

the Federal Law Enforcement Training Center

Journal



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KEN KEENE
Deputy Director
FLETC

It is a great pleasure for me to be asked to comment on this latest edition of what has matured into a meaningful, quality publication. As I reviewed the FLETC Journal, I was struck by the robust variety and quality of each article. Each law enforcement-related contribution is an excellent product that focuses on a distinct area of concern to the greater community — our training partners and customers. We often tell our counterparts at the Department of Homeland Security that the FLETC has an inexhaustible supply of experts well versed in any law enforcement topic, which is brought to the table for discussion. This volume is an absolute testament to that expressed position. Likewise, the previous editions of the Journal have served to educate the readers on diverse law enforcement issues and training advances, as well as, to showcase the expertise of the FLETC and Partner Organization staff in this consolidated training environment.

Quite frankly, I read the short piece in this edition on Andy Smotzer with particular interest. I was the Assistant Director of Training when the latest request to begin publishing what is now known as the FLETC Journal was submitted for approval. Honestly, I was skeptical that sufficient material and long term commitment could be generated to continue this effort. It is with great pride that I report the FLETC Journal's perseverance and growth to the relevant status that it holds today. The Director recently talked in a public forum about the "passion" which the work force has demonstrated so often to our visiting dignitaries. Generally that passion is a reference to the commitment the work force has to the students and to preparing them for their journey and career. Clearly, that passion translates to the topical articles that are presented in each edition of the FLETC Journal. I commend and compliment the authors and other contributors for their continuing efforts, along with the outstanding work of the layout and editorial staff that result in the professional publication we enjoy as the FLETC Journal. It is a job well done that represents the talent and expertise of many of our best and brightest for our most worthy mission — "Training those who protect our Homeland."


Ken Keene

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SMARTPHONES

Vicki Bingham is a Senior Instructor for the Technical Operations Division in the Digital Forensics Branch at the U.S. Department of Homeland Security's Federal Law Enforcement Training Center (FLETC), in Glynco, GA, where she has been an instructor for the FLETC since 2006. She started her federal career in Department of the Navy at Kings Bay, GA in 1989.

In 2008, Bingham became the Program Coordinator for the Computer Network Investigations Training Program which is the advanced course for server and network live acquisitions. She is the Assistant Program Coordinator in the Mobile Device Investigations Program (MDIP) which is the introductory cell phone acquisition and analysis class. Both courses are open to all law enforcement officers/agents at both the local and federal level.

Preston L. Farley is a Senior Instructor for the Technical Operations Division at the U.S. Department of Homeland Security's Federal Law Enforcement Training Center, the largest law enforcement training organization in the United States, where he has been an instructor for the FLETC since 2004.

In 2006 Farley became the Program Coordinator for the Seized Computer Evidence Recovery Specialist Training Program (SCERS) which is the introductory digital forensic analysis class open to all law enforcement officers/agents at both the local and federal level.

His law enforcement career includes 20 years as a United States Military member in both the active duty Air Force and the active duty Army culminating in nine years of investigative experience with the United States Army Criminal Investigation Division Command as a Special Agent. Farley has served in Germany as a Digital Crime Lab Investigator, a General Crimes Agent and in the Balkans as a War Crimes Investigator. Mr. Farley has specialized training in Dignitary Protective Services, Child Abuse Investigations, Crime Scene Processing, Death Investigations and Financial Crimes. Farley retired from the U.S. Army in June 2004.

ADVANCED INTERROGATION

Thomas R. Masano is a Senior Instructor assigned to the Behavioral Science Division where he provides training and develops curriculum in the areas of human communication and detecting deception including witness, victim, and suspect interviewing. He is also the program coordinator for the Advanced Interviewing for Law Enforcement Investigators Training Program.

Masano retired in 2005 as a Special Agent with the Air Force Office of Special Investigations (OSI). With OSI he held assignments at Anderson AFB, Guam; Kadena Air base, Okinawa, Japan; National Security Agency (NSA), Ft Meade, MD; Andrews AFB, MD; and the Federal Law Enforcement Training Center (FLETC).

Director

Connie L. Patrick

Editorial Team

Dominick Braccio

Stephen W. Brooks

Preston Farley

Alicia Gregory

Ed McGuire

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Fred Charles

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Bingham



Farley



Masano

CONTRIBUTORS

Masano holds a Master of Arts degree in Security Management from American Military University as well as a Bachelor of Science degree in Criminal Justice, cum laude, from the University of Maryland. He is a Certified Occupational Instructor and a Certified Forensic Interviewer (CFI).

MAKING OF A RANGER

Todd A. Clark is a U.S. Park Ranger for the National Park Service (NPS) and is currently working as a Detailed Instructor at FLETC in the Marine Training Branch of the Driver and Marine Division. With over 29 total years with NPS, 25 years of that in Law Enforcement, he started as a seasonal ranger at Organ Pipe Cactus National Monument in Arizona. Prior to arrival at FLETC, Todd spent 18 years at Gulf Islands National Seashore conducting marine law enforcement operations in and around the over 50 miles of coastline and remote barrier islands that extend across the Mississippi Gulf Coast.

FLETC INTERMODAL FACILITY

Dierdre Brown has been with the government for over eight years and works for the Chief Financial Officer Directorate. She is currently the project manager for the Intermodal Terminal Building, an important part of the Practical Applications Counterterrorism Operations Training Facility initiative. As PM, she is responsible for the facilitation and implementation of the project plan, including the scope, schedule, budget, and the project's performance from start

to completion. She formerly worked in Strategic Planning and Analysis and the Counterterrorism Division as a program and management analyst and as a project manager.

Prior to the government, Dierdre was employed by Delta Airlines in Atlanta for sixteen years as a Consumer Affairs Coordinator and Service Recovery Expert. After relocating to Coastal Georgia with her family in 1996, she worked for the Glynn County School System as a Social Worker liaison and Counselor for troubled youth. Dierdre has a Master's degree and is a Certified Acquisition Professional. She earned the distinguished credential of Project Manager Professional (PMP) in 2005.

FBI UEP UNDERGOES FLETC IBOT

Jeff DuPont presently serves as the Program Specialist in the Driver and Marine Division's (DMD) Marine Training Branch (MTB). Since joining FLETC in 2004, Jeff has served as a Driving Instructor and as a Senior Instructor in the MTB. Jeff has over 15 years of uniformed service as a Sheriff's deputy and as a Trooper with the Georgia State Patrol.

Jeff is a veteran of the U.S. Navy and also holds a U.S. Coast Guard Merchant Mariner's Master's license. He has a bachelor's Degree in Criminal Justice and is currently enrolled in the Master's program at Troy University.

LEGALBRIEFS: RUSES

Poppi Ritacco joined the FLETC Legal Division as a Senior Instructor in June 2009. She instructs in FLETC's basic and

advanced programs.

Ritacco graduated from Harvard Law School in 2002, and worked in the Boston office of Goodwin Procter as a Litigation Associate. From 2003 to 2007, as an Assistant District Attorney in Massachusetts. As an Assistant District Attorney, in addition to actively prosecuting both felony and misdemeanor cases, she supervised adult and juvenile courts, and participated in the Gang Unit and the Project Safe Neighborhoods initiative. From 2007 to 2009, Ms. Ritacco worked as an Assistant Attorney General in Washington D.C. As an Assistant Attorney General, she served as the DUI Prosecutor and was promoted to the position of Traffic Safety Resource Prosecutor for which she handled sensitive and serious DUI cases, trained police and prosecutors, and helped to develop detection and prevention programs and to draft legislation.

Ritacco graduated from Carleton College in 1999 with a B.A. in Philosophy and a Certificate in French. She is a member of the Massachusetts and Washington D.C. bars.

AN HISTORICAL PERSPECTIVE: THE USCP

Glenn Brogan is a Lieutenant with the United States Capitol Police (USCP) and he is currently the Agency Representative to the FLETC, Glynco, Ga. Prior to his current assignment, Lt. Brogan was a detailed instructor to the FLETC's Physical Techniques Division from 2002-2007.

Prior to his assignment to FLETC in 2002, Brogan was assigned to the USCP's Uniformed Services Bureau where he worked on the Patrol, Senate, House and Capitol Divisions. Lt. Brogan holds a Bachelor's Degree from the University of Maryland in Criminal Justice.



Clark



Brown

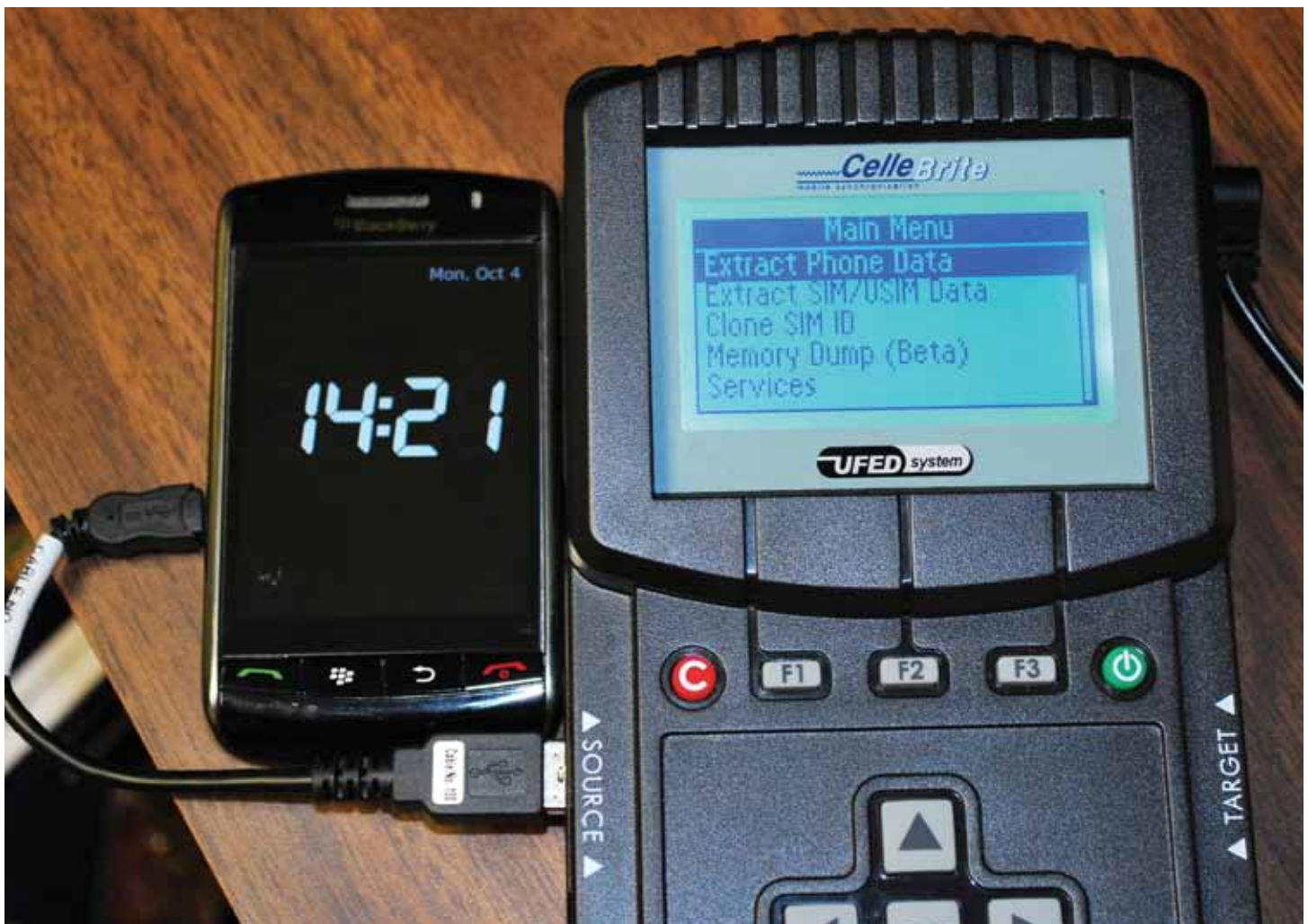


DuPont



Brogan





SMART PHONES: NOT YOUR FATHER'S TELEPHONE

VICKI BINGHAM & PRESTON L. FARLEY
Senior Instructors, Technical Operations

Alexander Graham Bell invented the telephone in 1876. Motorola demonstrated the first cellular phone in 1973 which weighed nearly four and a half pounds. In the year 1990, 12.4 million people worldwide had cellular subscriptions. By the end of 2009, only 20 years later, the number of mobile cellular subscriptions worldwide reached approximately 4.6 billion. In the United States today there are approximately 235 million cellular phone accounts. With a population of just over 300 million, and discounting those who are too young or incarcerated, it's safe to say that "almost everyone" has a cell phone. Never in the history of technology has a single device so quickly become embedded into the fabric of society. This article will explore the explosive growth of this technology and its impact upon society and law enforcement's role in cell phone technology.

The original cell phone, like the original telephone was designed to do one thing: allow two-way communication between two phones, albeit wirelessly in the case of the cell phone. Once the problems of size and battery life were negated, the move to create additional features for the cell phone took the forefront. Simple texting started the trend which then moved to in-phone cameras and morphed into what we today call the smart phone. Smart phones allow the

user of these devices to accomplish nearly any task which a standard personal computer can perform. Smart phones are equipped with web browsers allowing full surfing on the internet. Some cell phones are equipped with Microsoft Office applications allowing viewing and editing of files. With the advent of 3G (third generation) and 4G cellular networks, real-time video teleconferencing has arrived. Video streaming has been around for a few years now as well. Both web based and application based e-mail are accessible by today's smart phones. Using Bluetooth technology, a cell phone user can interact with an external keyboard, mouse, printer, etc., just as a larger personal computer does. In fact, with limited exception, the modern smart phone is just a microcomputer with cellular, satellite and/or Wi-Fi network access. It is also much cheaper than a traditional PC. This has made its popularity soar, not just in the United States, but around the globe. During a recent interview Bill Gates, founder of Microsoft, stated that the future of computers lay in hand-held devices.

On another front, many Americans have terminated their landlines entirely, deciding to rely solely on their cellular phones for communication in a phenomenon known as "wireless substitution." According to a new Citi Investment Report, nearly 30-percent of all U.S. households have now disconnected their landlines—up from 25-percent just one year ago. It took more than 90 years for landline service to reach 100 million consumers and less than 17 years for wireless to reach the same number of consumers¹. This fact further reinforces our theory that "everyone" has a cell phone.

To a great extent, law enforcement in general has not had the opportunity to keep pace with the rapid evolution of cell phone

technology nor addressed the investigative significance of cell phones. As a consequence, it is now playing catch-up. As stated, these mobile handheld devices are far more than communications tools. Virtually all cell phones are, in fact, personal digital storage devices that potentially retain a substantial amount of personal and business data. The days of the "little black book" holding the names of "customers" of many proprietors of criminal enterprises are gone. Today that database routinely resides on a Blackberry, Droid device or an iPhone. Remote Internet Protocol cameras can be accessed over the internet providing real-time views of any scene chosen by the user. Many cities have real-time feeds of emergency response radio channels streaming to the internet, including police radio. Since 2005, all cell phones sold in the United States are required to have the ability to be geolocated to within 300 feet. With such a ubiquitous source of information in the hands of so many people, how does this impact law enforcement? The ability to identify, lawfully seize, capture, and analyze this pool of potential evidence has great investigative potential for the law enforcement officer. Part of the answer lies with the Mobile Device Investigations Program (MDIP), which is a relatively new five-day training program taught at the Federal Law Enforcement Training Center (FLETC) in the Technical Operations Division. The MDIP provides investigators with training in the art of cellular acquisitions, understanding cellular Global Systems for Mobile Communications (GSM), Code Division Multiple Access (CDMA), and Integrated Digital Enhanced Network (iDEN) technologies, and the art of framing investigations from evidence obtained through call detail records. Participants receive industry standard hardware and software



Top Photo: A close-up of a Cellebrite UFED cell phone forensic analysis tool. This is one of the tools issued to students in FLETC's Mobile Device Investigations Program. **Middle:** The Susteen cell phone forensic analysis tool and the associated cables. This is one of the tools issued to students in FLETC's Mobile Device Investigations Program. **Bottom:** Close-up of the Susteen cell phone forensic cables. **Opposite Page:** Close-up of how to extract phone information from Cellebrite UFED cell phone forensic analysis tool connected to a Blackberry cellular device. All of the tools pictured are issued to students in FLETC's Mobile Device Investigations Program.



Top Photo: The Susteem cell phone forensic analysis tool connected to a BlackBerry cellular device, pending analysis. This is one of the tools issued to students in FLETC's Mobile Device Investigations Program.

most commonly used in cellular acquisitions, in addition to being provided training to facilitate their use in a mock investigative scenario.

As an example, Bluetooth is a low power wireless protocol designed to allow narrow band communication between electronic devices. Today, new laptops, cell phones and some cars have Bluetooth devices installed to assist us in transferring files or voice/audio from a device to a Bluetooth headset. This headset is intended to make our lives "hands free" while we are driving, walking or nearly any other activity. Bluetooth connectivity is normally not enabled on new devices as it takes additional battery power when activated. However, if

enabled, Bluetooth becomes an "open port" allowing any other Bluetooth device to connect to it or "pair" with it. Most people leave their Bluetooth enabled, even when not using this feature, out of convenience. Does this make them vulnerable? Absolutely! As the Bluetooth market has increased the use of Bluetooth devices, new terms have evolved to describe differing attacks on Bluetooth. Terms such as bluejacking, bluesnarfing, or bluebugging have been developing for the last five years. These terms describe theft of information by breaking into Bluetooth devices by means of software that infiltrates a device using a software exploit. Some websites post information about the vulnerabilities and how to exploit the vulnerabilities using free downloadable software.

Recently, co-author Vicki Bingham attended a technology security conference. Amber Shroader, CEO of Paraben Corporation, spoke about how she had successfully bluejacked multiple students' phones with a spyware tool that she had installed on her mobile phone. When she turned on the software, it would wirelessly interrupt all the students' phones that had Bluetooth activated in the classroom. The students, who had just been trained about Bluetooth vulnerabilities, would start tapping their Bluetooth headsets thinking that something was wrong with their connectivity. Indeed something was wrong. When they paired their devices back to what they thought was their headsets, they were instead paired with the spyware-infected device. The instructor had successfully compromised their cellular devices.

Many people unwittingly chronicle their daily lives on their handheld devices. People have their calendars, text messages, contacts, and internet on their handhelds. What about passwords and other sensitive

information? One suggestion: turn your Bluetooth off when it is not in use. A default Bluetooth pass code is not hard to guess (it's usually four numbers such as 0000) and most people don't change the default. Protect your information. You don't know who might try to access it, but you now know how easy it is to compromise. On the up side, through courses such as the MDIP, our law enforcement officers are now learning not only the value of this ever expanding pool of information, but also how to successfully use it in the investigative process.

The MDIP at the Technical Operations Division (TOD) is a one week program that provides investigators with training in the art of cellular acquisitions, understanding GSM, CDMA, and iDEN technologies, and the art of framing investigations from evidence obtained through call detail reports. Additionally, cell phone mapping techniques are taught and practiced in the course. Participants receive training using industry standard hardware and software most commonly used in cellular acquisitions. As is common with all TOD training, the hardware and software used by the student during the training are issued to the student upon graduation. These tools and techniques are used in a mock investigative scenario which is the final practical exercise. This course is open to any officer, regardless of prior "computer" investigative experience. While infrequently offered on the Glynco campus, this course is most often run as an export course, which often decreases the costs to the student's organizations. For current information on this course go to: www.fletc.gov/mdip.

¹ Source: CTIA – The Wireless Association, Wireless Quick Facts, 100 Wireless Facts, 2009.

“Twenty years ago, **detectives** were looked upon totally different than they are now . . . you **could be** more **aggressive** and there was more respect coming from the suspect. This thing has **changed**, 20 years **later** it has flipped and you have to now **show them** a lot of **respect** no matter whether it’s a male or female, young or old, or different **socio-economic** groups, it doesn’t matter. I find myself now **showing respect** to young guys who are **hard core**, and you didn’t have to do that 20 years ago.”

DETECTIVE JOHN DAVISON
DALLAS POLICE DEPARTMENT, HOMICIDE

**ADVANCED INTERROGATION
FOR A NEW ERA OF
LAW ENFORCEMENT**



THOMAS “BOBBY” MASANO
Senior Instructor, Behavioral Science

This is how a criminal investigator with over 20 years of experience recently described the difference in interrogation strategy applied to today’s suspects as opposed to those of 20 years ago. Because of societal changes, criminal investigators now must be prepared to use a variety of approaches to overcome resistance during an interrogation. Generation X and Generation Y view things differently when it comes to communication and authority which serves as the basis for these societal changes. A study found that people of all generations want respect; they just define it differently. People in positions of authority want their decisions to be respected, older people want people to respect their experience, and younger people want their ideas and suggestions to be respected (Deal, 2007). In support of Detective Davison’s comments, another study revealed that Generation Yers “highly valued honesty and respect” from authority figures (Smith, 2008). Therefore, an investigator’s technique must be adapted to build and maintain rapport while maintaining open lines of communication. This challenge and others like it cannot be successfully met with the interrogation styles of the past.

Two factors play into the needed changes in a criminal investigator’s interview and interrogation strategy. The first

is entertainment media. Over the past several years law enforcement television shows have constantly demonstrated wrong, and sometimes illegal, ways of conducting interrogations. Think of Sipowicz from *NYPD Blue* or the detectives from some of the *Law and Order* shows. These interrogation styles present a poor example for young and upcoming investigators who see these shows and think the methods used to interrogate suspects are normal and proper. This type of media has also created an expectation on the part of witnesses and suspects, who are often mentally prepared to face the stereotypical heavy-handed, badgering, arrogant interrogator.

Second, the new era of electronic communication outlets such as Facebook, MySpace, Twitter, blogging, texting, and dozens of other forums has put our younger generation of investigators at a disadvantage. These forms of social networking have become routine activities for young people and have stunted their verbal communication skills. In 2009, the median age for users of Facebook was 26; MySpace was 27; and Twitter was 31 (Morgan, 2009). In comparison, the median age of students attending the FLETC’s Criminal Investigator Training Program (CITP) during FY10 was 30. Facebook has over 550 million

users and Twitter has over 98 million users. Twitter's user population grew by 2 million during the 3rd quarter of 2010, with 13% of users being 18-24 years of age and 30% being 25-34 years of age. In fact, teenagers are the fastest growing group of users for both Twitter and Facebook (Kiser, 2010). Social networking is creating more introverts instead of extroverts. Consider the rate of job turnover in the retail industry. Retail, which requires salespeople to communicate verbally, has a 40-60% turnover rate, while some companies using social networking to communicate with customers have reported only about an 8% turnover rate (Maggiani, 2009). Actually talking to other people seems to have become the disfavored means of communication. With the lack of verbal communication skills in today's society, there has been a steady decline in the quality of law enforcement interviews and interrogations. Younger, less experienced interviewers have difficulty establishing rapport or paying attention to non-verbal feedback and are sometimes unable (or unwilling) to repair communication breakdowns. Some interviewers end their interrogations abruptly as soon as they meet any sort of resistance. Rather than continue with patience and resilience, they give up.

To better understand these new challenges faced by interrogators, and why some suspects talk to law enforcement and others do not, the Federal Law Enforcement Training Center (FLETC) partnered with the Dallas Police Department to examine videos from real interrogations to create a 360-degree case study titled "The

360 degrees of Interrogation." This collaborative effort between the Behavioral Science Division (BSD) and the Dallas Police Department supplements real interrogation footage with post-conviction interviews of detectives and suspects in an effort to determine what motivated suspects to talk to the criminal investigators.

With these factors in mind, members of the Behavioral Science Division (BSD) developed a new Federal Law Enforcement Training Center (FLETC) advanced interview and interrogation program. The Advanced Interviewing for Law Enforcement Investigators Training Program (AILEITP) will be offered at the FLETC Glynco campus four times during FY11. A modified version of the AILEITP will also be available for export for those agencies wishing to hold a program at an alternate location.

Students attending AILEITP in Glynco during FY11 will be part of a 36-hour program that includes 13 separate courses and one interrogation laboratory. The classroom presentations consist of lecture, demonstrations, and practice sessions which will help students develop specific interrogation skills to gain admissions and confessions from guilty suspects. This includes "The 360 degrees of Interrogation" presentation. Some of the areas covered include theories and methods of interrogations, advanced rapport strategies, Miranda warnings, questions to elicit admissions, advanced evidence and theme presentation, handling suspect denials, and countering interviewee questions. These courses are designed to improve communication skills and build confidence to conduct tough interviews and interrogations. Other topics, such as behavioral baselines and subject elimination interviews will help students better read verbal and non-verbal indicators of truth and deception. In the laboratory exercise, students will practice these techniques against trained role players during a continuing case scenario.

If interested in attending the AILEITP, students must have graduated from a criminal investigations academy such as the FLETC's Criminal Investigator Training Program (CITP) and have at least two years field experience conducting interviews and interrogations. For more information on the AILEITP, contact the Behavioral Science Division at:

FLETC-BehavioralScienceDivisionPrograms@dhs.gov.

-Kiser, Paul; Social Media 3Q 2010 Update, October 8, 2010

-Maggiani, Rich; Social Media and Its Effects on Communication, 2009

-Morgan, Jacob; Social Media Today, March 5, 2009



Photo Opposite: The author discusses advanced interrogation and communication techniques with a student. **This page:** Jenna Solari, senior instructor, Behavioral Sciences, FLETC, demonstrates non-verbal indicators with student.

THE MAKING OF A RANGER

TODD CLARK

Park Ranger, National Park Service

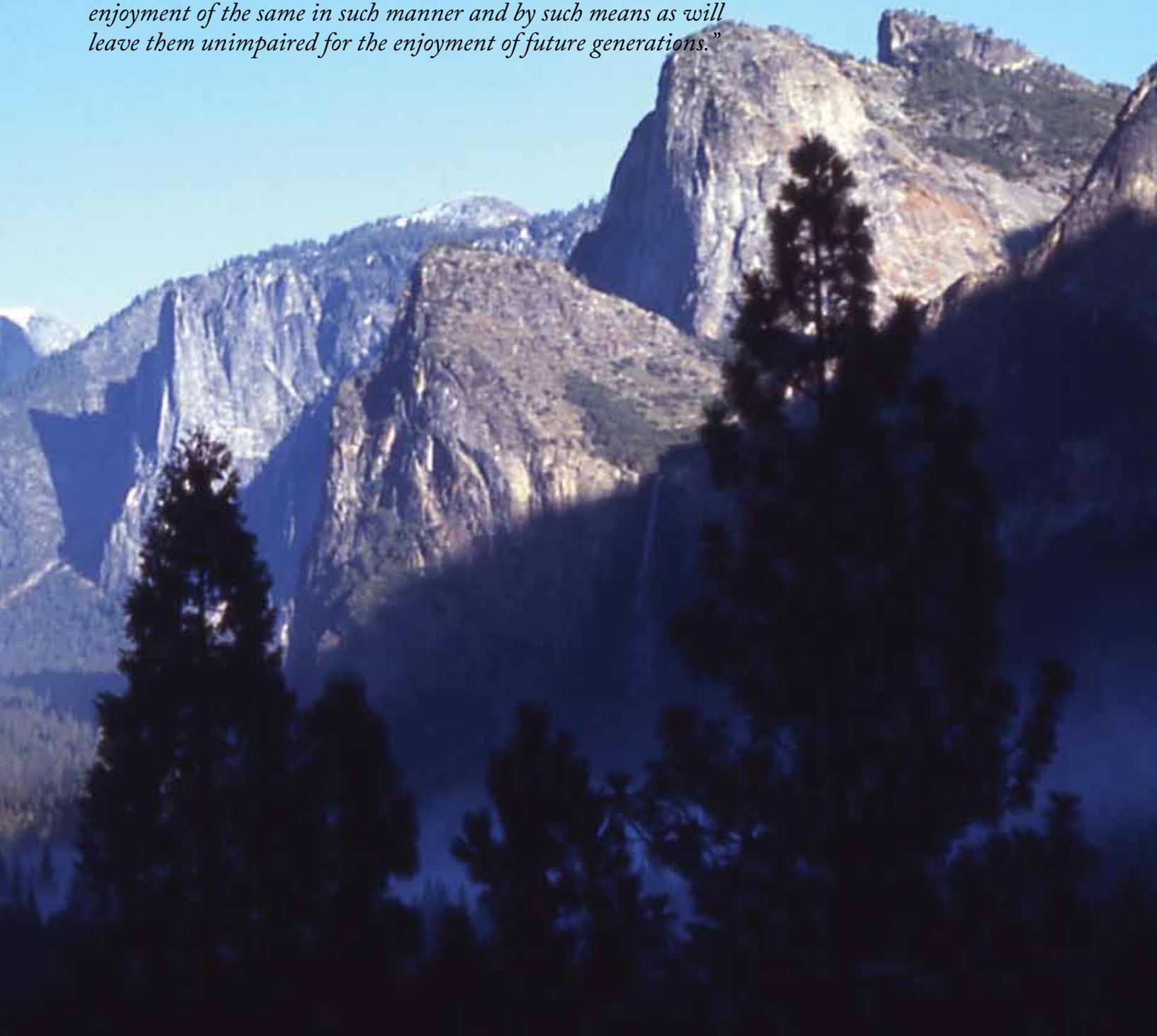


The creation of our national parks is, truly, as much of a uniquely American idea as is that of the park ranger who is sworn to protect and preserve these special places. For the past 139 years, men and women with unique qualities and talents have been working to preserve these national treasures for all Americans to enjoy for future generations.

The National Park Service (NPS) was established in 1916

under the Department of Interior (DOI) in order to bring the 37 already established national parks, monuments and other protected lands under one agency dedicated to the protection and preservation of these treasures. The mission of the NPS is provided by law in Title 16, Section 1. It establishes the National Park Service and provides the fundamental purpose of the National Parks:

“...to conserve the scenery and the natural and historic monuments, and wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.”





It is at the Federal Law Enforcement Training Center (FLETC) where park rangers train for their law enforcement mission in protecting our parks. In 1970 the NPS began sending a few rangers to Washington, DC to attend the Basic United States Park Police School. A few years later all Law Enforcement (LE) rangers were receiving LE training at the previously established Treasury LE Officers Training School (TLEOTS) in Washington, DC. That school soon became the Consolidated Federal Law Enforcement Training Center, and rangers trained at the Police School. Eventually, all training was moved to Glynco, GA, and placed under the FLETC, as we now know it. The National Park Service Law Enforcement Training Center (NPS-LETC) is located on the campus of the Glynco site and coordinates the


basic and advanced training of our rangers.

The history of the park ranger is linked to the formation of Yosemite and Yellowstone National Parks. Yosemite was first established by President Abraham Lincoln by transferring the 60 square mile tract of land from the Federal Government to the State of California in order to preserve it. The United States set a precedent with this act by being the first country in the world to set aside a piece of land purely for its scenic value. Although, not a federally protected area when it was first established, Yosemite was eventually placed under federal protection with the Yosemite and General Grant Act of 1890. The state of California hired caretaker Galen Clark to oversee the protection of the park when under state ownership. He was not called a park ranger at the time, but instead, the “Guardian of Yosemite”.

Before Yosemite was transferred back to the federal government, Yellowstone National Park was the first park to be established under Federal Protection in 1872 and several custodians were designated to help guard the park. Yellowstone has been given credit for employing the first person to conduct the duties of what the future title of park ranger would personify. In 1880 former mountain man and scout “Rocky Mountain” Harry Yount was hired as a gameskeeper for Yellowstone. Yount was responsible for the enforcement of hunting limits and to protect the geological features of the park.

Yount is considered by most to be the first National Park Ranger and is credited with setting the benchmark by which rangers are judged for their performance and public service. The NPS later created the Harry Yount Award to honor employees for the art and science of “rangering”. The official title of “Park Ranger” was not officially designated until 1904 and has been used since to describe those who wear the “Green and Gray”.

The responsibilities have changed significantly over time and have morphed into two specific roles: The interpretive ranger who provides educational experiences in the park, and the law enforcement park ranger...the focus of this article. It has been suggested that the job of the park ranger is to protect the park from the people, protect the people from the park, and protect the people from the people. Park Rangers today are seeing increasingly more violent crimes against persons and personal property as well as drug trafficking violations. This is particularly true in our border parks such as Big Bend National Park and Amistad National Park in Texas, Organ Pipe Cactus National Monument and Coronado National Monument in Arizona. Park Rangers also fight a continuing battle against the illegal growing of marijuana in parks. The role of the National Park Ranger is ever evolving, but remains traditional in the same sense. Law Enforcement Rangers remain the primary providers of emergency medical services, search and rescue, structural and wildfire suppression and boating safety in many national parks.



The quality training that the ranger trainees receive at the FLETC and the on-going law enforcement training rangers receive in the field throughout their career are fundamental elements in the park ranger's line of work.

The NPS-LETC is tasked with the development and provision of the law enforcement skills needed for our park rangers. As a partner organization with the FLETC, the NPS-LETC utilizes FLETC facilities and both NPS and FLETC staff to conduct its basic and advanced training. The NPS-LETC staff is committed to providing the highest quality, most realistic, relevant and state-of-the-art training for our rangers, special agents and law enforcement managers. The staff oversees the Basic Training Program, the Advanced Training Program and the Field Training Program, The NPS Firearms Program Manager and the NPS Commissions Office Program Manager are also based at Glynco.

The majority of men and women seeking a position as a park ranger typically begin with training at a seasonal law enforcement training academy located within colleges across the country. Following their graduation from the seasonal training program, they are eligible to work as a seasonal law enforcement park ranger, a temporary but annually recurring position. When those individuals are hired as a permanent employee, they must then attend training at the FLETC. Once they attend the FLETC the entire training process to become a park ranger will last approximately 30 weeks. This program provides a complete academy training

experience for both commissioned rangers and special agents at the FLETC and has the following three components: **1) Ranger Pre-Basic Training (RPBTP):** The ranger trainee attends a 1 week agency-specific training at the FLETC that focuses on NPS law enforcement history, mission, policies and jurisdiction presented by the NPS-LETC staff and adjunct NPS instructors, **2) FLETC Land Management Police Training Program (LMPT):** Next, the ranger trainee attends the LMPT

Yellowstone has been given credit for employing the first person to conduct the duties of what the future title of park ranger would personify. In 1880 former mountain man and scout "Rocky Mountain" Harry Yount was hired as a gameskeeper for Yellowstone.

which is the core FLETC basic training program approved by the Department of Interior (DOI) and utilized by seven other agencies. (Special Agents for the NPS attend the FLETC Criminal Investigator Training Program). **3) Field Training Evaluation Training Program (FTEP):** Following graduation from LMPT, the ranger trainee departs for a field training assignment in the FTEP to complete the training cycle. The trainee is assigned to one of 27 field training parks and is assigned to a Field Training Ranger (FTR) who

evaluate the trainee's competency at conducting law enforcement in the park. The FTEP ensures that all trainees are evaluated in the same fair and unbiased manner through strict standardization and the use of highly trained and professional senior field rangers. After successfully completing the FTEP, the ranger trainees are designated as a permanent commissioned park rangers and return to their home park to fulfill their duties.

Seasonal Law Enforcement Training. The NPS has traditionally utilized seasonal employees to conduct a vast array of ranger duties within the National Parks around the country. Seasonal rangers have also been called, "90 day wonders", due to their employment usually lasting 90 days during the peak visitation of the summer months. The NPS does not conduct any of its own seasonal law enforcement training but utilizes various academies around the country that are all affiliated with colleges and universities. These institutions provide the training recognized by the NPS as meeting the standards established in order for a ranger to obtain a Type II seasonal commission. The NPS is currently working to obtain full accreditation for these academies by the Federal Law Enforcement Training Accreditation Office (FLETA).

The curriculum includes traditional law enforcement topics and NPS specific policy and philosophy. The cost for this training is paid entirely by the student. Approximately 90 percent of the permanent,

commissioned law enforcement rangers for the NPS have attended training at these seasonal academies before getting hired permanently and then sent to the FLETC for basic training.

The NPS-LETC also oversees the Advanced Law Enforcement Training Programs for the NPS. This training includes:

Law Enforcement for Managers. This is a mandated, week-long course that provides training to non-commissioned personnel, primarily superintendents, who currently or may in the future manage a NPS law enforcement program.

NPS Instructor Training. Commissioned personnel are mandated by Departmental and NPS policy to receive annual in-service training in firearms and defensive tactics, and to participate in a rigorous physical fitness program. NPS-LETC provides training to the Service's firearms instructors, defensive tactics instructors, and physical fitness program coordinators at the FLETC. In addition, NPS-LETC certifies agency Electronic Control

Device (ECD) instructors in agency policy above the standards of Taser International to ensure the quality of NPS ECD instructors and users.

Distance Learning. To bring parks the highest quality training in the most cost-effective method, NPS-LETC uses the NPS TEL network (satellite) and the agency's InsideNPS web site to provide continued state-of-the-art law enforcement in-service training from the FLETC. Broadcasts originate from the FLETC digital studio and go live via satellite and webcasting to parks. Two-way communications allow students in the field to interact with instructors. To get the most out of each broadcast, they are transferred to digital format at NPS-LETC and are uploaded to our web site on InsideNPS for download by the field. Hundreds of rangers and special agents tune in throughout the year. NPS-LETC also offers podcasts from the offices of NPS-LETC instructors using the Lotus Sametime system. These podcasts are especially effective to reach a limited audience with specific issues to discuss or resolve.

Land Management Investigator Training Program. The NPS-LETC in partnership with the DOI developed a curriculum for a Land Management Investigator Training Program (LMITP). The program will provide a training bridge for the law enforcement park ranger to become a Special Agent. The LMITP is designed to address the specific training needs of a Special Agent that is assigned to a land management agency. This course is tentatively scheduled to be piloted in FY 2011.

Department of Interior Motorboat Operator Certification Course (DOI-MOCC). All DOI boat operators are required to complete this course. The NPS has MOCC instructors based in various parks around the country that provide their motorboat operators with this course. The goal of the program over the next year is to coordinate input from all regional MOCC coordinators to identify current and future training needs, and determine the potential for online training modules to decrease in-class

See PARK SERVICE page 32



Park Rangers Terry LaFrance and Wendy Bredow, Glacier Bay National Park, Alaska.



A counterterrorism team hone their tactical skills using a plane at the FLETC Intermodal Training Facility.

THE FLETC INTERMODAL TRAINING FACILITY

DIERDRE BROWN, PMP
Project Manager, FLETC

The Intermodal Terminal Building is well underway in the construction process. It is a key component of the Practical Applications Counterterrorism Operations Training Facility (PACTOTF). This state-of-the-art facility boasts a realistic airport terminal with all the elements found in actual airports including: passenger security and boarding areas and an authentic jet aircraft, a subway station with a train, bus depot with busses, railway station outfitted with a passenger railcar and a rental car counter in the airport terminal.

“Now, realistic based training will have realistic based venues” stated FLETC Assistant Director Dominick Braccio, in a recent interview about the building. “Today’s law enforcement must be highly interconnected to be

optimally effective in combating transnational crime and thwarting international terrorist organizations. That inter-connectivity begins at the FLETC with a myriad of training programs for law enforcement agencies. The intermodal training facility provides yet another opportunity for law enforcement to combine resources for reality based training. This new site provides a venue where law enforcement can rehearse knowledge driven strategies to be more tactically sound in their practices. As a result, this training methodology will lead to law enforcement agencies having an even greater inter-operability and will also lead to an increase in the security of our citizens who utilize airplane, subway, train, and bus modes of transportation.”

...the idea of an Intermodal Terminal Building was conceived in 2004 when tremendous focus was shifted to the vulnerabilities in America's transportation modes after 9/11.

Braccio sees “vast potential” in the new building. He predicts cross-usage of the facility by the training divisions and partners alike. Braccio believes that full utilization will foster best practice collaborations and the creation of new, innovative training programs.

According to Braccio, an additional benefit of the Intermodal Terminal will be “the enhancement of existing programs within the Glynco Training Directorate. For example, the Counterterrorism Division (CTD) already has the Flying While Armed Program, now called Aircraft Counter-Measures Training. This terminal will make it possible for the CTD to train more aircraft counter measures that happen in airport areas, which will enhance the effectiveness of the program by adding additional security layers to the training.

“The FLETC is also working on collaborations with the Transportation Security Administration and the Federal Air Marshals. Also, Immigration and Customs Enforcement could use this site for mission related training. The Intermodal Terminal Building will provide venues where we can train together. This will apply not just to aircraft and airport

scenarios – but to other modes of transportation. All transportation modes are susceptible to counter measures,” added Braccio.

Braccio also sees the merits of the Intermodal Terminal Building for the Behavioral Science Division (BSD). He noted that BSD will have the ability to conduct “field simulated interviews in realistic environments. Unlike 9/11, students can be trained to detect deceptive behavior in the various venues before the occurrence of a potential incident.”

The Enforcement Operations Division (EOD) will be another beneficiary of the Intermodal Terminal Building. Braccio stated that “additional venues will be available for tactical training for the Active Shooter Threat Training Program. Safe engagement measures and also drug interdiction techniques can be practiced in the actual venues in which they are likely to occur.” Braccio pointed out that the “Intermodal Training Building will provide the opportunity for the student to take calculated risks and see results before they go out in the field.” In addition, he said, “this facility will provide opportunities for the Technical Operations Division



2

1



The facility boasts a realistic airport terminal with all the elements found in actual airports including: passenger security and boarding areas and an authentic jet aircraft, a subway station with a train, bus depot with busses, railway station outfitted with a passenger railcar and a rental car counter in the airport terminal.

(TOD) to practice surveillance techniques and how to investigate criminals, terrorists or adversaries who are seeking to break into unencrypted devices to compromise sensitive information.”

So where did it all start? Along with the PACTOTF, the idea of an Intermodal Terminal Building was conceived in 2004 when tremendous focus was shifted to the vulnerabilities in America’s transportation modes after 9/11. The FLETC dedicated staff, acreage and facilities to this effort and conducted a needs analysis with the Training Directorate and the Partner Organizations. This Integrated Project Team launched the practical applications facilities which will forever transform the FLETC. By 2005, the FLETC transported an aircraft, donated by FedEx, to the site that was designated for the Intermodal Terminal Building. They also began construction of the infrastructure for the site and retrofitted the FedEx aircraft for training.

In 2007, comprehensive discussions began with stakeholders about the future design for the building. The FLETC Training Directorate and Partner Organizations were surveyed

to determine training needs for an Intermodal site. Through an interactive process, stakeholders were able to reach consensus on “must have” requirements for the building and a budget sensitive “wish list” of enhancements. As a result of these collaborations, a Statement of Work was developed and an Architecture and Engineering (A&E) firm received the contract to design a building that met the standards and expectation of the stakeholders.

Bill Metcalf, the Facilities Project Manager and subject matter expert for the project, recalls the design process. “The most challenging part of the process was to gather the requirements of multiple stakeholders and to mesh these requirements into a workable design.” Metcalf mentioned the fact that since the Intermodal Terminal is a one of a kind facility that is used exclusively for training, there were no similar buildings that could be used as models. Nevertheless, the process was a success due to the cooperative efforts of all involved. Metcalf stated that “collaboration with stakeholder customers and the project team was outstanding.”

Ken Anderson, who was the Program Manager for the PACTOTF, also commented on



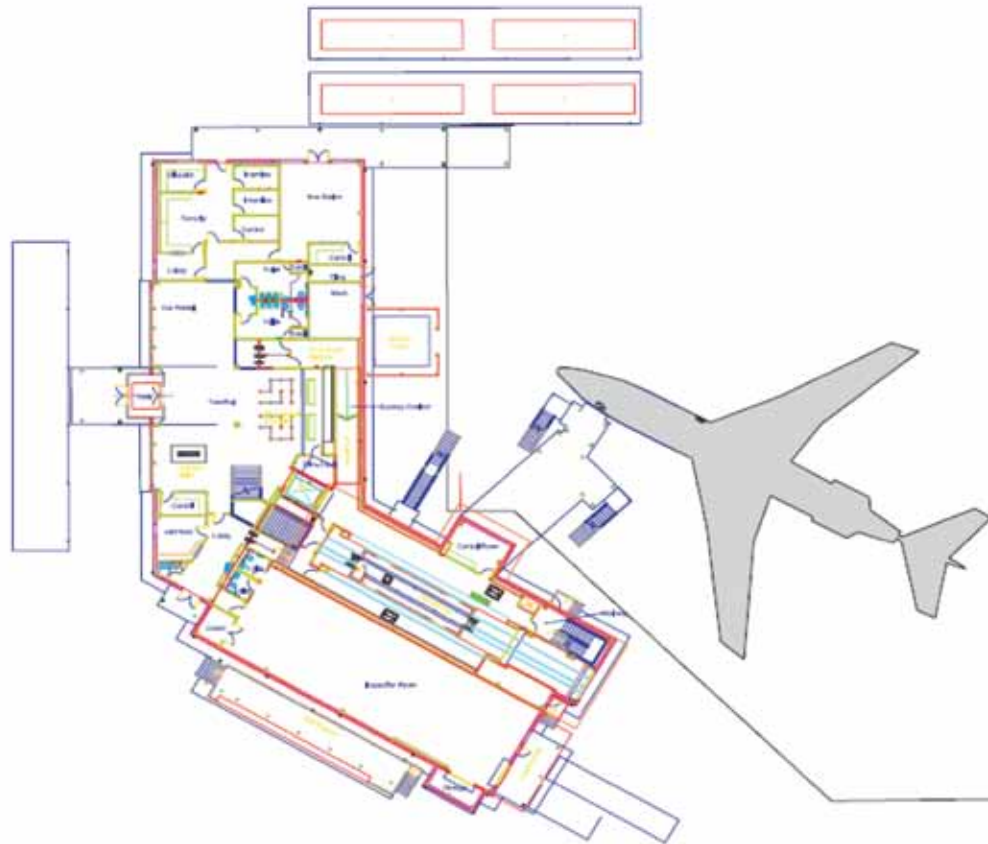
3



1. The main fuselage of the FedEx plane is towed to the Intermodal site. **2.** A tactical counterterrorism team about to tactically engage using the plane at the Intermodal site. **3.** The team engages another insert method on the plane.



FEDERAL LAW ENFORCEMENT TRAINING CENTER TERMINAL BUILDING “A”



An artist's rendering of the FLETC Glynco Intermodal Training Site.

the design process. He stated that “he is looking forward to seeing the completion of the Intermodal Terminal building in order to meet the needs of Training and our Partner Organizations.” According to Anderson, “it was good working with subject matter experts, trainers, and the various disciplines involved in the process such as the architects and engineers. Everyone was open-minded and committed to the success of the project. It was particularly rewarding to have the cooperation and commitment of the stakeholder customers in trying to explain training to the non-trainers who would be responsible for the final design.”

Where are we now? The construction contract for the Intermodal Terminal Building was awarded to HITT Construction, Inc. from North Charleston, S.C., in December, 2009, and construction began in early March, 2010. According to Metcalf, “one of the major highlights of the project has been the hiring of HITT as our construction contractor. HITT has demonstrated total competence and professionalism in their execution of this project and is doing so within the confines of the project’s schedule and budget.”

Why does the FLETC need an Intermodal Terminal? It just makes sense. Not only will the Intermodal

Terminal provide realism for highly efficient scenario based training, it will also provide for experiential training. According to Braccio, “experiential training is a core methodology for the adult learner.” In fact, it is a highly accepted theory that adults are able to retain and develop better through actual interactions with their environment. This facility will offer such training and will stand as a hallmark of the FLETC’s commitment to “train those who protect our homeland.” The Intermodal terminal facility is projected for completion in July, 2011.



NATION OF NATIONS AND 40TH FLETC ANNIVERSARY

FLETC students and staff in Glynco, Artesia, Charleston and Cheltenham spent the afternoon of October 7th learning about other cultures by sampling a huge array of treats from around the world and watching performances representative of the “Nation of Nations” that is populated by the FLETC family.

At Glynco, Deputy Director Ken Keene introduced Director Connie Patrick who kicked off the event and noted, “The FLETC began its journey 40 years ago, and during that time period, we have been able to build a strong and diverse workforce which has brought new ideas and solutions that have enhanced not only our institution, but Federal law enforcement as a whole.”

Guests watched and listened to a wide range of cultural activities from Spain’s Flamenco dancers to Trinidad’s Caribbean steel drummers and from an intricate dance by the Florida School for the Deaf and Blind – based on their sensing

vibrations from the music – to a medley of tunes from a Scottish bagpiper. The Polynesian Islanders fascinated the visitors with their traditional dancing – complete with blazing fireknives, and the Georgia Geechee Gullah Shouters shared their customs through dancing and singing traditional songs.

Visitors in Glynco picked up their passports and globe-trotted through booths representing 14 countries, populated with staff who displayed their personal artifacts and mementos from Spain, Norway, the Middle East, Hispanic, Greece, American Indian, African American, Scotland, Ireland, Germany, Italy, France, Caribbean and Asian Pacific Islanders. The 14 booths were decorated with flags of the 14 regions and colorful banners specifying the country name. These activities were complemented by the staff in the Diversity booth which included service members from the Fort Stewart, Ga., Warrior Transition Battalion, who are assisting in



Top Photo: FLETC and PO staff enjoyed showing mementos from their “home countries” at Glynco, as guests had their “passports” stamped as they globe-trotted through booths representing 14 countries.
Above: FLETC Cheltenham staff sampled food and beverages from the African American, Hispanic, American Indian and Asian cultures.

40

THE FORTIETH ANNIVERSARY



1970

2010





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2



3



4

"The FLETC began its journey 40 years ago, and during that time period, we have been able to build a strong and diverse workforce..."
Connie Patrick
Director, FLETC

establishing our Operation Warfighter Intern Program. The FLETC 40th Anniversary booth featured a pictorial exhibit – displayed at all sites -- which celebrated 40 years of training and partnerships with participating agencies. The FLETC Recreation Association provided beverages, food, and souvenirs of the event. Among those who attended were community officials who were instrumental in the initial move of the FLETC from its temporary facilities in Washington, D.C., to the Golden Isles in 1975 – 5 years after its

establishment in the Department of the Treasury.

At Artesia, Assistant Director Woody Wright welcomed staff and local officials including Mayor Phil Burch. The guests tasted a sampling of food from the Hispanic, American Indian, African American, Asian and Greek cultures and watched traditional dancers from the Zuni Pueblo Sunshine Dance Group, as well as FLETC's own Kina Sands, Training Administrator, who performed Middle Eastern dances during the event in the Land of Enchantment.

In Charleston, the staff also sampled food from a variety of cultures where the dining hall featured a different nationality each day: German, Italian, American,



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Mexican and Asian. Dessert was served mid-week, when South Carolina Lowcountry staff enjoyed slices from a 40th anniversary cake, served by Deputy Assistant Director Wayne Anderson.

In Cheltenham, the staff sampled food and beverages from the African American, Hispanic, American Indian and Asian cultures. Deputy Assistant Director Ted Sparks recounted the history of Cheltenham since 1936. Staff enjoyed reading through the African American history handouts and literature provided by the Alexandria Black History Museum, and looking through Carlan Hinnant’s Native American cultural artifacts.

At all sites, more than 2,000 students

and staff reviewed the FLETC’s history outlined in a detailed pictorial display and gained a better appreciation of each other’s culture, traditions and backgrounds.

The FLETC’s Nation of Nations was summed up by Director Patrick who observed, “Throughout FLETC’s history we have striven to create a place where men and women of different backgrounds, genders, beliefs and orientations can effectively work together toward a common purpose – training those who protect our homeland. The best way to serve our nation is to have an organization that reflects and respects the diversity of the American people.”

1. Staff at FLETC Artesia watched Kina Sands, Training Administrator, perform Middle Eastern dances. **2.** Traditional dances from the Zuni Pueblo Sunshine Dance Group entertain at FLETC Artesia. **3.** At FLETC Glynco members of a Middle Eastern belly dance group enjoy the festivities of the Nations of Nations event. **4.** FLETC Director Connie Patrick shakes hands with Gordon Davis, who chaired the Glynco Development Authority and worked on securing the former Glynco Naval Air Station as the permanent home for the FLETC. **5.** The main display tent at FLETC Glynco. **6.** FLETC and PO staff enjoyed showing his mementos from their “home countries”; at Glynco, the guests had their passports stamped as they globe-trotted through booths representing 14 countries. **7.** FLETC Charleston Deputy Assistant Director Wayne Anderson talks with a FLETC employee following the 40th Anniversary cake-cutting.

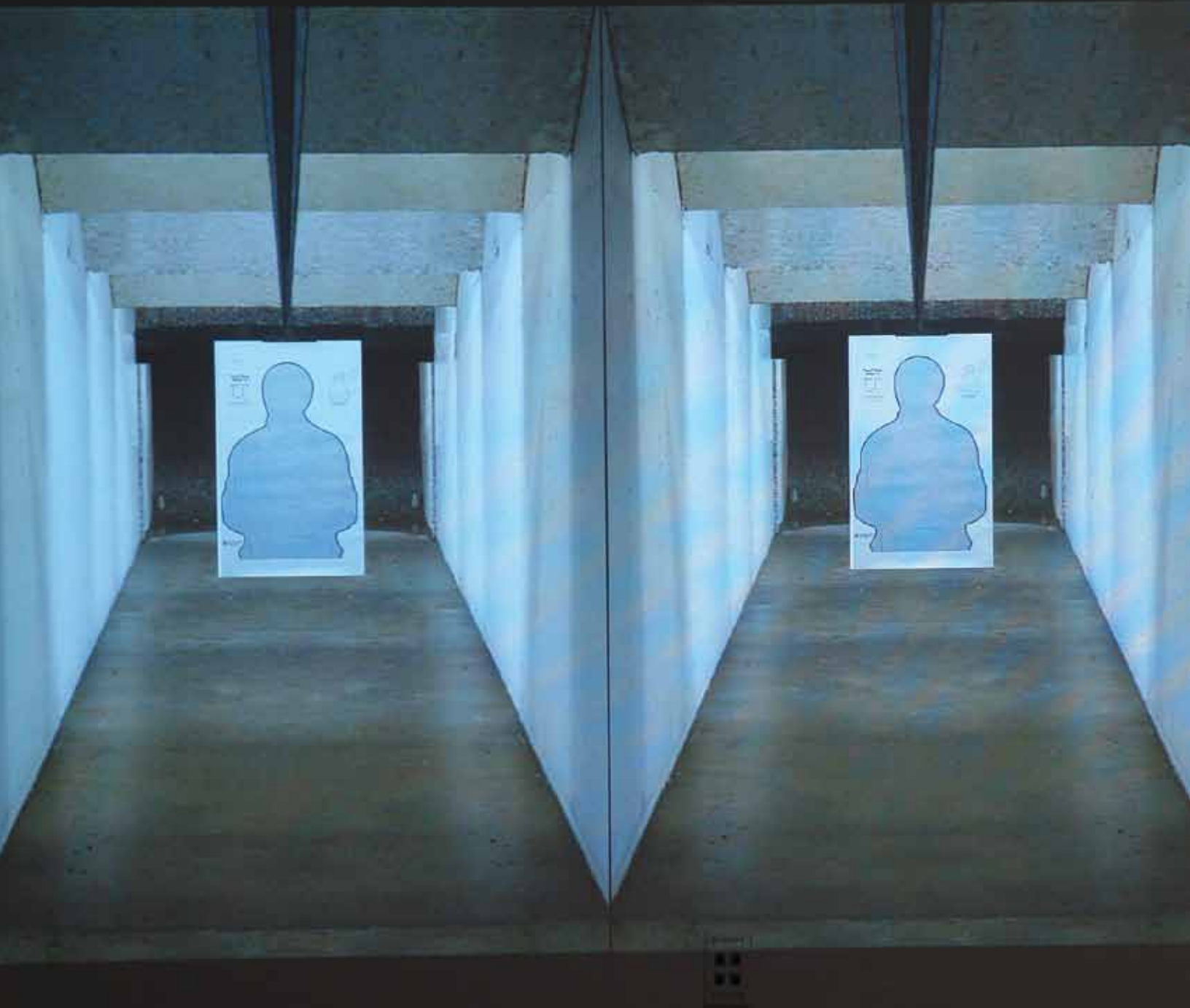
FIREARMS SIMULATION STUDY

STEVE HAWTHORNE and **TERRY WOLLERT, Ph.D.**

Training Innovation

RODNEY BURNETT and **KEVIN ERDMIER**

Firearms



Just about everyone would agree that technology continues to transform how we live – from cell phones that link to the web, to the laptops and networks that enable us to communicate, work, and even be entertained. The use of technology and graphic simulation programs can be large in scale, such as multi-million dollar weapon system trainers for military pilots, to the everyday Xboxes®, PlayStations™, and Wiis™ that entertain us with simulations of military operations, sports, and rock bands. Since 2007, the Federal Law Enforcement Training Center (FLETC) has been using technology to enhance student learning through the use of driving and marine simulators. More recently, the Avatar Based Interview Simulator (ABIS) is being studied as a viable training tool for teaching students to conduct an interview using the five-step process they are taught in class. Even the Firearms Division (FAD) uses laser handguns and branching videos to teach the Judgment Pistol Shooting Course. Most recently, the FLETC explored using simulation to teach basic marksmanship shooting skills by conducting a Firearms Simulation study.



...a major advantage over regular dry fire is that the Laser Shot system provides immediate feedback as to shot placement.



FLETC marksmanship instructors coach basic students using the Laser Shot simulation laser handgun during the Firearms Simulation Study.

AT THE FLETC a basic student's first exposure to the use of handguns is in the Basic Marksmanship Instruction (BMI) course. BMI includes basic weapons handling skills, including stance, grip, sight alignment, and trigger control. So, in partnership with the FAD, the Training Innovation Division (TID) began looking at various Firearms simulators for the study.

One such simulator is Laser Shot's "FLETC Course of Fire." As an enterprise supplier at FLETC, Laser Shot products are used by the FAD in the Judgment Pistol Shooting Course and by the Driver Marine Division (DMD) in marine boat boarding training. Laser Shot's "FLETC Course of Fire" accurately simulates what a real range looks like, including targets that move, turn, and face for specific time intervals. In addition, Laser Shot's "FLETC Course of Fire" can display practically any target while accurately simulating target size at various distances. Finally, the Laser Shot "FLETC Course of Fire" can easily be set up in a large classroom.

Next, the TID and FAD began looking at various styles of handguns. Essentially, there are two styles of handguns available; those with recoil and those without recoil. Research by the U.S. Army indicates that recoil is not necessarily required to teach Basic Marksmanship (Smith & Hagman, 2000). Other research has found that though the technology of simulating recoil has advanced, it's not always reliable, and can actually hinder training (Grant & Galanis, 2009). This is especially true when using a system which requires the weapon to be tethered to a canister that is attached to the shooters belt and supplies the carbon dioxide gas necessary to simulate recoil. Untethered systems, which incorporate carbon dioxide gas canisters into the magazine are available; but at this time, they are also cost prohibitive.

Based on these findings, TID decided to first conduct research using a handgun without recoil. Specifically, TID, in concert with FAD, decided to use a Glock 17 R with a resetting trigger. Each Glock was fitted with a

laser insert that would fire an invisible infrared laser each time the trigger was pressed. Therefore, the basics of stance, grip, sight alignment, and trigger control would be similar to dry firing a real weapon. However, a major advantage over regular dry fire is that the Laser Shot system provides immediate feedback as to shot placement.

Though basic students enrolled in the Criminal Investigator Training Program (CITP) start out in BMI, their real goal is to shoot a qualifying score at the end of the Semiautomatic Pistol Course (SPC). After attending BMI, students receive 18 hours of SPC instruction. At the end, students shoot the FLETC SPC Course of Fire and must achieve a qualifying score of 210 out of 300 possible points. Therefore, the real question to be answered is whether or not the final qualifying SPC score of those using a laser handgun in BMI is significantly different from the final qualifying SPC score of those using a live-fire handgun in BMI.

To answer this question, TID

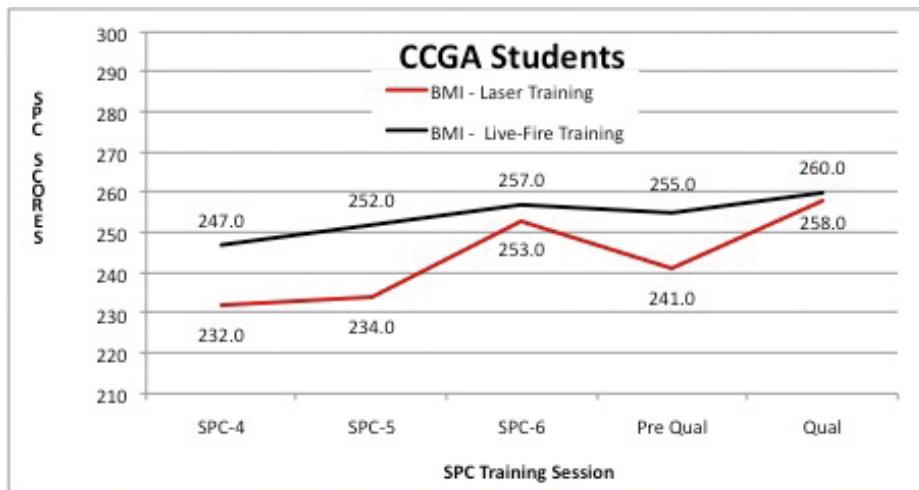


CHART 1

...14 college students initially volunteered to participate. Students were then stratified based on criteria including age, gender, and prior experience with a handgun.

approached the College of Coastal Georgia (CCGA) about allowing college students to participate in the Firearms Simulation Study. Once approved, TID staff and FAD instructors met with CCGA students majoring in Criminal Justice. As a result, 14 college students initially volunteered to participate. Students were then stratified based on criteria including age, gender, and prior experience with a handgun. The students were then randomly assigned to one of two groups, those who would use a laser handgun in BMI, and those who would use a live-fire handgun in BMI. All instruction was conducted in accordance with FAD lessons plans and by FAD instructors. After completing BMI, all students participated in the FLETC SPC course of fire.

Due to the time constraints of the CCGA semester system, SPC instruction was limited to only 14 hours rather than the normal 18 hours. After completing SPC instruction, students shot a final qualification round. The average SPC qualifying

score for those college students who trained in BMI with a laser weapon was 257.8. The average SPC qualifying score for those who trained in BMI with a live-fire weapon was 260.4. Average scores for each group beginning with SPC-4 are shown in Chart 1, above.

Though there was only a 2.6 point difference, 14 participants were not enough to draw a conclusion about whether or not the difference was statistically insignificant. However, the results were strong enough to suggest that the FAD and TID staff approach Partner Organizations about allowing their students to participate in the study. (To that end, the FAD and TID want to thank the United States Marshals Service (USMS) for volunteering three classes of their students enrolled in the Criminal Investigator Training Program (CITP) to participate in the study.) This allowed for a total of 140 students to be assigned to either BMI using a laser handgun or to BMI using a live-fire weapon.

As with the college students, the

USMS CITP students were stratified into groups based on age, gender, and prior Law Enforcement or Military experience which included training on the use of a handgun. The students were then randomly assigned to either train in BMI with a laser handgun or with a live-fire Glock 22 .40 caliber handgun. Specific demographics for each group are shown in Table 1, page 30.

As with the college students, all instruction was conducted in accordance with FAD BMI and SPC lesson plans. Rod Burnett and Kevin Erdmier served as the lead instructors with FAD staff providing all class and line instruction. Given that these were regularly scheduled training sessions, the full 18 hours of SPC instruction was provided using the Glock 22.

Those who used a laser weapon during BMI training shot a SPC average qualifying score of 275.8. Those who used a live-fire weapon during BMI training shot a SPC average qualifying score of 278.2. An independent t-test found this difference to be statistically

insignificant. Average scores for each group during the last seven SPC sessions are shown in Chart 2, below.

To determine if the students in the research study performed differently than students who receive routine firearms training, data was compared to the three previous USMS CITP SPC classes. These USMS CITP classes were used as the control group. In total, 138 students in prior classes who trained with a live-fire handgun in BMI shot a SPC average qualifying score of 275.8. This is the same average as those who trained with a laser handgun in BMI. Data analysis indicated that differences between the control group and the study group were statistically insignificant. See Table 2 below for a summary of SPC qualification scores.

The students with prior military and/or law enforcement firearms training who trained with a laser handgun in BMI shot an average SPC qualifying score of 280.1 compared to an average SPC qualifying score

of 282.5 for those who trained with a live-fire handgun. These differences were also statistically insignificant.

Those with no prior military and/or law enforcement firearms training who trained with a laser handgun in BMI shot an average SPC qualifying score of 265.0 compared to an average SPC qualifying score of 266.8 for those who trained with a live-fire handgun in BMI. Again, these differences were statistically insignificant. These results are presented in Table 3, page 31.

Based on the score a student shoots, they are given one of five possible classifications. Scores below 210 are classified as “Did Not Qualify,” scores from 210 to 254 are classified as “Marksman,” scores from 255 to 284 are classified as “Sharp Shooter,” scores from 285 to 299 are classified as “Expert,” and a score of 300 is classified as “Distinguished Expert.” Results by category are shown in Table 4, page 31. Though there is some variation within each classification, based on the BMI training method, no

statistical differences were found. All students in the study group who “Did Not Qualify” were provided with four hours of live-fire handgun training on BMI; subsequently, they shot a qualifying score during the reshoot.

As mentioned before, all training was done in accordance with the applicable lesson plans. However, those training with the laser handguns during BMI did not need to wear hearing protection. This allowed instructors to carry on normal conversations while instructing students in the proper stance, grip, sight alignment, and trigger control. Students could freely ask questions and get answers without having to “yell” or “read lips.” One instructor commented that because he could get “up close and personal,” he was able to see errors in weapon handling, especially in respect to grip and trigger press, that he would not have normally been able to see.

Other benefits include both a reduction in ammunition usage,

Firearms Study Participation Demographics						
BMI Training Method	Group Size	Average Age	Males	Females	No Prior Experience	Prior Experience (Military or LE)
Laser	70	29	59	11	20	50
Live-Fire	70	30	61	9	19	51

TABLE 1

SPC Qualification Scores		
BMI Training Method	Study Group	USMS CITP Control Group
Laser	275.8	N/A
Live-Fire	278.2	275.8

TABLE 2

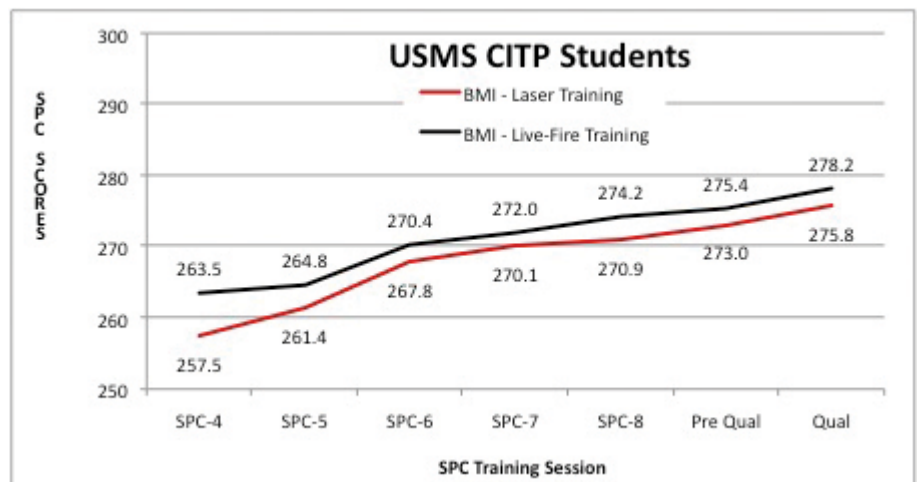


CHART 2



A FLETC marksmanship instructor helps a student correct shooting position and alignment during the Firearms Simulation Study.

accompanying cost savings associated with range maintenance, and in freeing up valuable range time. This additional range time could then be used to teach more advanced live-fire courses and/or increase the through-put of basic training classes. Furthermore, since BMI using a laser handgun can be taught in a large classroom, those without an indoor range can still train no matter what the weather conditions might be outside.

If a laser handgun is to accurately simulate a live-fire handgun, the impact of recoil must be considered. As mentioned before, there are recoil systems that incorporate carbon dioxide gas cylinders into the magazine. When the trigger is pressed, gas is released causing the slide to operate. This also forces a student to reacquire their sights. Some of the more advanced simulated handguns can even be programmed to simulate

a weapon malfunction that can be cleared by the “Primary Immediate Action” procedure and emergency reloads. However, even the best simulated weapon with recoil cannot simulate the concussion blast of a live-fire handgun. Still, future research should be designed to incorporate simulated recoil and should seek to partner with other agencies in order to evaluate the success rate with the full range of FLETC students.

In conclusion, it does appear that the CCGA students and the USMS CITP students training with a non-recoil laser handgun in BMI achieve statistically similar SPC qualification scores that students training with a live-fire weapon achieve. In addition to the potential cost savings, laser handgun BMI training offers several instructional advantages and also provides a safer environment than live-fire. In the end, nothing will ever

replace actual live-fire or “putting rounds down range.” However, several studies, to include the FLETC Live-Fire/Simulation Study, seem to indicate that firearm simulation is a viable approach to certain introductory phases of marksmanship training and is on the verge of becoming a valuable tool in both the teaching and learning of psychomotor skills.

-Grant, S. C., & Galanis, G. (2009). Assessment and prediction of effectiveness of virtual environments: Lessons learned from small arms simulation. In Cohn, J. & Nicholson, D. & Schmorow, D. (Ed.) *The PSI Handbook of Virtual Environments for Training and Education*, Volume 3, Integrated systems, Training Evaluation, and Future Directions, Westport, CT.

-Smith, M., & Hagman, J. (2000). Predicting Rifle and Pistol Marksmanship performance with the Laser Marksmanship Training System (Tech. Rep. 1106). Alexandria, VA: U.S. Army Research Institute for the Behavioral Sciences.

SPC Qualification Scores		
BMI Training Method	No Prior Experience	Prior Experience (Military or LE)
Laser	265.0	280.1
Live-Fire	266.8	282.5

TABLE 3

SPC Classification	BMI Training Method		3 Prior CITP Classes
	Laser	Live-fire	Live-fire
Did Not Qualify	2.9%	0%	0.7%
Marksmanship	10.0%	7.1%	10.9%
Sharp Shooter	48.6%	47.1%	50.8%
Expert	34.3%	37.1%	35.5%
Distinguished Expert	4.3%	8.6%	2.2%

TABLE 4

PARK SERVICE

continued from page 16



time and maximize on-the-water boat operations.

FLETC Advanced

Training Programs. NPS-LETC coordinates access for park rangers to the FLETC advanced training programs, ranging from physical security, firearms instructor, driver instructor, to advanced computer forensics and crime scene management.

The Ranger Honor Guard. The coordination and deployment of the distinct 18 member NPS Ranger Honor Guard is the responsibility of the Advanced Program Manager. The Ranger Honor Guard comes to the FLETC to train for this prestigious duty.

In addition to protecting the scenic and natural features of our park lands, the park ranger also protects the cultural and historical features of these lands by enforcing the laws specifically established to protect these valuable resources. The Antiquities Act of 1906 was a legislative landmark that set aside and protected historic landmarks, historic and prehistoric structures and other objects of historic or scientific interest. Furthermore, in 1979 the Archeological Resource Protection Act was established to protect the ancient and historic remains of cultures on federal and Native American lands.

The overlapping laws of jurisdiction within the National Parks: The Federal laws and

regulations established expressly for the protection of our national parks are contained within Title 16 of the U.S. Code and Title 36 of the Code of Federal Regulations (CFR). Many parks have promulgated their own special regulations designed specifically to protect certain features particular to that one park. Park rangers can enforce all federal law within the jurisdictional boundaries of the park. In addition, the NPS has entered into Memorandums of Understanding with other land management agencies and cross-designate law enforcement personnel to assist each other with routine and emergency law enforcement situations. State law is also enforced within the national parks through the use of the Assimilative Crimes Act and adoption process with 36 CFR. Many park rangers are also either deputized within the states that the park resides, or possess state law enforcement powers through state statutory provisions.

Our 392 national parks stretch from all 4 corners of the United States and nearly everywhere in between. From Acadia National Park in Maine to Everglades National Park in south Florida; from Organ Pipe Cactus National Monument in southern Arizona to Olympic National Park in Northwest Washington State; with parks established in San Juan, Puerto Rico, Hawaii, American Samoa, Guam and Alaska, our national parks cover every state in the union except one, Delaware. Our parks are as diverse and unique as the park rangers who

work in them. The role of the park ranger has evolved over time...first created to protect and watch over these American treasures...now park rangers conduct duties not too unlike those of a city patrolman, responding to domestic disputes, drunk and disorderly calls, Driving Under the Influence, gang related crimes, drug smuggling, etc. The park ranger's duties are as diverse and range from structural and wildland firefighter, to mountain climber, ski patrol, horseback riding, high angle rescue, search and rescue, boat patrol, river rescue, EMS, SCUBA diver, wildlife management, cave explorer, archeologist, geologist, paleontologist, biologist, campground manager, fee collector, pilot, and airboat operator, just to name a few. The U.S. Park Ranger position encompasses perhaps more diverse functions and responsibilities than any other job within the federal government. The Federal Law Enforcement Training Center and the NPS Law Enforcement Training Center form a crucial partnership in providing the essential law enforcement training our park rangers need today to perform their jobs in our national parks.

Charles R. "Butch" Farabee Jr. (2003). National Park Ranger: An American Icon. Roberts Rinehart Publishers.

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Members of the FBI Underwater Evidence Program train to locate and recover evidence such as weapons and bodies.

FBI UNDERWATER EVIDENCE TEAM UNDERGOES FLETC TRAINING

JEFF DUPONT

Program Specialist, Driver and Marine

Members of the Federal Bureau of Investigation's (FBI) Underwater Evidence Program (UEP) recently completed boat operating training at the Federal Law Enforcement Training Center (FLETC). The 17 Special Agents are all members of a team whose mission is to locate and recover evidence, such as weapons and bodies, as well as to assist other law enforcement agencies with similar recoveries. The FBI group successfully completed the rigorous week-long Inland Boat Operator Training Program (IBOT) at FLETC's Glynco site.

The IBOT, which was originally developed by the Driver and Marine Division's (DMD) Marine Training Branch, provides novice boat operators with the necessary skills needed to safely operate a vessel in a law enforcement environment. The IBOT is a shortened version of the popular and demanding four-week Marine Law Enforcement Training Program (MLETP). The IBOT course focuses specifically on those agents and officers who will be operating law enforcement vessels on

The FBI group successfully completed the rigorous week-long Inland Boat Operator Training Program (IBOT) at FLETC's Glynco site.



inland waterways or those who may have specialty assignments or collateral marine related duties, such as the FBI's UEP.

During the week-long IBOT course, students are instructed in the basic, yet critical, areas of maritime education which includes, but is not limited to nautical terminology, marlinespike seamanship (knot tying), navigation rules of the road, aids to navigation, piloting & charting, vessel handling, preventive maintenance and electronic navigation/radar operations. Following their first full day in the classroom, the students are introduced to their training vessels, 31' center console Contenders powered by twin 250 HP outboards. The remainder of the week is then spent on the water, as students begin applying the skills they learned in the classroom. Senior instructor Chip Bright, who oversees

the program, emphasizes that there is no substitute for hands-on instruction when it comes to marine training, "With certain skills such as vessel handling and docking, there is only so much effective training that can be accomplished in the classroom" added Bright.

After the basic skills are mastered, students are then taught some of the more technical and advanced aspects of marine training such as night navigation. During the night piloting exercises, students are required to safely navigate their vessels in unfamiliar waters, utilizing only their visual, radar and paper chart interpretation skills. Senior Instructor Mike Evans stated that many novice mariners often rely solely upon their GPS and other electronics devices to navigate their vessels; however that is not the case for IBOT students. They may encounter

"instructor lightning," a common teaching technique where the instructor turns off all electronic equipment, thereby forcing the students to navigate in darkness with only a paper chart and a sharp lookout to safely guide them to their destination.

FBI Supervisory Special Agent Kevin Horn is assigned to the Evidence Response Team Unit that is based in the FBI Laboratory Division in Quantico, Virginia. Horn explained that the UEP, which is composed of a newly-formed full-time team of technically trained divers who are attached to the FBI Laboratory in Quantico, as well as four twelve member Underwater Search and Evidence Response Teams (USERTs) based in the Los Angeles, Miami, New York and Washington D.C. field offices, has performed hundreds of dive missions throughout the United States and the rest of the world.



Photos courtesy of the FBI Underwater Evidence Program

Some of UEP's recent noteworthy cases were evidence recovery in the 1996 crash of TWA flight 800 over the Atlantic Ocean, the 2003 space-shuttle Columbia disaster and the I-35W bridge collapse in Minneapolis in 2007. In 2006, the team deployed to Iraq in order to conduct dive operations in the "Triangle of Death" area south of Baghdad. Horn and members of the UEP served a critical role in recovering key pieces of evidence in these and many other cases. The team is also often requested to assist other agencies such as the National Transportation and Safety Board with black box recovery missions in the event of a commercial airline mishap.

When asked why the FBI chose to attend FLETC's IBOT program, Horn explained that the team

needed to enhance the abilities of its boat operators so all USERT members were equally adept in their operating skills when at the helms of their 27' custom Boston Whalers and other vessels.

Not all of the USERT's missions actually involve dive operations. Their custom designed boats are equipped to transport and deploy the team's technological search platforms, including side scan sonar and Remote Operated Vehicle (ROV). The ROV is used in recovery situations where it isn't feasible to use a diver, such as at extreme depths where decompression limits would not permit sufficient bottom time to be able to thoroughly search an area. The ROV is also advantageous because it can be deployed in situations where conditions would be hazardous to a diver, such as contaminated waters or

when searching areas where underwater explosive devices may be present.

The FBI agents who attended the course had various levels of marine/boat handling abilities, with some ranging from little or no experience to others who hold the U.S. Coast Guard's Master's licenses. The ultimate objective of the IBOT is to have everyone who graduates the program leave with newly acquired knowledge or a better understanding of prior knowledge. Following night exercises on Thursday, the students all completed a written exam on Friday morning. As expected, the class passed with high marks and then departed back to their field offices, ready to apply newly obtained boat operating skills to support their next unknown dive missions.

Above and Opposite: The FBI UEP team conduct an underwater evidence investigation using a technological search platform.



RUSES: HOW TO KNOW IF YOU'RE GOOD TO GO

POPPI RITACCO

Senior Instructor, Legal

Lies and deception are age-old techniques used effectively and legally in law enforcement. Whether an officer is lying to a suspect in an interrogation room, or an agent is posing as a supplier of government paper for a counterfeiting investigation – deception can be an integral part of an investigation. See *Frazier v. Cupp*, 394 U.S. 731, 739 (1969) (Defendant's confession was still voluntary and admissible even though police lied to him by telling him that his co-conspirator had confessed). Deception has also long been used as a tool to gain entry into otherwise inaccessible areas: a suspect's house or apartment, for example. This type of deception, commonly referred to as a ruse, can assist law enforcement officers by helping them use the element of surprise to gain entry and control of a suspect while minimizing the chance of violence or resistance.

Ruses are generally legal as long as they comply with voluntariness requirements. Voluntariness is critical in determining the legality of deceptive police practices. So long as the police don't do anything that may be deemed to have coerced the action or statements of the target, the deceptive practice is likely to be upheld by the courts. Some situations are easy to assess. If you point a gun at someone and ask that person to open the door, the subsequent door opening is not voluntary. Conversely, if you politely ask someone to open the door, and that person complies, that door opening is voluntary. A voluntariness determination, of course, is not always so simple. What happens if you lie to get someone to open the door? Which lies are permissible, and which are not?

Ruses generally break down into three categories: (1) those that give the impression that consent cannot lawfully be withheld because law enforcement has alternative authority, (2) those that use dire or exigent circumstances, and (3) those that use deception effectively to obtain voluntary consent. *United States v. Montes-Reyes*, 547 F. Supp. 2d 281, 287 (S.D.N.Y. 2008).

The first two categories of ruses are legally impermissible because the type of deception used is coercive in nature. The seminal case example of the first category is *Bumper v. North Carolina*, 391 U.S. 543 (1968). In *Bumper*, officers told a 66-year-old widow that they had a search warrant when they did not. Based on their assertions, she allowed them to enter and search her house. They found a rifle that was later used as evidence in a trial of the widow's grandson. The Court found the consent to be coerced since the police claimed that they had a search warrant which would have given them authority to enter regardless of whether the widow gave her consent. This type of ruse, lying about having a warrant, does not present a real choice to the consenting party, and, therefore, is impermissibly coercive.

Montes-Reyes exemplifies the second category, a ruse which is impermissibly coercive because it creates a "false sense of exigent circumstances." 547 F. Supp. 2d at 291. In *Montes-Reyes*, DEA agents identified themselves as NYPD officers searching for a missing girl. They showed the defendant an actual "missing persons" flier with photos of a real missing four-year-old girl and a woman labeled "Abductor." *Id.* at 283. The Court reasoned that "[a] false claim of a missing child is precisely the kind of "extreme" misrepresentation of investigatory purpose by which a person is "deprive[d] . . . of the ability to make 'a fair assessment of the need to surrender his privacy.'" *Id.* at 291 (citing LaFave et al., Criminal Procedure § 3.10(c)). *United States v. Giraldo* is another example of the second impermissible category. 743 F. Supp. 152 (E.D.N.Y. 1990). In *Giraldo*, agents used a gas leak ruse and posed as gas company

workers who were there to check for the leak. Based on their representations, the defendant allowed them inside where they identified themselves as law enforcement and obtained consent to search. Among other things, police found cocaine and a large amount of money. Even though the Court found no evidence of coercion in the subsequent consent to search, it excluded the evidence as the fruits of involuntary consent obtained through the coercive use of a ruse that presented the defendant with a "life-threatening" situation: the gas leak." *Id.* at 154.

There are a number of federal cases that exemplify the third category of permissible ruses. One such very recent case is *United States v. Gonzalez*, 609 F.3d 13 (2010), a district court case from the District of Rhode Island. In this case, police pretended to be carrier employees delivering a package to the defendant at his apartment. Posing as carrier employees, police were admitted to the apartment and subsequently gained consent to search. Although the legal issue challenged on appeal was not the ruse, this is an example of a ruse where the consenting party is "deceived" but there are no coercive elements to the deception. Another example of this type of lawful ruse can be found in *Lewis v. United States*, 385 U.S. 206 (1966), in which an officer who posed as a potential drug customer was admitted to the defendant's home because the defendant thought he was there to buy drugs. Again, the deception used by police was not coercive in nature, and the defendant freely admitted the officer whom he believed to be a drug customer.

There has been some recent case law out of the United States District Court for the Western District of Texas concerning ruses commonly used by Immigration and Customs Enforcement agents. In *United States v. Hernandez-Juarez*, 2009 U.S. Dist. LEXIS 22031, the Court found consent to enter a home involuntary when ICE agents lied about for whom they were there to look. Agents showed the occupant of the apartment, Mrs. Hernandez, a photo of a man, whom they

In Bumper, officers told a 66-year-old widow that they had a search warrant when they did not. Based on their assertions, she allowed them to enter and search her house.

Of course, law enforcement officers are free to seek consent when they have only a “hunch,” and that’s often exactly when they do because they don’t have enough proof to get a warrant.

did not believe to be at the house, and asked consent to enter to search for that individual. They were actually looking for her son whom they believed was at the house. Agents testified that they used the ruse because they did not think that Mrs. Hernandez would give them consent to search if she knew they were looking for her son. Once inside, agents located yet a third individual whom they arrested.

The Court acknowledged that the ruse used by agents in *Hernandez-Juarez* did not involve “the use of police deception to the degree recited in *Montes-Reyes*,” but still analogized the two cases. Citing *Montes-Reyes*, the Court further observed that the status of the law enforcement officer, whether undercover or identified, is not singularly determinative of whether the consent was voluntary. Instead, the court found that it is the totality of all of the circumstances that determines the voluntariness of the consent given. *Id.* at 9 (citations omitted). In *Hernandez-Juarez*, the Court found that “[t]he ICE agents used a ruse upon a non-English speaking alien to obtain entry. The typical reasonable person would have understood that exchange between the agent and Mrs. Hernandez would have amounted to at most allowing a search of the premises for the man in the ruse photo.” *Id.* at 10. The Court subsequently found Mrs. Hernandez’s consent to be involuntary and, in the alternative, limited to a search for the man in the photo. *Id.*

Hernandez-Juarez presents an interesting set of circumstances in which law enforcement officers used a ruse that neither involved a false assertion of legal authority, as in the first category described in *Montes-Reyes*, nor a false emergency, as in the second category. Nonetheless, the Court found the consent to be coerced, citing a number of factors such as the immigration status and language of the consenter. The Court then quickly followed its determination of coercion with the

caveat that, if it were wrong, the agents’ search would still have exceeded the scope of the consent (which was limited to searching for the man in the photo). One is hard-pressed to see how the ruse in *Hernandez-Juarez* is impermissibly coercive in and of itself. It is, as the Court stated, likely a combination of all of the circumstances that led the Court to find Mrs. Hernandez’s consent to have been coerced. Not only did the court highlight that she was a non-English speaking alien, but it also noted that agents acted only on a “hunch” and that, once inside, “the agents used their fraudulent entry for a general roundup...” Of course, law enforcement officers are free to seek consent when they have only a “hunch,” and that’s often exactly when they do because they don’t have enough proof to get a warrant. As far as the “roundup,” the Court did not address the legality of the seizure of the defendant or any other aspect of agents’ contact with him.

So, where does *Hernandez-Juarez* leave us? Keeping in mind that *Hernandez-Juarez* is a district court case out of the Western District of Texas, San Antonio Division, it is not binding law for the majority of law enforcement. The three categories set forth in *Montes-Reyes* are still good guidelines for permissible and impermissible ruses. Nonetheless, *Hernandez-Juarez* reminds us that law enforcement officers should always be careful to evaluate the totality of the circumstances when employing any ruse. What may be permissible in one circumstance with one individual may become coercive when applied to another situation with another individual. A thorough assessment of all of the facts is in order when lies and deception are used by police. When used correctly, ruses remain a creative tool leading to safer and more effective investigations. When in doubt, law enforcement officers should always consider contacting their Assistant United States Attorney for guidance.

FLETC DIRECTOR HONORED BY NCIS

ED BUICE

Public Affairs, Naval Criminal Investigative Service

ORLANDO, FLORIDA—Director Connie Patrick has been recognized by the US Naval Criminal Investigative Service for a demonstrated commitment to strengthening the working relationship between FLETC and NCIS.

Director Patrick was a guest of honor at a breakfast hosted by NCIS in conjunction with the annual International Association of Chiefs of Police conference, held this year at the Orlando Convention Center.

NCIS Director Mark Clookie notes that, “Each year during IACP, we hold an event to recognize special partnerships NCIS has with a number of counterpart agencies around the world. The partners we honor at this event underscore the incredibly diverse nature of law enforcement and the global nature of both the threats and solutions. Without our domestic and international partners we simply could not do our job. NCIS wants to be sure the men and women in these organizations – as well as those they serve – realize just how much we value the working alliances we have with them.”

Mr. Clookie also said, “We believe the ongoing partnerships we have and the new ones now being forged are essential to effective law enforcement in today’s highly dynamic global environment. Only through enhanced cooperation and collaboration –including new initiatives in information sharing, training, and more – can we truly succeed in addressing the reality of today’s criminal, terrorist, and other threats.”

“In our view, this approach to law enforcement is definitely a win-win relationship for everyone – most of all, for those we are charged to protect and serve.”



NCIS Director Mark Clookie presents a plaque to FLETC Director Connie Patrick for demonstrated commitment to strengthening the working relationship between FLETC and NCIS.

Building quality leadership in public safety



Members of the Public Safety Leadership Development Consortium pause for a group photo during the FLETC hosted conference.

FLETC HOSTS PSLD CONFERENCE

For three days in December, the Public Safety Leadership Development Consortium (PSLDC) held their 2010 summit in the Golden Isles at the invitation of FLETC Director Connie Patrick. The PSLDC is comprised of police leaders from the U.S., Canada and Germany as well as executives from various universities including Sam Houston State University, Texas Woman's University, Youngstown State University and Methodist University. The theme of the 2010 summit was "Building Quality Leadership in Public Safety". The FLETC and PSLDC currently deliver joint leadership training at international venues that will include the International Law Enforcement Academy in Budapest, Hungary in 2011. The PSLDC has various study teams that conduct research in the areas of ethics, competencies, international issues and support and women's issues in public safety.

The summit included a presentation by Director Patrick entitled: "Leadership Training and Development at a Public Safety Learning Institution: Looking Back, Looking Forward". Other agenda items and topics included Emotional Intelligence, Ethical Issues for Public Safety Supervisors, Women in Police Leadership Roles and the application of the Myers-Briggs Instrument in Leadership Development. The summit also included a tour of the FLETC and a Low Country Boil at the Student Center.

Portia Dewhurst, Director of Programs for the Canadian Police Sector Council and chair of the PSLDC, commented, "This was a productive and informative conference, indicative of the power of the PSLDC. This Consortium provides a unique opportunity for professionals working to address pressing leadership development concerns for public safety to network and share information, concerns, best practices, ideas, the very latest research and to explore solutions." Additional information concerning the PSLDC is available at www.psldc.com.



Khoo Boon Hui, president, INTERPOL, addresses members of the Technology and Research Exercise recently held at the FLETC. Pictured at the conference table are Dale Sheehan, Director, Police Training and Development, INTERPOL, Connie Patrick, Director, FLETC, and Ken Keene, Deputy Director, FLETC.

FLETC / INTERPOL TECHNOLOGY AND RESEARCH EXERCISE

The Federal Law Enforcement Training Center (FLETC) and the International Criminal Police Organization (INTERPOL) co-hosted a two-day Technology Research Exercise focusing on technological training advancements and examining how criminals leverage cyber-technology to expand underworld operations.

In opening remarks to the international law enforcement delegation the FLETC Director Connie Patrick punctuated the need to give our front-line police force the cyber and technological edge in their training to develop effective law enforcers nationally and internationally.

“It is critical that we provide our law enforcement officers on the front-line with the most comprehensive, current and relevant training to overcome the criminal threats that confront us today. By sharing the resources and knowledge that we have all acquired, we can equip our future law enforcement professionals for years to come,” Patrick said.

INTERPOL President Khoo Boon-Hui applauded Director Patrick’s commitment to grooming an international police community capable of coordinating, sharing and applying best practices to stay ahead of criminal activity and enhance investigative capabilities.

“Law enforcement agencies must raise the capabilities of their officers, help them to master new tools and always stay ahead of the criminals. In addition, countries have

to cooperate more closely with one another by sharing intelligence, watching for international fugitives, and conducting joint enforcement actions,” Khoo stated.

Rather than meeting for a theoretical discussion of how technology and research might benefit law enforcement training, the FLETC was able to show its technology integration and transformation that has taken place over the past five years at the Center. The two-day exercise allowed the delegation to experience the avatar based interview simulator, use the marine and driver simulators, make “use of force” decisions, shoot a firearms’ course of fire, and conduct an investigative operation – all while using simulation. The delegates also had the opportunity to hear a presentation by Dr. Bill Norris which described the training outcomes from the Survival Scores Research Project. This ten year study focused primarily on improving decision making under stress, but has also led to improved audio-video feedback of scenario performance, more consistent scenario scoring, and numerous other technology improvements throughout the FLETC. Interestingly, although these technological devices have dramatically improved the decision making capabilities of students, they are not designed to replace the hands on skills such as driving, shooting, and handcuffing that must be successfully performed prior to graduation.



THE U.S. CAPITOL POLICE

An Historical Perspective

GLENN BROGAN

USCP Representative, FLETC

This excerpt was unintentionally omitted from an article published in the FLETC Journal, fall 2010 issue, which traces the history of the U.S. Capitol Police from its inception to present day.

On August 24, 1984, the Capitol Police lost their first officer in the line of duty when Sergeant Christopher Eney was killed during a training exercise. On October 15, 1991, the National Law Enforcement Officers Memorial was dedicated in Washington, DC, to honor the more than 14,000 officers slain in the line of duty. An inscription on the memorial by Vivian Eney Cross, Sergeant Eney's wife, reads, "It is not how these officers died that made them heroes, it is how they lived."

In 1987, Congress authorized the establishment of an Off-Site Delivery Center as a screening facility for the delivery of goods to the Capitol Complex, which brought about the expansion of the K-9 unit. The Capitol Police K-9 units' primary responsibility is the detection of explosives and their duties include conducting explosive detection sweeps of congressional buildings, commercial and private vehicles, and public assembly areas. The USCP K-9 unit also has Urban Search and Rescue (USAR) Teams who have been trained to locate victims trapped in the rubble of a catastrophic building collapse.

In December 1988, renovation of the old Immigration Building located at 119 D Street, NE, Washington, DC, was completed and the Capitol Police Headquarters was moved from its previous location at the old Plaza Hotel located at 331 First Street, NE. In 1992, Congress passed legislation that expanded Capitol Police

jurisdiction in the city of Washington from the Department's primary jurisdiction within a 47 square block radius in and around the US Capitol to an "extended jurisdiction zone". This zone involved specific areas of concurrent jurisdiction that are shared with other local law enforcement agencies.

In 1997, the USCP developed the Advanced Legislative Emergency Response Team (ALERT), which is comprised of specially trained and equipped officers who can detect, respond to and mitigate the effects of a chemical or biological release.

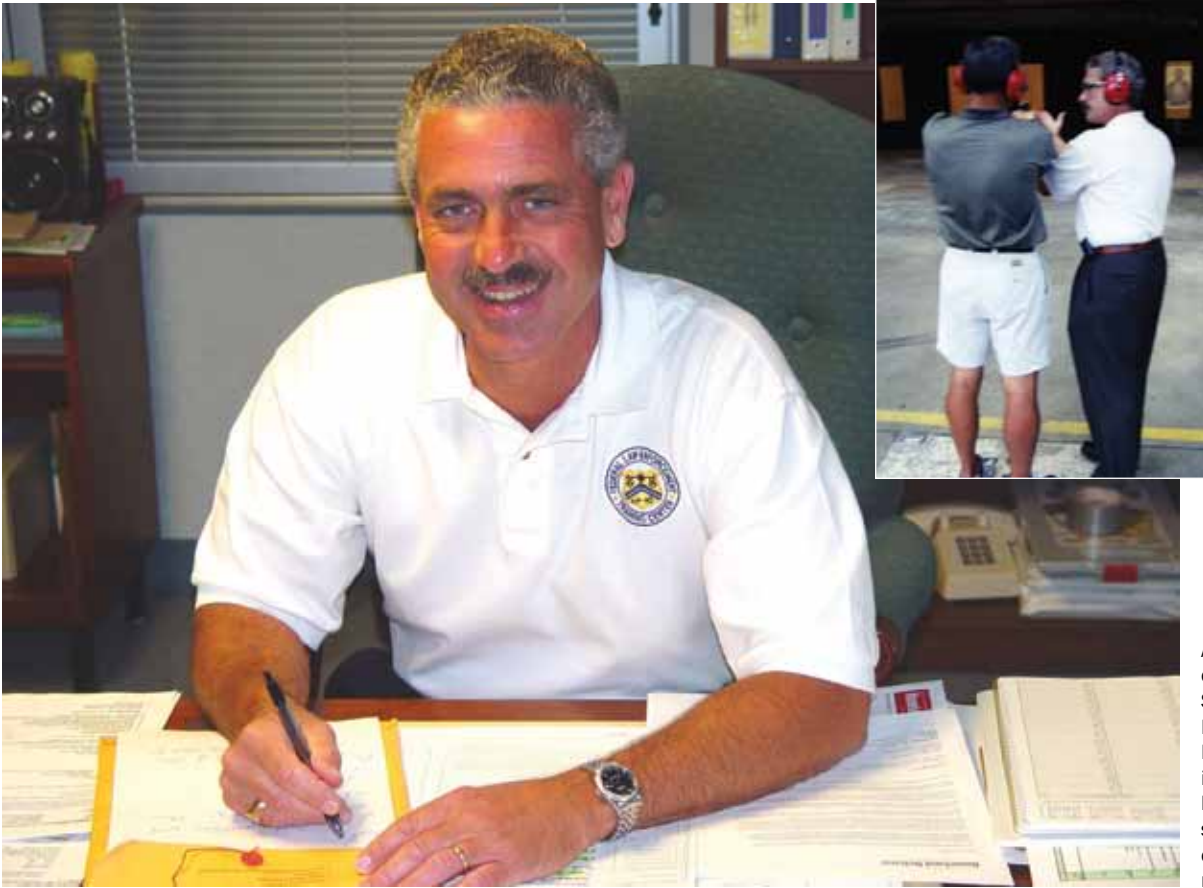
The year of 1998 was a tragic one for the USCP, when a gunman entered the Capitol Building and killed Officer Jacob J. Chestnut and Detective John M. Gibson on July 24, 1998 (pictures from Odmp.org). In 2005, Members of Congress and Members of the USCP began a yearly event to raise money for the Capitol Police Memorial Fund, which benefits the families of Officer Chestnut, Detective Gibson and Sergeant Eney. The event is entitled "The Longest Yard Football Classic" and it pits Members of Congress and former NFL players against Capitol Police Officers in a game of flag football.

On September 11, 2001, America was rocked by the devastating terrorist attacks against New York and the Pentagon. The Capitol Building, and other sites around the city, were targets of the terrorists, but they were not successful. The United States

Capitol Police mobilized to meet any other attacks that might have occurred that day, and since that time, have reexamined existing policies and procedures to ensure that the Department is ready to handle future threats. Just over a month after the September 11th attacks, the Capitol Complex was again the target of terrorism, when, on Monday, October 15, 2001, the United States Capitol Police responded to a report of an anthrax exposure in the Hart Senate Office Building.

Although the USCP's mission to protect the Congress, its legislative processes, members, employees, the over 3 million annual visitors, and facilities from crime, disruption, or terrorism has never changed, the methodology, tools and training by which the Department's employees are equipped to accomplish this task has greatly evolved. The USCP continues to accomplish their unique mission today by using a number of means. The Patrol/Mobile Response Division (PMRD) provides police services through motorized, bicycle and foot patrols, prisoner processing and transportation, drug and alcohol enforcement, crime scene search and a very active Civil Disturbance Unit. The HAZMAT team and bomb squad routinely respond to calls for suspicious packages.

Editor's Note: To read the entire article, go to www.fletc.gov/reference/reports



Andy Smotzer began his career with the Secret Service Uniform Division. He transferred to the FLETC as a firearms instructor. Promoted to branch chief, Smotzer served in various FLETC divisions until his recent retirement.

IN THE BEGINNING...

STEPHEN W. BROOKS, J.D.

Chief, Property Management and Founding Member, the FLETC Journal

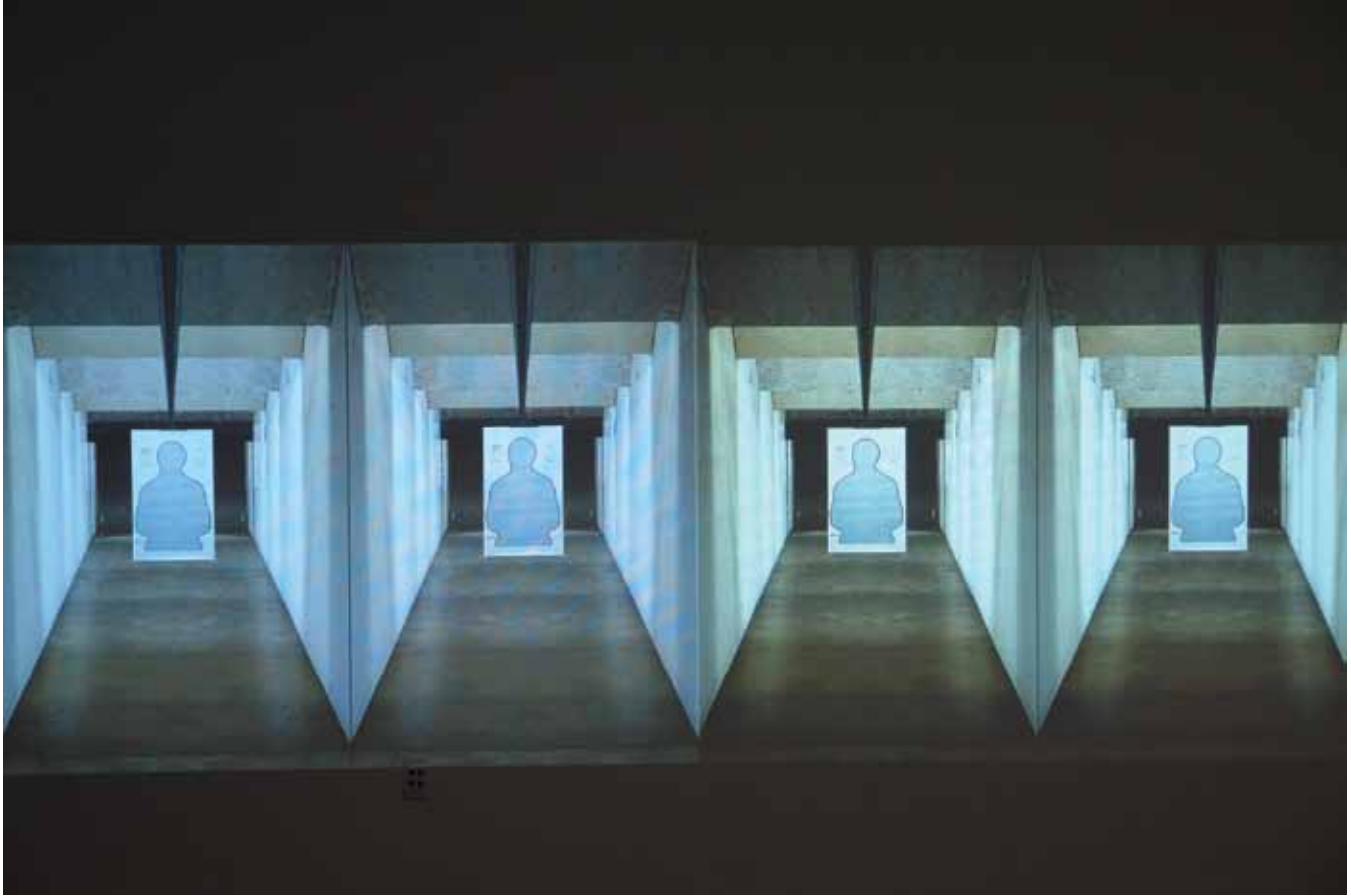
Around 1993 Andy Smotzer picked up an idea that had been “floating” around the FLETC for a few years and decided to make it a reality. It wasn’t long before the FLETC Journal as we know it today was born. The Journal has had its ups and downs, plenty of high quality articles to edit and at other times the Editorial Board would sit around the conference room on the second floor of the Media Support Division wondering if the issue of the journal in development would have enough articles prior to going to print.

We shouldn’t have worried as much as we did because without fail Andy Smotzer would come through and write an article or two himself . . . always. What Andy contributed was not mere fluff to fill pages, but rather substantive articles relating to law enforcement training, regardless what division he was assigned to or the position he held within them. Andy is a prolific and gifted writer that always had a smile and a good word for everyone. With Andy the glass was not only always half full, it was about to be topped off.

During the years, editors of the journal came and went

but Andy was always there, and probably not known to most at the FLETC one of the last two original members still with the publication and without his hands-on involvement the FLETC journal would not be the respected, professional publication it is today, read literally by thousands of officers and agents around the world. With Andy, working on the Journal was a true labor of love and I tell you my friends Andy has passion for the FLETC Journal as no other and dearly believes in the core mission it was designed for: to provide a venue for FLETC instructors, staff and Partner Organizations to not only share law enforcement training information, but to showcase their individual talents.

While no one person is indispensable, Andy Smotzer will surely be missed, and the FLETC Journal will be the lesser for his retirement. So readers as the saying goes, “we are looking for a few good men and women” to pick up where Andy has left off and write about what is happening in your topical areas in training, or what you are doing to support the law enforcement training mission.



Firearms simulation training at the FLETC

We train those who protect our homeland

Federal Law Enforcement Training Center
U. S. Department of Homeland Security
1131 Chapel Crossing Road
Glynco, Georgia 31524
www.fleetc.gov



**Homeland
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