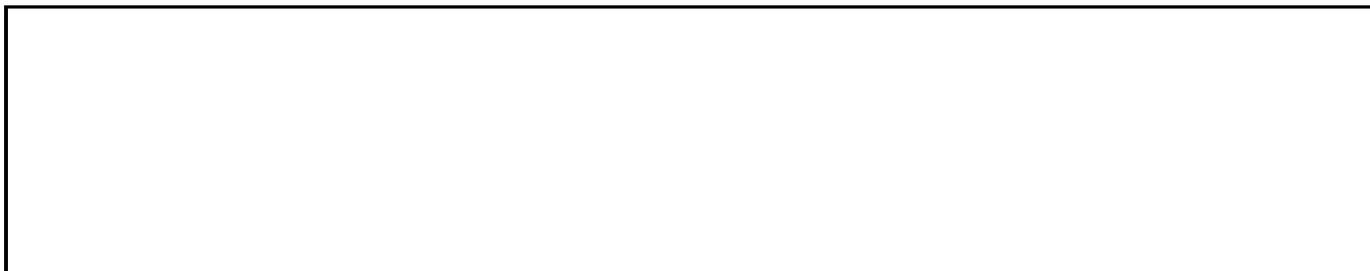
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BIO/BACKGROUND:

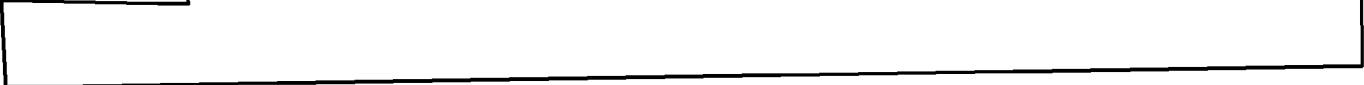


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 RESULTS:

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Results: 


DATE: 11-18-2011
(Rev. 01-31-2003) CLASSIFIED BY 65179/DMH/BAW/STP/b1s
REASON: 1.4 (c)
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FEDERAL BUREAU OF INVESTIGATION

Precedence: ROUTINE

Date: 10/02/2006

To: Office of Intelligence
Counterterrorism

Attn: [REDACTED]

b7E

Attn: [REDACTED]

From: Miami [REDACTED]

Contact: [REDACTED]

Approved By: [REDACTED]

Drafted By: [REDACTED]

fep

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(S) **Case ID #:** (S) [REDACTED] LEADS (Pending)
(S) [REDACTED] MAIN (Pending)

(S) **Title:** X [REDACTED]

Synopsis: (U) To document [REDACTED]

(U)

(S)

~~Derived From: G-3~~
~~Declassify On: X1~~

(S) X [REDACTED]

(S)

1. [REDACTED]

2. [REDACTED]

3. [REDACTED]

4. [REDACTED]

5. [REDACTED]

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~~SECRET~~

(S) To: Office of Intelligence From: Miami
Re: ~~×~~ [REDACTED] LEADS, 10/02/2006

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(S)

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~~SECRET~~

(S) To: Office of Intelligence From: Miami
Re: ~~×~~ [REDACTED] LEADS, 10/02/2006

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[REDACTED] (New information in bold)
BACKGROUND:

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b7E .

(S) To: Office of Intelligence From: Miami
Re: ~~(S)~~ [REDACTED] LEADS, 10/02/2006

b7E

(U) 9. ~~(S)~~ ADMINISTRATION: NA

(S) 10. ~~(S)~~ [REDACTED]

b7E

(U) 11. ~~(S)~~ PLANS: [REDACTED]

b7E

(U) ~~(S)~~ Case Agents:

Primary: [REDACTED]

Co: [REDACTED]

b6
b7C

~~SECRET~~

~~SECRET~~

(S) To: Office of Intelligence From: Miami
Re:  LEADS, 10/02/2006

b1
b7E

LEAD(s) :

Set Lead 1: (Info)

OFFICE OF INTELLIGENCE

AT WASHINGTON, DC

(U) Read and clear.

Set Lead 2: (Info)

COUNTERTERRORISM

AT WASHINGTON, DC

(U)  read and clear.

b7E

♦♦

~~SECRET~~

5

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
DATE 11-18-2011 BY 65179/DMH/BAW/STP/bls

SA [REDACTED]

Assessment of: [REDACTED]

b6
b7C

[REDACTED]

[REDACTED]

[REDACTED]

b7E

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DATE 11-18-2011 BY 65179/DMH/BAW/STP/bls

SA [REDACTED]

Assessment of: [REDACTED]

b6
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b6
b7C
b7E

SA [redacted]

[redacted] meeting with [redacted]

b6
b7C
b7E

[redacted]

[redacted]

Payment [redacted]

b6
b7C
b7E

Contact [redacted]

Target: [REDACTED]

Handler: [REDACTED]

Meet [REDACTED]

[REDACTED]

b6
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b7E

Assessment:

[REDACTED]

b7E

[REDACTED]

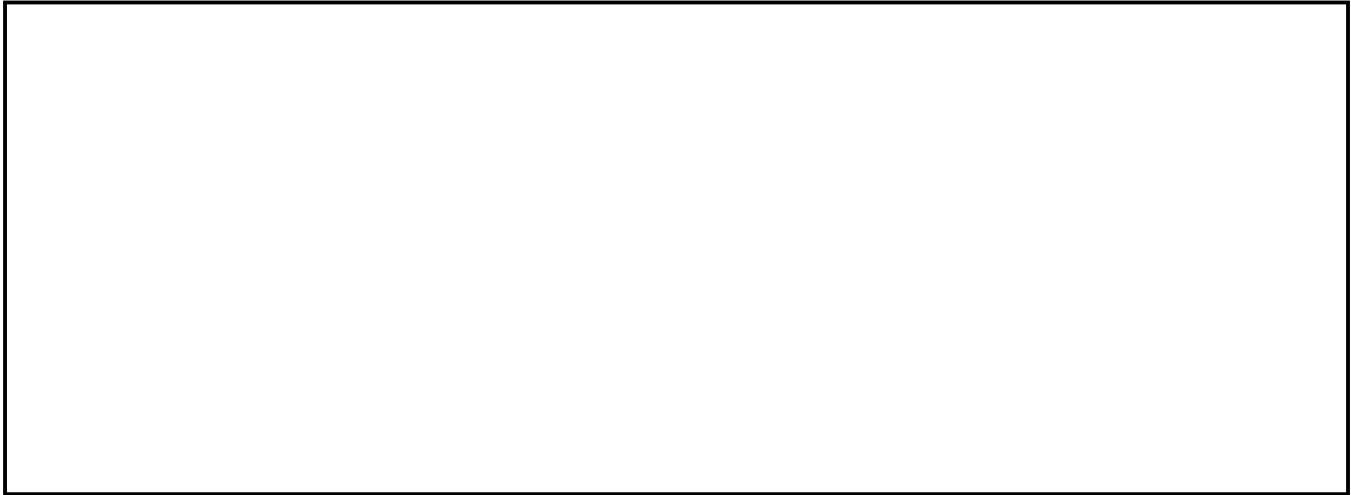
(NOTE:

[REDACTED]

[REDACTED]

[REDACTED]

b7D



b7E

SECURITY:



b7E

MONEY GIVEN:



FEDERAL BUREAU OF INVESTIGATION

Precedence: ROUTINE

Date: 09/29/2006

To: Pittsburgh

ALL INFORMATION CONTAINED

HEREIN IS UNCLASSIFIED

DATE 01-10-2012 BY 65179/DMH/BAW/STP/bls

From: Pittsburgh

Squad 17

Contact: SA

Approved By:

Drafted By:

mjs

Case ID #: 307A-PG-12345 (Pending)

b6

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b7E

Title:

Synopsis: Reporting contact with potentia

Details: Date(s) of contact or attempt to contact:
09/29/2006

Personal information regarding asset: No new
information obtained as a result of this meeting.

CONTACT REPORT

1. CONTACT REPORT:

2. DATE/TIME/PLACE OF MEETING:

3. PARTICIPANTS:

SA

4. DATE/TIME PLACE OF NEXT MEETING:

at a place and location to be determined just prior to
meeting.

b6

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b7E

FD-209a

To: Pittsburgh From: Pittsburgh
Re: 307A-PG-12345, 09/29/2006

5. SECURITY/COUNTERINTELLIGENCE:

[Redacted]

6. INTELLIGENCE:

[Redacted]

7. OPERATIONAL:

[Redacted]

8. ASSESSMENT:

[Redacted]

b6
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b7E

To: Pittsburgh From: Pittsburgh
Re: 307A-PG-12345, 09/29/2006

9. **ADMINISTRATION:**

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b7E

10.

11. **PLANS:**

b7E

To: Pittsburgh From: Pittsburgh
Re: 307A-PG-12345, 09/29/2006

LEAD(s):

Set Lead 1: (Info)

PITTSBURGH

AT PITTSBURGH, PENNSYLVANIA

Information only.

◆◆

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
DATE 11-18-2011 BY 65179/DMH/BAW/STP/bls

b6
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TARGET:

3rd Meeting / 29 Sep 2006

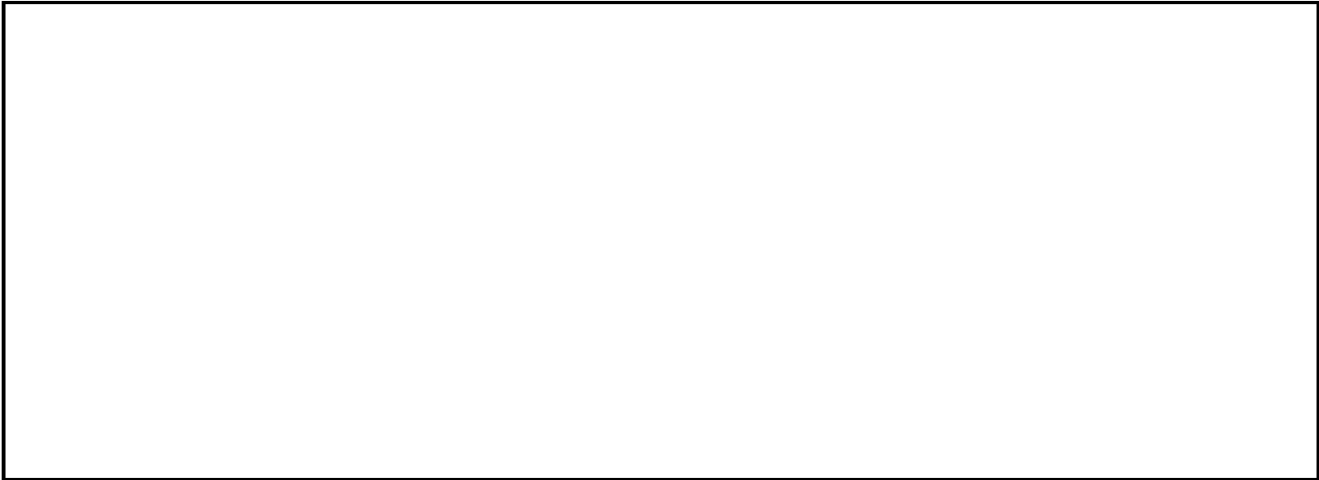
MEETING SYNOPSIS:

b6
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b7E

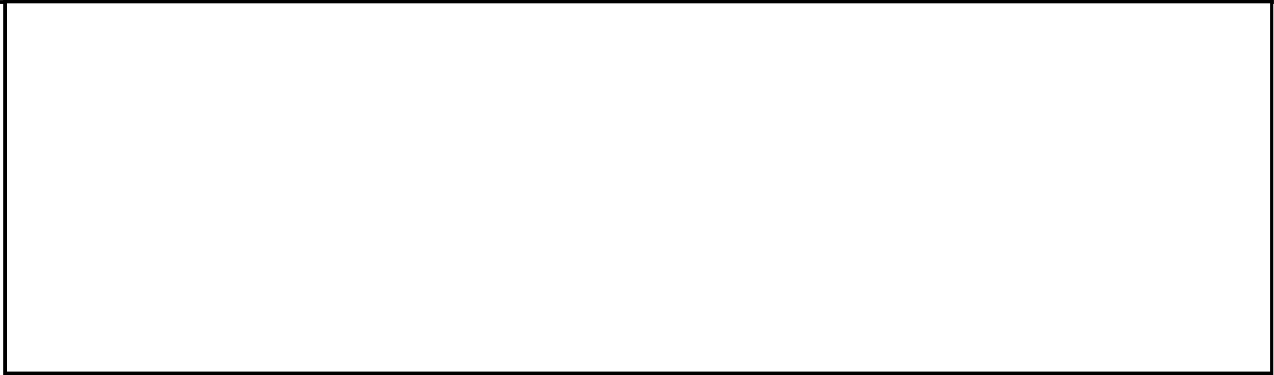
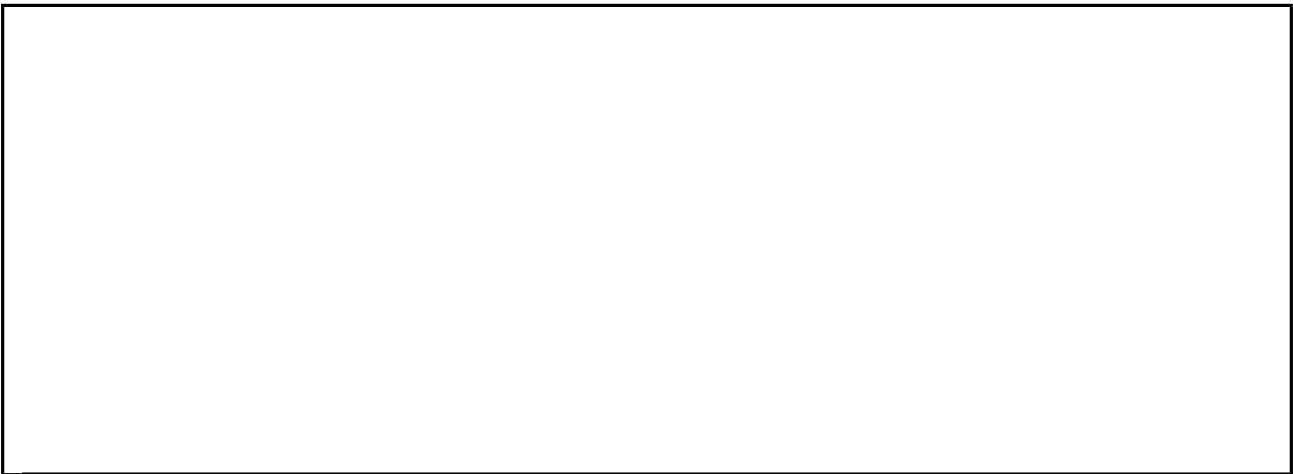
b6
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b7E

BACKGROUND:

b6
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b7E



b6
b7C
b7E



ASSESSMENT:

2 1 2



b6
b7C
b7E

GAPS:



b6
b7C
b7E

SA [REDACTED]

Role Player: [REDACTED]

ALL INFORMATION CONTAINED
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DATE 11-18-2011 BY 65179/DMH/BAW/STP/bls

29 SEPTEMBER 2006

b6
b7C
b7E

MEMO TO:

SAC [REDACTED]

FROM:

SA [REDACTED]

SUBJECT:

RESULTS OF THIRD MEETING WITH [REDACTED]

RE:

MEMO DATED 09/28/2006

1. BIO/BACKGROUND [REDACTED]

[REDACTED]

b6
b7C
b7C

2. [REDACTED]

[REDACTED]

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b7C
b7E

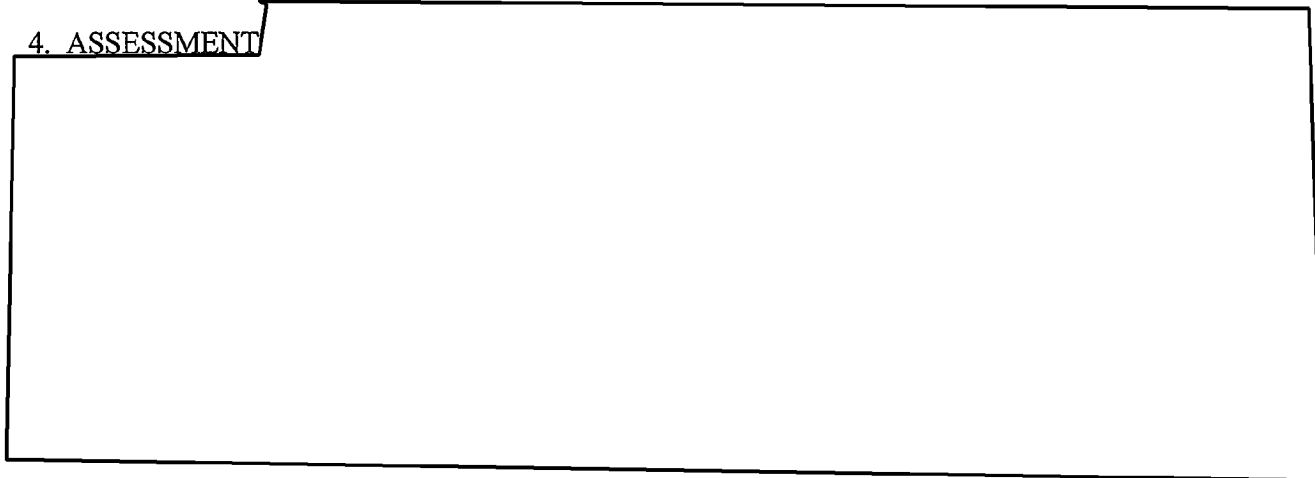
3. [REDACTED]

[REDACTED]

b6
b7C
b7E



4. ASSESSMENT



b6
b7C
b7E

SA [REDACTED]

[REDACTED] **Interview Assessment of** [REDACTED]

1. Perception of [REDACTED]

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b7E

[REDACTED]

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[REDACTED]

4. Assessment

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b7C
b7E

[REDACTED]

[REDACTED]

[REDACTED]

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
DATE 11-18-2011 BY 65179/DMH/BAW/STP/bls

[REDACTED]

SA [REDACTED]

b6
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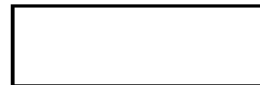
Meeting Location: restaurant.

[REDACTED]

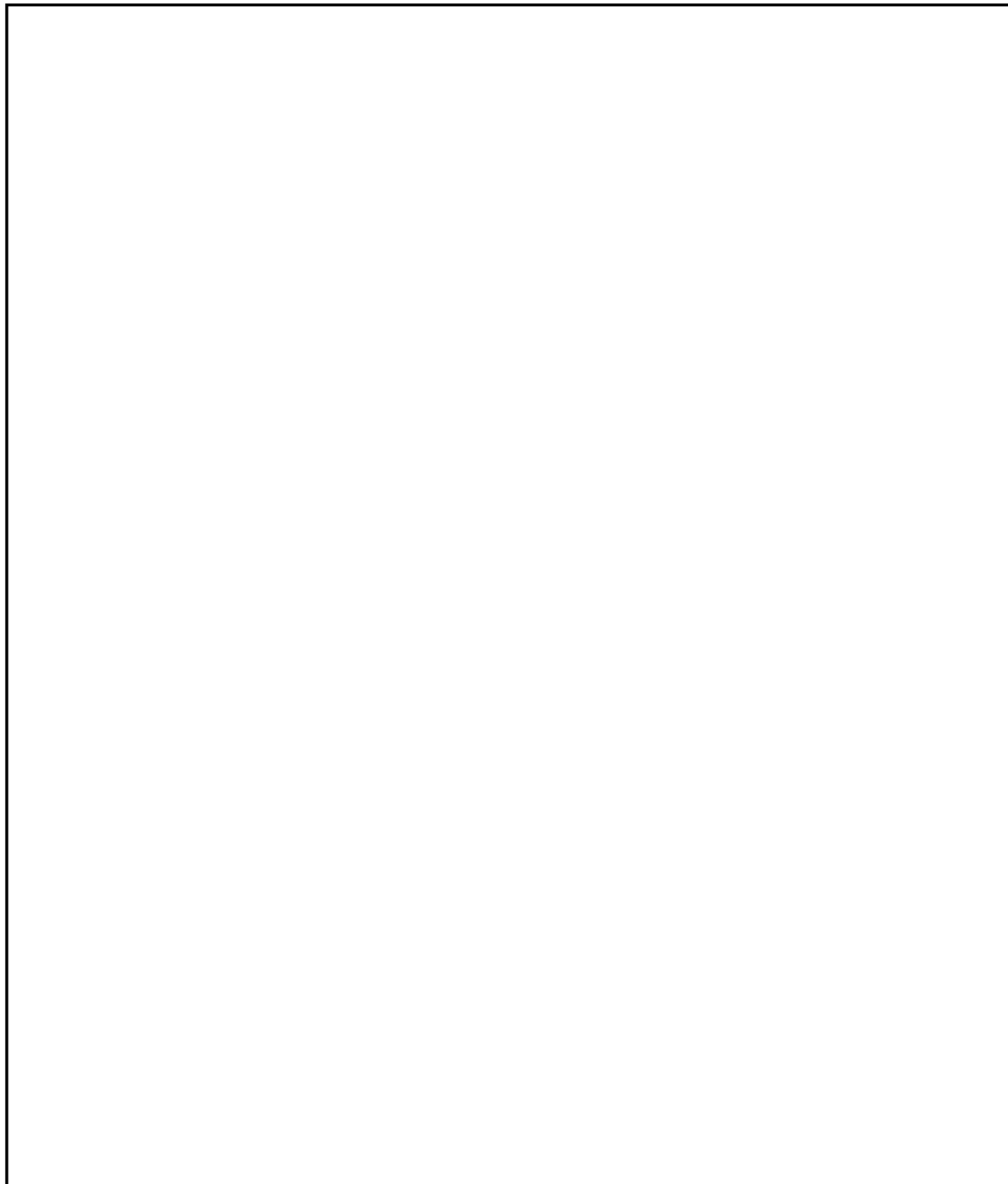
b6
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b7E

[REDACTED]

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
DATE 11-18-2011 BY 65179/DMH/BAW/STP/bls



Background



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b7E

[Redacted]

[Redacted]

b6
b7C
b7E

[Redacted]

[Redacted]

Gaps

[Redacted]

b6
b7C
b7E

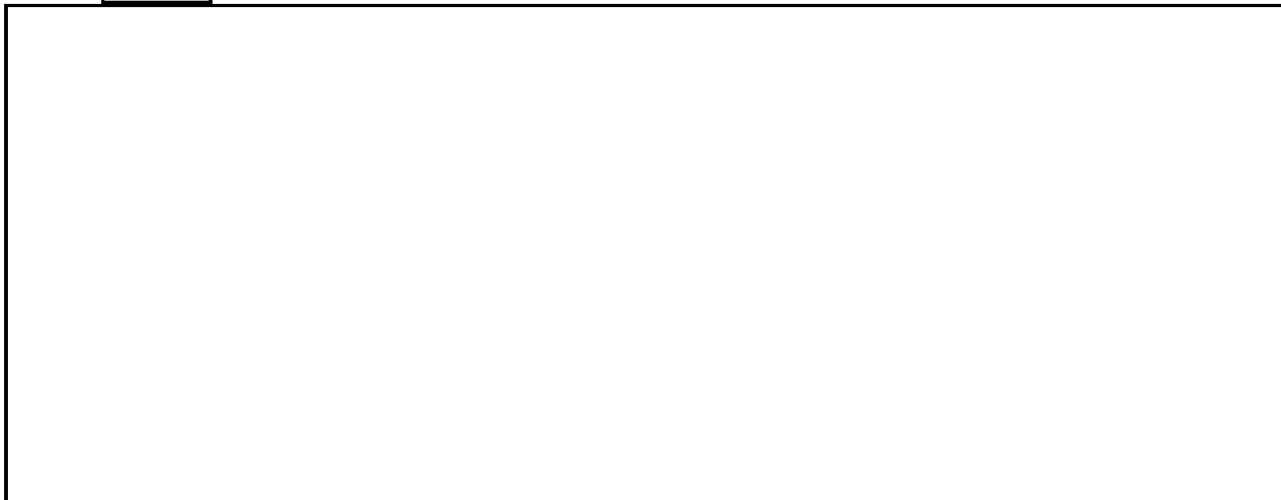
Assessment

[Redacted]

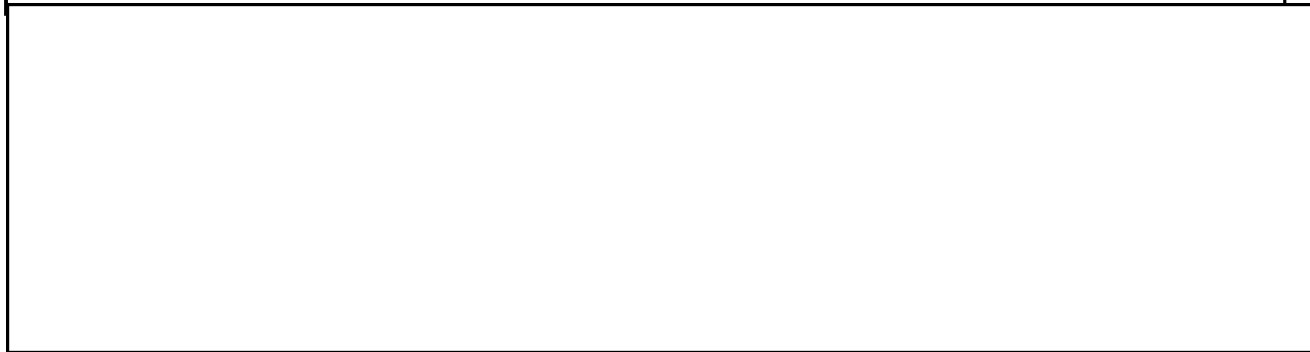
b6
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Meeting



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ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
DATE 11-18-2011 BY 65179/DMH/BAW/STP/bls

SA

Meeting -

b6
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ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
DATE 11-18-2011 BY 65179/DMH/BAW/STP/bls

b6
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BIO / BACKGROUND:



b6
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b6
b7C
b7E



POST

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b7E

Potential Agent:

Case Agent:

Role Player:

Initial Approach:

b6
b7C
b7E

Meeting:

Bio/Background

b6
b7C
b7E

b7E



Professional

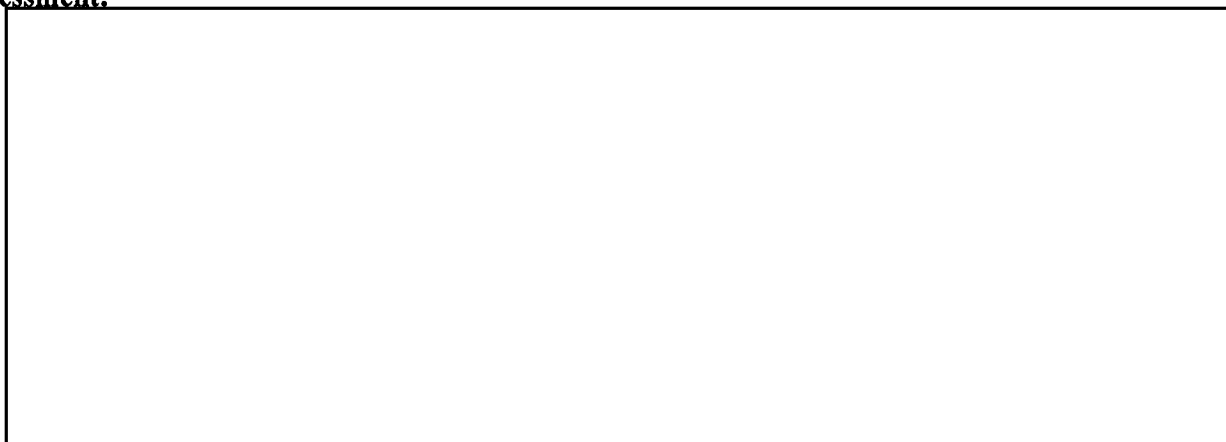
b6
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Assessment:

-
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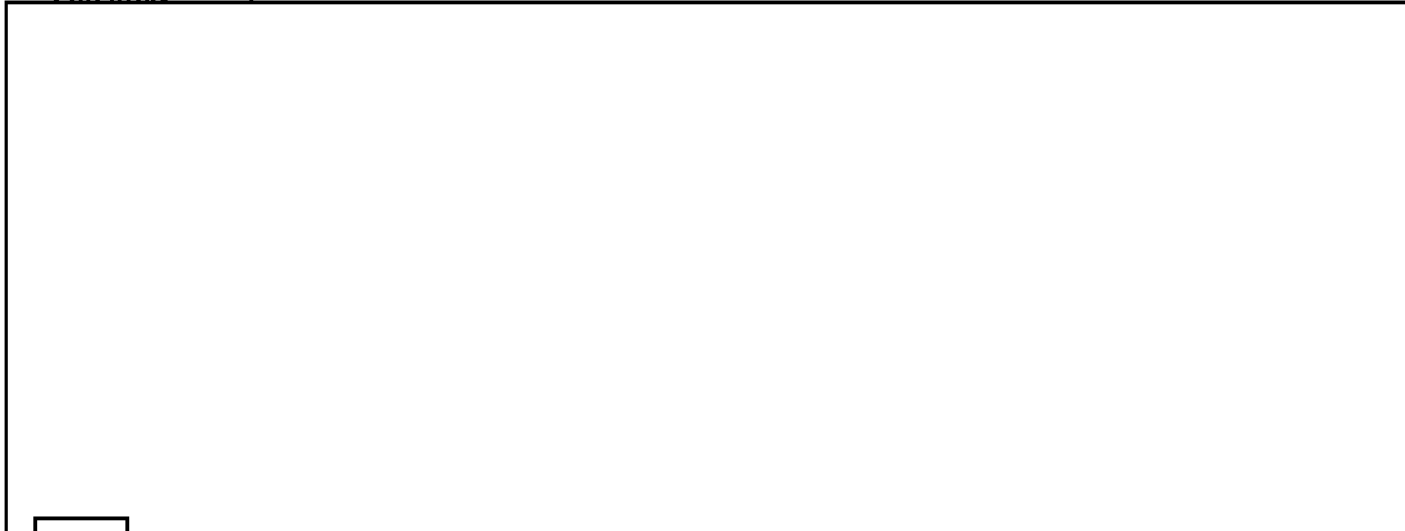
b7E



Potential

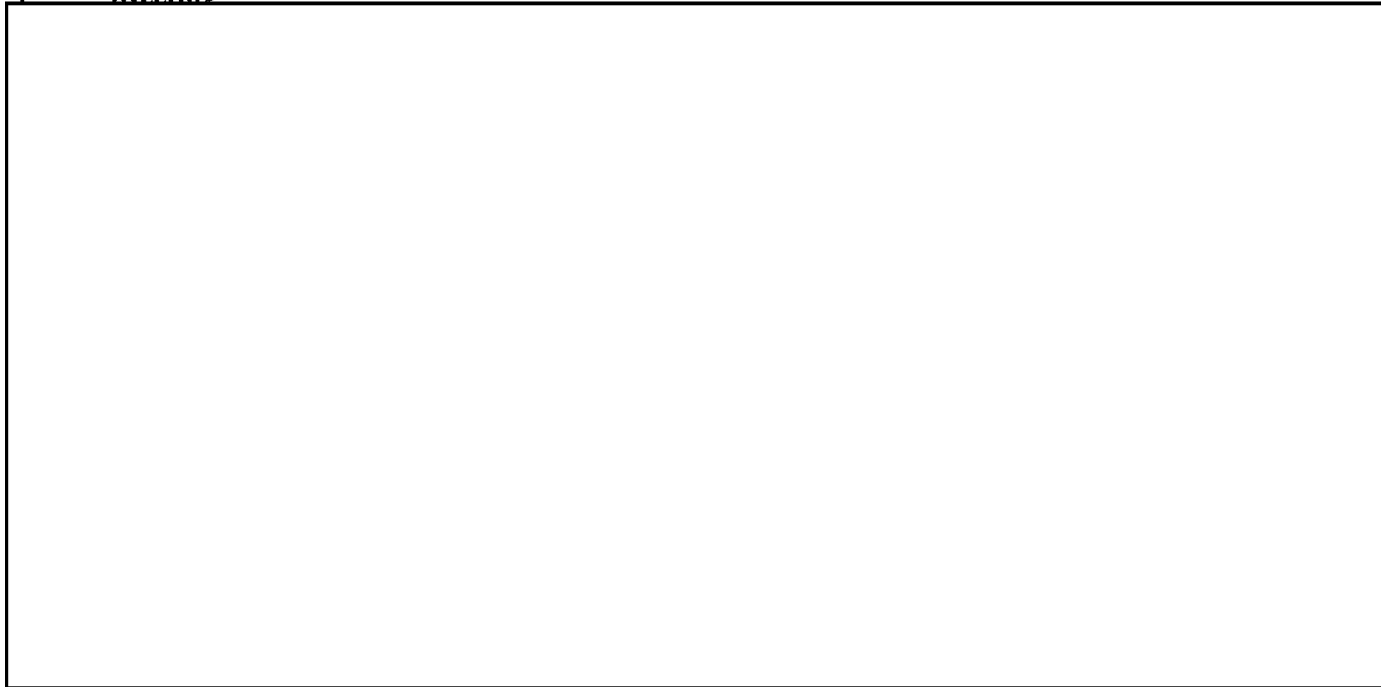


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Meeting

b6
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b7E



Instructor: [REDACTED]

Student: [REDACTED]

[REDACTED] **Interview Summary**

[REDACTED]

b6
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Assessment: [REDACTED]

[REDACTED]

b6
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[REDACTED]

~~SECRET//NOFORN~~

(S)

~~SECRET//NOFORN~~

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED EXCEPT
WHERE SHOWN OTHERWISE

DATE: 11-18-2011
CLASSIFIED BY 65179/DMH/EAN/STP/bls
REASON: 1.4 (c)
DECLASSIFY ON: 11-18-2036

b1
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b7E

Counterintelligence

(S) REPORT ASSESSING

This ~~entire~~ report is classified "~~SECRET/NOFORN.~~"

(S)

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(S)

(S)

Since the late 1970s, [redacted] have become a major
counterintelligence issue. The FBI has been inundated with

(S)

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(S)

[Redacted]

(S)

[Redacted]

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(U)

Each of these indicators is discussed in more detail below. (~~S/NF~~)

The [Redacted] Request

(S)

[Redacted]

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[Redacted]

(S)

[Redacted]

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[Redacted]

(S)

[Redacted]

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b7E

The Person who

[Redacted]

(S)

[Redacted]

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b7E

[Redacted]

(S)

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[Redacted]

Obsolete Intelligence

(S)

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[Redacted]

Although it sounds valuable at first blush, it is useless;

~~(S/NF)~~

(S)

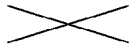
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[Redacted]

(S)

[Redacted]

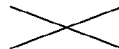
(S)



(S)

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(S)



Conclusions

(S)

(S)

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This approach, however, must be coordinated through FBIHQ to ensure that it does not impact on other operations. (~~S/NF~~)

(S)

The guidelines set out above are not intended to be all inclusive or inflexible. The interviewing Special Agent [REDACTED] [REDACTED] will have to use judgement based on the situation with which he/she is presented. (~~S/NF~~)

[REDACTED]

DATE: 11-18-2011
(Rev. 08-28-2000) CLASSIFIED BY 65179/DMH/BAW/STP/bls
REASON: 1.4 (c,d)
DECLASSIFY ON: 11-18-2036

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED EXCEPT
WHERE SHOWN OTHERWISE

~~SECRET~~

FEDERAL BUREAU OF INVESTIGATION

Precedence: ROUTINE

Date: 09/13/2002

To: All Field Offices

Attn: Assistant Director/Special
Agent in Charge

From: Investigative Services

CAS/Room 4128

Contact: [REDACTED]

Approved By: [REDACTED]

b6
b7C

Drafted By: [REDACTED]

lwp

Case ID #: (U) 66F-HQ-A1257939 (Pending) *Serial 208*

Title: [REDACTED]

Synopsis: [REDACTED]

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(U) ~~Derived From : G-3~~
~~Declassify On: X1~~

Reference: (U) 66F-HQ-A1257939 Serial 199
(U) 66F-HQ-A1257939-NS5C Serial 4

(S) Details: (S) The first referenced EC, dated 04/24/2002 and uploaded into ACS on 06/03/2002 provided guidance to all field offices [REDACTED] established reporting requirements for certain categories of [REDACTED]; and set leads for field offices to begin fulfilling the new reporting requirements by 07/01/2002. Almost simultaneously, the revised NFIP Manual was disseminated via an e-mail to the attention of all ADIC/SAC secretaries, for appropriate routing within each field office. (Due to technical difficulties, some field offices may not yet be in receipt of the attachment to that e-mail.) FBIHQ recognizes that these two policy documents, when read in tandem, may cause confusion. The following will attempt

~~SECRET~~

cc

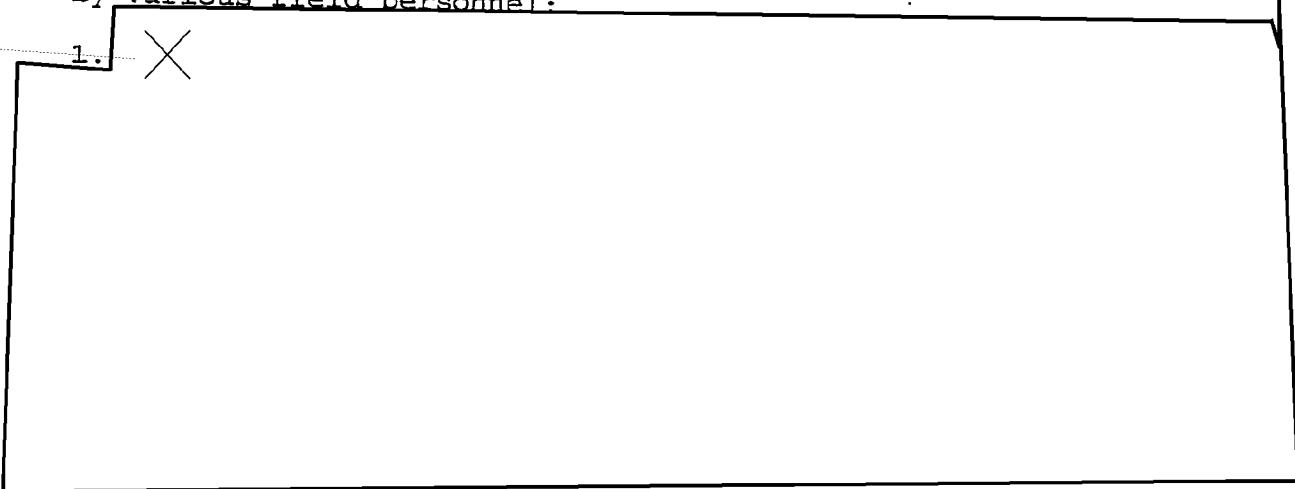
~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 09/11/2002

to clarify specific questions or concerns that have been raised
by various field personnel.

(S)

1. ~~X~~



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It does not include assets falling under the purview of the
Counterterrorism Division (i.e. [redacted] 199s; or
[redacted]

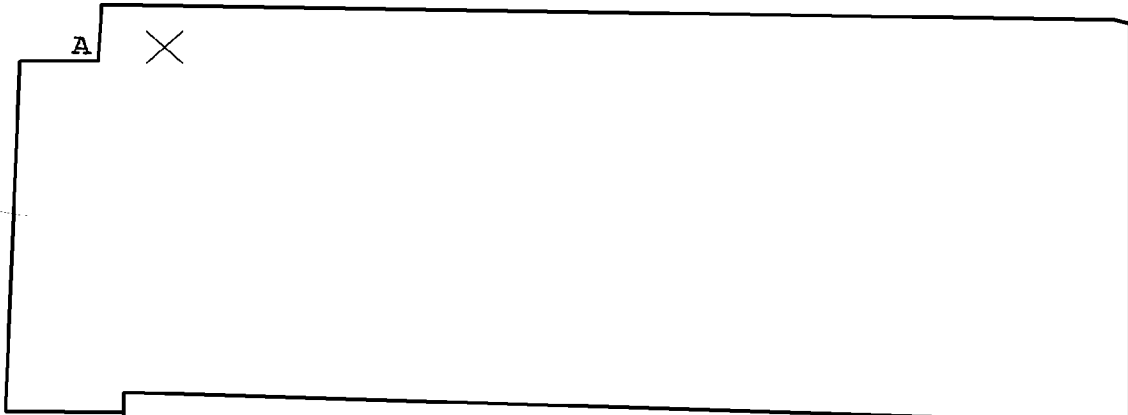
b7E

(S)

2. ~~(S)~~ Within the file classifications and alpha designations
listed above, the assets [redacted]
are limited to those falling into one of the following
categories:

A. ~~X~~

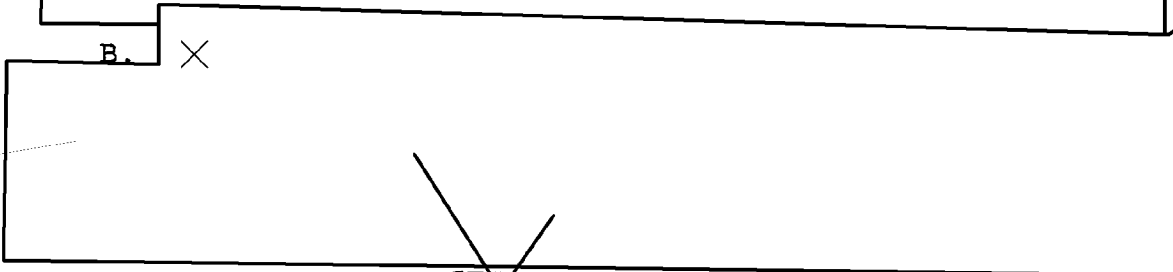
(S)



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B. ~~X~~

(S)



~~SECRET~~

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 09/11/2002

(S)

C. X

D. X

b1
b7E

3. X

(S)

4. X

A. X

b1
b7E

~~SECRET~~

3

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 09/11/2002

(S)

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6.

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4

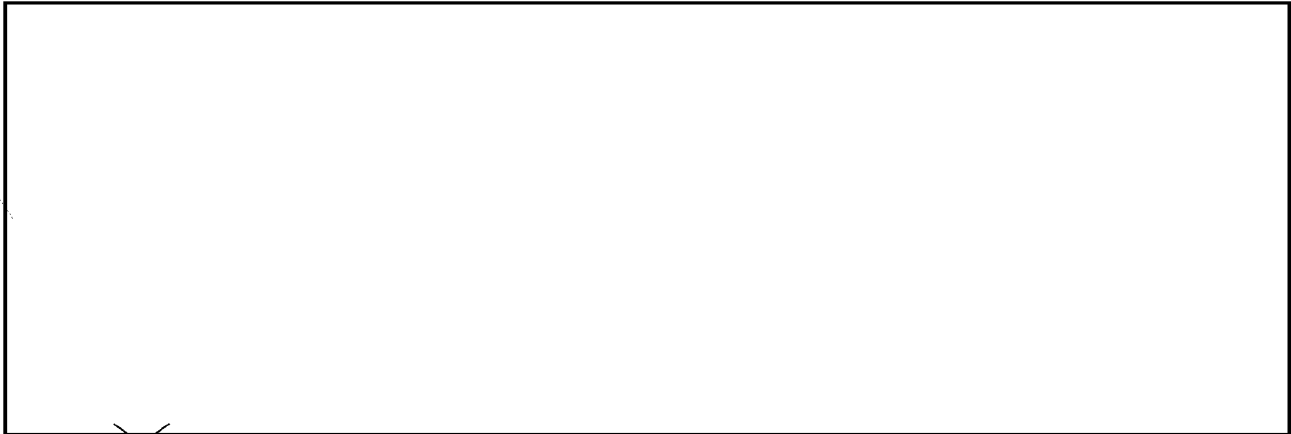
ACLURM031047

FBI030567

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 09/11/2002

(S)



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(S) 7. ~~(S)~~ CD will advise field offices by separate communication when the inspection interrogatories have been revised to ensure compliance with the requirements [redacted]

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(S) ~~(C)~~ Questions or comments [redacted] should be forwarded to Section Chief Virginia H. Bollinger, Counterintelligence Analysis Section, ISD, Room 4123, telephone number 202-324-1446, or [redacted] ISD, Room 4847, telephone number [redacted]

~~SECRET~~

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 09/11/2002

LEAD(s):

Set Lead 1: (Adm)

ALL RECEIVING OFFICES

(U) Ensure that all managerial, investigative, and analytical personnel working FCI matters are made aware of the information set forth in this EC.

Set Lead 2: (Adm)

ALL RECEIVING OFFICES

(U) Ensure compliance with the reporting requirements set forth in the referenced documents and clarified above.

~~SECRET~~

6

(Rev. 08-28-2000) DATE: 11-18-2011
CLASSIFIED BY 65179/DMH/BAW/STP/bis
REASON: 1.4 (c,d)
DECLASSIFY ON: 11-18-2036

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED EXCEPT
WHERE SHOWN OTHERWISE

~~SECRET~~

FEDERAL BUREAU OF INVESTIGATION

Precedence: ROUTINE

Date: 04/24/2002

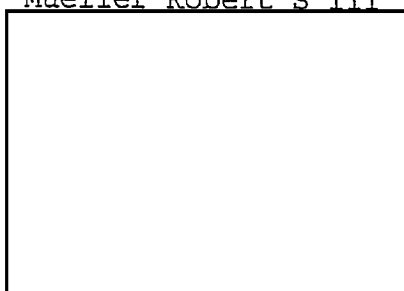
To: All Field Offices

Attn: Assistant Director/Special
Agent in Charge

From: Investigative Services Division
NSIS/Room 4127

Contact: Virginia L. Bollinger, 202-324-1446

Approved By: Mueller Robert S III



Bollinger Virginia L

Drafted By: [Redacted] lwp

Case ID #: (U) 66F-HQ-A1257939 (Pending)

(S)

Title: [Redacted]

Synopsis: (S) Provides guidance to all field offices on the newly established [Redacted] establishes reporting requirements for certain categories of [Redacted] and sets leads for field offices to begin fulfilling the new reporting requirements.

(U)

~~Derived From: G-3~~

~~Declassify On: X1~~

Reference: (U) 66F-HQ-A1257939 SUB [Redacted] Serial 4

(U) 66F-HQ-A1257939 Serial 86

Enclosure(s): (S) Six enclosures, as follows:

1. Attachment A: Chart detailing the [Redacted]
2. Attachment B: Outline for [Redacted] Reporting electronic communication (EC)

(S)

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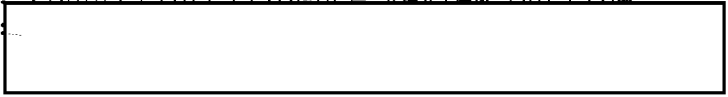
~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

3. Attachment C: Outline for Case Agent Assessment
EC

4. Attachment D: Production Evaluation outline

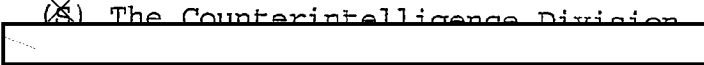
(S) 5. Attachment E: Counterintelligence Review outline

6. Attachment F: 

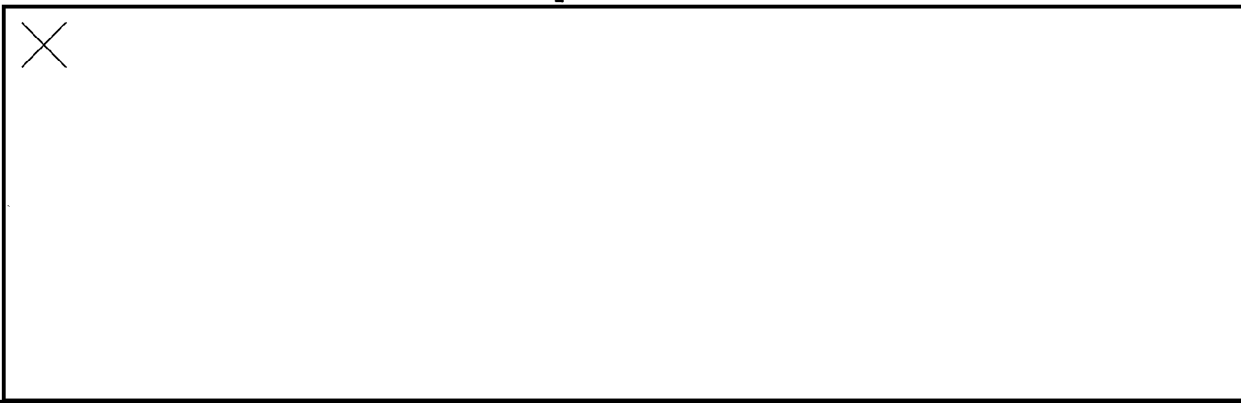
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Details:

EXECUTIVE SUMMARY

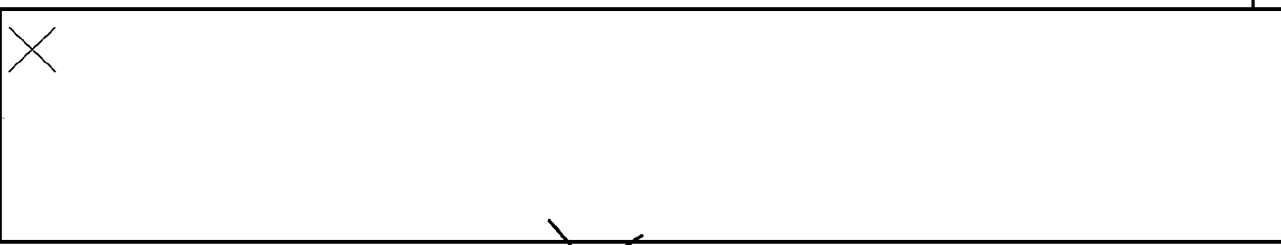
(S) ~~(S)~~ The Counterintelligence Division (CD) is establishing an  that is a departure from existing policies and practices in that it will be a continuous process requiring ongoing dialogue between CD and the field offices. This new process will incorporate external scrutiny of certain categories of assets by CD.

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(S) 

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(S) 

(S) 

~~SECRET~~

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

(S) ~~(S)~~ CD will also take additional steps to facilitate
implementation [redacted]
* updating the National Foreign Intelligence Program
(NFIP) Manual;
* developing comprehensive training programs for CD and
field personnel;
* establishing inspection mechanisms to ensure
compliance.

b1
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INTRODUCTION

(S) ~~(S)~~ FBI Director Mueller has identified as one of his
priorities the establishment [redacted] within the foreign
counterintelligence (FCI) program, to ensure the validity
(S) reliability and productivity of our asset base [redacted]

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~~SECRET~~

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

(S)

(S)

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(S)

A. (U) Overview

(S)

~~See the following components form the basis~~
(See Attachment A for an overview of steps
involved in producing these components.)

(S)

1. ~~X~~

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(S)

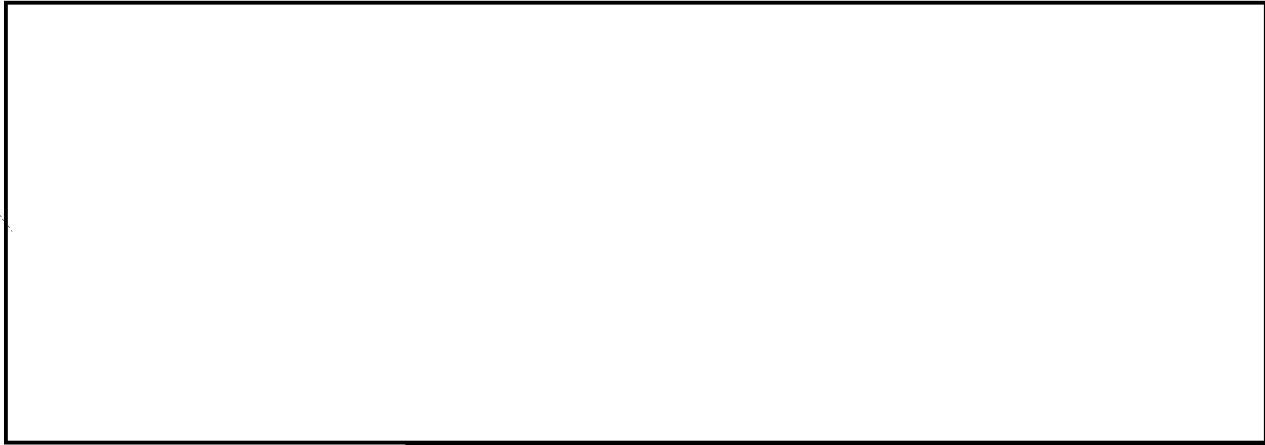
2. ~~X~~

~~SECRET~~

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

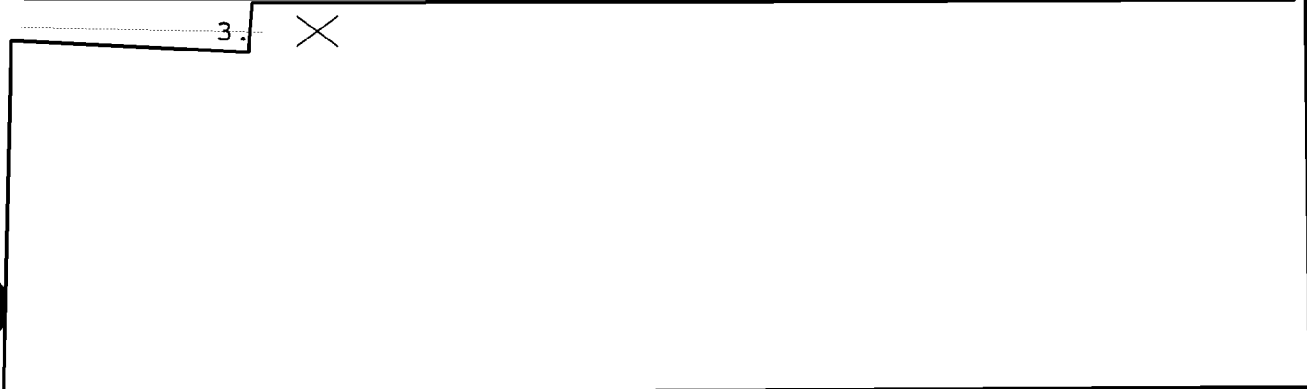
(S)



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(S)

3. X



B. (U) Implementation

(S)

(S) Implementing [redacted] requires structural and procedural modifications at both the headquarters and field level. Field offices will be required to:

(S)

* provide accurate, timely, and complete reporting to FBIHQ [redacted]

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(S)

* accept a certain amount of FBIHQ oversight [redacted]

(S) FBIHQ will be required to:

(S)

* incorporate [redacted] as a strategic objective within the CD Strategic Plan;
* make changes to NFIP Manual and advise field offices of same;

~~SECRET~~

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

(S)

* develop and implement comprehensive training programs
for both field and FBIHQ personnel involved in the

b1
b7E

* establish mechanisms, through the inspection process,
to ensure field office and FBIHQ compliance with the
process; and

* in the long term, make a commitment to creating and
staffing Production Officer and Counterintelligence
(CI) Review Officer positions at FBIHQ.

C. (U) Reporting Requirements

(S)

~~(S)~~ Effectively immediately the following categories

(S)

1.

~~X~~

(S)

2.

~~X~~

(S)

3.

~~X~~

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b7E

~~SECRET~~

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

(S)

4.

~~X~~

(S)

~~X~~

(S)

1.

~~X~~

(S)

3.

~~X~~

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(S)

4.

~~X~~

(S)

5.

~~X~~

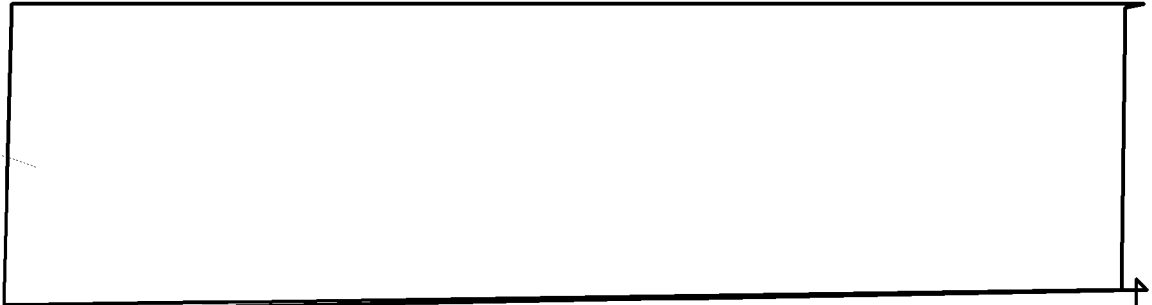
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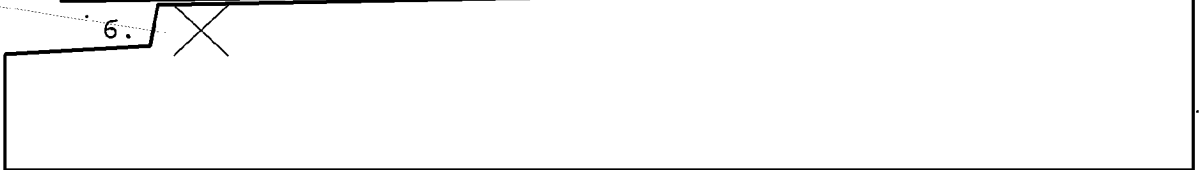
To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

(S)



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6. ~~X~~



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(S)

7. ~~(S)~~ (FBIHQ) The SAC's contract will be amended to reflect the requirement that effective and comprehensive ~~_____~~ is a critical element in the evaluation of the SAC's performance.

(S)



D. (U) Training

(S)

~~X~~ is of sufficient complexity and importance to require comprehensive training for all field and FBIHQ personnel involved. Written guidance, as is incorporated in this communication, is an inadequate substitute for formal training courses. Short term plans include:

(S)

* ~~(S)~~ CD senior managers will advise field offices of the implementation ~~_____~~ through two FBIHQ-coordinated field-wide conferences for ADs, SACs, ASACs, and Program Managers.

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* ~~(S)~~ The CD Operational Training Unit will develop and provide training to CD analysts ~~_____~~

(S)

* ~~(S)~~ FBIHQ executive managers will highlight the need ~~_____~~ at all SAC/ASAC conferences, to include the fact that senior FBI management will be

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

held accountable for the [redacted] of [redacted]

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Long term plans include:

- (S) * ~~(S)~~ Preparing an ~~Interagency~~ Instruction and Simulation program [redacted] for retention on all NFIP squads.
- (S) * ~~(S)~~ Providing in-service training and refresher courses to field agents [redacted]

E. Compliance, Oversight, and Accountability

- (S) * ~~(S)~~ Certain facets [redacted] are, in fact, already incorporated into the FBI's formal investigative guidelines (see the NFIP Manual, Section 5.) As with any procedure that levies reporting requirements, and necessitates an on-going dialogue between the field and FBIHQ, accountability and oversight mechanisms must be established to ensure compliance. In the short term, this requires that FBIHQ:

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- (S) * ~~(S)~~ Integrate the [redacted] protocol into the CD Strategic Plan
- * ~~(S)~~ Establish inspection interrogatories that will provide information on field office and FBIHQ compliance with the process.

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

(S) ~~(S)~~ FBIHQ is aware that [redacted] set forth above will levy significant reporting requirements on FBI field offices, and will overburden CD analytical resources until such time as additional positions can be created and staffed. However, as noted above, [redacted] is essential for maintaining the security, effectiveness, and efficiency of FBI operations.

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(S) ~~(S)~~ Questions or comments [redacted] should be forwarded to Section Chief Virginia L. Bollinger, National Security Intelligence Section, ISD, Room 4123, telephone number 202-324-1446.

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

LEAD(s):

Set Lead 1: (Adm)

ALL RECEIVING OFFICES

(U)

~~(S)~~ Ensure that all managerial, investigative, and analytical personnel working FCI matters are made aware of guidelines set forth above.

Set Lead 2:

ALL RECEIVING OFFICES

(U)

~~(S)~~ Ensure compliance with the reporting requirements set forth above.

CC:

V. L. Bollinger

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

(S) ~~(S)~~ ATTACHMENT A:

STEPS
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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

(S) ATTACHMENT B:

OUTLINE FOR  REPORTING EC

I. ADMINISTRATIVE

- (S) A. 
B.
C.
D.
E.

II. UPDATES TO BIOGRAPHIC/BACKGROUND INFORMATION (Provide or update any of the following that has not been previously reported)

- A.
B.

C.
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- (S) F.
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- M.
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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

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(S) III.

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

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IV.

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

ATTACHMENT C:

OUTLINE FOR CASE AGENT

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

ATTACHMENT D:

(S) [REDACTED] OUTLINE

(S) I.

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(S) II.

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(S) III.

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(S) IV.

A.

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

ATTACHMENT E:

(S) [REDACTED] REVIEW OUTLINE

I. Administrative

- A.
- B.
- C.
- D.
- E.
- F.

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II. Summary and Conclusions

A. Case Summary

(S)

B. Conclusions

(S)

C. Recommendations

(S)

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III.

A.

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B.

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

C.

D.

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G.

III. Case Chronology

(S) IV.

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

ATTACHMENT F:

(S)

[Redacted]

OUTLINE

I. Administration

A.
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[Redacted]

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[Redacted]

Case Overview

A.
B.
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D.

[Redacted]

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

III. Review Status

- A. Reviewer
- B. Date(s) of previous reviews
- C. Date of current review
- D. Purpose of review
- E. 

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☐	
	[PRACTICALS —
	WEEKS 1 - 4]
	[PREVIOUSLY DEVELOPED
BY	

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Practicals for [redacted]

Part 1 of 3 - PE 4: [redacted] Approach of [redacted]
Part 2 of 3 - PE 9 [redacted] meeting with [redacted]
Part 3 of 3 - PE 11 [redacted] in [redacted]

PE 1: [redacted] interview (leading to [redacted])
Part 1 of 4 - PE 6: [redacted] Approach of [redacted]
Part 2 of 4 - PE 10 [redacted] of [redacted]
Part 3 of 4 - PE 12: [redacted] fo [redacted]
Part 4 of 4 - PE 13: [redacted]

Part 1 of 3: PE 2: [redacted] Approach [redacted] 6 role players
Part 2 of 3: PE 5: [redacted]
Part 3 of 3: PE 7: [redacted] of [redacted]

Stand-alone Practical

PE 3: [redacted]
(S) PE 8: [redacted] Exercises [redacted]
PE 14: [redacted] or other know [redacted]
PE 15: [redacted]

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DATE: 03-19-2012
CLASSIFIED BY 65179 dmh/stp
REASON: 1.4 (c)
DECLASSIFY ON: 03-19-2037

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WHERE SHOWN OTHERWISE

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(S) **Practical Exercise 8** **Exercise**
Instructor Guide

Classroom resources	N/A
Instructor material	Instructor guide
(S) Reference material	Student handout
Student prerequisites	

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Lesson time	4 hour
(S) Lesson overview	During this lesson, students will vet the rough their classmates and instructors, and be able to articulate their

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Teaching strategies	Self Assessment Discussion
(S) Evaluation strategies	Evaluation of Self evaluation
(S) Lesson objectives	Students will: • Demonstrate • Demonstrate an understanding of use of • Employ and to include: - o Etc... - in the creation of an

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DATE: 03-19-2012
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Practical Exercise 8 - [REDACTED] Exercise

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Slide #	Slide Content	Instructor Information
Slide 1	Practical Exercise 8 Map SDR	
Slide 2	Overview During this lesson, you will design an [REDACTED] yet the [REDACTED] through your classmates and instructors, and be able to articulate your [REDACTED] and its components.	
Slide 3	Objectives • Demonstrate [REDACTED] • Demonstrate an understanding of use of [REDACTED] • Employ and identify [REDACTED] to include: - [REDACTED] - Etc...	
Slide 4	[REDACTED] [REDACTED] • Officer must decide, based on the results of the [REDACTED] whether or not to [REDACTED] [REDACTED]	

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Practical Exercise 8

Exercise

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Slide #	Slide Content	Instructor Information
Slide 5	[REDACTED] •Initiated at [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	
(S)		
(S)		
(S)		
(S)	Slide 6	
(S)	[REDACTED] [REDACTED] may consist of two or more [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	
(S)		
Slide 7	Exercise Directions •Plan a [REDACTED] [REDACTED] (S) [REDACTED] should contain: [REDACTED]	

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Practical Exercise 8

Exercise

Slide #	Slide Content	Instructor Information
Slide 8	Exercise Instructions • Be able to articulate: —	
Slide 9	Homework • Self-critique looking for: — Things that go well — Things that you would change in the future — Surprises	
Slide 10	Questions ???	

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Week 5

Instructor Guide

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Classroom resources		Computer
		Projector and screen
Instructor material		Instructor guide
Other materials		[redacted] related materials - [redacted] etc...
Student prerequisites		N/A

Exercise time		AM and PM Shifts
Exercise overview		This course entails the [redacted] [redacted] handling to include, but not limited to the following: [redacted] etc...) [redacted] [redacted] [redacted] [redacted]

b7E

Teaching strategies		Role play
Evaluation strategies		Instructor evaluation Self evaluation
Exercise objectives: - Location of operational sites [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted]		

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REASON: 1.4 (c)
DECLASSIFY ON: 03-19-2037

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Week 5 - Sch

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:00	TOC Kick off	Meeting/ Debriefing	Meeting/ Debriefing	Meeting/ Debriefing	Brief Instructor Staff on Ops Plan
09:00		AM Shift Practical Exercise	AM Shift Practical Exercise	AM Shift Practical Exercise	Begin Final Exercise for 12 students
10:00	Practical Exercise Day 1				
11:00					
12:00					
13:00					
14:00					
15:00		Meeting/ Debriefing	Meeting/ Debriefing	Meeting/ Debriefing	End Final P.E.
16:00	End Practical Exercise Day 1	PM Shift Practical Exercise	PM Shift Practical Exercise	PM Shift Practical Exercise	
17:00	Supper				Supper As Class
18:00	Meeting/ Overview After Action Reporting	PE ends at 21:00 21:00 – 22:00 Brief and After Action Reporting	PE ends at 21:00 21:00 – 22:00 Brief and After Action Reporting	PE ends at 21:00 21:00 – 22:00 Brief and After Action Reporting 22:00 designate [redacted] turn [redacted] to students	19:00 – 21:00 Meet With CIS students and Course debrief

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Week 5

Over-guidance Week : Practical

Throughout this block of instruction each student will conduct a series of [redacted] while operating against the [redacted]. During this phase of instruction each student will conduct a minimum of [redacted] and participate in a minimum of [redacted]. These [redacted] will provide broad exposure to the myriad [redacted] employed in [redacted] utilized in [redacted] operations.

b7E

Student will be deployed for six hour (AM) to five-hour (PM) shifts operating [redacted]

b7E

Students will employ skills and tactics during the previous four weeks to determine whether they have [redacted] while carrying out planned OPS activities.

b7E

During the Saturday and Sunday preceding the [redacted] portion of this phase of instruction, students are directed to [redacted] record, receive approval for use (from an instructor) [redacted]

as follows:

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(S) Students usually provide a mix of the [redacted] in excess of [redacted] which is acceptable

b7E

On Day 1, students are provided [redacted] information and [redacted] to permit and then to [redacted]. Students are individually provided the list of [redacted] they must accomplish for the four days (2-5) for which they provide all information [redacted] etc.).

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(S) Normally, a group [redacted] students will conduct between [redacted] during the [redacted] exercise.

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Week 5 -

During the final day of the [redacted] exercise students are given full operational control. Additionally, students are provided a [redacted] to which they must respond.

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Students are required to utilize available resources/personnel to accomplish a complex operational mission. Complicating this, there is only [redacted]

[redacted] Students will operate in [redacted] consisting of a minimum of [redacted] (on each team).

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This final exercise involves a series of [redacted] activities requiring

[redacted] and additional operation activity **ALL** [redacted] and carried out during a six hour shift.

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Week 5 -

Practical Exercise _____

Student _____

Objectives	Completed	Not Completed

-Comments:

_____ (Student's Signature)	Date: _____	_____ (Instructor's Signature)	Date: _____
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Approved Student Site Record

Site	Location	Registration #	Site	Location	Registration #
(S)			(S)		

Version 1.0

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Approved Student Site Record

Version 1.0

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Week 6

Practical Exercises - Mastery

Instructor Guide

Classroom resources		Computer Projector and screen
Instructor material		Instructor guide
Reference material		Attachment A (scenario)

b7E

Lesson time		4 consecutive days
Lesson overview		The goal of the practical exercises is for the student to satisfactorily demonstrate mastery of the various techniques [redacted] used in [redacted] operations

b7E

Teaching strategies		Practical exercise Peer/Instructor review Self-assessment Instructor Assessment
Evaluation strategies		Observation of students demonstrating their ability to complete each objective.

Exercise objectives

Students will demonstrate the following:

- Utilize good [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- Correctly complete necessary paperwork (operational plans, requests for additional assistance, HQ's approval/assistance, intelligence reporting, etc...)

b7E

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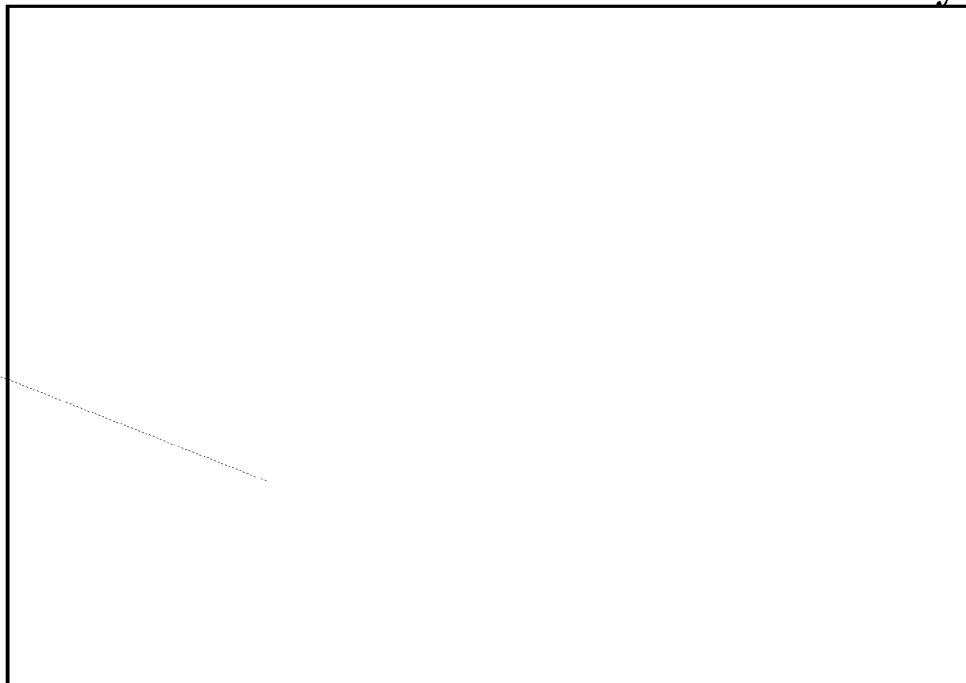
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Week 6

Practical Exercises - Mastery



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Week 6

Practical Exercise

Date: _____

Objectives	Completed		Objectives	Completed		*Comments
	Yes	No*		Yes	No*	
						Student _____ Instructor _____
			Other			
			Other			

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Version 1.0

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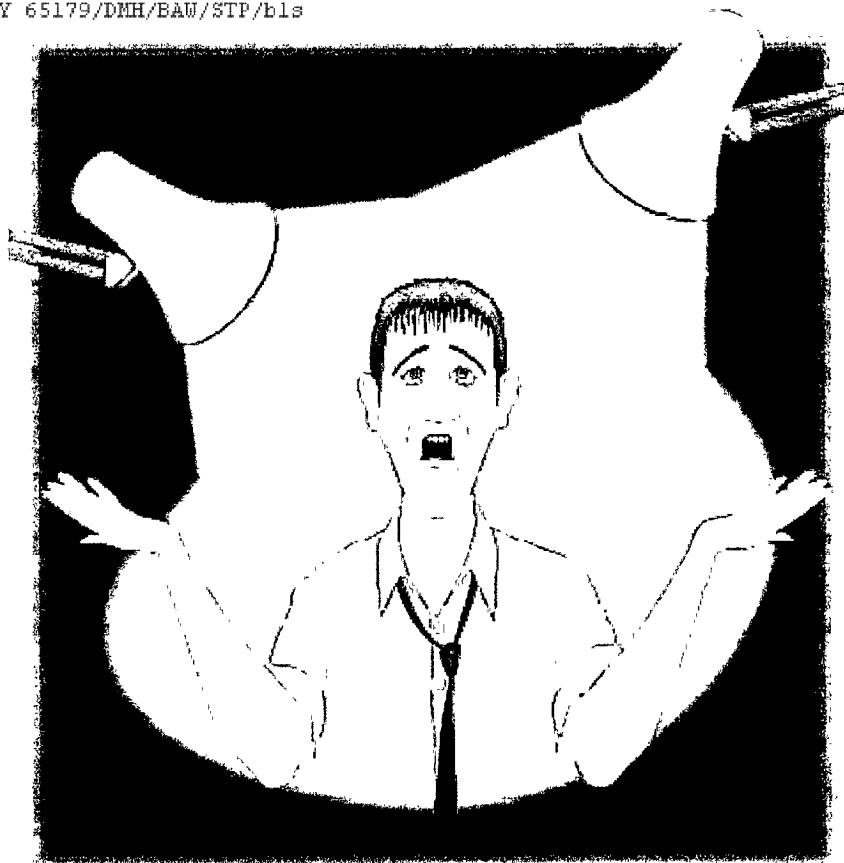
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Interrogation Rooms within the Wallace Building

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Practical Exercise 4 Brief

Part 1 of 4

Instructor Guide

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	Attachment A (scenario)

b7E

Lesson time	1 hour Brief with 4 hour Practical Exercise
Lesson overview	The goal of the practical exercise is to initiate contact with a [REDACTED] to effect a meeting with a [REDACTED]

Teaching strategies	Instructor presentation with slides Facilitated discussion Practical exercise Peer/Instructor review
Evaluation strategies	Observation of students demonstrating their ability to complete each objective.
Lesson objectives	Upon completion of this lesson, student will be able to: - Initiate contact with a [REDACTED] - Demonstrate ability to engage on a [REDACTED] - Directly assess a source - Employ [REDACTED] - Obtain a [REDACTED] the source - Discuss advantages of using a [REDACTED] to [REDACTED] a source - Demonstrate an understanding and ability to appropriately employ [REDACTED] - Create necessary pre- and post-meeting paperwork.

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Practical Exercise 4 Brief

[Redacted]

Part 1 of 4

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Attachment A

Scenario: Use of a

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to

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[Redacted]

[Redacted]

[Redacted]

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Practical Exercise 4 Brief

Part 1 of 4

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Slide #	Slide Content	Instructor Information
Slide 1	Practical Exercise 4 Brief [Redacted]	Practical Exercise 4 Brief – Commercial Alternate Approach (Part 1 of 4)
Slide 2	Exercise Description The goal of the practical exercise is to [Redacted]	
Slide 3	Objectives Student will: • Initiate [Redacted] [Redacted] • Demonstrate capability to engage on [Redacted] [Redacted] • Directly assess a source • Employ [Redacted] [Redacted] • Obtain a [Redacted] source • Discuss advantages of using a [Redacted] [Redacted] • Demonstrate an understanding and ability to appropriately employ [Redacted] • Create necessary pre- and post-meeting paperwork	<i>Read objectives and ensure the students understand each one.</i> <i>Tell students:</i> You will be evaluated on your ability to demonstrate completion of each objective.

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Practical Exercise 4 Brief

[Redacted]

Part 1 of 4

Slide #	Slide Content	Instructor Information
Slide 4	Introduction	<i>Explain:</i> [Redacted]
Slide 5	The Scenario [Redacted] [Redacted] Part 1 of 4	<i>Read the scenario to the students.</i> <i>Brief the students on the following points:</i> [Redacted]
		Other Points: [Redacted]

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Practical Exercise 4 Brief

Part 1 of 4

Slide #	Slide Content	Instructor Information
		What interests him?
Slide 6	Practical Exercise Instructions	<i>1. Divide into groups of 3.</i> <i>2. Each group of 3 will be assigned a role player.</i> <i>3. The role player will select one student to start the exercise.</i> <i>4. The student will then approach the role player and utilizing the information provided in the scenario the student will initiate contact with the [redacted] in order to obtain [redacted]</i> <i>5. Rotate through all 3 students (two students observe while one role plays the scengrio.)</i> <i>6. Fill out an evaluation sheet on each student.</i> <i>7. Debrief students on lessons learned, strengths, and areas for improvement.</i>

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Practical Exercise 9 Brief - [REDACTED]

Instructor Guide [REDACTED]

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation Scenario Role Player instructions
Reference material	None
Student prerequisites	N/A

Lesson time	4 hours for brief and practical exercise
Lesson overview	The goal of the practical exercise is to allow the student to demonstrate their ability to use [REDACTED] to obtain assessment [REDACTED] data, and build rapport. b7E

Teaching strategies	Instructor presentation with slides Facilitated discussion Practical exercise Peer review Self-assessment
Evaluation strategies	Observation of student demonstrating their ability to complete each objective.
Lesson objectives	Upon completion of this lesson, student will be able to: - Elicit assessment [REDACTED] data. - Find additional [REDACTED] rapport. - Obtain [REDACTED] - Use [REDACTED] - Working in an [REDACTED] to obtain data.

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Part 2 of

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Practical Exercise 9 Brief - [REDACTED]

Slide #	Slide Content	Instructor Information
Slide 1	Practical Exercise 9 Brief [REDACTED] [REDACTED]	Title Slide: Practical Exercise 9 [REDACTED] [REDACTED]
Slide 2	Introduction b6 b7C b7E	This is part 2 of a 4-part exercise. In Part I the student has met with [REDACTED] the [REDACTED] who has introduced [REDACTED] to the SA. In this exercise the student will meet with [REDACTED] [REDACTED]
Slide 3	Exercise Description The goal of the practical exercise is to allow the student to demonstrate their ability to use [REDACTED] [REDACTED] obtain assessment [REDACTED] data, and build rapport.	The goal of the practical exercise is to allow students to demonstrate their ability to use [REDACTED] obtain assessment [REDACTED] data, and build rapport. [REDACTED]
Slide 4	Lesson Objectives Upon completion of this exercise, student will be able to: • Elicit assessment [REDACTED] data. • Find additional [REDACTED] rapport. • Obtain [REDACTED] • Use [REDACTED] • Working in [REDACTED]	Upon completion of this lesson, students will be able to: • Elicit assessment [REDACTED] data. • Find additional [REDACTED] rapport. • [REDACTED] • Use [REDACTED] • Working in [REDACTED]
Slide 5	The Scenario - [REDACTED] Approach (Development) Part 2 of 4	<i>Read scenario to class.</i> [REDACTED]

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Practical Exercise 9 Brief – [REDACTED]

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Slide #	Slide Content	Instructor Information
		<i>Brief the students on the following points:</i> The SA will be meeting [REDACTED] at a social mixer. The introduction was [REDACTED] Be prepared to answer the maybe's: • What do you know about [REDACTED] to ensure [REDACTED] • [REDACTED] • [REDACTED]
Slide 6	Practical Exercise Instructions	<i>1. Divide into groups of 3.</i> <i>2. Each group of 3 will be assigned a role player.</i> <i>3. The role player will select one student to start the exercise.</i> <i>4. The student will then approach the role player and utilizing the information provided in the scenario the student will [REDACTED] to elicit [REDACTED] assessment [REDACTED] and [REDACTED] which will be [REDACTED]</i> <i>5. Rotate through all 3 students (two students observe while one role plays the scenario.)</i> <i>6. Fill out an evaluation sheet on each student.</i> <i>7. Debrief students on lessons learned, things done well, areas for improvement.</i> <i>8. Instruct students to [REDACTED]</i> [REDACTED]

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Practical Exercise 9 Brief -

Slide #	Slide Content	Instructor Information

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Practical Exercise 9 Brief - [REDACTED]

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Attachment 1

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ON 11-21-2011

Practical Exercise 11 Brief

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Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	Attachment A (scenario)
Student prerequisites	N/A

Lesson time	1 hour Brief with 4 hour Practical Exercise
Lesson overview	The goal of the practical exercise is to allow the student to conduct [REDACTED]

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Teaching strategies	Instructor presentation with slides Practical exercise Peer/Instructor review Self-assessment
Evaluation strategies	Observation of student demonstrating their ability to complete each objective.
Lesson objectives	Upon completion of this lesson, student will be able to: • Conduct a [REDACTED] minute [REDACTED] • [REDACTED] • Create necessary pre- and post-meeting paperwork

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Practical Exercise 11 Brief

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Slide #	Slide Content	Instructor Information
Slide 1	Commercial Recruitment	Practical Exercise 11 Brief [redacted] [redacted] (part 3 of 4)
Slide 2	Lesson Description The goal of the practical exercise is to allow the student to conduct [redacted] meeting while [redacted]	This is part 3 of a 4- part exercise. The students have already [redacted] Part I) [redacted] to the SA in Part 2 [redacted] Meeting). The SA [redacted] In this exercise they will conduct a [redacted] meeting with [redacted] This is a [redacted] meeting and should [redacted] [redacted]
Slide 3	Objectives: Student will • Conduct a [redacted] minute [redacted] with a source [redacted] • [redacted] • Create necessary pre- and post-meeting paperwork	<i>Tell the students that this exercise will be their [redacted] meeting with a [redacted] source and read the objectives to ensure the students understand each one.</i> <i>Tell students:</i> You will be evaluated on your ability to demonstrate completion of each objective.
Slide 4	The Scenario – CI Recruitment	<i>Read the Scenario to the students. (See Attachment A.) Remind the students that they have [redacted] previously with [redacted] and elicited assessment [redacted] data. This is their [redacted] meeting with [redacted] and will present some unique challenges because it will be conducted [redacted] Brief the students on the following points:</i> [redacted]

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Practical Exercise 11 Brief

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Slide 5	Practical Exercise Instructions	1. <i>Divide into groups of 3.</i> 2. <i>Each group of 3 will be assigned a role player.</i> 3. <i>The role player will select one student to start the exercise.</i> 4. <i>The student will [redacted] in order to further assess his usefulness as a potential candidate for recruitment.</i> 5. <i>Rotate through all 3 students (two students observe while one role plays the scenario.)</i> 6. <i>Fill out an evaluation sheet on each student.</i> 7. <i>Debrief students on lessons learned and areas for improvement.</i> 8. <i>Direct students to create any necessary post-meeting paperwork.</i>

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Practical Exercise 11 Brief



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Attachment A



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ALL INFORMATION CONTAINED
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DATE 11-21-2011 BY 65179/DMH/BAW/STP/bls

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Practical - [REDACTED] Interview
Instructor Guide #1ALL INFORMATION CONTAINED
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DATE 11-21-2011 BY 65179/DMH/BAW/STP/bls

Classroom resources	Computer Projector and screen Interview room Videotape capabilities (if possible)
Instructor material	Instructor guide
Reference material	Attachment A (Scenario) Other interview related paperwork (ACS checks, NCIC, etc...)
Student prerequisites	N/A

Lesson time	4 hours (Brief and Exercise)
Lesson overview	The student will use their skills in interview and interrogation to obtain information from a suspect that is in custody.

Teaching strategies	Role play
Evaluation strategies	Role Play Peer critique Evaluation by staff
Lesson objectives	The student will be able to: • Plan a [REDACTED] interview • Perform a [REDACTED] interview • Obtain information • Use various tactics, techniques and strategies [REDACTED] to elicit information

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Practical [REDACTED] Interview

Slide #	Slide Content	Instructor Information
Slide 1	Practical Exercise 1 [REDACTED] Interview	Title slide
Slide 2	Lesson Overview You will use your skills to interview and obtain information from a suspect that is in custody.	Overview of lesson
Slide 3	Lesson Objectives You will: • Plan an interview • Perform a [REDACTED] interview • Obtain information • Use various tactics, techniques and strategies [REDACTED] etc...) to elicit information • Create necessary pre and post meeting paperwork	Lesson objectives
Slide 4	Directions • [REDACTED] person teams • [REDACTED] • Critique interview	Directions: Students will be in [REDACTED] person groups. They need to [REDACTED] [REDACTED] [REDACTED] They then will execute [REDACTED] Finally, after the interview they will critique their interview.
Slide 5	What you initially know – subject [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	Initial information known – there is more if the students ask for more. <i>Let the students know that there is additional information – they need to ask – if the information is available it will be provided to them.</i> Brief the students on the following: • How much can you get from [REDACTED] • Be specific

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Practical – [REDACTED] Interview

Slide #	Slide Content	Instructor Information
	[REDACTED]	• What do you do with it? • Verify • What background is available on the subject? • [REDACTED] what do we know? • Why is the FBI interested/interviewing him? ◦ Local matter? • Why is he important? [REDACTED] • [REDACTED] Other? • What do you get? How do you verify? • Source?

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Practical - [REDACTED] Interview

Attachment A – Scenario, Instructions, and Other Information

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Scenario: [REDACTED] Interview

Name: [REDACTED]

[REDACTED]

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[REDACTED]

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[REDACTED]

Practical - [REDACTED] Interview

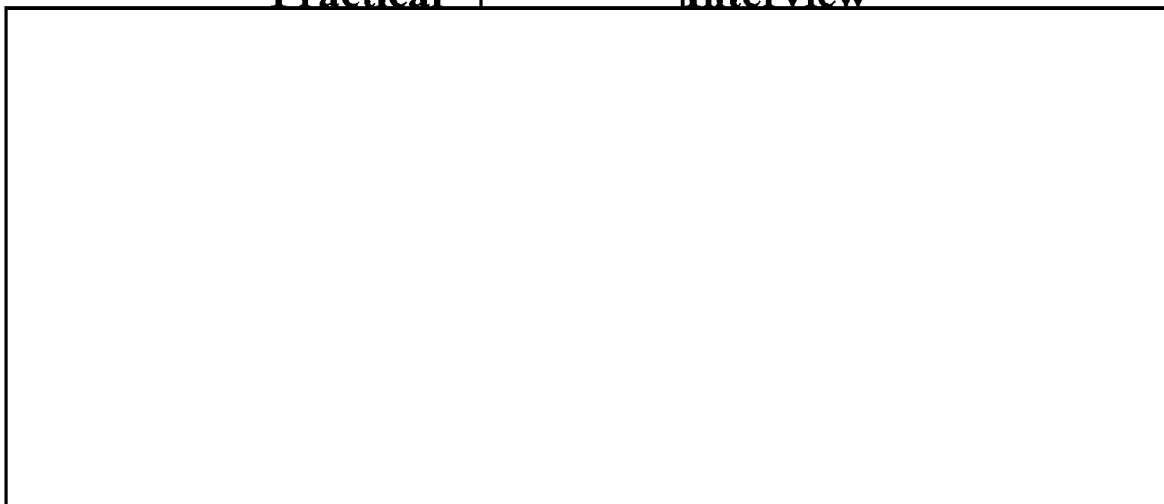
Role Player Instructions

[REDACTED]

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Practical – [REDACTED] Interview



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Practical **Interview**

Other Information

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Practical **Interview**

Student _____		
Objectives Pre Interview	Completed	Not Completed
Interview		
Post Interview		
Other		
-Comments:		
_____ Date: _____ (Student's Signature)	_____ Date: _____ (Instructor's Signature)	

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Practical Exercise 2 Brief – WEEK 2 – DAY 5 (PM)

Instructor Guide

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation Scenario Role Player instructions
Reference material	None
Student prerequisites	N/A

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Lesson time	5 hour for brief and exercise
Lesson overview	The goal of the practical exercise is to allow the student to demonstrate their ability to [redacted] to elicit personal data from [redacted] and to [redacted]

Teaching strategies	Instructor presentation with slides Facilitated discussion Practical exercise with feedback from instructor
Evaluation strategies	Observation of student demonstrating his or her ability to complete each objective and feedback from instructor.
Lesson objectives	Upon completion of this lesson, student will be able to: • [redacted] • Obtain personal information. • [redacted] • [redacted] Student will refrain from [redacted] approval. The student should use [redacted] (do your homework on the person).

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Practical Exercise 2 Brief –

Slide #	Slide Content	Instructor Information
Slide 1	Practical Exercise 2 Th [REDACTED]	Title Slide: Practical Exercise 2 Th [REDACTED]
Slide 2	Practical Exercise 2 The Introduction [REDACTED]	
Slide 3	Practical Exercise 2 The Lesson Description The goal of the practical exercise is to allow the student to demonstrate their ability to [REDACTED]	The goal of the practical exercise is to allow the student to demonstrate their ability to [REDACTED]
Slide 5	Practical Exercise 2 Th Lesson Objectives • [REDACTED] • Obtain personal information. • [REDACTED] • [REDACTED]	Upon completion of this lesson, student will be able to: • [REDACTED] • Obtain personal information. • [REDACTED] • [REDACTED] The student will refrain from [REDACTED] Document all activities.
Slide 6	Practical Exercise 2 The The Scenario - [REDACTED]	Read scenario to class. See Attachment 1. Brief students on the following: • Background on [REDACTED] - none available at this time • Why use a [REDACTED] - With no information available on [REDACTED] the SA needs to determine th [REDACTED]

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Practical Exercise 2 Brief –

[REDACTED]		
Slide #	Slide Content	Instructor Information
		- If you approach the [REDACTED] [REDACTED] [REDACTED]
Slide 7	Practical Exercise 2 The [REDACTED] Practical Exercise Instructions	Provide exercise instructions to class. See Attachment 1 for instructions. 1. [REDACTED] 2. [REDACTED] 3. [REDACTED] 4. [REDACTED] 5. [REDACTED] 6. [REDACTED] 7. [REDACTED]
Slide 8	Practical Exercise 2 The [REDACTED] Practical Exercise 2 Begins	Ensure each student knows what to do.
Slide 9	Practical Exercise 2 The [REDACTED] Summary Questions and Answers	Review exercise results. What worked? What did not? Questions

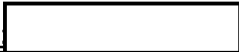
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Practical Exercise 2 Brief –



Attachment 1

Scenario



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Practical Exercise 5 Brief

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WEEK 2 - DAY 5 (PM)

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Instructor Guide

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation Scenario Role Player instructions
Reference material	None
Student prerequisites	N/A

Lesson time	1 hour Brief with 3 hour Practical Exercise
Lesson overview	The goal of the practical exercise is to allow the student to demonstrate their ability to [REDACTED] [REDACTED]

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Teaching strategies	Instructor presentation with slides Facilitated discussion Practical exercise
Evaluation strategies	Observation of student demonstrating their ability to complete each objective.
Lesson objectives	Upon completion of this lesson, student will be able to: • [REDACTED] • Employ [REDACTED] • Successfully [REDACTED] • [REDACTED] • Develop a [REDACTED]

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Practical Exercise 5 Brief - [REDACTED]

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Slide #	Slide Content	Instructor Information
Slide 1	[REDACTED]	Practical Exercise 5 Brief - [REDACTED] [REDACTED]
Slide 2	Introduction	
Slide 3	Lesson Description The goal of the practical exercise is to allow the student to demonstrate their ability to [REDACTED] [REDACTED]	The goal of the practical exercise is to allow the student to demonstrate their ability to [REDACTED] [REDACTED]
Slide 4	Lesson Objectives Upon completion of this lesson, student will be able to: • [REDACTED] • Employ [REDACTED] • Successfully [REDACTED] • [REDACTED] to [REDACTED] • Develop a [REDACTED]	Read objectives and ensure the students understand each one. • [REDACTED] • Employ [REDACTED] • Successfully [REDACTED] • [REDACTED] • Develop a [REDACTED]
Slide 5	Practical Exercise 5 The Scenario [REDACTED]	Read scenario to class. See Attachment 1. Brief the students on the following: • [REDACTED] • [REDACTED] • [REDACTED]

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Practical Exercise 5 Brief -

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Slide #	Slide Content	Instructor Information
Slide 6	Practical Exercise 5 Practical Exercise Instructions	Provide exercise instructions to class
Slide 7	Practical Exercise 5 Are there any questions about this exercise?	Ensure each student knows what to do.
Slide 8	Practical Exercise 5 Summary Questions and Answers	Review exercise results. What worked? What did not? Questions

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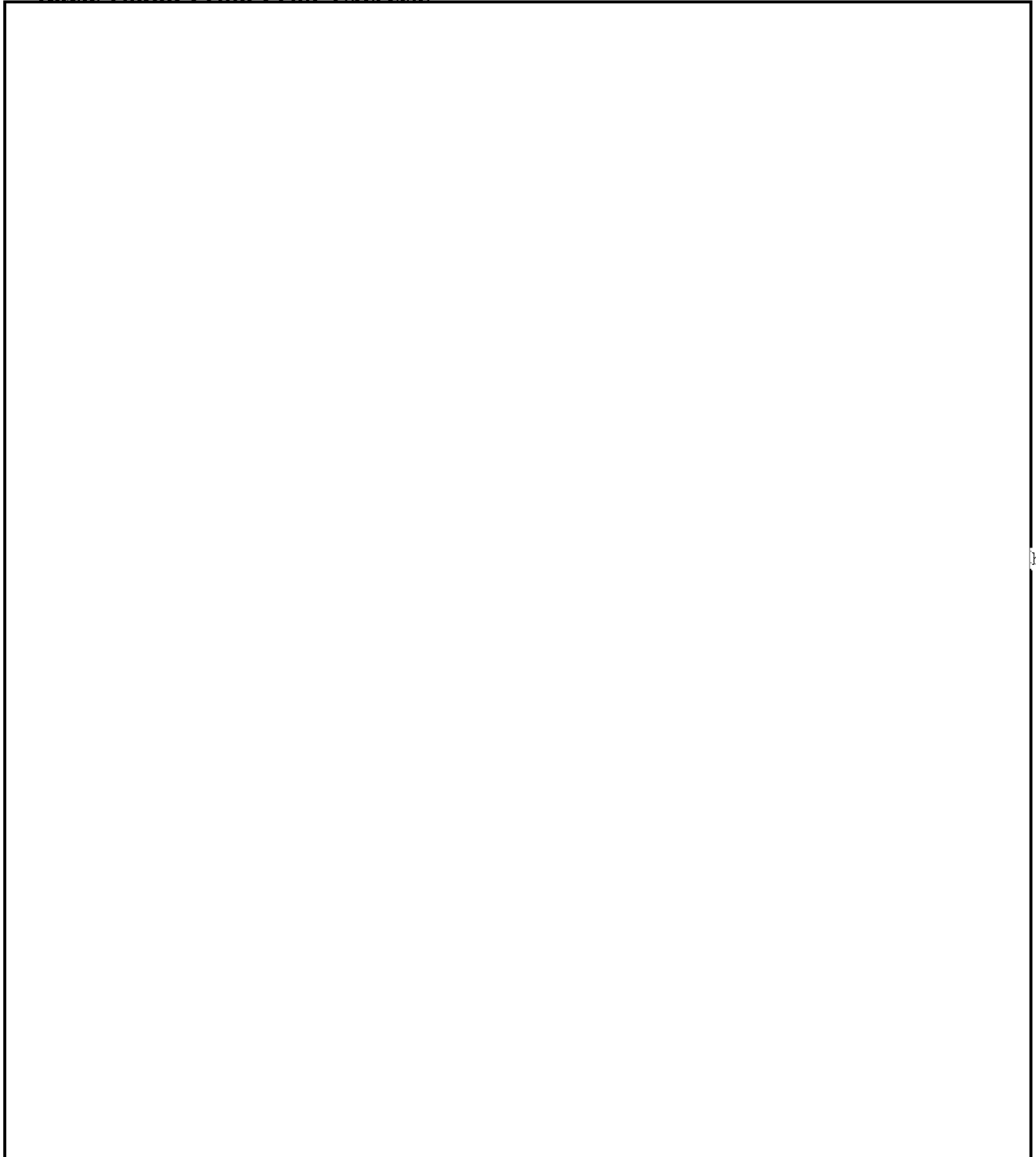
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Practical Exercise 5 Brief -



Attachment 1

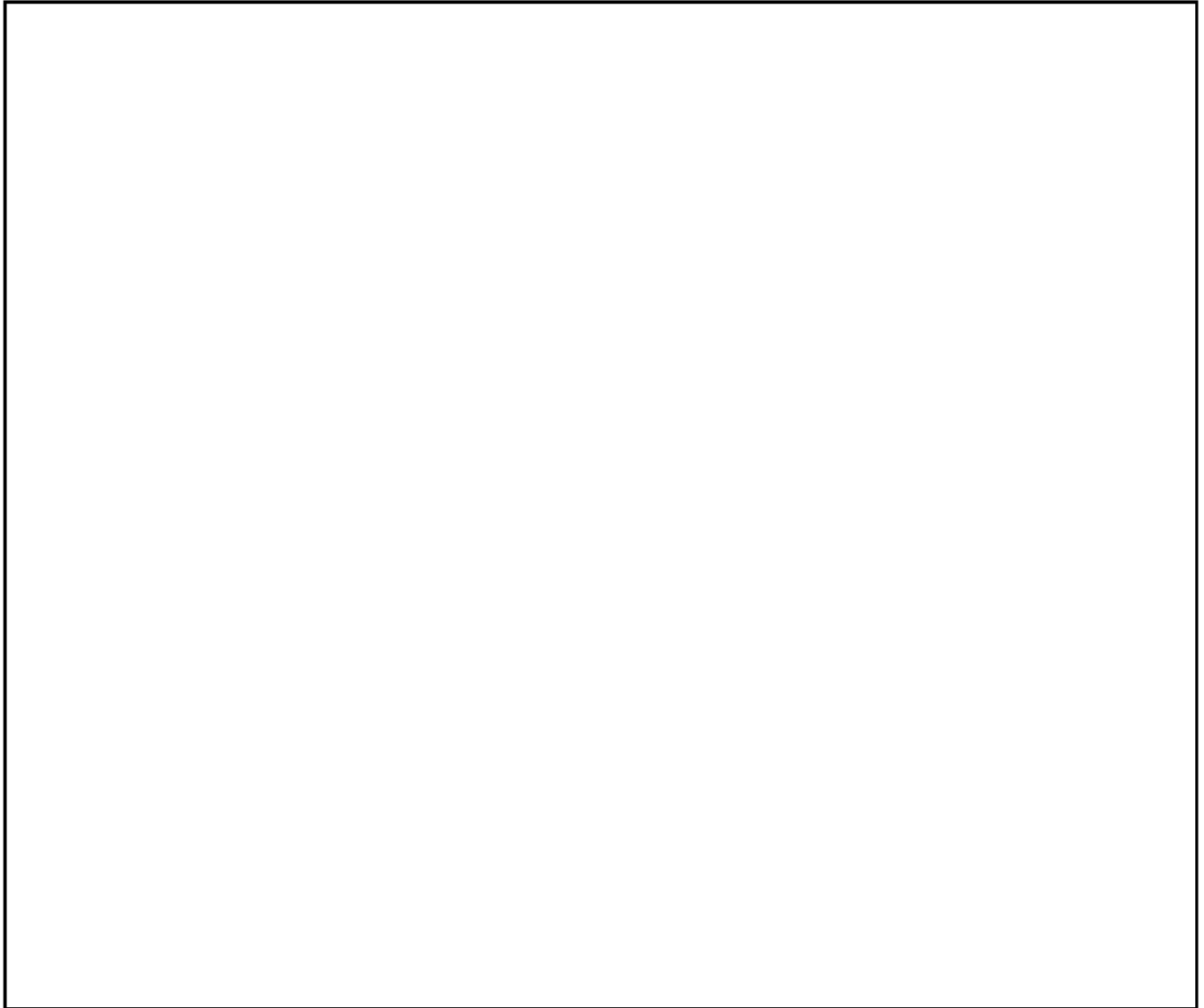
Background From Prior Exercise



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Practical Exercise 5 Brief –



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WEEK 3

DAY 5 (PM)

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Practical Exercise 14

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Instructor Guide

Brief and Exercise

Classroom resources	
Instructor material	Instructor guide Briefing Materials PowerPoint presentation
Reference material	Briefing Materials Student sign in sheet Student Binders
Student prerequisites	N/A

Lesson time	1 hour
Lesson overview	During this lesson, students will [redacted] [redacted] [redacted] the student will have [redacted] [redacted]

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Teaching strategies	Instructor presentation with slides Role Play
Evaluation strategies	Instructor Evaluation
Lesson objectives	Students will: • Develop a [redacted] • Develop a [redacted] • [redacted] • [redacted] • [redacted] • Discuss benefits of recording, getting a written statement or a signed documents.

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Practical Exercise 14

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Slide #	Slide Content	Instructor Information
Slide 1	Practical Exercise 14 BRIEFING	Practical exercise dealing with a
Slide 2	Lesson Description	Basic overview of this practical exercise.
	During this lesson, students will	
Slide 3	The student will have	
Slide 3	Lesson Objectives	The objectives for the practical, this is what the students will need to do during this practical.
	•Develop the	
Slide 3	•Develop a	
Slide 3		
Slide 3		
Slide 3	•Discuss benefits of recording, getting a written statement or signed documents	

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Practical Exercise 14

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Slide #	Slide Content	Instructor Information
Slide 4	Background and Instructions Background [Redacted] [Redacted] – Etc... Instructions • Develop [Redacted] • Develop [Redacted] • Discuss benefits of recording, getting a signed receipt	Give students information from briefing material in Instructor Guide. At the instructors discretion hand out “email from FBIHQ” or else give information from FBIHQ. <i>Brief students on scenario – attachment A.</i> <i>Brief students on the following:</i> • [Redacted] • [Redacted] • [Redacted] • [Redacted] • [Redacted] • [Redacted] • [Redacted]
Slide 5	Practical Exercise 14 • Brief / prepare / rehearse 2 hours • [Redacted] critique, assess – 4 hours	<i>Hand out either FBIHQ Email or Instruction sheet to students</i>

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Practical Exercise 14

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BRIEFING MATERIAL – attachment A

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[redacted] **Note: That the FBI** [redacted]
[redacted] **due to** [redacted]

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Practical Exercise 14:

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Note:



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Practical Exercise 14:

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INSTRUCTIONS

1. Develop

2. Develop

3.

4.

5.

6.

7. Critique

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Practical Exercise 14:

[Redacted]

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[Redacted] **Note:** [Redacted]

due to [Redacted]

[Redacted]

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[Redacted]

[Redacted]

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1. Develop [Redacted]

2. Develop [Redacted]

3. [Redacted]

4. [Redacted]

5. [Redacted]

6. [Redacted]

7. Critique

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Practical Exercise 3 Brief

Instructor Guide

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation Scenario Role Player instructions
Reference material	None
Student prerequisites	N/A

Lesson time	5 hours for brief and exercise
Lesson overview	The goal of the practical exercise is to allow the student to demonstrate their ability to [REDACTED] [REDACTED]

Teaching strategies	Instructor presentation with slides Facilitated discussion Practical exercise
Evaluation strategies	Observation of student demonstrating their ability to complete each objective.
Lesson objectives	Upon completion of this lesson, student will be able to: • [REDACTED] • [REDACTED] • [REDACTED]

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Practical Exercise 3 Brief - [REDACTED]

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Slide #	Slide Content	Instructor Information
Slide 1	Practical Exercise 3 [REDACTED]	Title Slide: Practical Exercise 3 [REDACTED]
Slide 2	Practical Exercise 3 [REDACTED] Introduction	
Slide 3	Practical Exercise 3 [REDACTED] Lesson Description The goal of the practical exercise is to allow the student to demonstrate their ability to [REDACTED] [REDACTED]	The goal of the practical exercise is to allow the student to demonstrate their ability to [REDACTED] [REDACTED]
Slide 5	Practical Exercise 3 [REDACTED] Lesson Objectives • [REDACTED] • [REDACTED] • [REDACTED]	Upon completion of this lesson, student will be able to: • [REDACTED] • [REDACTED] • [REDACTED] Document all activities.
Slide 6	Practical Exercise 3 [REDACTED] The Scenario [REDACTED] [REDACTED]	Read scenario to class. See Attachment 1. Brief the students on the following: • Determine the objective of the meeting. • Develop a [REDACTED] [REDACTED] • Develop [REDACTED] [REDACTED]
Slide 7	Practical Exercise 3 [REDACTED] Practical Exercise Instructions	Provide exercise instructions to class 1. [REDACTED] 2. [REDACTED]

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Practical Exercise 3 Brief - [REDACTED]

Slide #	Slide Content	Instructor Information
		3. [REDACTED]
Slide 8	Practical Exercise 3 [REDACTED] Practical Exercise 3 Begins	Ensure each student knows what to do.
Slide 9	Practical Exercise 3 [REDACTED] Summary Questions and Answers	Review exercise results. What worked? What did not? Questions

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Practical Exercise 3 Brief -

Attachment 1

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Scenario (Unofficial)

The student must:

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Scenario (Official):

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Practical Exercise 3 Brief -



Instructor:

Discuss the following with the student:

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-
-
-
-

A large rectangular box, likely containing a list of topics or questions, which has been redacted.

The student must:

- 1.
- 2.
- 3.

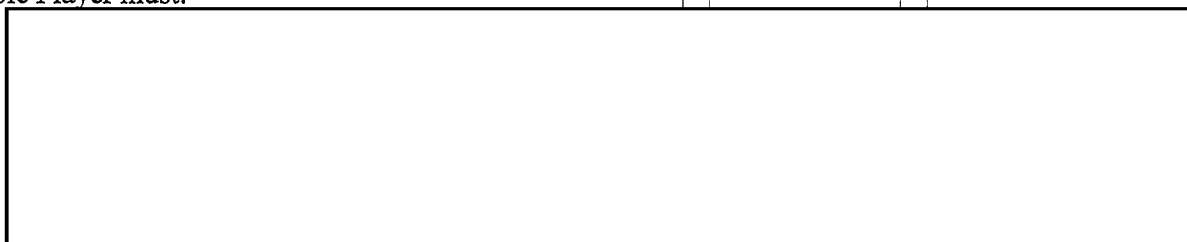
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A large rectangular box, likely containing a list of tasks or objectives, which has been redacted.

The Role Player must:

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A large rectangular box, likely containing a list of scenarios or roles, which has been redacted.

WEEK 3-DAY 5
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Practical Exercise 7 Brief

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Instructor Guide

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	Attachment A

Lesson time	1 hour Brief with 4 hour Practical Exercise
Lesson overview	The goal of the practical exercise is to allow the student to practice [redacted]

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Teaching strategies	Facilitated discussion Practical exercise Peer/Instructor review Self-assessment
Evaluation strategies	Observation of student demonstrating their ability to complete each objective.
Lesson objectives	Upon completion of this lesson, student will be able to: [redacted] - Discuss [redacted] [redacted] - Create necessary pre- and post-meeting paperwork.

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Practical Exercise 7 Brief



Slide #	Slide Content	Instructor Information
Slide 1		Practical Exercise 7 Brief Part 3 of 3)
Slide 2	Lesson Description	In parts 1 and 2 of this three-part exercise, students have already
Slide 3	Objectives: Student will: 1. 2. 3. 4. 5. 6. Discuss benefits of recording, getting a written statement or a signed receipt.	Read objectives and ensure the students understand each one. Tell students: You will be evaluated on your ability to demonstrate completion of each objective.
Slide 4	Introduction	
Slide 5	The Scenario	Read the scenarios. See Attachment 1. Brief the students on the following: What additional information do you need?

Versions 1.0

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Practical Exercise 7 Brief

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Slide #	Slide Content	Instructor Information
Slide 6	Practical Exercise Instructions	1. Divide students into groups of 3. 2. Each group of 3 will be assigned a role player. 3. The role player will select one student to start the exercise. 4. The student will then approach the role player and utilizing the information provided in Attachment 1, he will 5. The student will then 6. Rotate through all 3 students (two students observe while one role plays Scenario 1.) 7. Fill out an evaluation sheet on each student <u>for each scenario</u>. 8. Debrief students on lessons learned, things done well, areas for improvement. Engage the students in a discussion of the benefits of recording and getting a written statement and receipt.

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Practical Exercise 7 Brief –

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Attachment 1

Scenario:

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Role Player:

Each student will pitch

In the

The student must

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Practical Exercise 15

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WEEK 3
(DAY 5) (67E)

Instructor Guide

Classroom resources		Computer Projector and screen
Instructor material		Instructor guide PowerPoint Presentation Scenario Role Player instructions
Reference material		None
Student prerequisites		N/A

Lesson time		4 hour
Lesson overview		The goal of the practical exercise is to allow the student to demonstrate their ability to use their [redacted] [redacted]

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Teaching strategies		Instructor presentation with slides Facilitated discussion Practical exercise
Evaluation strategies		Observation of student demonstrating their ability to complete each objective.
Lesson objectives		Upon completion of this lesson, student will be able to: • [redacted] • [redacted] • [redacted] • [redacted] • [redacted] • [redacted] • [redacted]

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Practical Exercise 15

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Slide #	Slide Content	Instructor Information
Slide 1		Title Slide
Slide 2	Introduction	
Slide 3	Lesson Description The goal of the practical exercise is to allow the student to demonstrate their ability to use their	The goal of the practical exercise is to allow the student to demonstrate their ability to use their
Slide 4	Lesson Objectives	

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Slide 5	Practical Exercise 15 [REDACTED] The Scenario [REDACTED]	<i>Read scenario to class.</i> <i>Brief class on the following:</i> • [REDACTED] • [REDACTED] • [REDACTED] • Need: ○ Info from [REDACTED] ○ Info from [REDACTED] about [REDACTED] and [REDACTED] ○ Info on [REDACTED] ○ Information on [REDACTED] • Need details of [REDACTED] • [REDACTED]
Slide 6	Practical Exercise 15 [REDACTED] Practical Exercise Instructions	Provide exercise instructions to class
Slide 7	Practical Exercise 15 [REDACTED] Are there any questions about this exercise?	Ensure each student knows what to do.
Slide 8	Practical Exercise 15 [REDACTED] Summary Questions and Answers	Review exercise results. What worked? What did not? Questions

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Practical Exercise 15

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Attachment 1

Scenario:

Information:

Background Information:

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Role Player:

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Practical Exercise 6 Brief

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Instructor Guide

(Part I)

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	Attachment A (scenario)
Student prerequisites	N/A

Lesson time	1 hour Brief with 4 hour Practical Exercise
Lesson overview	The goal of the practical exercise is to allow the student to practice [redacted]

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Teaching strategies	Instructor presentation with slides Facilitated discussion Practical exercise Peer/instructor review Self-assessment
Evaluation strategies	Observation of student demonstrating their ability to complete each objective.
Lesson objectives	Upon completion of this lesson, student will be able to: [redacted] [redacted] - Demonstrate knowledge and ability to [redacted] - Employ [redacted] - Create necessary pre- and post-meeting paperwork

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Practical Exercise 6 Brief

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Slide #	Slide Content	Instructor Information
Slide 1		Practical Exercise 6 Brief - (part 1 of 4)
Slide 2	Exercise Description The goal of the practical exercise is to allow the student to practice 	b7E
Slide 3	Objectives: Student will - Create necessary pre- and post-meeting paperwork	<i>Read objectives and ensure the students understand each one.</i> <i>Tell students:</i> You will be evaluated on your ability to demonstrate completion of each objective. b7E
Slide 4	The Scenario (Part 1 of 4)	<i>Read Attachment A (scenario) to the students.</i> <i>Brief the students on the following points:</i> During a (Practical Exercise

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Practical Exercise 6 Brief

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Slide 5	Practical Exercise Instructions b7E DRAFT	1. <i>Divide into groups of 3.</i> 2. <i>Each group of 3 will be assigned a role player.</i> 3. <i>The role player will select one student to start the exercise.</i> 4. <i>The student will then approach the role player and</i> 5. <i>Rotate through all 3 students (two students observe while one role plays the scenario.)</i> 6. <i>Fill out an evaluation sheet on each student.</i> 7. <i>Debrief students on lessons learned, things done well, areas for improvement.</i> 8. <i>Instruct students</i> or <i>other appropriate means.)</i>

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Practical Exercise 6 Brief

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Scenario

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Practical Exercise 10

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Instructor Guide

Part 2

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	Attachment (scenario)

Lesson time	1 hour Brief with 4 hour Practical Exercise
Lesson overview	The goal of the practical exercise is to continue the development of the cooperating non-radical Imam.

Teaching strategies	Instructor presentation with slides Facilitated discussion Practical exercise Peer/Instructor review Self-assessment
Evaluation strategies	Observation of students demonstrating their ability to complete each objective.
Lesson objectives	Upon completion of this lesson, student will be able to: • [REDACTED] • [REDACTED] • [REDACTED] • Create necessary pre- and post-meeting paperwork.

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Practical Exercise 10

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Slide #	Slide Content	Instructor Information
Slide 1	Practical Exercise 10 pt 2 Brief [REDACTED]	Practical Exercise 10 pt 2 brief - [REDACTED] [REDACTED]
Slide 2	Introduction	<i>Explain:</i>
Slide 3	Objectives: Student will [REDACTED] [REDACTED] [REDACTED] - Create necessary pre- and post-meeting paperwork	<i>Read objectives and ensure the students understand each one.</i> <i>Tell students:</i> You will be evaluated on your ability to demonstrate completion of each objective.
Slide 4	The Scenario - [REDACTED] [REDACTED]	<i>Read the scenario to the students.</i> <i>Brief students on the following:</i> - What has been learned about the [REDACTED] - What information has been obtained/verified? [REDACTED] - Can we [REDACTED] What ifs? - Criminal information – prosecution? - Testify? - Provisions? “Universal” approaches to the “Problem?”
Slide 5	Practical Exercise Instructions	<i>1. Divide into groups of 3.</i>

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Practical Exercise 10

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	b7E	2. <i>Each group of 3 will be assigned a role player.</i> 3. <i>The role player will select one student to start the exercise.</i> 4. <i>The student will then approach the role player and</i> 5. <i>Rotate through all 3 students (two students observe while one role plays the scenario.)</i> 6. <i>Fill out an evaluation sheet on each student.</i> 7. <i>Debrief students on lessons learned, strengths, and areas for improvement.</i>
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Practical Exercise 10

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Attachment A

Background Information –

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Scenario:

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Other Information:

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Practical Exercise 10

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Practical Exercise 12: [REDACTED] (Part 3 of 4)

Instructor Guide

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	Attachment A (Scenario from PE 13) Student job aide "Steps for [REDACTED]" [REDACTED]
Student prerequisites	N/A

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Lesson time	1 hour Brief with 4 hour Practical Exercise
Lesson overview	The goal of the practical exercise is to review the [REDACTED] [REDACTED] Students will practice [REDACTED] [REDACTED] and discuss it with their peers.

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Teaching strategies	Instructor presentation with slides Practical exercise Peer/Instructor review
Evaluation strategies	Observation of student demonstrating their ability to complete each objective.
Lesson objectives	Upon completion of this lesson, student will be able to: - Identify the elements of [REDACTED] - Develop [REDACTED] [REDACTED] - Discuss [REDACTED] with peers

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Practical Exercise 12:

(Part 3 of 4)

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Slide #	Slide Content	Instructor Information
Slide 1	[REDACTED] (Part 3 of 4)	Practical Exercise 12 Brief - [REDACTED] [REDACTED] art 3 of 4)
Slide 2	Objectives - Identify the elements of an [REDACTED] - Develop a [REDACTED] - Discuss [REDACTED] with peers	<i>Review Objectives</i>
Slide 3	[REDACTED] Overall Approach [REDACTED] [REDACTED] [REDACTED] [REDACTED]	When planning the [REDACTED] perform the following steps: [REDACTED] Finally, coordinate with other agencies and FBI Divisions. You <u>must</u> [REDACTED] [REDACTED]
Slide 4	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	Formulating a [REDACTED] requires [REDACTED] [REDACTED] You then must [REDACTED] [REDACTED] Set a realistic [REDACTED] timeline when you [REDACTED] Finally, discuss [REDACTED] with [REDACTED] supervisors and peers. Ensure that no [REDACTED] [REDACTED] If [REDACTED] necessary [REDACTED]

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Practical Exercise 12: [REDACTED]

(Part 3 of 4)

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Slide #	Slide Content	Instructor Information
Slide 5	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] - Discuss [REDACTED]	When you formulate your [REDACTED] [REDACTED] As always, discuss [REDACTED] with supervisors and peers.
Slide 6	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] - Determine BAP needs - Identify authority(ies) needed to conduct [REDACTED]	[REDACTED] [REDACTED] Discuss [REDACTED] with supervisors and peers. Determine if the Behavior Analysis Program (BAP) team is needed for consultation. Finally, identify what authority (ies) you will need to conduct the [REDACTED]
Slide 7	[REDACTED] - Establish operational objective [REDACTED]	What is your operational objective for your first meeting with the source? Will you [REDACTED] Identify various techniques you might use and analyze which ones will work

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Practical Exercise 12: [REDACTED]

(Part 3 of 4)

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Slide #	Slide Content	Instructor Information
	• [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED]	[REDACTED]
Slide 8	[REDACTED] Design [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED]	Identify [REDACTED] as well as [REDACTED]. In what manner will you [REDACTED]? What are his possible [REDACTED]? [REDACTED]
Slide 9	[REDACTED] • [REDACTED] • Administration • Reporting • [REDACTED] • Validation • [REDACTED]	<i>Briefly discuss [REDACTED] (this is covered in detail in another block.)</i> Determine administrative needs such as meeting agenda, compensation [REDACTED]. [REDACTED] and administrative requirements and authorities. Identify reporting needs/requirements [REDACTED] What [REDACTED] entities, personnel, internal and external will be needed?

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Practical Exercise 12:

(Part 3 of 4)

Slide #	Slide Content	Instructor Information
		[redacted] the (Asset Validation Handbook by HQ division) How will you [redacted] [redacted] Finally, discuss your plan with your team.
Slide 10	[redacted] • [redacted] • [redacted] • [redacted]	When planning for [redacted] [redacted] consider the following. Who will you designate to review the [redacted] How will you [redacted] [redacted] When [redacted] [redacted] consider the following: Identify the [redacted] [redacted] [redacted] will [redacted] be necessary? How will you [redacted] [redacted] determine what authorization is needed to [redacted] [redacted] When [redacted] [redacted] consider the following: [redacted]

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Practical Exercise 12

(Part 3 of 4)

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Slide #	Slide Content	Instructor Information
		How will you [redacted] How was he [redacted] Will [redacted] additional authorities be needed? [redacted]
Slide 11	Questions? Comments?	<i>Read scenario attachment A [redacted]</i> <i>Remind the students that they have previously [redacted]</i> <i>(Part 1) and a [redacted]</i> <i>(Part 2).</i> <i>Brief the students on the following:</i> [redacted] Other points to consider: How do you [redacted] [redacted] What problems might you face? <i>Instruct the students to [redacted]</i> <i>[redacted] for this scenario.</i> <i>When students have finished [redacted]</i> <i>[redacted] divide students into</i> <i>groups of three and instruct them to</i> <i>review their [redacted] with their team</i> <i>members.</i>

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Practical Exercise 12:

(Part 3 of 4)

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Scenario: CT

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Practical Exercise 13 Brief

Part 4 of 4)

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Instructor Guide

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	Attachment A (Scenario)
Student prerequisites	N/A

Lesson time	1 hour Brief with 4 hour Practical Exercise
Lesson overview	The goal of the practical exercise is to allow the student to practice [REDACTED]

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Teaching strategies	Instructor presentation with slides Practical exercise Peer/Instructor review Self-assessment
Evaluation strategies	Observation of student demonstrating their ability to complete each objective.
Lesson objectives	Upon completion of this lesson, student will be able to: [REDACTED] [REDACTED] [REDACTED] - Create necessary pre- and post-meeting paperwork

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Practical Exercise 13 Brief

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(Part 4 of 4)

Slide #	Slide Content	Instructor Information
Slide 1		Practical Exercise 13 Brief –
Slide 2	Exercise Description The goal of the practical exercise is to allow the student to	This is part 4 of a 4-part exercise. Students have already (part 1) (part 2) with the part 3 they
Slide 3	Objectives: Student will • • • • Create necessary pre- and post-meeting paperwork	<i>Tell the students that this exercise will be their second meeting with the source and read the objectives to ensure the students understand each one.</i> <i>Tell students:</i> You will be evaluated on your ability to demonstrate completion of each objective.
Slide 4	The Scenario	<i>Read the scenario (Attachment A).</i> <i>Brief the students on the following points:</i> • Consider the “what ifs”: - Criminal Information/prosecution - Will testify? -

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Practical Exercise 13 Brief

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Slide 5	Practical Exercise Instructions	1. <i>Divide into groups of 3.</i> 2. <i>Each group of 3 will be assigned a role player.</i> 3. <i>The role player will select one student to start the exercise.</i> 4. <i>The student will then approach the role player and [REDACTED]</i> 5. <i>Rotate through all 3 students (two students observe while one role plays the scenario.)</i> 6. <i>Fill out an evaluation sheet on each student.</i> 7. <i>Debrief students on lessons learned and areas for improvement.</i>
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Practical Exercise 13 Brief

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(Part 4 of 4)

Attachment A

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