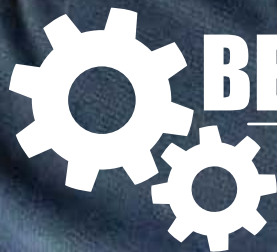


FLETC Journal

VOLUME 20 • Spring-Summer 2018

Federal Law Enforcement Training Centers

Artesia ★ Charleston ★ Cheltenham ★ Glynco



BEHIND THE SCENES

Supporting the Mission



Homeland Security

FOREWORD



On a typical day at the Federal Law Enforcement Training Centers (FLETC), you would likely see law enforcement recruits from throughout the Federal Government participating in training lectures, laboratories, and realistic scenarios. You might observe students riding buses from their dormitories to class, eating in the cafeteria, exercising in the gymnasium, and participating in recreational activities during non-training hours. But what you might not readily see are the many behind-the-scenes efforts occurring every day across our four training sites that together keep the FLETC engine running.

This edition of the FLETC Journal takes us “under the hood,” where our contributing authors share perspectives and information on activities and programs that might be invisible to most students and visitors, but are nonetheless critical to our daily operations and long-range planning. Within these pages, you will read about what we do at FLETC before actually delivering training, such as how we develop curriculum and work with our partners to translate real life events into scenarios and exercises. Other articles provide overviews of a number of the support processes that enable our training mission to occur, such as scheduling, multi-media services, procurement, facilities management, equipment issue, assets and logistics management, and emergency management.

Since my arrival at FLETC in October 2017, I have had the opportunity to meet many of the professionals from a host of disciplines who work each day to support and enable the training our instructors provide to thousands of law enforcement officers annually. Their collective dedication to the FLETC mission is no less avid than those on the frontlines teaching our students. In these pages, we provide a glimpse of the work they do each day, and I hope you enjoy our “behind-the-scenes” look at FLETC.

Thomas J. Walters

*Director
Federal Law Enforcement Training Centers*

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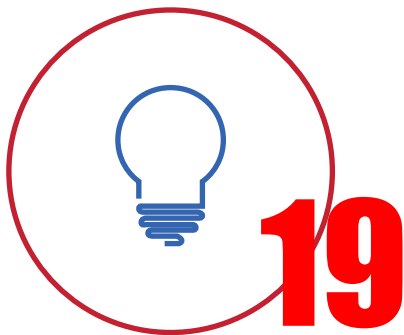
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The FLETC Journal's mission is to explore and disseminate information about law enforcement concepts, research initiatives, programs, and trends that impact or will potentially affect law enforcement training. It is produced, published, and printed through a joint collaboration with the Multi-Media Division and the Government Printing Office. The printed circulation is 2,000 and it is also available electronically on the FLETC website at <http://www.fletc.gov/about-fletc>.

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The content of this publication is written in accordance with the guidelines of the Associated Press (AP) style. Articles, photographs, and other contributions are welcomed from the law enforcement training community and academia. Publication depends on general topical interest as judged by the editorial team.

Where FLETC Trains

FLETC Domestic Training Sites

- Glynco, Georgia
 - Artesia, New Mexico
 - Charleston, South Carolina
 - Cheltenham, Maryland
- Domestic Export Locations

State, Local, and Tribal Law Enforcement

(Training Facilities Nationwide)

Academic, Operational, and Program Support

- Singapore
- Maritime Law Enforcement Training Center
(Port of Los Angeles)

International Law Enforcement Academies

- Gaborone, Botswana
- San Salvador, El Salvador
- Bangkok, Thailand
- Budapest, Hungary
- Roswell, New Mexico

International Training and Capacity Building Programs

- Delivered Worldwide

Online Training

- Available Worldwide

FLETC FAST FACTS

Consolidation of law enforcement training permits the federal government to emphasize training excellence while keeping costs low. Professional instruction and practical application provide students with the skills and knowledge to meet the demanding challenges of a federal law enforcement career. They learn not only the responsibilities of a law enforcement officer, but through interaction with students from many other agencies, also become acquainted with the missions and duties of their colleagues. This interaction provides the foundation for a more cooperative federal law enforcement effort.

Integrated Instructional Staff: FLETC has assembled the finest professionals to serve on its faculty and staff. Approximately 50 percent of the instructors are permanent FLETC employees. The remaining instructional staff are federal officers and investigators on assignment from their parent organizations or recently retired from the field. The mix provides a balance of instructional experience and fresh insight.



Reflections on Leadership



THOMAS J. WALTERS
Director,
Federal Law Enforcement
Training Centers

On September 14th, with the still smoking ruins of the World Trade Center's twin towers in the background, the President of the United States, bullhorn in hand, demonstrated what, for me at least, was an icon for superior situational leadership. At this most critical time in history, before a national audience in need of assurance and inspiration, a heckler in the crowd challenged the President of the United States.

I cannot know the heckler's intent, and I do not know if his act was accidental, if it was an attempt to steal from the President the opportunity to deliver his message, or if he simply misunderstood his place in the moment. The response of the President was not planned; it was not scripted; it was not staged; it was not rehearsed. But his response was effective; it was timely; it was unifying; it was inspirational; it was genuine; and it was just one example of total immersion leadership.

You may recall that as the President began his address to the Nation with the local rescuers and the rubble as a backdrop, someone shouted out, "I can't hear you!" He interrupted the flow of the President's speech, potentially reducing a positive national event to an embarrassing moment, a moment displaying to our nation and to the world a United States of America in such disarray that its leadership was unable to organize a simple speech.

I was literally shocked and sickened by the interruption. Perhaps it was genuine and the guy who launched that verbal missile thought it was important to interrupt the President of the United States to let him know that he just couldn't hear. But it doesn't really matter. Irrespective of the man's intent, the effect was potentially disastrous.

George stole the moment back. Not by being clever, or vindictive, or aggressive, but by being genuine and fully immersed in his leadership role. To the rescue worker's "I can't hear you," Bush provided his now-famous response:

I can hear you!

I can hear you! The rest of the world hears you!

And the people - and the people who knocked these buildings down will hear all of us soon!

And the crowd on hand began to chant, "USA! USA! USA!" I breathed out with a whistle, and after a few minutes' reflection, I filed that moment away as a lesson in leadership. If you are totally involved in your leadership role, if you invest heavily in time and energy, master the details, and understand the ideals, your ability to lead will shine through when it is most needed. In my view, leadership is as much about preparation as it is inspiration.

How did he do it? How did he fend off the attack and recapture the initiative? Part of the answer is that the President understood and embraced his role as the leader. He was totally immersed in all aspects of his leadership role. He was prepared, because he cared.

As Deputy Secretary for the U.S. Department of Homeland Security Elaine Duke said to us at FLETC-Glynco last year, "Make your career choices ... and then own your decisions." If you make the decision to take on a leadership position, you might do well to accept the responsibility to prepare that goes along with it.

Now you can probably guess why I call it "total immersion" leadership. My Gramma O'Connor used to say, "Half a loaf is better than none." I'm sure you've heard that expression. Well, I believe that saying does not, I repeat, does not, apply to leadership. Half a loaf is not better than none. When you come to the realization that power and responsibility are united, that faith and fidelity are one, you come to understand that half a leader, unlike half a loaf, is not better than none.

When you fail as a leader, the consequences can be profound. Know it, accept it, fear it. As a leader, you will and should know fear. At every moment, you should wonder if you understand all the issues sufficiently, if you are communicating effectively, if you are working hard enough, inspiring those you lead, delegating properly, mastering the details, considering all available information, prioritizing your time strategically, and developing the proper context



President Abraham Lincoln speaks before a crowd of 15,000 on November 19, 1863, at the official dedication ceremony for Gettysburg National Cemetery. Although he was not the featured speaker at the event, President Lincoln's Gettysburg Address has stood the test of time as a unifying testament to the new birth of freedom born out of the sacrifices of those who gave their lives in the Civil War. (Lithograph by Sherwood Lithograph Co., c. 1905)

for decision making.

Fear motivates preparation. Preparation builds confidence. So embrace the inevitable fear that is part of leadership. Use it to your advantage. The good news is that when you invest heavily in your leadership position, you will be ready for the predictably unpredictable situations that give you no time to prepare, no time to consult, no time to weigh the information.

Here is an example from my own world. Let me set the scene. The phone call is from key appropriations staff, and

it's the last day before the annual budget goes to the Hill.

Me: Good Day, this is Tom Walters.

Caller: Isn't there someone over there who can tell me how the Border Patrol would spend \$15 million in construction money? Please?

The answer was "yes," because I had led our budget formulation and execution team. I knew our staff had the details; I knew my leadership had already approved a prioritized list through the proper channels; I knew that the administration supported the projects; I knew whom to contact for final approval of this last-minute, out-of-channels request. I was able to organize a response to the request, and we did indeed receive the funding for our top construction projects.

So if you are the leader, make sure you are confident when you can say yes. Another day, another situation, another call comes in, this time from Headquarters.

Me: Good Day, this is Tom Walters.

Caller: We are getting ready to pull all of the trainees at the Academy out of training and send them to the border to assist with border security. What do you think?

In this case, I knew the details; we'd already gone through a similar situation before, with very negative results. I made the case that the negative impacts would far outweigh the positives. Our national leadership agreed with my view.

As a leader, be prepared enough to inspire confidence in your leadership that your views are well thought out, even when your advice must be "no."

In order to lead effectively, prepare effectively. Live it, love it, total immersion. George did it, and we can too.

Thomas J. Walters serves as the Director of FLETC, overseeing operations across four domestic training sites, export locations, and outside the Nation's borders through international training and capacity-building. Director Walters previously served nearly 30 years with U.S. Customs and Border Protection (CBP), beginning his career as a Border Patrol Agent and holding numerous leadership positions, including Chief of the U.S. Border Patrol Academy, Assistant Commissioner for the CBP Office of Training and Development, Director of the U.S. Border Patrol Communications Division, Acting CBP Assistant Commissioner for Public Affairs, and CBP Deputy Assistant Commissioner for Public Affairs.

Director Walters was an original member of the U.S. Border Patrol Tactical Unit, and played a key role in shaping the Border Patrol's first strategic plan. As Chief of the Border Patrol Academy, he led all aspects of Border Patrol basic and advanced training. He spearheaded the training portion of the agency's effort to double the number of Border Patrol agents, including training hundreds of new instructors and thousands of trainees. Director Walters successfully integrated the training requirements for former Customs officers, Immigration officers, and Agriculture specialists into the CBP officer basic training program. He developed an intranet-based distance learning program, providing access to training for all 60,000 CBP employees, and led the initiative to design and build Harpers Ferry Advanced Training Center to support CBP operations.

Director Walters is a graduate of the State University of New York at Buffalo, and earned a master's degree in national security strategy from the National Defense University, National War College.

FLETC
support 

Executing the Mission Behind the Scenes

*Emerson Floyd works on signage for FLETC. (Photo by David Tucker, FLETC)*

BY ALICIA GREGORY
Protocol and Communications Office

Since its inception in 1970, Federal Law Enforcement Training Centers (FLETC) students and staff have engaged with instructors in front of fully-equipped classrooms, occupied state-of-the-art training facilities, and held equipment in realistic scenarios, but many stakeholders might be surprised at the diversity of functions necessary to support the execution of this world-class training.

FLETC's support offices create an environment conducive to learning essential law enforcement skills. The ever-changing law enforcement training landscape necessitates a responsive and agile team. These men and women work to provide needed resources and services such as maintaining facilities (see sidebar article), scheduling classes, purchasing training materials, and filming training videos, allowing the instructor cadre and the students to focus on the training itself.

FLETC Charleston Chief of Administrative Division

Mark Boswell explained just how extensive this undertaking is to the organization. "We provide mission support from registration to graduation and everything in between. Without our talented team of federal and contract employees, students would not be able to arrive on Center, have a comfortable bed to rest in, eat delicious meals, train in the finest venues, or graduate from the world's best law enforcement training."

The scheduling of all of these activities is the responsibility of the Training Resources Coordination Division. The team manages the FLETC enterprise-wide master schedule of training classes, the quarterly scheduling of all training classes, the allocation of seats, and the management of registration requirements for those classes. They work closely with Training Management staff at all of the sites to manage the training and associated resources throughout. Unlike a standard university system, new classes can start weekly and range from a couple of days to several



Jason Lefevre shelves some of the many materials available for students and staff. (Photo by David Tucker, FLETC)

months long.

“Incorrect management of the schedule or the training facilities, including the lack of available training space, can cause significant failure to meet the training objectives,” said Division Chief Tracy Bonner. “These professionals work through many scenarios to ensure the right training occurs at the right time and in the right place.”

FLETC has an entire division devoted to services for students. Services provided include lodging, food service, health services, transportation, uniforms, program support, logistics, role players, grounds, janitorial, library services, recreation, publishing services, and training equipment.

Finding out a training venue is unavailable can stop training, but not having the equipment needed for training can do the same. This is the role of the practical exercise equipment issue team. The team prepares and issues the necessary resources to students and instructors for practical exercises to include providing guidance on the use of radios, blank-fire weapons, and many types of audio-visual equipment. This includes maintaining more than 11,000 pieces of law enforcement training equipment.

The Multi-Media Division produces quality multimedia products and services in support of law enforcement training and administrative support activities for FLETC and our partner organizations. The division works with agency and department heads, academy directors, training officers, and instructional staff to assist with the delivery of law enforcement training through the effective and cost-efficient use of visual information products. These include photography, graphic design for electronic files and hard copy products, brochures, instructional posters, exhibits, displays,

high-definition video productions, podcasts, webcasts, and audio recordings. They also develop interactive video for web applications, use in classrooms, and use on intranet/learning management systems.

Much of these visual information products are available from the Glynco Multimedia Center. The multimedia center is a special law enforcement library and is a Learning Resources Center (LLC). The mission of the LLC is to support the training objectives, and as such, is an integral part of the FLETC learning environment. Students can use the facility not only for research and study, but also for assigned computer-based training. The library is walking distance from the dorm rooms, conveniently located for those who do not have readily available transportation. Instructors visit the library to check out law enforcement materials used to enhance their teaching. The library also provides a place after hours and on weekends for students to study individually or to collaborate in a group setting. The facility is open every day of the year including holidays, thanks to an innovative radio-frequency identification (RFID) system, which permits real-time check-in of items and immediate check-outs of new items, even if a librarian is not present. Because of the RFID system and the automatic lock/unlock system, the library is able to be open during all assigned hours of operation.

Technology like the RFID system is researched, purchased and maintained by FLETC’s Chief Information Officer Directorate. A large part of their role is to support FLETC’s activities through innovative solutions for automating processes, exchanging and storing information, and creating new training delivery channels. The staff

members integrate FLETC's organizational goals to identify and prioritize specific information technology projects. Additionally, they identify products to meet the dynamic learning requirements of the professionals who protect our homeland.

The Assets and Logistics Management Division uses technological tools, like the RFID system, and traditional methods to track what comes in and what goes out of the training center. "We support law enforcement training through the acquisition, receipt, control, protection, use, reutilization, recycling, and disposal of government property," said John Youhas, deputy chief of the division. "That constitutes being responsible for about 34,000 pieces of property we inventory annually, the maintenance and repair of more than 900 vehicles, and recycling hundreds of tons of materials to divert them from landfills."

The Assets and Logistics Management Division works closely with the Office of Emergency Management and Continuity to set aside needed equipment in the event of an emergency for students, staff, and partner organizations.

"Resources become a challenge because it is hard to predict what will happen and how much it will cost us," explained Stacey Rogers, chief of the division. "No one wants to spend a lot of money on something they will not necessarily use. Risk-based mitigation strategies become important and help quantify justification for competing resources - what is most likely versus what is most dangerous. Similar to a car owner, we (the owner) are responsible for maintenance, upkeep, and all other functions related to keeping the car (FLETC) on the road. If we don't buy new tires, it may keep running for a while, but eventually the car will lose grip on a wet surface or suffer a blowout. The ensuing damage will likely be far more expensive and disruptive than if we had simply put new tires on at the appropriate time."

At FLETC, we are no strangers to being engaged and prepared. Whether it is through our continuity of operations exercises, hurricane plans or standard operating procedures, the men and women at FLETC practice the continuation and restoration of the training mission in the event of an emergency. This was especially important during the last two hurricane seasons, when both the Brunswick, Georgia, and Charleston, South Carolina, training delivery points were impacted by Hurricanes Matthew and Irma.

FLETC support staff truly shined during the emergency impacts of the recent hurricanes. The employees in the Procurement Division quickly processed contracts for cleanup and assistance; the Chief Financial Officer Directorate made sure funding was available for reconstitution efforts; the Human Resources staff ensured we had a 100 percent accountability; the Protocol and Communications Office provided information during

and after the events; and the Critical Incident and Stress Management counselors worked with individuals dealing with the crisis situations.

FLETC support team members are the unsung heroes who come to work each day knowing the importance of what they accomplish to support FLETC's mission, vision, and strategic goals. Working together, these functions and the dedicated people in them allow us to train those who protect our homeland.



Retired employee Shirley Cason uses a labor-intensive scheduling system. Affectionately called the "wailing wall," the old system used in the 1980's consisted of updating hundreds of paper cards. The current system allows staff to perform a multitude of tasks to include scheduling programs and facilities, managing logistical information like housing, and registering students. (FLETC Archive Photo)



Alicia Gregory is the senior public affairs specialist in the Protocol and Communications Office (PCO). In this position since 2005, she works to promote employee and public understanding of and support for FLETC's policies and programs through a variety of venues such as tours, briefings, events and written materials. She has served as the acting PCO Chief, the 2016 CFC Loaned Executive, and member of the FLETC Journal Editorial Board since 2008. Prior to her current position, Gregory was the public affairs officer for the Army Corps of Engineers in Charleston, South Carolina, responsible for the internal and external communication mission. Her primary focus was advising staff level personnel on media and community issues, from flood control and environmental restoration to military construction and national emergencies. Gregory oversaw a bi-weekly electronic newsletter and quarterly corporate magazine; and managed the redesign and web content of four different external and internal websites. Gregory has an extensive background in public affairs, communication techniques, and media relations. She earned a bachelor's degree in marketing from South University and attended the Defense Information School at Fort Meade, Maryland.

FACILITIES MANAGEMENT DIVISION

BY DR. JANNETT BRADFORD
Facilities Management Division

The Facilities Management Division (FMD) comprises about 60 people who provide cradle-to-grave functional support for the physical infrastructure at FLETC Glynco. In addition, the staff members provide advice and assistance to facilities management staff at the other FLETC training delivery points at Artesia, New Mexico; Charleston, South Carolina; and Cheltenham, Maryland.

FMD's mission is to provide "state-of-the-art facilities that enhance FLETC's ability to deliver training to those who protect our homeland." In achieving that mission, the staff work in three branches -- Design and Construction, Facilities Operations, and Real Property -- to design, construct, operate, maintain, renovate, and demolish the buildings and structures that provide the backdrop for law enforcement training and training support at Glynco. The division performs functions that are critical to the delivery of training. For example, firearms ranges need to be cleaned, targets need to be properly positioned, skid pans need to have the correct amount of water, lights need to work to accommodate daytime and evening training, and classrooms need a comfortable climate year-round.

Providing current and modern facilities while demonstrating responsible stewardship of taxpayer dollars is an increasingly difficult challenge that forces the staff to develop innovative solutions to physical infrastructure problems. The team's ingenuity is often the difference between "problem solved" and "awaiting funding." In response to anticipated training workload increases, staff members identified venues that could be renovated and/or repurposed at minimal cost to increase training capacity, including:

- *Nine of the 62 raid-houses slated for demolition were brought back online to meet increased training needs*
- *Three Partner Organization office buildings were converted to training venues*
- *Portions of a "virtual" firing range were converted to mat rooms*
- *An area of the dining hall was converted into a multi-*



James Winslett performs maintenance on an air conditioning unit.
(Photo by David Tucker, FLETC)

functional use space for training, small assemblies, and graduations

- *Converted a modular building for more than 350 new male student lockers*
- *A non-material design (i.e., no interior renovations) that yielded a 400 percent increase in a modular building's instructor office spaces*

Notable recent projects include the construction of the multi-functional auditorium at Artesia, which was the seed idea for the Building 912 multipurpose center at Glynco. The facility includes an auditorium, three conference spaces of varying sizes, and interior spaces that showcase Glynco history with exterior venues that honor the sacrifices of FLETC-trained law enforcement officers and agents as well as the memory of the victims of the 9/11 attacks. The team oversaw renovations, which enabled relocation and collocation of two FLETC divisions and four contractors. In addition, the renovated areas support the FLETC Print Shop and Uniform Issue spaces, which significantly enhance the FLETC new-student experience. Many projects are done using in-house design such as the Forensics Training Building bus loop; “big top shelters” for the Driver and Marine Division; the Interactive Cover Drills course; Child Care building renovation; heating, ventilation and air conditioning (HVAC) systems overhaul at the gym; and paving and drainage improvements.

FLETC also manages projects on behalf of our Partner Organizations, such as a new canopy at the Bureau of Alcohol, Tobacco, Firearms and Explosives’ (ATF) explosives range. A recent success was the construction of the Transportation Security Administration (TSA) modular training complex that features multi-sectioned modular buildings designed to accommodate TSA-specialized training equipment, which has ushered in a new era of modular construction at Glynco. Additional modular structures are a new ATF modular training facility and another TSA office modular building. The Federal Protective Service has worked closely with staff to renovate its existing academy and expand its footprint with a new facility adjacent to it.

Construction and renovated spaces must be operated and maintained, which is the purview of the maintenance mechanics and utility systems operators. The maintenance mechanics are as creative as their colleagues, generating seemingly limitless solutions to daily facilities management challenges. Following an ongoing problem with target holding malfunctions, mechanics on the range worked with the in-house welders to design and fabricate a solution to alleviate the malfunction, avoiding thousands of dollars in expenses and training downtime. Range mechanics have also worked with training staff to design and fabricate a solution to eliminate the vacuum stoppages caused by shotgun wadding. The in-house solution is a fraction of the cost of the multi-million-dollar solution proposed by the industry experts. On a daily basis, maintenance mechanics change air conditioning filters, change light bulbs, clear clogged bathrooms and sewage lines, move power outlets, and patch roof leaks, along with addressing innumerable

other maintenance nuisances before they become major problems.

If any additional life can be eked out of a facility, the real property branch members work closely with the other two branches in the division to identify opportunities for repurposing. However, when maintenance is no longer an option and the facility is marked for demolition, they work to dispose of those assets. They oversaw demolition of two older buildings at the end of their usefulness to pave the way for the TSA modular training complex as well as additional student parking. Demolition of dilapidated buildings created a green space that can be used to accommodate growth, such as instructor office space. The staff maintain the inventory of FLETC physical assets and work with the Finance Division to account for the value of FLETC investments in physical facilities.

Although few FMD staff have ever personally delivered training, each in his or her own way have made it possible for training to be delivered. These employees, whose collective creative genius resolves the day-to-day issues inherent in the operation of FLETC facilities, should be content in the knowledge that their efforts contribute to the physical environment that trains those officers and agents who defend our homeland!



Dr. Jannett Bradford has served as chief, Facilities Management Division, since January 2014. Shortly after her retirement from the U.S. Air Force in July 2000, as the director of strategic policy and planning for Joint Interagency Task Force West, Alameda, California, Bradford joined Federal Law Enforcement Training Centers’ (FLETC) staff as a program manager for strategic planning. Among her prior FLETC assignments are loaned executive at the College of Coastal Georgia, FLETC budget officer, and chief of the Strategic Planning and Analysis Division.

Bradford completed a Bachelor of Science degree in mathematics from Baylor University, a master’s degree in business administration from Southern Illinois University at Edwardsville, and a doctorate in industrial engineering from Northwestern University. Her research interests include global business management, operations management, change management, and the impact of historical cultural and economic practices on current behavior. Bradford is a graduate of the Federal Executive Institute and the Department of Homeland Security’s Senior Executive Service Candidate Development Program.

Bradford is active in several non-profit organizations in Glynn and Camden counties, including the Association of Government Accountants, Camden House, and the American Legion. In addition, she serves on the national board of directors of the Gang Resistance Education and Training Foundation, Inc.

STRATEGIC PLANNING EXECUTION

BY JENNIFER TOCCO
Director's Office

All too often in many industries, strategic planning is an arduous exercise resulting in forward-leaning ideas that organizations only partially address or do not implement at all. To realize the full value of strategic planning, organizations must not only think through their environment and develop strategies to reach a future vision, but must also institute disciplined processes to execute their strategic plans.

and external performance measures and budget execution. The Quarterly Execution Review (QER) process ensures organizational commitment to implementation of its strategic priorities, cross-organizational collaboration and dialogue on implementing goals and objectives, and accountability for performance across the organization.

FLETC's executive cadre is responsible for ensuring implementation of the strategies in its 2016-2018 Strategic Plan. The QER process provides each FLETC directorate an opportunity to brief the Director



management decisions. FLETC's implementation of the QER process has ensured its Strategic Plan is a dynamic organizational tool for advancing strategic priorities. It is also strengthening FLETC's commitment to performance accountability and cross-organization collaboration toward meeting goals and objectives.



on progress toward meeting their assigned strategies during the previous quarter. Additionally, they report on internal and external performance measures and discuss current resource needs. During each QER, personnel from other directorates have an opportunity to ask questions and engage in dialogue about risks, challenges, and opportunities, creating an avenue for cross-enterprise collaboration to accomplish FLETC's organizational goals and objectives. The QER process serves as a strategic tool for FLETC to identify resource requirements based on organizational priorities, and to make effective risk-based human capital and financial

During Fiscal Year 2017, the Federal Law Enforcement Training Centers (FLETC) implemented a quarterly process to manage implementation of and track progress on its strategic plan, and to advance performance accountability through quarterly review of internal



Jennifer Tocco began her civil service career in 2008, and currently serves as a strategic planning program Manager in the Director's Office. She previously held positions in the

Office of State and Local Training and the Rural Policing Institute. Prior to moving to Georgia, Tocco worked in the nonprofit and academic sectors. While completing her graduate studies, Tocco served as a research fellow at the Rutgers Graduate School of Education's Center for Educational Policy Analysis. She holds a Bachelor of Arts with a double major in political science and history from Drew University, a Master of Education degree with a focus on educational policy and qualitative research methods from Rutgers University, and a Master of Public Administration degree from Valdosta State University. She also completed all doctoral coursework in educational policy while at Rutgers.

FLETC Journal



YOUR THOUGHTS?

We are looking for your feedback on our publication. Please take a moment to complete a short survey. Your opinion matters.



<https://go.usa.gov/xQGvR>

WE ARE LISTENING.

DETAILEES

CONTRIBUTE to SUCCESS

BY ALICIA GREGORY
Protocol and Communications Office

Approximately one third of the FLETC instructor cadre is made up of instructors from our partner organizations. These “detailees” serve three-to-five-year terms as instructors at FLETC. They complete FLETC’s instructor certification program prior to being assigned to train students. We asked a few of these individuals about their experiences working as a FLETC instructor.

The detailed instructors who volunteered to discuss their experiences at FLETC were:



Henry C. Causey Jr., police captain, Bureau of Engraving and Printing, Police Operations Division, assigned to FLETC-Glynco, Enforcement Operations Division



Marcus Anderson, sergeant, Central Intelligence Agency Police, assigned to FLETC-Glynco, Physical Techniques Division



Ron Ehlers, probation officer, Eastern District of Virginia, U.S. Courts, assigned to FLETC-Charleston, Firearms and Physical Techniques Branch



Mark Mansfield, U.S. Army Criminal Investigation Command, assigned to FLETC-Glynco, Investigative Operations Division



Mike Matthies, supervisory marine interdiction agent, U.S. Customs and Border Protection Air and Marine, assigned to FLETC-Glynco, Driver and Marine Division



William (Bill) R. Cody Jr., program manager, Air Force Office of Special Investigations, Air Force Special Investigations Academy, Basic Training Division, assigned to FLETC-Glynco, Investigative Operations Division

What talents do you bring to FLETC?

Anderson: I have been very fortunate in my career to have gained experience in training and instructing students from all walks of life. As a noncommissioned officer in the military, I had the opportunity to serve as an instructor teaching combat operations and survival skills to soldiers preparing for deployments. I served as a field training officer with my current agency training and evaluating new officers, and eventually took over the Field Training Officer program as a sergeant. Since I have always enjoyed teaching, training, and physical fitness, I knew that a position teaching new officers would be an outstanding opportunity and experience.

Causey: I have been in the law enforcement career field for over 36 years and law enforcement management for the last 25 years. My background in law enforcement, including uniform patrol training and field experience, along with my background in investigations working property crimes, homicides, narcotics, and police intelligence has helped me with understanding the theory of supervising and managing law enforcement officers through training and personal experiences.

Cody: I arrived at FLETC in August of 2016 after spending five years at Headquarters Air Force Office of Special Investigations (AFOSI), Quantico, Virginia, as a program manager in the Counterintelligence Division. As a program manager for counterintelligence support to force protection, I ran the following programs: Joint Terrorism Task Force, Nuclear Convoy Support, Protective Service Operations (PSO), Armored Vehicles, and eGuardian. As an AFOSI officer, I had various assignments throughout my 20 plus years of active duty. I was a unit commander three times and a HQ AFOSI staff officer twice. I worked criminal, fraud, and counterintelligence cases in the United States, as well as in Germany. I worked PSOs in Israel, Saudi Arabia, Turkey, all of Western Europe, and in the United States. I finished my active duty career as the deputy chief of staff at Headquarters Air Force Special Operations Command (AFSOC). I believe I bring the ability to view an investigation from different levels to include field, supervisory, and headquarters.

Ehlers: As a U.S. Courts firearms instructor, I am familiar with our lesson plans, procedures, and regulations. That familiarity has been a great benefit during my time as an instructor here, because it has allowed me to assist the FLETC-Charleston firearms staff and to help ensure their instruction fits with the needs of the U.S. Courts. U.S.

Probation and Pretrial Services Officers are unique in that we have many roles to play professionally. We have a traditional law enforcement role and also somewhat of a social worker role. My experience as a police officer and U.S. probation officer has helped bridge those two roles. My military experience has been an additional benefit, because we conduct firearms training for the U.S. Coast Guard Maritime Law Enforcement A School. My military experience enables me to understand and speak in terms that the USCG students understand.

Mansfield: I think the primary experience I bring to FLETC is enthusiasm for conducting procurement fraud investigations. Prior to my arrival I had the opportunity to work on some very talented investigative teams. The experiences and investigative results I received are invaluable in the classroom for facilitating learning and providing substantive examples.

Matthies: I have more than 23 years of combined military, local, and federal experience. This combined experience helps me daily in the classroom.

How are you making a difference?

Anderson: I bring a tremendous amount of dedication to the classroom. The core values I learned from the military such as integrity, service before self, and excellence in everything we do are values that I pass on to my students each day. Students are faced with many challenging avenues while training at FLETC. Depending on experience, some students find the requirements easy while some find it very demanding. No matter the case, it is always my duty to be there for my students, to guide them and act as a role model. My job as a FLETC instructor is to produce the best, most professional, and most dedicated officer that I can possibly create.

Causey: I would like to acknowledge that within my division there is a strong level of experience and knowledge that is shared among instructors. I think I make a difference by utilizing my law enforcement skill set and interacting with my fellow instructors and the students. When I demonstrate learned knowledge and ideals to apply in the law enforcement environment, it helps the students better understand what their future holds. When I am standing in front of a classroom filled with uniformed police students and see the amazed expressions on their faces, it energizes my drive to help these students focus on learning.

Cody: My goal, given my background, is to get the



FLETC trainees practice simulated firing while under tactical boat maneuvers. (Photo by Brandon Spragins, FLETC)

students to think critically about their investigations. If I am successful in getting them to think critically, then that skill can be used throughout their careers and make them not only better investigators, but hopefully better supervisors. I discuss with the students about living a code of integrity and that we should not give an opening for attack. Bottom line: Their integrity is everything, so don't do anything to mess it up.

Ehlers: I feel that I make a difference by being an example to students of what it is means to be a professional. This is accomplished by showing up early, being prepared for class, and being a subject matter expert on the topics of instruction. I also demonstrate this by dressing professionally, and by displaying a "can-do" attitude every day. I remember when I was a recruit at Parris Island, I thought the drill instructors were exceptionally squared away. In addition, the experiences I have had at FLETC-Charleston help my agency. Recently, I was honored to be part of the review of

the U.S. Courts Basic Handgun Instruction Lesson Plan. It was because of the training and experience I have had here that I was able to recommend changes to the lesson plan.

Mansfield: I hope my partners in my branch and I are successfully training a new generation of procurement fraud investigators and providing them with the tools, insights, and enthusiasm to successfully investigate these challenging and complex cases.

Mathies: A hard work ethic and always leading from the front have served me well over the years. I try to be familiar with every aspect of the Marine Training Branch and be involved in as much as possible to be a more well-rounded instructor.

What will you take back to your agency?

Anderson: After my FLETC assignment is complete, I plan on continuing training and sharing my knowledge as an agency instructor, instructing new and experienced officers on a variety of law enforcement subject areas. The Fitness Coordinator Training Program has allowed us to develop a very successful cadet physical training program. This has given us the ability to successfully prepare our cadets for the physical requirements they are required to perform while at FLETC. This has been a very helpful attribute to our agency since our cadets are required to score certain percentages on the Physical Efficiency Battery. We have also had several distinguished fitness award recipients from classes that have participated in our fitness program.

Causey: I will provide the agency with new ideas and innovations within the law enforcement training community, and will explain the diversity in the training among the FLETC divisions.

Cody: I will share with AFOSI what is being taught in the Criminal Investigator Training Program and to what degree it is being taught. This allows for AFOSI to change their follow-on training to increase the learning without duplicating what is currently being taught. A good example is surveillance. In our CITP instruction we are teaching a fairly healthy block on surveillance techniques, which the students get to practice. In the follow-on training, AFOSI can then brush up on what is taught in CITP, but then focus on counter-surveillance and surveillance detection techniques, which will also make the students better agents when they get to the field, working surveillance in their investigations. I work with an incredible group of seasoned agents from many different federal agencies who only care

about the students and the students' safety when they get to the field. Our discussions of different agencies' policies and techniques have been invaluable. I plan on taking these back to AFOSI and initiating discussions about what is best for our agency.

Ehlers: The FLETC Charleston Firearms Staff is made up of the finest firearms instructors I have had the pleasure to know. My experience with them has taught me to be a better instructor, and has instilled the drive to continue to strive to be a master of my craft. I have learned that being a member of a team of people who love their job creates an environment that allows individuals to grow better professionally. I will take these experiences (teamwork and love of job) back to my agency and use them to continue my professional and personal development.

Mansfield: The time here preparing for classes and writing material have broadened my knowledge of investigative techniques, tools, and methods, and the most important benefit is probably the people I've met along the way. The investigators in this field are the government's most valuable asset in successfully investigating these types of crimes.

Matthies: I will bring back to my agency some of the teaching practices used by FLETC and incorporate some of the training evolutions we use in the real world environment.

Why is the detailee program important?

Anderson: The detailed instructor program is truly an outstanding program and experience, because it allows agencies to be directly involved in the training of their officers. The networking abilities, partnerships, and friendships that one can create at FLETC as a detailed instructor are priceless. I have had the outstanding opportunity to instruct officers and agents from more than 90 different law enforcement agencies. It is truly amazing when you think about it. I have been truly honored to hold this position.

Causey: The detailee program gives the agencies the opportunity to be a voice. Detailees can provide administrative and training support to their employees and students who are attending FLETC training. Detailees receive valuable FLETC training, as well as the opportunity to work within another agency, and to understand its policies and procedures.

Much like a joint training experience where you work with personnel from different federal agencies, I have found this experience to be even better in gaining knowledge,

experience, and purpose. The personnel I work with are extremely knowledgeable about their agencies' policy and tactics, and none of them are looking for anything other than providing quality training for the students. Additionally, every agency that sends personnel through basic training should want to be a part of the program as it can only have a positive impact on their agency follow-on training.

Ehlers: Serving as a detailed instructor at FLETC-Charleston has shown me that even though we may come from different agencies and backgrounds, we all are part of one team. Our mission is not about us, but about the student. I encourage every instructor, whether FLETC employee or detailed instructor, to take every opportunity presented to them to improve their craft and pass on their knowledge to the students who pass through our doors.

Mansfield: The detailee program is invaluable to FLETC, the agency sending their employee, and the employee themselves. FLETC gets the benefit of an experienced investigator with relevant knowledge and field experience. The agency gets an employee with a broadened knowledge base and understanding of the discipline, and the employee benefits by becoming a better investigator.

Matthies: A detailee program is super important at FLETC because it brings real operators in from the field who are up to speed on current situations and tactics.



FLETC trainees practice proper techniques in handcuffing perpetrators. (FLETC Archive Photo)

10k

DOWNLOADS
as of April 2018

Android
iOS

FLETC MOBILE APP

BY CHRISTA THOMPSON
Protocol and Communications Office

The Federal Law Enforcement Training Centers (FLETC) communicates with a unique demographic that includes students, FLETC staff, contractors, partner agency representatives, and the public across FLETC’s four domestic sites. The FLETC mobile app is available for FLETC training sites at Glynco, Cheltenham, Artesia, and Charleston.

Many of the individuals FLETC communicates with are participating in training activities and do not have access to their computers most of the day. Many FLETC and partner organization instructors only have time to check their email twice a day, once before the training day begins and after the training day concludes. Another challenge FLETC faces is our information technology platforms are not always compatible with others. Therefore, due to the matchless demographic at FLETC, communication has been a challenge.

In early 2014, the FLETC Protocol and Communications Office (PCO) began creatively thinking of communication options for our students and stakeholders. It’s important for FLETC to get information to our partners in a timely and effective manner. Therefore, PCO began working closely with staff members from the Chief Information Officer Directorate (CIO) and the Training Research and Innovation Directorate (TRID) to develop a communication tool. Jointly, we began development of the FLETC mobile application. The FLETC mobile app would be accessible from anywhere at any time on various devices and it would be free for the user.

To ensure the app would meet our customers’ needs, TRID surveyed and gathered feedback from FLETC staff and the student population to determine what information would be most helpful to be housed in the app. As a

result, the app currently contains several modules for staff, students, and the public such as campus maps, current news, dining hall menus, local information, the FLETC Journal, and recreation calendars.

With the assistance of the Project Management Office, it was determined that the contractor would be the best platform to host the app. After three years of brainstorming, market research, design, and development, the FLETC mobile app was piloted to staff and then launched to students and the public. FLETC PCO manages the content of the app with support from TRID, CIO, and the contractor.

All information is approved by the FLETC Office of Security and Professional Responsibility before going live on the app. During onboarding, both students and staff are made aware of the communication method and encouraged to download and refer to it.

Recently, the app was used for emergency management communication during Hurricane Irma and during a government shutdown to relay important information to staff and students in a timely manner. The FLETC app has been so successful that FLETC is researching the best manner by which to expand it to make it more useful to students and staff.

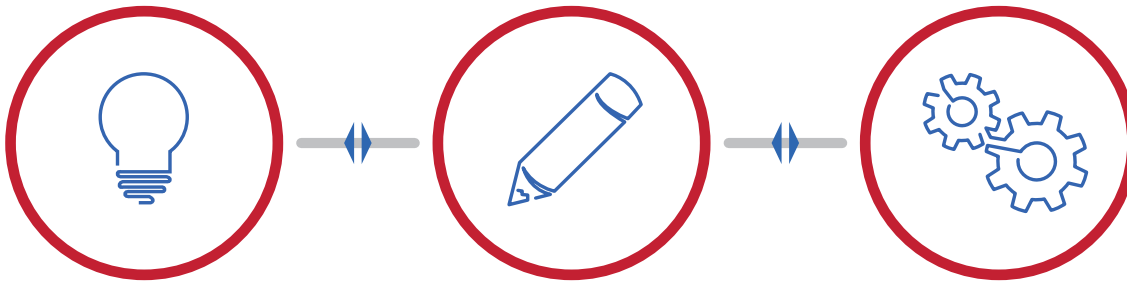


Christa Crawford Thompson is the Communications Officer for the Federal Law Enforcement Training Centers (FLETC). Thompson began her civil service career in 1999 in the United States Department of Justice, Executive Office for United States Attorneys (EOUSA), in Washington, D.C. While at EOUSA, Thompson served as an Executive Assistant to the Attorney General’s Advisory Committee.

After working at the EOUSA, Thompson accepted a position on Capitol Hill in the Executive Office of the Sergeant at Arms. During this time, she assisted in the Periodical Press Gallery where she kept the press up-to-date on the procedures and happenings of the Senate floor and participated in the planning and coordination of President Ronald Reagan’s funeral and the second Inauguration of George W. Bush.

In 2005, Thompson began serving as a Professional Staff Member for the United States Senate Appropriations Committee. In this capacity, she handled all appropriations issues related to the FLETC and the Department of Homeland Security, Office of Inspector General (DHS OIG). She drafted Congressional testimony, prepared Congressmen for Congressional hearings, and played a key role in establishing the FLETC’s Rural Policing Institute.

Thompson served as a Congressional Liaison for the DHS OIG, preparing the Inspector General to testify before Congress and to brief Congressional Members on DHS OIG audits and investigations. Thompson holds a Bachelor of Arts degree in Communications and English from Christopher Newport University in Virginia.



HOW TRAINING PROGRAMS ARE CREATED

BY DR. JERRY COLLINS, Evaluation and Analysis Branch
ERICK ROSARIO, Training Management Division

An architect utilizes a blueprint to plan an approach in creating a new building or the restoration of an existing structure. Quality and efficiency is the end goal. At the Federal Law Enforcement Training Centers (FLETC), the Centralized Training Management Directorate (CTMD) and Evaluation & Analysis Branch (EAB) use the Instructional Systems Design (ISD) process as a blueprint to continuously plan, develop and revise law enforcement training programs.

The ISD is a systematic process that enables the FLETC to increase the authenticity of instruction, improve time efficiency, and maintain cost effectiveness by identifying the audience (who), the type of training (what), the training venues (where), a reason for students to attend the training (why), and an efficient delivery of instruction (how).

Furthermore, the ISD identifies the responsibilities of the stakeholders: the partner organizations (POs) [customer], the training divisions [the subject matter experts], the training management divisions [the program designers], and the evaluation and analysis branch [evaluators].

It requires a cadre of conscientious and skilled instructors, a reliable means to measure learning outcomes, and an organizational model that offers a concerted and collaborative effort from all stakeholders. The FLETC utilizes the ADDIE-R model enterprise-wide to manage the process.

ADDIE-R Model

The ADDIE-R model is an acronym representing six phases of the ISD process used during the FLETC program development life cycle: Analysis, Design, Development, Implementation, Evaluation, and Revision. The ADDIE-R is used as a road map to navigate the decision-making process and ensures the FLETC consistently produces effective law enforcement training curriculum. The development of a new

program will be used in this article as a guide for explaining how the ADDIE-R is used to create and evaluate training programs at FLETC.

Analysis Phase

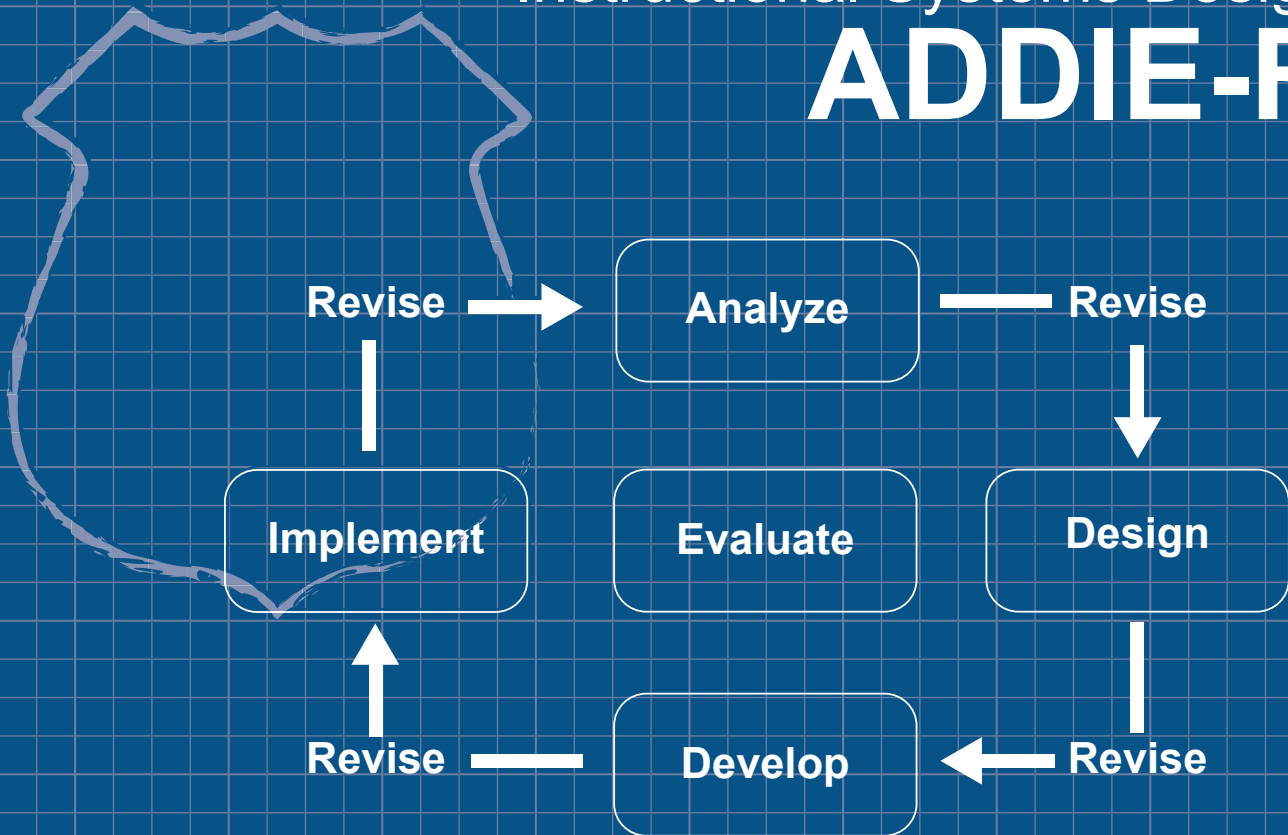
In the analysis phase, a training need is determined from ideas introduced as a result of a new law, mandate, national event, or a developing trend in law enforcement. Critical performance requirements will be identified from the collaboration between the POs and subject matter experts. The requirements will be used to implement a needs assessment survey, which will be sent out to identify essential job tasks to be trained and skill/knowledge requirements to ensure students are successful in their particular jobs.

Analysis is derived from feedback surveys, training needs assessments, job task analysis, working groups, or validation studies, which is collected and analyzed in a report. Cumulative report data are used by managers and instructors to monitor and detect trends and changes in feedback data during ongoing training. The analysis phase for an existing training program differs in that a continuous validation survey, instead of a training needs assessment survey, is used to validate the effectiveness of an existing training program. The program specialist will facilitate working groups with all stakeholders to discuss the results of the survey and create a training strategy that outlines the curriculum contents for a new training program.

Design Phase

In the design phase, the training strategy is refined into a training plan based on the data provided by the working group(s) participants and surveys. The training plan will include training objectives for identified essential job tasks, evaluation methods to show mastery of training objectives, sequencing of learning events to create the model schedule, and prerequisites for training.

Instructional Systems Design **ADDIE-R**



"The ADDIE-R model is an acronym representing six phases of the ISD process used during the FLETC program development life cycle: Analysis, Design, Development, Implementation, Evaluation, and Revision. The ADDIE-R is used as a roadmap to navigate the decision-making process and ensures the FLETC consistently produces effective law enforcement training curriculum."

The first order of business is to identify the major training topics and draft terminal performance objectives (TPO) and enabling performance objectives (EPO) for the courses of instruction. A TPO will contain a condition, an observable performance, and a standard of a task a student will be expected to do at the conclusion of a course. EPOs are a series of steps that are required to accomplish a TPO. Design is led by a team of subject matter experts (SME) and practitioners who come together to determine the required learning outcomes as they link to job tasks identified in the analysis phase. The team is careful to adhere to the Federal

Law Enforcement Training Accreditation standards for curriculum development to maintain FLETC's current status as an accredited academy. The program specialist will document training design decisions and proposed curriculum in a working group summary to prepare for a Curriculum Development Conference (CDC).

The design phase for an existing training program differs in that existing curriculum is revised, not necessarily created, using working groups and a Curriculum Review Conference (CRC) to ensure the content continues to meet the training

needs of the stakeholders. In either case, objectives are reviewed and validated by the EAB and a final report is created to outline the details and responsibilities for the creation or revision of the training curriculum.

Development Phase

The development phase is where instructional material for both students and instructors in support of the new training curriculum is created. This phase involves the production of the lesson plans, student texts, tests/practical exercises, learning resources and course materials required for the program. Desired outcomes of the training will dictate the appropriate training methodologies, training tools, and support requirements necessary for students to achieve the desired levels of proficiency.

The FLETC lesson plan format provides specific directions for instructors during each training session to ensure consistency in the intended learning outcomes. SMEs will specify the student-centered learning activities used during the delivery of instruction (lecture, laboratories, and role-playing scenarios) and assessment tools (written exams or practical exercise) to measure the student's knowledge and skills. Another major consideration is the availability and use of equipment, resources, and safe venues at all FLETC training delivery points or export locations.

The team will work to create a model schedule and validate the completion of program content in preparation for a pilot class of the new curriculum. The pilot class will be scheduled accordingly to ensure adequate time for preparation of support and resources.

At FLETC, the annual training schedule is divided into four quarters: 1st Quarter (October – December), 2nd Quarter (January – March), 3rd Quarter (April – June), and 4th Quarter (July – September). To conclude the development phase, the EAB will create a customized student feedback form(s) which will measure the effectiveness of the pilot class during the implementation phase.

Implementation Phase

In the implementation phase, the pilot for a new or revised program is conducted using a diverse audience of stakeholders who can validate the program material and instructional delivery.

The results from a pilot feedback report and inputs will determine if additional changes to the curriculum and another pilot is necessary to ensure training objectives can be

consistently achieved by the students. Once the curriculum is validated, the program specialist will create the program's implementation package and obtain final approval from FLETC senior management. Continuous improvement to training programs will be in response to feedback during the evaluation phase.

Evaluation Phase

In the evaluation phase, the quality of the instruction is assessed before and after each iteration of the program. Formal assessment is accomplished using student feedback, student exams/skill demonstrations, and graduate/supervisor feedback. Evaluations actually occur in all phases of the ADDIE-R model. Formative and summative feedback is used to maintain the integrity of an approved program.

FLETC utilizes three levels of evaluation from the Kirkpatrick Model: Level I student reaction to training (summative), Level II student's achievement of objectives (formative), and Level III applicability of training at the workplace (summative).

Level I feedback is a student critique, which does not measure what was learned, but instead gauges the attention, motivation and interest of the student upon completing the training. Over time, survey results are compiled from multiple classes to conduct in-depth Level I analysis and reporting, which can be used to inform pilot studies, working groups, and CRC on course updates/revisions.

Level II feedback involves the measurement of improvement in knowledge and skills by a student. Level II data is usually obtained from results in written exams and practical exercise performances. EAB manages a bank of more than 6,500 test questions, creates student exams, and develops test booklets and instructor review materials for each scheduled classroom test. Once tests are administered and collected, they are processed and uploaded into the Student Administration and Scheduling System. Instructors can then review tests with students, identify those needing remediation/retesting and analysing the test data.

Lastly, the Level III survey is administered to past graduates and their supervisors to assess improvements in job performance as a result of attending FLETC training. EAB creates the "validation" surveys, which are sent by email to graduates/supervisors after spending time in the field. This survey compiles feedback on the perceptions of training, preparation for the job, and identification of any potential training gaps. Response rates historically exceed 30 percent,

which enhances the data reliability. Results are compiled by the EAB, and analyzed and reported to the training entities to inform curriculum updates/revisions.

Level IV feedback, which analyzes large volumes of data from all potential sources to determine overall institutional performance, is not currently being conducted by FLETC.

Revision Phase

In the revision phase, changes to curriculum can occur from feedback gathered during the implementation and evaluation phases. The Curricula Advisory Committee, comprising representatives from FLETC and partner organizations, also proposes revisions to curriculum.

There are two types of revisions, minor and major. Minor revisions are modifications related to FLETC program administration, which do not change the main contents of the curriculum (i.e., model sequencing, facility requirements, class size, instructor contact hours, etc.) and typically are approved by a training management chief. Major revisions are significant modifications to curriculum content, increased length of program, or change in cost. Major program revisions require the involvement of all stakeholders, along with data collected during the analysis and evaluation phases, or by identified changes in policy or practice, the law, technology, or strategies. The CTMD program specialist will create a modification package for minor revisions or make the appropriate preparation for a CRC for major revisions.

Revisions to a course or training program can occur on a cyclic, ongoing, or as-needed basis. The cycle for basic programs is every three years and for FLETC advanced programs is every five years from the full implementation date. An out-of-cycle CRC may be approved if justification exist for changes to the program prior to the next scheduled date.

The collaborative actions of stakeholders during the revision phase starts the ISD process once again for a training program at FLETC.

Summary

As you can see, the ISD process provides FLETC with a flexible approach towards providing current and relevant law enforcement training to over 90 POs. The success of this process would not be possible without the communication and cooperation between the POs and FLETC to continuously improve the training provided to students.



Erick Rosario is a Law Enforcement Program Administrator assigned to the Centralized Training Management Directorate. He began his career at FLETC in 2008, as an instructor at the Physical Techniques Division. Prior to joining FLETC, Rosario retired from the U.S. Air Force as a supervisory special agent and academy instructor with the Air Force Office of Special Investigations. He is a native of Brooklyn, New York, and earned a Bachelor of Science in criminal justice from Park University, Missouri, and a master's degree in adult education from American Intercontinental University, Illinois.

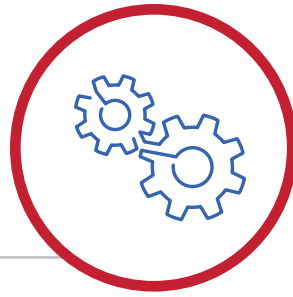


Dr. Jerry Collins is the chief of the Evaluation and Analysis Branch at the Federal Law Enforcement Training Centers. Collins retired from the U.S. Army in 1994 as an intelligence analyst/military linguist, to include Russian, Czech and Slovak. He served a majority of his military career as an instructional designer, curriculum developer, platform instructor and training manager for the U.S. Army Signal School, the U.S. Army Intelligence School and the Defense Language Institute.

Upon his military retirement, he began his civilian career in higher education administration as the coordinator of adult education, scholarship management, and veteran student services at the University of South Florida in Tampa. He advanced at the university from 1994 to 2012 to become the director of undergraduate studies, overseeing baccalaureate programs, serving as liaison to the university's ROTC programs, and teaching for more than 10 years as the professor and academic chair of a nationally recognized leadership studies program.

In 2012, he assumed the associate vice president position at Florida State College at Jacksonville. This position encompassed a broad and diverse set of executive duties and oversight of all educational programs, workforce training, technical certificate programs, curriculum development, articulation, data analysis, and reporting. Collins received his Bachelor of Science in liberal studies from the University of the State of New York, a Master of Arts in international relations from the University of South Florida, and a doctorate in curriculum and instruction with a cognate in organizational communication from the University of South Florida.

ADDIE-R AN INSTRUCTOR'S PERSPECTIVE



two-week programs immediately after the conclusion of this CRC. The remarkable aspect was an additional day was added for a needs assessment working group, which started the analysis phase for the new program.

A proposed realignment of network training resulted in the old CNITP program being retired and the creation of the replacement program, the DECEE. From there, its follow-on course for two additional weeks was titled Cyber Incident Response and Analysis (CIRA).

A second working group was scheduled to confirm what the changes looked like after being approved through the design phase of ADDIE-R once again. This working group was conducted in fiscal year 2017 and upon completion of that meeting the curriculum was created during the development phase.

The pilot program for CIRA was conducted in the second quarter of fiscal year 2018. This is the implementation phase of the ADDIE-R model. Upon completion of the pilot, the evaluation and revision phases begin, almost simultaneously. Diaz obtained immediate feedback from the students and, while the information was fresh in his mind, he began tentative revision of the course, as required. Once these revisions have been approved, CIRA should begin to appear as a regularly scheduled course in FY19 and beyond.

BY PRESTON FARLEY
Cyber Division

The following is a vignette of the ADDIE-R theoretical model in practice in a recently developed pilot program shepherded by Senior Instructor Mark Diaz of FLETC's Cyber Division (CYD). The senior instructor has a career's worth of recent experience in the corporate and the Department of Defense enterprise networks. The following is the genesis of the new network forensic program recently added to the division's offerings.

In the early part of fiscal year 2016, a fortuitous event occurred that helped spur the development of a new network course. This event was the curriculum review conference (CRC) for the Computer Network Investigation Training Program (CNITP). The primary stakeholders participating in the program's review were also the primary target audience for any new network program, so as the review commenced it rapidly became apparent that the world of network forensics had matured enough that it needed to be updated and possibly segmented.

Once the partner organization representatives realized a new, deeper-level network forensic course was required, it dramatically changed the character and paradigm of the CNITP CRC. At the conclusion of the planned CRC, they were asked to vote on a "next-level" course. It was agreed that CNITP would be rebranded, reconfigured and become part one of a two-part network forensics program. The "new" CNITP would be called Digital Evidence Collection in an Enterprise Environment or DECEE.

Diaz's next task was to create from scratch a new curriculum that would pick up where CNITP left off and take digital forensically-trained, network savvy investigators to the next level in forensic network incident response. He quickly provided an overview of the topics required within the proposed curriculum, which became the "skeleton" of the proposed training and was used for the next event, the design phase.

Essentially, the POs were given a unique opportunity to draft four weeks of network training, divided between two



Preston L. Farley is a senior instructor for the Cyber Division at the Federal Law Enforcement Training Centers (FLETC), where he has been an instructor since 2004. In 2006, he became the program coordinator for the Seized Computer Evidence Recovery Specialist Training Program, 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 U.S. Air Force and the active duty U.S. Army culminating in nearly a decade of investigative experience with the U. S. Army Criminal Investigation Division Command as a special agent and cyber agent.

TRUTH IS STRANGER THAN FICTION

BY LAUREN WARE
Investigative Operations Division

**With contributions from Scott Wright, Investigative Operations Division; John Palmer, Behavioral Science Division; and Bill Macy, Enforcement Operations Division*

Malcom S. Knowles, best known for his work in revolutionizing our understanding of the art and science of adult learning, outlined several requirements for instruction to be effective for the adult learner. Among those were the assertions that for adults,

experience provides the basis for learning, and the products of the lesson must have clear relevance and impact on the adult learner's life or profession. Said another way, adults learn by participating in training scenarios that realistically portray situations they can expect to encounter in the future.

The Federal Law Enforcement Training Centers (FLETC) has long recognized that participatory scenarios are more effective strategies to achieve proficiency in hands-on tasks, and that the more realistic those scenarios are, the more effective the training product becomes. A quick inventory of FLETC's many training venues illustrates just how seriously FLETC takes these requirements; FLETC boasts some of the most current, engaging, and realistic mock crime scenes, residences, storefronts, and professional buildings available in a law enforcement training environment. There is, however, so much more that contributes to the realism of a scenario than just the venue in which it is held. The scenario itself must also be feasible, and when "true to life" is what is needed, the best place to look is life.

Realism in Investigative Operations Division Training
The Criminal Investigator Training

Program is FLETC's flagship basic training program for special agents from more than 50 federal law enforcement agencies. The Continuing Case Investigation is a critical component of the program. This mock investigation essentially serves as the vehicle that carries students through the investigative process, from the initial receipt of an allegation all the way to courtroom testimony for that case. Because this investigation must create opportunities to learn and apply every standard investigative step in a typical federal case, it must be carefully and deliberately orchestrated so it includes all that it is required while still maintaining its believability. To accomplish the goal of realism, and to ensure relevancy to all major contributing partner organization agencies, instructors from the Investigative Operations Division reached out to both current and former agents to transfer their real world experiences to the training case.

The continuing case kicks off with a military intelligence bulletin documenting the assault of a U.S. Air Force airman stationed overseas. To ensure a realistic report, instructors referenced real Air Force Office of Special Investigations reports of similar incidents and modeled their scenario off them. Instructors developed key components of the continuing case from their own investigative experiences with their former agencies, such as participation in terrorism financing cases with the U.S. Secret Service. Material from this, and other relevant high-profile national cases, went into building a training scenario in which a terrorist organization counterfeits U.S. currency, uses it to purchase firearms, and then ships those firearms overseas in support of the organization's goals.

The counterfeit currency aspect was made realistic by inclusion of the methods, forms, and administrative paths of Secret Service investigations. Likewise, the firearms aspect of the case was vetted through former Bureau of Alcohol, Tobacco, Firearms and Explosives agents to maintain the same realism. Instructors with background experience in customs and border protection had frequent encounters with fraudulent identity documents; they used these real-world experiences to construct the identity document props used in the case. Agents with experience in homeland security investigations were invaluable in the creation of those aspects of the case related to immigration violations and foreign nationals. In addition, there was significant input from former prosecutors and Assistant United States Attorneys to make the legal aspects of the investigation coincide with the realities of the field.

The personal investigative experiences of a quite a few agents, deputies, technicians, and attorneys were needed in order to create this simulated investigation. This was all done with an eye toward maintaining a level of realism, often based on case experience, that would make it effective in training the rising generation of criminal investigators.

Realism in Behavioral Science Training

The Behavioral Science Division (BSD) is tasked with teaching students to use different interviewing techniques and apply their understanding of human behavior to solicit as much material from human sources as possible; they then examine and analyze this information to direct and progress the investigation. The challenge with essentially every aspect of criminal investigation is

that pieces of a story are acquired in non-chronological order, and the investigator must sift through the relevant and irrelevant and organize this information in an understandable manner. Through a process of deductive reasoning, the investigator must start at the end of the story and work his or her way backwards to paint a full picture of just what happened. BSD relies on real-world inspired characters and events to help illustrate this concept to students.

In what has come to be known as the "Farina Lab" in the Criminal Investigator Training Program, students engage in a series of interviews based on real people and real situations that help them construct a timeline of events for their investigation. The scenario requires students to piece together small bits of information to track the journey of the stolen firearm and identify the individual ultimately responsible, which is based on numerous stolen firearms cases investigated by the former U.S. Customs Service. Students initially receive information that a fellow law enforcement officer's backup weapon was missing from her suitcase after she left it unattended in her hotel room. Students must interview the hotel manager, which leads to an interview of a disgruntled former employee, and then to additional interviews of a couple currently working at the hotel. Later, the firearm is recovered from a suspect arrested in an unrelated incident. Upon interview, that individual redirects students to interviews of the owners of the pawn shop where the suspect claims to have legitimately bought the stolen firearm. Each interview reveals one more piece of the puzzle and introduces yet another person who must be interviewed for information about this incident. This

scenario illustrates how effectively a case can be built upon circumstantial evidence when a carefully constructed timeline is obtained.

Realism in Enforcement Operations Training

The Enforcement Operations Division is responsible for training the technical and operational aspects of law enforcement, including patrol skills and use of force. To contend with the highly dynamic environment in which enforcement operations routinely occur, instructors must maintain familiarity with changes in law, social considerations, and technological advancements. As such, they look frequently to current events to identify relevant situations they can use to prepare their students for the reality of the environment they are about to enter. One of the many topics garnering attention today is law enforcement's interaction with individuals with mental health concerns.

In the Land Management Police Training Program, instructors subject students to a use-of-force scenario involving an individual with known mental health issues. This scenario was inspired from a real-world event in which two officers responded to the home of an individual they knew to have mental health problems. That individual met officers in the doorway of his home with a sharp tool in his hand. In the real world encounter, the situation ultimately ended in the individual being shot.

While a subsequent use-of-force investigation demonstrated the officers' actions were lawful, there were several instances during the encounter where the opportunity existed to potentially deescalate the situation and produce a different outcome.

In this scenario, students similarly respond to a location where an individual known to have mental health problems when not properly medicated, played by a trained role player, is behaving in an abnormal manner. When the two-student team arrives, they find themselves approximately 45-yards away from the individual. The role player has a sharp tool in his hand, which could be used as a weapon.

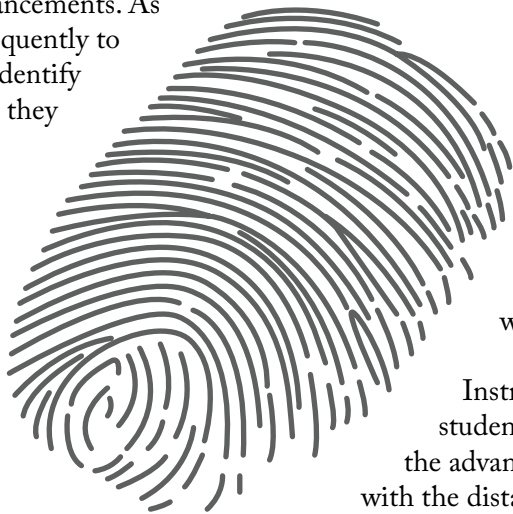
Instructors hope the students recognize the advantage they have with the distance and use the communication skills they have learned to speak moderately and calmly with the individual and establish rapport. If the students fail to consider the information provided and the positional advantage they are given, they may choose to shout orders at the role player or close the distance between them abruptly.

This course of action serves to escalate the situation and can even end in a shooting scenario. However, the students who consider the totality of the circumstances and are mindful of their actions and the role they play in the role player's responses successfully deescalate the

scenario, resulting in the peaceful apprehension of the suspect.

Conclusion

The training scenarios used in FLETC's laboratories and practical exercises are not works of fiction; these events and activities are not the product of instructor imaginations. Instead, FLETC instructors capitalize on their extensive previous experience as sworn law enforcement officers and investigators to identify real life events as the inspiration for realistic and relevant training scenarios that best reach FLETC's adult learners.



Lauren Ware serves as the chief of the Forensics and Special Investigative Skills Branch of the Federal Law Enforcement Training Centers. In this position, Ware leads a

staff of 18 professional forensic instructors who are responsible for researching, designing and delivering the most current, relevant, and accurate forensics and specialized investigative techniques available to federal law enforcement officers. Her branch provides basic and advanced training to more than 90 federal law enforcement partner agencies, as well as state and local counterparts, out of a newly constructed 40,000-square-foot facility dedicated to execution of FLETC's forensic training mission.

Ware maintains professional affiliation with the American Academy of Forensic Sciences and serves as the Vice Chair of the Peace Corps Sexual Assault Advisory Council. She is an advocate for community service, working on the Feds Feeds Families Food Drive, the annual CASA program, and by providing presentations to local school children in an effort to inspire them to pursue careers in science.

Ware was awarded FLETC's leadership award for 2014 and is the recipient of the Women in Federal Law Enforcement's 2016 Outstanding Law Enforcement Employee Award.

EVALUATING REALISM IN POLICE DRIVING

BY DR. RICK GIOVENGO, Training Innovation Division
TROY ROWELL, Driver & Marine Division



Driving simulators are tested to determine the benefits in use of this type of training technology. (FLETC Archive Photo)

The Federal Law Enforcement Training Centers (FLETC) employs a methodical process to validate and support the use of new technologies to achieve critical training objectives. One of the areas where new technologies have been evaluated and found to be effective in training students are the driving simulators administered by the Driver and Marine Division (DMD).

Recently, DMD explored the utilization of a newer choice of driver simulators to determine if an upgrade to more advanced simulators would improve the quality of training.

There are many schools of thought on what constitutes an effective simulated experience. Typically, effectiveness of a driving simulator depends on its ability to accurately reproduce realism, sometimes called fidelity. The combined realism of an experience results from a number of factors such as visual representation, auditory stimulation, and physical motion. Of course, as each of these areas becomes more refined, so too does the cost of a simulator system capable of producing each realistic sensation. The question then becomes, which of these areas must be realistic to achieve the most effective learning experience, and is it worth an additional expense?

An increasing number of simulation manufacturers in this field have asserted that motion in a driving simulator plays a significant role in a driver's behavior and consequent training experience. Simulators with motion, they would argue, provide the driver physical feedback such as feeling acceleration by tilting the seat back, just like driving a real car. However, these motion platform simulators can easily cost more than a real vehicle. Additionally, the maintenance requirements of the motion platform can be significant. In light of the volume of students expected to train on these simulators day after day, the potential of having training interrupted due to overuse and maintenance needs is a very real consideration. For these reasons, the upgrade to a more realistic motion-enabled driver simulator would have to result in a significant increase in learning and performance to justify the additional expense.

Thus, a partnership was born and a collaborative study developed by DMD and the Training Innovation Division to determine the most important aspect of a driving simulator, that is, physical realism, auditory realism, visual realism, or graphic realism in regards to a motion versus non-motion platform.

For the past decade, FLETC has used mid-fidelity simulators. A mid-fidelity simulator has advanced graphics, large projector screens, a realistic configuration, and a simple motion base. A high-fidelity simulator provides close to a 360-degree view and an extensive moving base. FLETC

simulators currently support absolute realism for decision-making skills, such as route choice behavior, and relative realism for velocity and lateral control measures. However, because driving simulators have progressed over the last 10 years, DMD wanted to explore the newer choices of driver simulators. This would determine whether an upgrade to a more advanced motion-base simulator would truly improve the quality of the training product.

The study lasted two weeks, and 105 volunteers were recruited from FLETC staff and FLETC partner organizations. All volunteers were 18 years or older and possessed a valid driver's license. Each volunteer was allowed to drive in the simulator to compare driving performance; some experienced the simulator with motion turned on and others with motion turned off. Participants were not informed about the exact reason for the experiment, and instructions were kept to a minimum.

While using the more advanced motion base simulator, participants first drove on a bumpy dirt road, then turned left onto a flattop highway that took them into a city-type environment. The city environment had several street lights that changed color, along with some erratic drivers, pedestrians, and animals walking into the intersections. Participants were told a green vehicle was going to pull out in front of them, and they would pursue that vehicle with lights and sirens. The green vehicle would drive out of town onto the back roads. There were some stop signs and turns that participants were expected to safely negotiate. The green vehicle would take the participants on an interstate where it would eventually pull over, thus ending the exercise.

After each participant completed driving in the simulator, with either the motion enabled or disabled, they were asked to fill out a questionnaire asking them to rate the realism and functions of the simulator on a five-point scale from very good to very poor. The fidelities rated on a scale included physical realism (motion), visual realism, audio realism, and graphic realism.

The results indicated that while visual and graphic realism were found to be significant factors in the participants' training experience, motion (physical realism) scored only marginally better than non-motion simulators. Audio realism was found to be insignificant. As a result of the study, this team of researchers were able to conclude that the quality of the training experience between non-motion and motion simulators was not demonstrably different. Therefore, it would be difficult to justify the substantial increase in cost for a simulator that did not measurably improve the overall training experience.

The construction, administration, and results of this study illustrate FLETC's commitment to balance the desire

for cutting-edge technology with the requirement that technology ultimately augment the training objective. In this way, FLETC ensures its partner organizations receive the most valuable training experience with the most responsible expenditure of resources.

For more information on this study or DMD training, visit the FLETC website at www.FLETC.gov.



Driving simulators allow trainees to practice varied scenarios. (Photo by David Tucker, FLETC)



Troy Rowell began his law enforcement career in 1998 in Georgia, where he served in the traffic unit as a traffic officer, DUI task force officer, commander of the Traffic Enforcement Team, commander of the Special Operations Unit, and Watch Commander. Rowell was also assigned to the Criminal Investigations Division, where he served as assistant division commander. He completed his career as the departmental training coordinator assigned to the Support Services Division. He also served as assistant division commander and acting division commander in addition to his training responsibilities. Rowell began his career at FLETC in May 2016. He is currently assigned to the Driver Marine Division, Simulator Instructor Branch in Glynco, Georgia, where he has helped to establish new curriculum in several areas.



Dr. Rick D. Giovengo is an organizational psychologist with 30 years of law enforcement experience as both a state law enforcement officer and a federal agent. His specialized skills include undercover investigations, criminal investigations, personnel development, leadership coaching, and training. He is the author of the book *Training Law Enforcement Officers*. Giovengo designed the Covert Operator Selection School, which was considered a premier undercover school in federal law enforcement training. He was an adjunct instructor for the Federal Law Enforcement Leadership Institute from 2004 to 2009. He has trained law enforcement officers in Botswana, Brazil, Canada, Cambodia and South Africa. He proudly served as a platoon sergeant in the U.S. Marine Corps.

DOI Law Enforcement Community Service in
DISASTER AREAS



Fish and Wildlife Service-Refuge Officers William Bullock and James Casey rescue and comfort a woman in Puerto Rico. Her dog "Aqua" led the officers to her. (Photo Courtesy of the Department of the Interior)

BY ROBERT LACHANCE
Department of Interior

Communities in the United States suffered major loss during the 2017 hurricane season. The affected areas of Hurricanes Harvey, Irma and Maria were declared national disasters. In response, the Federal Emergency Management Agency activated Emergency Support Functions to include ESF-13 for Public Safety and

Security. The U.S. Department of the Interior (DOI) was among the federal agencies providing support, deploying over 380 law enforcement officers to these disaster areas. DOI officers engaged in community policing on these deployments, an important concept in today's law enforcement basic training at the Federal Law Enforcement Training Centers (FLETC).

The DOI Office of Law Enforcement and Security coordinated the DOI law enforcement response. Upon request, DOI bureaus responded and Quick Reaction Teams were dispatched to Houston, Texas, for Hurricane Harvey; Seminole Tribe Reservation in Florida for Hurricane Irma; and San Juan, Puerto Rico, for Hurricane Maria.

The multi-agency teams interacted with the community, while providing security support for Urban Search and Rescue and Disaster Medical Assistance Teams and providing Direct Federal Assistance.

DOI dispatched teams to Houston following Hurricane Harvey to provide federal assistance. Fish and Wildlife Officer Daniel Shamhart and U.S. Park Police Officer Rebekah Spedaliere were among those deployed.

While it may be easy to overlook local first responders when considering community needs, it is important to remember that they live and work in the affected areas and have needs as well. Shamhart spoke about his experience with this segment of the Houston community. "During my deployment in the Houston area following Hurricane Harvey, I had the opportunity to engage with the local law enforcement and firefighter communities. It was amazing to experience their hospitality and it was a pleasure to see federal law enforcement coming to assist in their hometowns. It reinforced that community service for us includes the local first responders."

Spedaliere noted the diverse communities she encountered, providing her with a unique experience to each community where she engaged. She found her presence to the community positively contributed to their morale as they came together to recover, an experience she will never forget.

Hurricane Irma came on the tail of Hurricane Harvey, causing major damage to Florida. DOI teams dispatched to the Seminole Tribe Reservation in Florida provided relief to the local tribal police working around the clock and dealing with the personal impact from the hurricane.

DOI officers patrolled neighborhoods, going into homes checking on residents. These personal contacts with residents allowed officers to ensure the residents had needed supplies and support.

U.S. Park Police Officer Julio Valega shared the welcoming feel of the community and rewarding experience during the door-to-door welfare checks stating, "Overall we felt good that we were helping the community as law enforcement officers."

Many DOI teams deployed to Hurricane Irma became part of the response to Hurricane Maria in Puerto Rico. While some team members pre-deployed to the impending disaster area, others followed shortly after the hurricane passed.

Bureau of Land Management Ranger Stephanie Cox was among the first DOI team members to touch down in Puerto Rico. Her team pre-deployed ahead of Hurricane Maria to be ready to go as soon as the hurricane passed. After riding out the category four hurricane in San Juan September 20, 2017, Cox and her teammates discovered an injured man, who had suffered a deep laceration on his leg, and they immediately provided medical care. Her team later provided security and support to the Urban Search and Rescue teams traveling across the island to conduct welfare checks on affected communities.

The team left a positive impact through their numerous community interactions. Cox expressed the deep effect the Puerto Rico deployment had on her, stating, "It was a life changing event for me and changed my whole perspective on community policing. It opened my eyes to what we as law enforcement can do for communities. To actually reach out and help this devastated community was an incredible experience."

Robert Mathis, assistant Agent in Charge with Bureau of Indian Affairs (BIA), deployed to the Irma and Maria disaster areas with a team of tribal and BIA officers. His team provided security to temporary medical sites at local hospitals in Puerto Rico that had lost power and to medical assistance teams pushing out from San Juan to reach isolated parts of the island.

Mathias related that he experienced a rewarding feeling in helping to ensure medical care reached the community. "The positive community interactions and the satisfaction of helping people in a time of need is what law enforcement is all about."

While providing security to a medical assistance team in Puerto Rico, Fish and Wildlife Service Reserve Officers James Casey, William Bullock, and Colby Clevenger observed a little dog wearing a sweater alone in the area running up and down a hill. Eventually the officers followed the dog, leading them to the dog's owner, a woman trapped under her medical scooter. The officers freed the woman, comforted her, and called a fellow officer, Daniel Huckel, to bring medical assistance. They remarked that "Agua" the dog was the hero. The positive impression they left on the woman in need is a testament to the important work when helping a disaster-torn community.

National Park Service Special Agent Clay Anderson's many interactions with the community left an impact on him. During a security mission in San Juan, a woman carrying her young daughter approached him and asked for information about where to get food and assistance. The displaced mother traveled to Puerto Rico from the U.S. Virgin Islands to escape the hurricane and found she was trapped with no resources or ability to get home. Anderson helped her as he



Bureau of Land Management Ranger Jason Marsoobian provides medical care to a man injured by Hurricane Maria in Puerto Rico. Photo Courtesy of the Department of the Interior. (Photo Courtesy of Department of Interior)

could and shared his own food and water with them in their time of need. While he remarked that it was a small gesture in the grand scheme of the FEMA response, he stated, "We made a positive impact on the community and showed that people can walk up to a uniformed officer without fear and know they will be helped."

While returning to their home locations, DOI officers deployed to Puerto Rico and met a mother and her two young sons who lost everything in the hurricane. En route to Florida to stay with extended family, this young family had only the clothes they were wearing yet they were positive about their new start. The 50 federal officers decided to take up a collection among themselves and raised over \$1,100 for the family.

FLETC has a strong commitment to providing high quality, relevant training to DOI law enforcement officers, so they are well prepared to serve with a community service mindset. The BIA Indian Country Police Officer Training Program, the Land Management Police Training Program (LMPT program), and the U.S. Park Police Agency Specific Basic program are among training programs that include community service training.

"The Indian Country Police Officer Training Program is steeped in developing communication skills as applied in the tenets of community policing and the nobility of policing," said Steven Juneau, academy director. In 2017, Juneau implemented new curriculum to strengthen officer communication skills and lab exercises in courses such as de-escalation. Officers graduate with a comprehensive

understanding of applying community policing concepts in both day-to-day community relations and during crisis incidents.

LMPT's purpose as outlined in the course syllabus states, "In today's changing world, land management officers are faced with a variety of situations that, in addition to traditional law enforcement skills, require an awareness of and expertise in human behavior, cultural sensitivity, and other interdisciplinary approaches to effective law enforcement." Christine Hewitt, training specialist with Fish and Wildlife Service Reserve, sets a high standard of respect for LMPT students stating, "The public expects and deserves to be treated with kindness and respect by law enforcement. During their academy experience, respect is instilled into our federal wildlife officers, and they in turn portray this trait to the public, making them approachable and more effective in their duties."

U.S. Park Police Sergeant Kim Walker has taken the community policing model beyond the classroom. "It is paramount for the public to trust and respect the police community. Using the 21st Century Community Policing concept, I began a community outreach program at the recruit level to grasp the attention of our youth most susceptible to crime. Our recruits and the youth they engage with find these opportunities rewarding as they build lasting impressions, trust, and legitimacy."

The community service DOI provided to the hurricane victims left a lasting impression on those involved. It begins with training at FLETC and continues throughout their careers.



Robert Lachance is the Department of the Interior, Office of Law Enforcement and Security National Training coordinator, located at the Federal Law Enforcement Training Centers since February of 2017. In this position, Robert coordinates with FLETC and the DOI bureaus on training requirements and related policy, coordinating the FLETA accredited DOI Investigator Training Program, as well as serving as a FLETA board member.

His prior experience was with the U.S. Park Police (USPP) for 18 years, serving in a variety of assignments. His last position was as the USPP partner representative to the FLETC and commanding the USPP Training Academy located at Glynco, Georgia. His previous assignments included firearms custodian, commander of the SWAT, K9, and Honor Guard units and the public information officer. While the commander of the SWAT unit, he served as the program director for the CONTOMS (Counter Narcotics & Terrorism Operational Medical Support) tactical medical program that trains medical assets working with tactical police operations.

Robert is a U.S. Army veteran and holds a master's degree in emergency management and a Bachelor of Science degree in behavioral science from the University of Maryland, University College.

WE TRAIN THOSE WHO PROTECT OUR HOMELAND



Trainees practice the Precision Immobilization Technique (PIT), which is used to reduce risk during motor vehicle pursuits. (Photo by David Tucker, FLETC)

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