

~~SECRET~~ WORKING PAPERS

SUMMARY OF EVALUATIONS

(S) [redacted] 02-01
(04/30/2002 - 05/03/2002)

b1
b7E

(Note: Copies of individual course evaluations can be obtained by contacting NSP, [redacted]
[redacted])

b6
b7C
b7E

Overall Average of Scores (based on 1-5 scale, with 5 being the highest rating): 4.26

Overview:

The overall average score for this course reflects that it was well-received by attendees. Many students advised they received valuable information concerning the fundamentals needed to plan and implement an [redacted]. In particular, students noted they received suggestions concerning various operational techniques (i.e., methods to employ to [redacted]) that they could employ in their own cases.

b1
b7E

Review of Attendee Feedback (Each *Feedback* entry is followed by related student comments.):

- Attendees indicated the course introduction was very helpful and set an effective foundation for the rest of the course. In particular, students noted important material, such as the [redacted] was presented in a clear and concise manner. It was suggested that additional time be added to the Introduction and Fundamentals segments at future courses.

b7E

(S) "Good overall introduction to [redacted]"

"Very informative...admin section was especially helpful."

b1
b7E

(S) [redacted] Process segment) gave me many ideas, especially [redacted]

(S) that I will use in an [redacted]

"This class (Fundamentals) was excellent. Should have been twice as long. Very practical."

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REASON: 1.4 (c)
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- (S) - The [] Asset Admin segment was very well received. Attendees noted that the presentation was very helpful and provided much needed guidance regarding the [] paperwork and administrative issues associated with [] assets.

b1
b7E

"This block was extremely helpful in understanding admin/communication requirements from field office to HQ."

"Good overall presentation on difficult topic."

"Very much needed. Paperwork is a complicated issue."

- (S) - Material provided during the Case Study segments was very valuable, providing students with recommendations concerning useful operational methodology. Several students suggested that additional and more timely [] case studies be incorporated in future courses. (S) Efforts should also be made to include additional [] case studies.

b1
b7E

"Good information. Case study format is an effective learning tool."

"Good presentation, but more current case which addresses policies/procedures...would have been more beneficial."

*"Good case study, but we need more current cases.
We need more ideas that would work in our Bureau today."*

- Many found the INS briefing to be beneficial. SAs indicated that the presenter provided very pertinent data that would be of assistance to their own field investigations.

"Good info on how INS works. Good info on []"

"Excellent speaker and excellent info. Extremely pertinent."

- (S) - Students suggested that the presenter of the [] segment provide more case examples to support the behavioral issues that were discussed. It was also recommended that the instructor clearly state the goals of the presentation at the very outset of the segment.

b1
b7E

(S) *"Needed to be [] specific."*

(S) *"Needs transition to application for []"*

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STATISTICAL COURSE EVALUATION FOR NSP [REDACTED] INSTRUCTION										
(S)	Course Title [REDACTED]			02-01						
04/30/02 - 05/03/02										
	Block of Instruction:			5	4	3	2	1	0	Total:
(S)	[REDACTED] Process (Parts 1 & 2), Introduction [REDACTED]			14	13	0	0	0	0	4.52
(S)	[REDACTED] Process (Part 3), Fundamentals [REDACTED]			14	10	4	0	0	0	4.36
	[REDACTED]			2	14	7	1	2	0	3.50
(S)	[REDACTED] Ops in [REDACTED] Environment [REDACTED]			21	4	1	1	0	0	4.67
(S)	[REDACTED] Asset Admin Matters [REDACTED]			9	15	2	0	1	0	4.15
	[REDACTED] IBAP [REDACTED]			7	4	3	0	0	0	4.29
(S)	[REDACTED] & [REDACTED]			5	14	6	0	1	0	3.85
	[REDACTED] Considerations [REDACTED]			12	11	3	0	1	0	4.22
(S)	[REDACTED] Case Study #1 [REDACTED]			8	8	7	1	1	0	3.84
	[REDACTED]			11	14	1	0	0	0	4.38
(S)	[REDACTED]			20	4	1	1	0	0	4.65
(S)	[REDACTED] Case Study #2 (Former [REDACTED]			18	3	0	0	0	0	4.86
(S)	[REDACTED] Ops in [REDACTED] Environment [REDACTED]			5	16	3	0	0	0	4.08
(S)	[REDACTED] and the [REDACTED]			2	1	1	0	0	0	4.25
Totals:				148	131	39	4	6	0	4.26

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b1
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b7C
b7E

Overall Average: 4.26

AGENDA

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(S) [redacted] Course
April 30 - May 3, 2002
Schedule

b1
b7E

Time	Tuesday 30	Wednesday 1 (S)	Thursday 2	Friday 3
8:00	(S) Intro/Admin: Intro to [redacted] Process [redacted]	[redacted] Ops in the [redacted] Environment	[redacted] (S)	[redacted] Ops in the Environment [redacted] (S)
9:00	(S) [redacted] Process (Part I) [redacted] (S) [redacted] & Admin Process [redacted]	(S) [redacted] Ops in the [redacted] Environment (Con't)	(S) [redacted] Issues (Con't)	[redacted]
10:00	(S) [redacted] Process (Part (S) II) [redacted] [redacted] Cycle	(S) [redacted] Asset Admin Matters (S) [redacted]	[redacted]	Course Summary; Attendee Input; Materials Packing & Mail Prep
11:00	(S) [redacted] Process (Part (S) II) [redacted] [redacted] (Con't) (S)	(S) [redacted] Process (Part IV): Analysis of [redacted] (S)	(S) [redacted] Case Study #2 (Guest Speaker) (11 - 12:30)	Lunch
12:00	Lunch	Lunch	Lunch	Bus Leaves
1:00	(S) [redacted] Process (Part III): Fundamentals [redacted]	(S) [redacted] and [redacted]	BAP [redacted]	
2:00	(S) [redacted] Process (Part III): Fundamentals (Con't)	[redacted] Considerations (Lab [redacted])	Practical Problems	
3:00	(S) [redacted] (S)	(S) [redacted] Case Study #1 [redacted] (S)	[redacted] Case Study #3 (Guest Speaker)	
4:00	(S) [redacted] (S) (Con't)	(S) [redacted] Case Study #1 [redacted] (Con't)	(S) [redacted] Case Study #3 (Guest Speaker) (Con't)	

b1
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b7E

Class Roster

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Last Name	First Name	Middle Name	FO

b6
b7C
b7E

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National Security Programs

(S) [redacted] Course

July 30 - August 2, 2002

Schedule

b1
b7E

Time	Tuesday 30	Wednesday 31	Thursday 1	Friday 2
8:00	(S) Intro/Admin; Intro to [redacted] Process [redacted]	(S) [redacted]	[redacted]	(S) [redacted] Ops in the Environment [redacted]
9:00	(S) [redacted] Process (Pt I): [redacted] Admin Process [redacted]		[redacted]	[redacted]
10:00	(S) [redacted] Process (Pt II): [redacted]	(S) [redacted] Preparing a [redacted] [redacted]	(S) [redacted]	Course Summary; Attendee Input; Materials Packing & Mail Prep (Staff)
11:00	(S) [redacted] Process (Pt III): [redacted]		(S) [redacted] Case Study #2 (Case) (11:00 - 12:30)	LUNCH
12:00	LUNCH	LUNCH	LUNCH	Bus Leaves
12:30				
1:00	(S) [redacted] Process: Fundamentals [redacted]	(S) [redacted]	[redacted]	
1:30			(S) [redacted] Case Study #3 [redacted]	
2:00		[redacted] Considerations [redacted]		
3:00	(S) [redacted] Ops in the Environment [redacted]	(S) [redacted] Case Study #1 [redacted]	(S) [redacted] Case Study #4 (Case) [redacted]	
4:00		(S) [redacted] Case Study #1 (Con't) (Video Tape)		

b1
b7E

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FBI031039

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STATISTICAL COURSE EVALUATION FOR NSF [REDACTED] INSTRUCTION

(S) Course Title [REDACTED] 02-02
07/30/02 - 08/02/02

b1
b7E

Block of Instruction:		5	4	3	2	1	0	Total:
(S)	[REDACTED] Process (Parts 1 & 2), Introduction							4.36
	[REDACTED] Process (Part 3), Fundamentals							4.88
(S)	[REDACTED] Ops in [REDACTED] Environment							4.64
(S)	[REDACTED]							3.88
(S)	[REDACTED] Preparing a [REDACTED]							4.71
(S)	[REDACTED]							4.12
	[REDACTED] Considerations							4.58
(S)	[REDACTED] Case Study #1							4.30
	[REDACTED]							4.84
(S)	[REDACTED]							4.24
(S)	[REDACTED] Case Study #2 (Former							4.56
	[REDACTED] Case Study #3							4.84
(S)	[REDACTED] Case Study# [REDACTED] Case)							4.42
	[REDACTED] Ops							4.56
	[REDACTED]							4.75
Totals:								4.51

b1
b6
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Overall Average: 4.51

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ACLURM031520

FBI031040

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National Security Programs

(S) [redacted] Course

April 30 - May 3, 2002

Schedule

b1
b7E

Time	Tuesday 30	Wednesday 1	Thursday 2	Friday 3
8:00	(S) Intro/Admin: Intro to [redacted] Process [redacted]	(S) [redacted] Ops in the [redacted] Environment [redacted]	[redacted]	(S) [redacted] Ops in the [redacted] Environment [redacted]
9:00	(S) [redacted] Process (Part I) [redacted] (S) [redacted] & Admin Process [redacted]	(S) [redacted] Ops in the [redacted] Environment (Con't) [redacted] (S)	(S) [redacted]	[redacted]
10:00	(S) [redacted] Process (Part II) [redacted] [redacted]	(S) [redacted] Asset Admin Matters [redacted]	[redacted]	Course Summary; Attendee Input; Materials Packing & Mail Prep
11:00	(S) [redacted] Process (Part III) [redacted] (Con't) [redacted]	(S) [redacted] Process (Part IV): Analysis of [redacted] (S) [redacted]	(S) [redacted] Case Study #2 (Guest Speaker) (11 - 12:30)	Lunch
12:00	Lunch	Lunch	Lunch	Bus Leaves
1:00	(S) [redacted] Process (Part III): Fundamentals [redacted]	(S) [redacted]	BAP [redacted]	[redacted]
2:00	(S) [redacted] Process (Part III) [redacted] (Con't) [redacted]	[redacted] Considerations (Lab [redacted])	Practical Problems	[redacted]
3:00	(S) [redacted]	(S) [redacted] Case Study #1 [redacted]	(S) [redacted] Case Study #3 (Guest Speaker)	[redacted]
4:00	(S) [redacted] Profiling [redacted] (Con't)	(S) [redacted] Case Study #1 [redacted] (Con't)	(S) [redacted] Case Study #3 (Guest Speaker) (Con't)	[redacted]

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FBI031041

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STATISTICAL COURSE EVALUATION FOR NSP [REDACTED] INSTRUCTION

(S) Course Title [REDACTED] 02-01
04/30/02 - 05/03/02

b1
b7E

Block of Instruction:		5	4	3	2	1	0	Total:
(S)	Process (Parts 1 & 2), Introduction [REDACTED]						0	4.52
	Process (Part 3), Fundamentals [REDACTED]						0	4.36
	[REDACTED]						0	3.50
(S)	Ops in [REDACTED] Environment [REDACTED]						0	4.67
(S)	Asset Admin Matters [REDACTED]						0	4.15
	BAP [REDACTED]						0	4.29
(S)	[REDACTED]						0	3.85
	[REDACTED] Considerations [REDACTED]						0	4.22
(S)	Case Study #1 [REDACTED]						0	3.84
	[REDACTED]						0	4.38
(S)	[REDACTED]						0	4.65
(S)	Case Study #2 (Former [REDACTED])						0	4.86
(S)	[REDACTED] Ops in [REDACTED] Environment [REDACTED]						0	4.08
(S)	[REDACTED]						0	4.25
Totals:							0	4.26

b1
b6
b7C
b7E

Overall Average: 4.26

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SUMMARY OF EVALUATIONS

(S)

6/17/2003 - 6/20/2003

b1
b7E

(Note: Copies of individual course evaluations can be obtained by contacting CD, [redacted])

b6
b7C
b7E

Overall Average Score for In-Service(based on 1-5 scale, with 5 being the highest rating): 4.24

Overview:

(S) The overall average score indicates that the [redacted] In-Service was well received. Students
(S) advised they obtained valuable information concerning the [redacted] process, analytical support, and
investigative tools that can be used to support [redacted] Many also noted that the
(S) guest speakers were informative and provided helpful material regarding [redacted]
effective operational methodology, and potential problem areas to avoid.

b1
b7E

(S) Some attendees indicated the in-service concentrated primarily on [redacted]
(S) cases. It was suggested that future courses include segments on [redacted]
(S) [redacted]

b1
b7E

Review of Attendee Feedback: (Instructional blocks that received similar and multiple comments, suggestions, etc., on course evaluations are addressed below. Each "Feedback" entry is followed by related student comments.)

(S) [redacted] Process (Parts 1, 2, & 3)

b1
b7E

(S) Attendees advised the three opening blocks on the [redacted] Process effectively addressed the
(S) basic [redacted] process. However, several suggested that a single case example be used throughout
the three blocks to clearly illustrate [redacted] and address topics such as:
administrative requirements [redacted] operational
planning [redacted] issues with other [redacted]
(S) issues [redacted] source validation; and, [redacted] issues. Although all of these
subjects were addressed in subsequent in-service presentations, some students believed they
would be more easily understood if they were initially addressed in this format.

b1
b7E

It was also recommended that the instructor define all acronyms used during the presentation:

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"Good intro for laying ground-work."

"Good overview."

"...it would be helpful to use a case study to tie everything together."

"More real life, practical examples."

"Examples of the process instead of just defining the process might help."

"Some of the use of jargon and acronyms may been difficult for the newer people."

"Consider those who are not knowledgeable of acronyms."

(S) *"Less time should be spent on what to do after [redacted], but on how the FBI Case Agent*
(S) *[redacted] This would be best done via case studies (i.e., old cases whose sensitivities have*
(S) *been diminished). Attendees need examples of [redacted]*
[redacted] etc.)"

b1
b7E

CD [redacted] Comments: Consideration will be given to incorporating a case example into the three opening blocks of instruction to support covered material. Additionally, the instructor will be advised to explain all acronyms used during future presentations.

b7E

Operations

b7E

This block received very high scores from the class. Students indicated the instructor was interesting, well organized, and used effective case examples throughout the presentation.

"Very interesting and insightful."

"Very informative – great speaker."

"Excellent, energetic presentation. Very relevant."

"Presentation was great. Excellent illustration of case study and how [redacted] can be effective."

b7E

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"Excellent introduction to [redacted] ops. Very good examples for future ops."

b7E

(S) Guest Speaker #1 [redacted]

(S) Attendees indicated this block was very informative and addressed valuable topics (i.e.; various operational problems that may arise during [redacted] etc.). Students did note that the speaker was soft-spoken and suggested a microphone be used during future presentations.

b1
b7E

"Very interesting..."

"Best segment of the day."

"Great opportunity to better understand the operation of [redacted]"

"Speaker should have had a microphone..."

"Had difficulty hearing the speaker – maybe use a microphone next time."

CD [redacted] omments [redacted] will ensure the speaker uses a microphone in the future.

b7E

[redacted] Issues

(S) Although many found this segment to be beneficial, a number of students advised that the instructor covered a large amount of material. Attendees recommended that hand-outs be provided at the next [redacted] In-Service to augment the presentation and assist students in better understanding, recalling, and effectively using the considerable quantity of [redacted] addressed during the block.

"Very knowledgeable with topic."

"Great presentation on important topic."

b1
b7E

"Very helpful in defining [redacted] etc."

"Would have been more effective if we had hand-outs re. info presented."

"...information would have been aided with some sort of hand-out."

"Too much info too fast. Need hand-outs to keep track..."

"Provide written material re processes for getting [redacted] etc."

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CD [] Comments: The instructor will be requested to provide appropriate hand-out material (i.e., copies of the PowerPoint presentation, etc.) in the future.

b7E

Analysis

(S) [] This block was informative and provided helpful details concerning the role of analysis in [] Some suggested that additional cases examples be used to detail how analysis has been used to assist []

"Good overview of the program..."

"...needs to have more hands-on examples so that application is better realized and understood."

b1
b7D

"...better presented using case studies/examples..."

"...maybe (include) specific examples."

CD [] Comments: The instructor will be requested to include additional case examples in future presentations.

Behavioral Analysis Program (BAP)

(S) [] This segment received very high scores from course attendees. Many noted the block was very valuable and clearly detailed how behavioral analysis could be used to support []
(S) [] Some suggested that the block be allotted more time in future [] course agendas.

b1
b7E

"One of the most valuables segments."

"Good tool to assist investigations."

"Behavioral issues are key to being successful in the field. We should expand this block to practical exercises to learn how to read non-verbals and human behavior."

"Very relevant."

"...(give) more time to the presentation."

CD [] Comments: Consideration will be given to expanding this block at future in-services.

b7E

b7E

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Students advised that although interesting, the instructor did not effectively convey how

"Very interesting. I did not know they even existed."

"...lack of examples of contributions to FBI ops."

"More focus on [redacted] ops and cooperation."

b1
b7E

(S) "...how [redacted] can work with us to [redacted] was not communicated.
Didn't tie-in with the theme of course."

(S) "Maybe more on ops that [redacted] work together or how [redacted]"

b7E

CD [redacted] Comments: Consideration is be given to replacing this block with presentations on cultural awareness issues or role-playing exercises.

STATISTICAL COURSE EVALUATION FOR CD										INSTRUCTION					
(S)	In-Service Title									(03/01)					
06/17/03 - 06/20/03															
Block of Instruction:									5	4	3	2	1	0	Total
(S)		Process, Part 1							4	10	10	1	0	0	3.68
		Process, Part 2							5	10	9	1	0	0	3.76
		Process, Part 3							3	10	9	1	0	0	3.65
(S)		Case Study							16	10	1	0	0	0	4.56
		Operations							22	3	0	0	0	0	4.88
(S)		Guest Speaker #							19	3	1	0	0	0	4.78

b1
b7E

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(S)			18	7	1	0	0	0	4.65
	Considerations		14	10	0	0	0	0	4.58
	Issues		16	10	1	0	0	0	4.56
	Analysis		5	12	8	0	0	0	3.88
(S)	Guest Speaker #2		18	7	0	0	0	0	4.72
(S)	Guest Speaker #3 (Former		17	6	1	1	0	0	4.56
(S)			17	5	2	1	0	0	4.52
	BAP		22	3	0	0	0	0	4.88
(S)	FBIHQ	Program	5	15	4	0	0	0	4.04
(S)	Case Study		15	8	1	0	0	0	4.58
(S)	FB		9	14	3	0	0	0	4.23
			6	8	10	2	0	0	3.69
Totals			231	151	61	7	0	0	
Overall In-Service Evaluation			10	11	4	0	0	0	
Overall Average: 4.24									

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(S) **Agenda**
6/17/2003 - 6/20/2003

Time	Tuesday 6/17	Wednesday 6/18	Thursday 6/19	Friday 6/20
8:00	Intro/Admin: 	 	(S) 	(S)
8:30				
9:00	(S) Process (Pt. I): Admin: 			Course Summary/Admin (Staff)

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9:30		(S) [redacted]		
10:00	(S) [redacted] Process (Pt. 2);			Bus #1 Leaves
10:30	[redacted]		BAP [redacted]	
11:00	(S) [redacted] Process (Pt. 3)	(S) [redacted] Guest Speaker #2	[redacted]	Lunch
12:00	Lunch	Lunch	Lunch	Bus #2 Leaves
1:00	[redacted] Dns [redacted]	(S) Guest Speaker #3 Former [redacted]	(S) [redacted] Case Study [redacted]	
3:00	(S) [redacted] Case Study-	[redacted] Considerations [redacted]	(S) FB [redacted] Ops [redacted]	
4:00	(S) [redacted] Guest Speaker #1	(S) Analysis [redacted]	(S) FBIHQ [redacted] rogram [redacted]	

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(*Evaluations unavailable due to administrative reasons.)

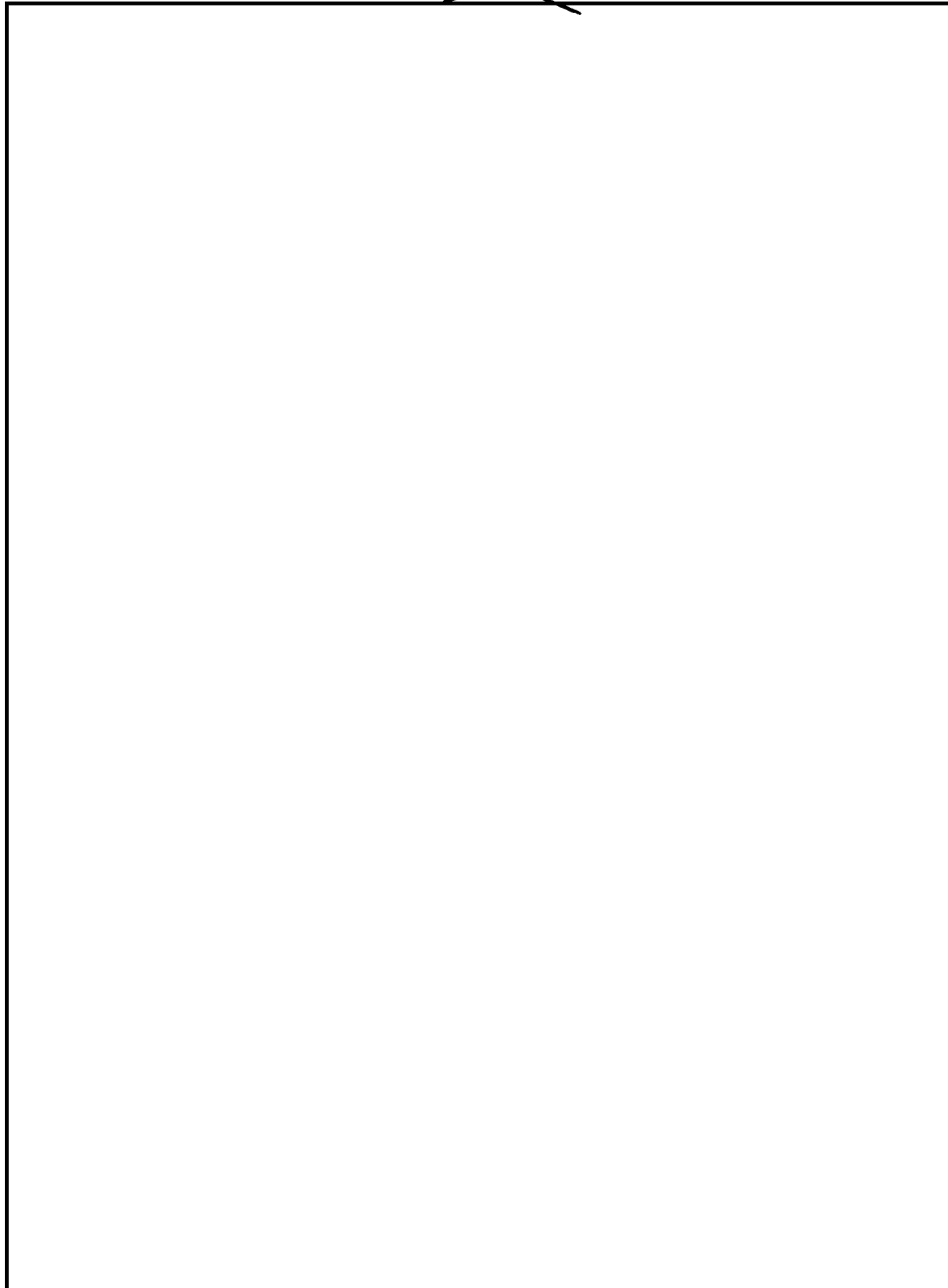
Class Roster:

Last Name	First	Middle	Title	FO
[redacted]				

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b7E

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(S)

~~Secret/Orcon/Noform~~

•

• Summarizes

(S)

• Investigative priorities of FBI

~~Secret/Orcon/Noform~~

b1
b7A
b7E

(S)

~~Secret/Orcon/Noform~~

• managed

(S)

• investigative focus

~~Secret/Orcon/Noform~~

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(S)

~~Secret/Orcon/Noform~~
[Redacted]

POCs

(S)

[Redacted] matters, UC [Redacted]
[Redacted]

(S)

[Redacted] matters, UC [Redacted]
[Redacted]

(S)

[Redacted] UC [Redacted]
[Redacted]

(S)

[Redacted] UC [Redacted]
[Redacted]

~~Secret/Orcon/Noform~~

b1
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b7A
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(S)

~~Secret/Orcon/Noform~~
[Redacted]

Matters: POCs

(S)

[Redacted]

(S)

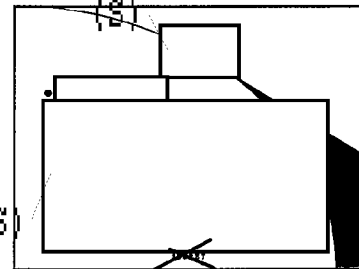
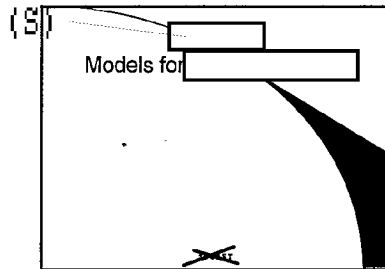
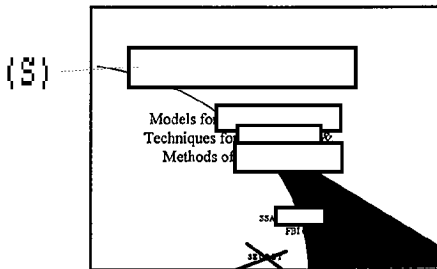
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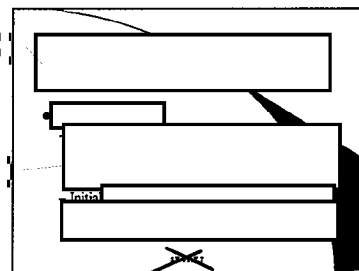
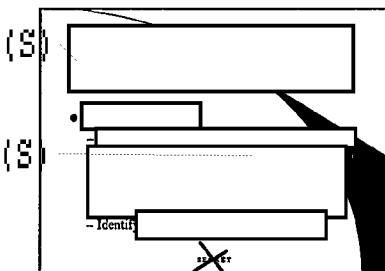
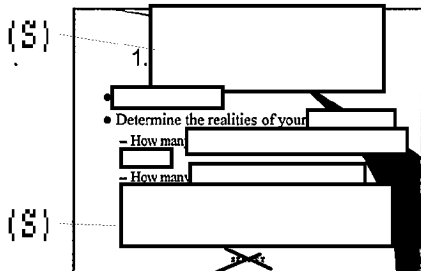
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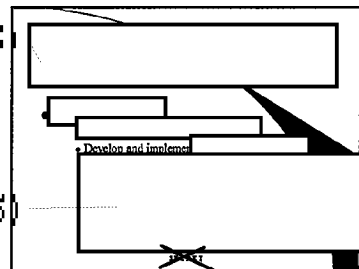
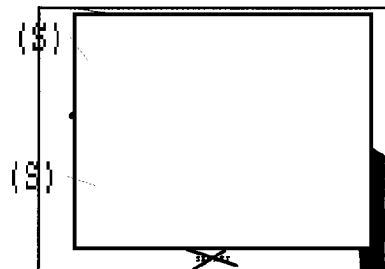
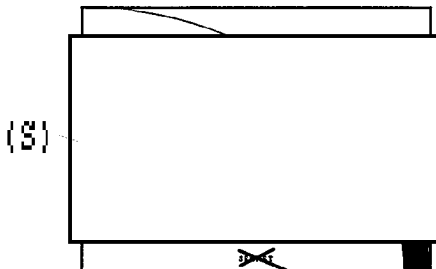
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DATE: 11-18-2011
CLASSIFIED BY 65179 DMH/SBS
REASON: 1.4 (c)
DECLASSIFY ON: 11-18-2036

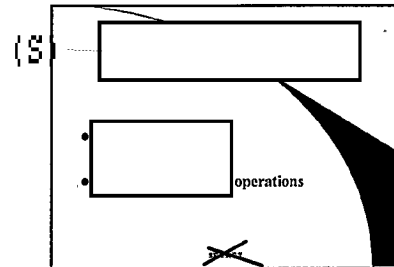
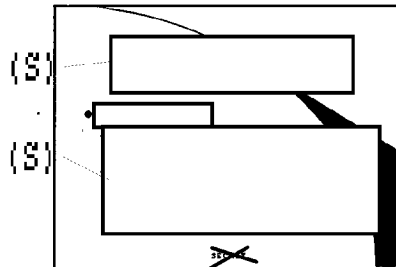
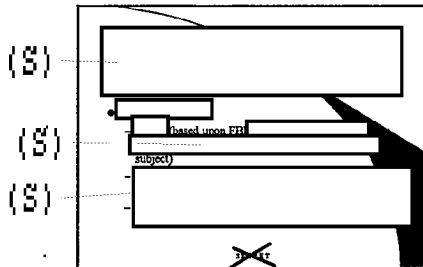
ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED EXCEPT
WHERE SHOWN OTHERWISE

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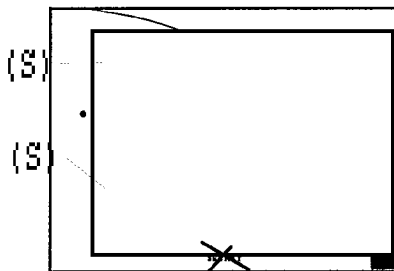
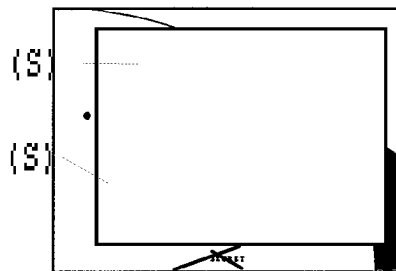
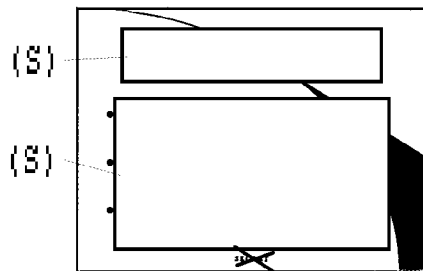
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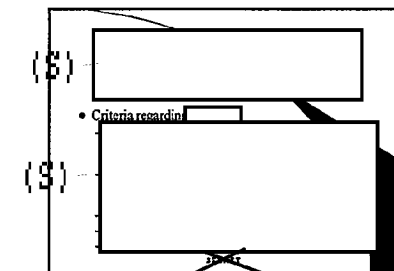
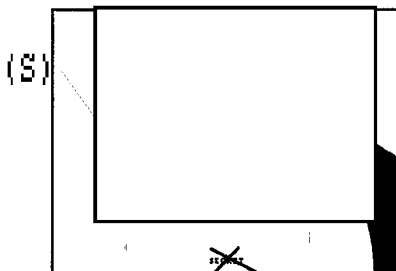
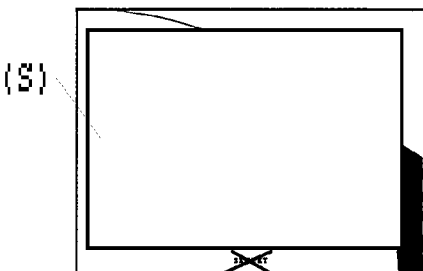
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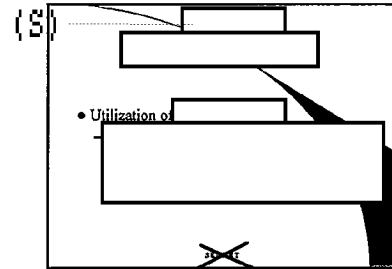
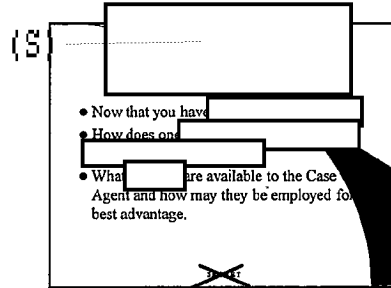
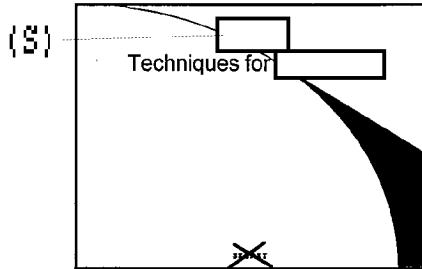
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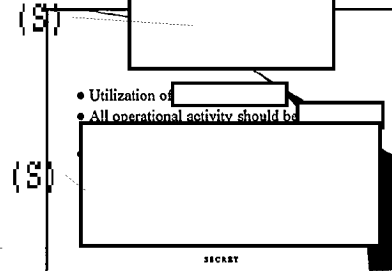
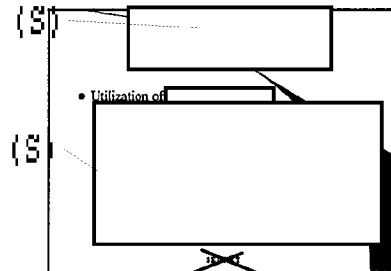
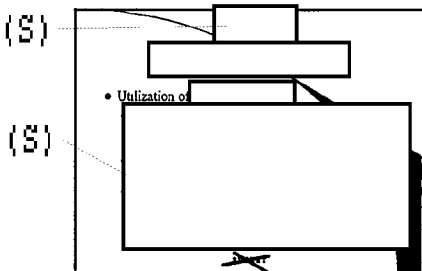
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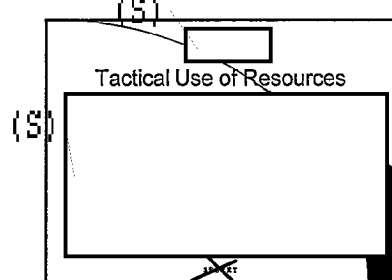
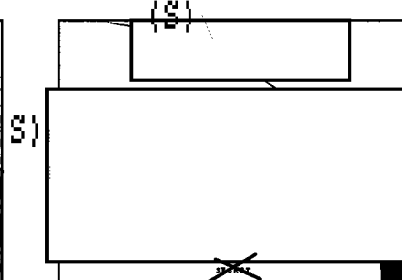
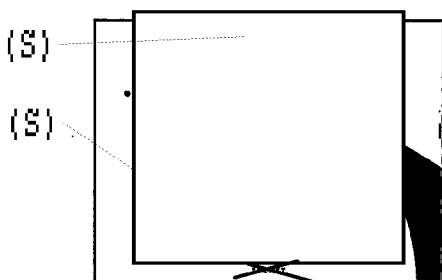
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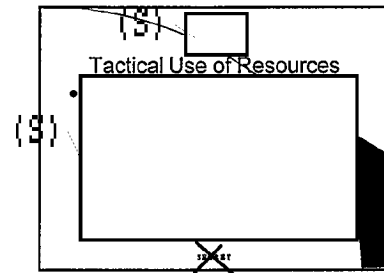
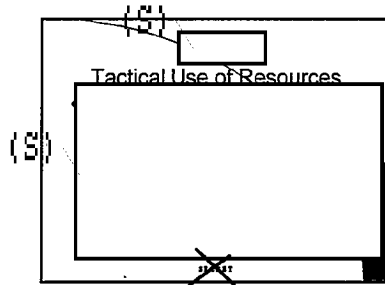
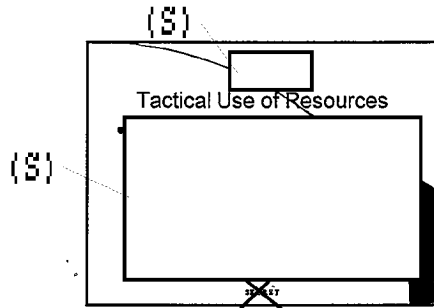
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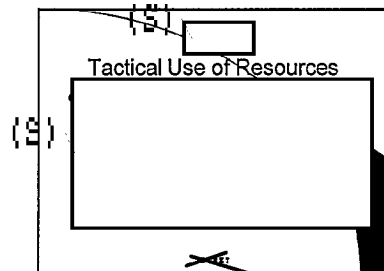
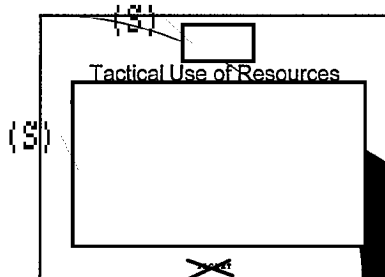
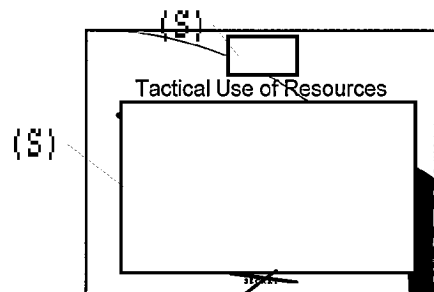
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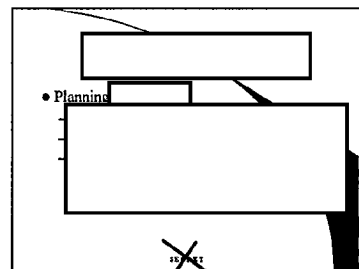
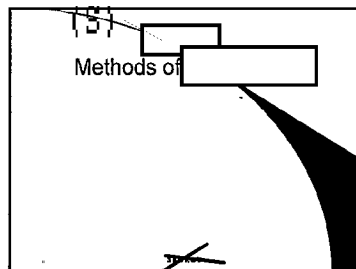
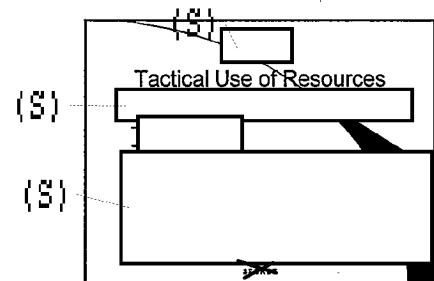
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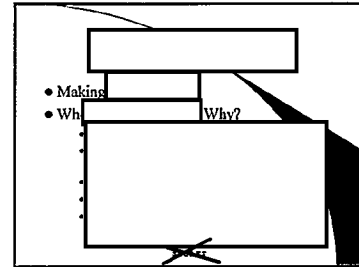
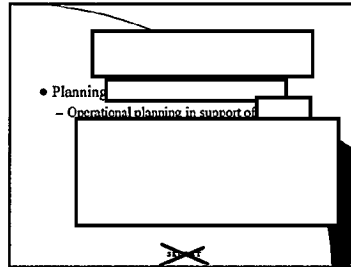
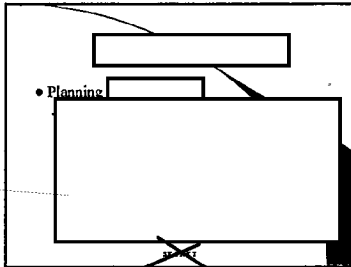


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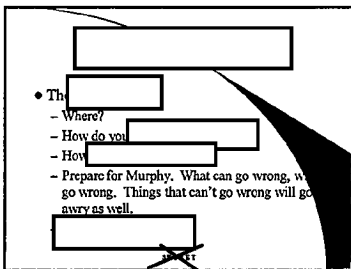
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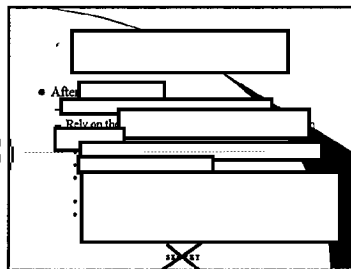
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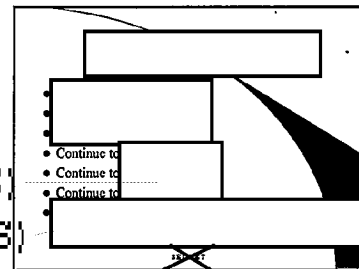
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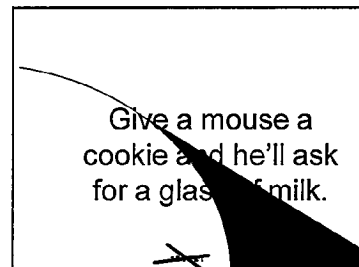
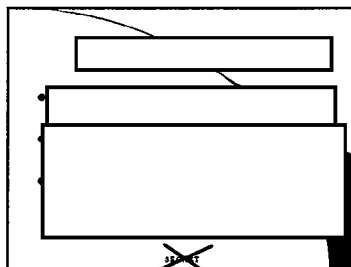
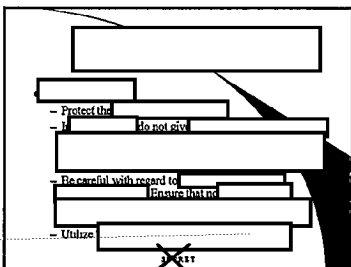


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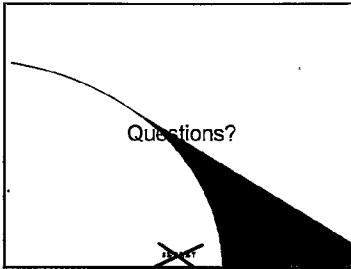
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Outline - CIOPs

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Definition of

(Slide).

(S)

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* Do we actually

* Think of

- you see

- you find

- you

- you do

- you

- you

- you

b7E

(S)

I.

(show logic model Slide)

b7E

(S)

II. Ethics..

(Read inside

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(S)

III. How do we get

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A.

1.

2.

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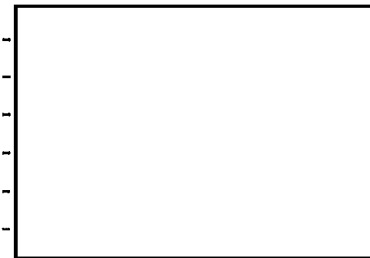
B.

what?

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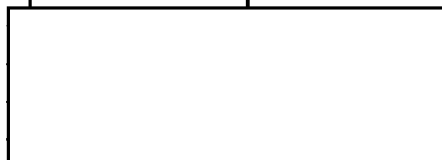
b7E

C [redacted] how?



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- Tools of [redacted]



D [redacted] when? how?

- all the above [redacted]

b7E

- this will [redacted]

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E. [redacted] .how? what?

- you are [redacted]
- teach [redacted]
[redacted]

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F. [redacted] why? when?

[redacted]

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(S) IV.

[redacted]

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FEDERAL BUREAU OF INVESTIGATION

Found on

b7E

Precedence: ROUTINE

Date: 11/16/2006

To: All Divisions
All Legats

Attn: All ASACs, CSO
Attn: Legat

From: Counterintelligence

Contact: UC

Approved By:

Drafted By:

gs

(S) Case ID #: (S)
(S)

(S) Title: (X)

(S) Synopsis: (X) Guidance and regarding a

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

(S) Details: (X)

b1
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b7A
b7C
b7E

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b1
b7E

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

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ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED EXCEPT
WHERE SHOWN OTHERWISE

~~SECRET~~

To: All Divisions From: Counterintelligence

Re: ~~(S)~~ [redacted] ~~(S)~~ [redacted]
11/16/2006

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[redacted]

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~~(S)~~ The Counterintelligence Division, thorough [redacted]
[redacted]

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[redacted]

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HOW TO [redacted]

(S)

[redacted]

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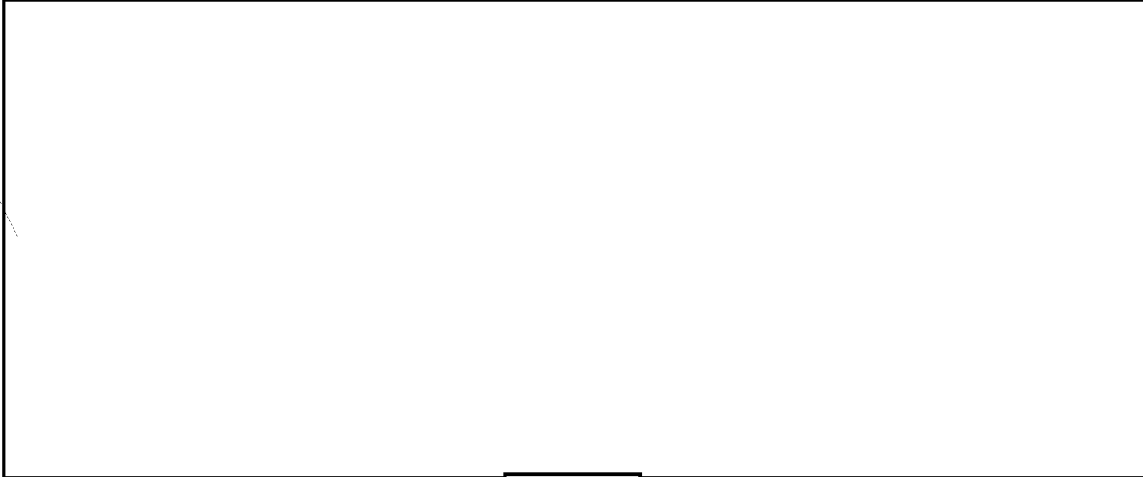
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(S) To: All Divisions From: Counterintelligence
Re: ~~(S)~~ [redacted] ~~(S)~~ [redacted]
11/16/2006

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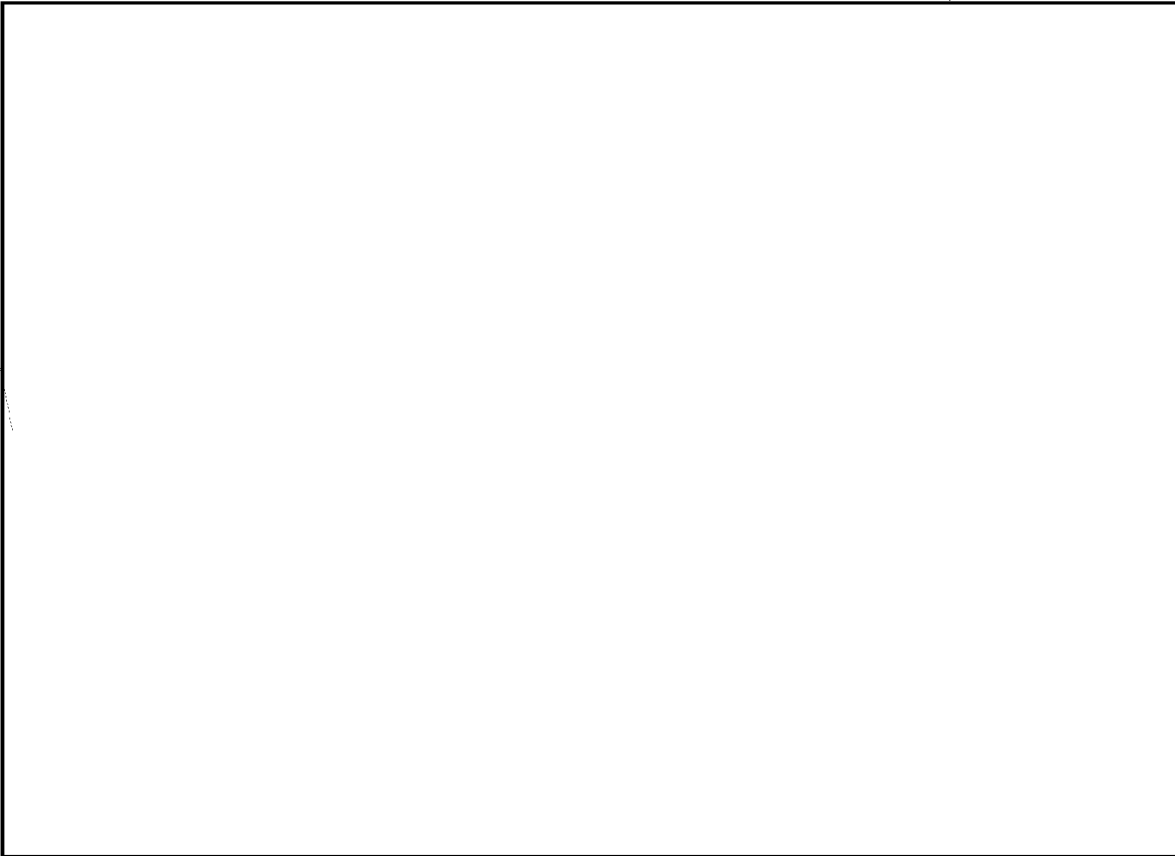
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The EC should be mailed to [redacted] Room 4859, or secure faxed to [redacted] Text for this EC should not be uploaded.

(S)



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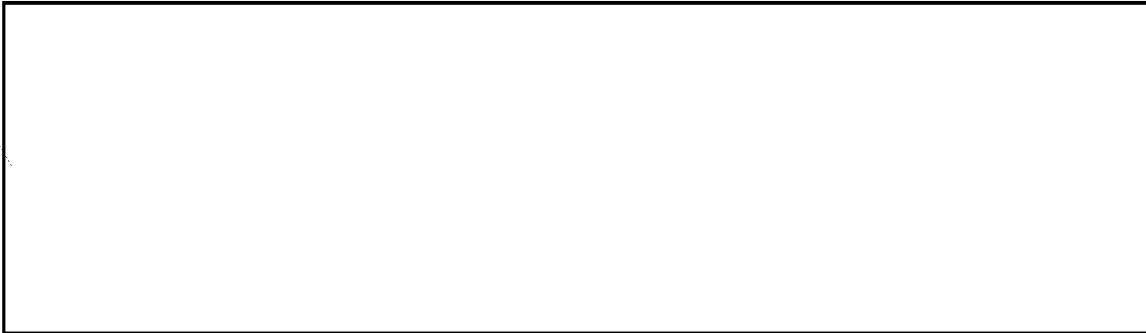
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(S) To: All Divisions From: Counterintelligence
Re: ~~(S)~~ [redacted] ~~(S)~~ [redacted]
11/16/2006

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(U) Questions or concerns may be addressed to UC

[redacted] or IA [redacted]
[redacted] who is the SAS program manager in [redacted]

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~~SECRET~~

(S) To: All Divisions From: Counterintelligence
Re: ~~(S)~~ [REDACTED] ~~(S)~~ [REDACTED]
11/16/2006

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LEAD(s):

Set Lead 1: (Action)

ALL DIVISIONS

(U) CSOs are requested to bring the contents of this EC to the attention of employees.

Set Lead 2: (Action)

ALL LEGATS

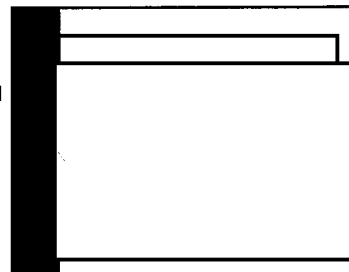
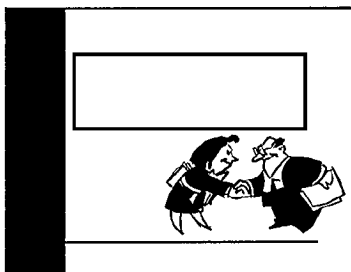
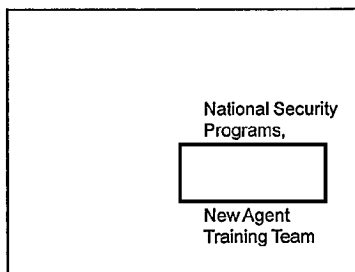
(U) Legats are requested to bring this to the attention of all Legat office personnel.

♦♦

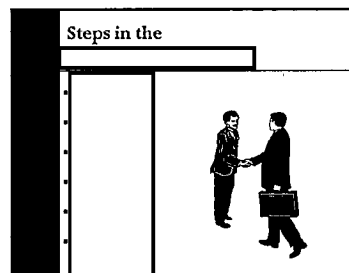
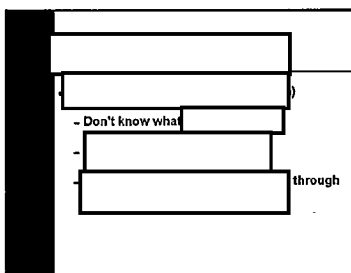
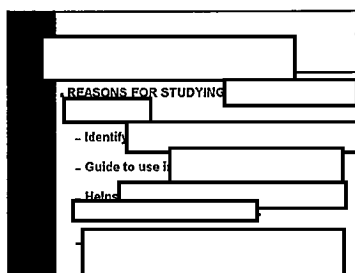
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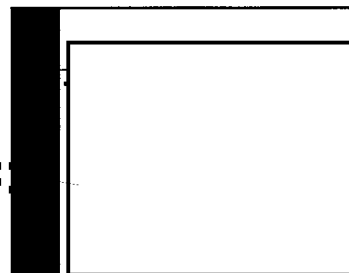
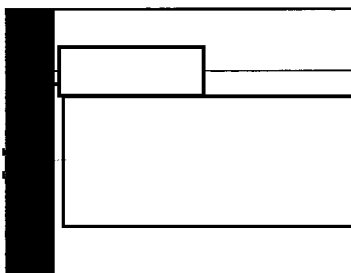
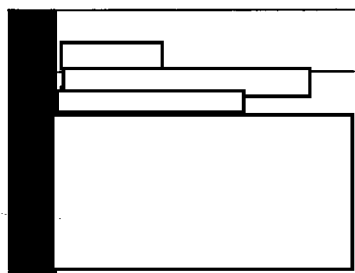
7/19/2011



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

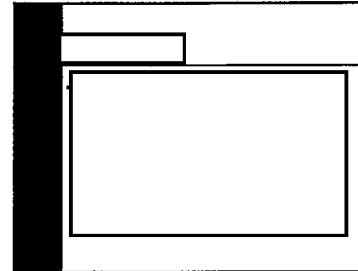
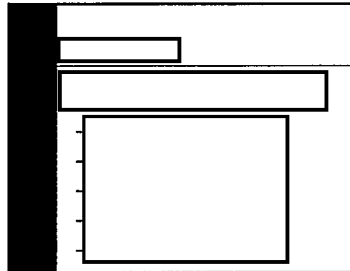
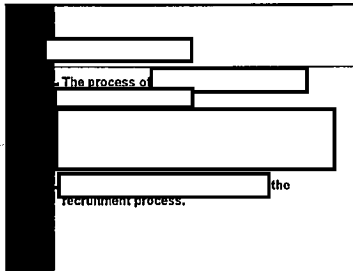
ALL INFORMATION CONTAINED
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WHERE SHOWN OTHERWISE

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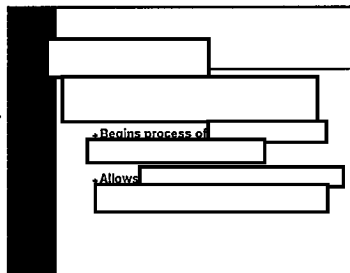
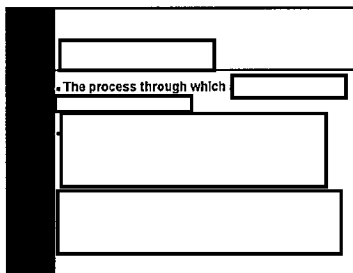
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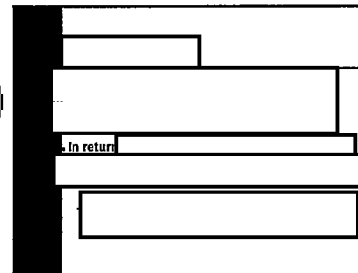
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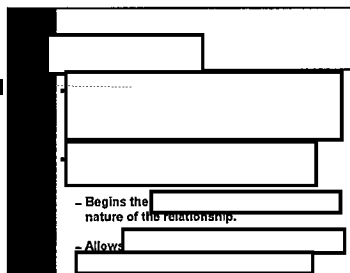
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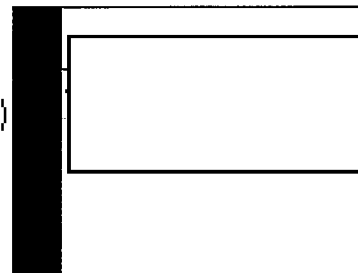
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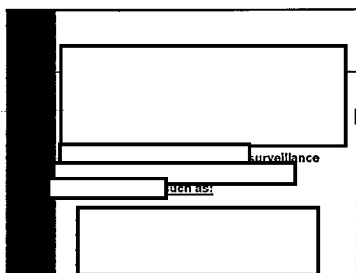
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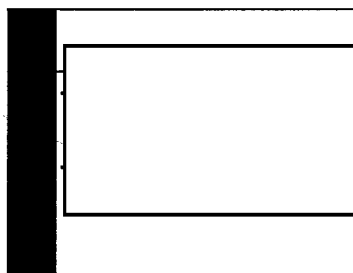
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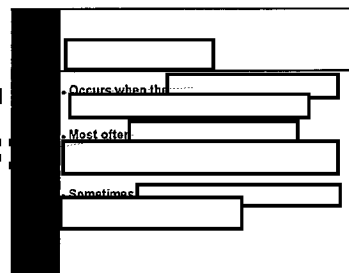


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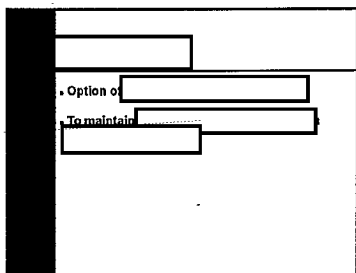
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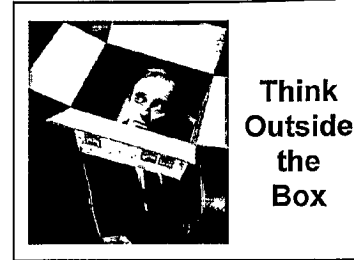
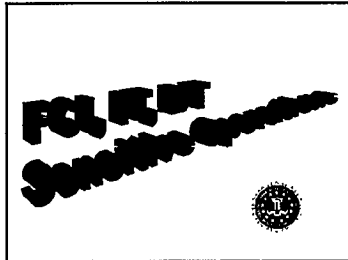
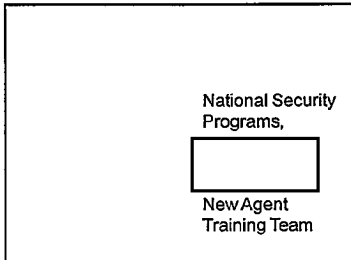
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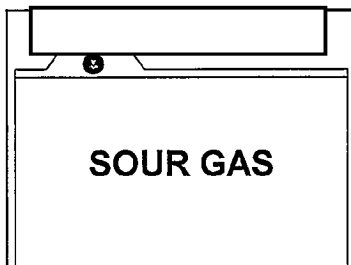
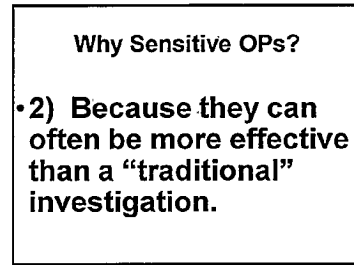
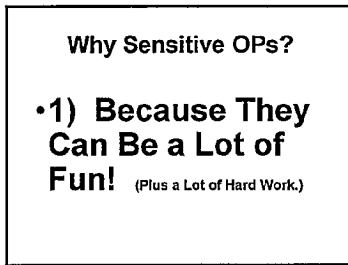
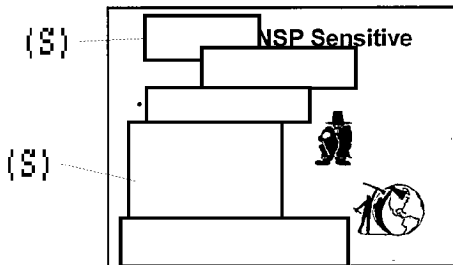
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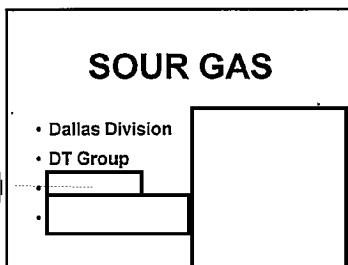
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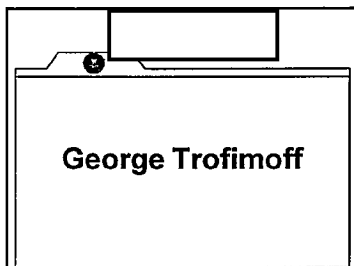


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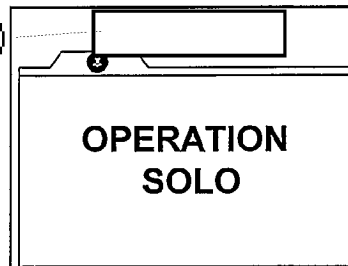
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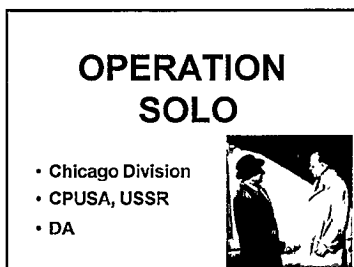
George Trofimoff

- Tampa Division
- Committed Espionage for East Germany and Soviet Union
- False Flag

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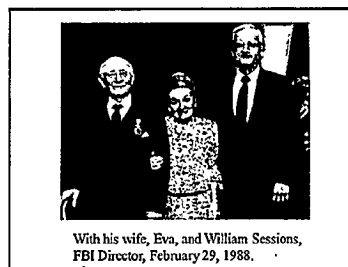
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- Chicago Division
- CPUSA, USSR
- DA

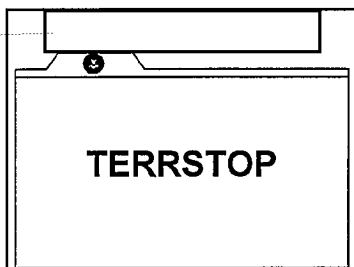


In the Kremlin with Leonid I. Brezhnev, General Secretary of the Communist Party of the Soviet Union, and others.



With his wife, Eva, and William Sessions, FBI Director, February 29, 1988.

(S)



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TERRSTOP

- New York Division
- IT Group



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SECTION I

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Section II

UNITED STATES INTELLIGENCE AND COUNTERINTELLIGENCE

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- 3 -

Read
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DOA
could not

WRITTEN &
DEVELOPED
BY ME - NEVER
USED (Group Etc.)

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