

# FLETC Journal

Summer  
2013  
Volume 11

FEDERAL LAW ENFORCEMENT TRAINING CENTERS

★ ARTESIA ★ CHARLESTON ★ CHELTENHAM ★ GLYNCO ★



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# Foreword

Federal Law Enforcement Training Centers  
U.S. Department of Homeland Security  
1131 Chapel Crossing Road  
Glynco, Georgia 31524



## Homeland Security



Change has come knocking at the Federal Law Enforcement Training Centers (FLETC) door, bringing new challenges to carrying out our mission and every aspect of the business lines that support it. In fact, as an organization FLETC has probably experienced more change this past 18 months than in the past 10 years combined. Consider that we have created a new directorate, the Centralized Training Management Directorate, which was established to ensure that we plan, coordinate and execute training management services in an enterprise-wide manner. We completely reorganized our state and local training delivery in the Office of State, Local, Rural, Tribal and Territorial Training (SLRTT). We created a true “one FLETC” instructional model, bringing the Field Training Directorate and the Glynco Training Directorate into a true partnership for training delivery. We also established a new Protocol and Communications Office, expanded our Security and Emergency Management programs, and set in motion plans to enable FLETC to continue to serve our Partner Organizations in the potential face of the most austere budget cuts in recent memory.

Although challenges lie ahead, as I visit with the staff around the Center, I don't hear conversations of gloom and doom. To the contrary, I hear conversations reflecting the excitement and encouragement that our staff continues to bring to our mission. They embrace the new challenges and want to accomplish our mission not only when we are flush with resources, but also when great resource limitations become the norm. The instructional staff continues to provide the highest quality law enforcement training not only at our FLETC sites, but across the United States and the rest of the world through our SLRTT and international law enforcement training programs.

I am encouraged to be a member of a group of professionals who come to work each day focused on protecting our homeland, giving all they have to offer and always remaining focused on those whom they serve and with whom they seek solutions to issues. We carry out our duties in this manner because we know that what we do makes a difference in the security of our great Nation and with the officers and agents who perform law enforcement functions both domestically and abroad.

I want to say sincerely “thank you” to each member of this great organization. Thank you for accepting the changes, and helping ensure those changes lead to a more efficient and productive organization. FLETC's accomplishments are your accomplishments. They are due to each of you embracing change and stepping up to meet the FLETC mission to, “train those who protect our homeland” and to remain focused on those whom we serve.



*Joseph W. Wright*

**Joseph W. Wright**  
Assistant Director  
Field Training Directorate



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## BACKCOUNTRY TACTICS & TRAINING

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### DIRECTOR

*Connie L. Patrick*

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**Front Row (L-R):** *Alicia Gregory, Jen Tocco, Susan Thornton*  
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The FLETC Journal is a law enforcement training magazine produced and published by the Federal Law Enforcement Training Centers (FLETC). It is produced, published, and printed through a joint collaboration with the Protocol and Communications Office and the Government Printing Office. The printed circulation is 3,000 and is also available electronically on the FLETC website at <http://www.fletc.gov/about-fletc>

The content of this publication is written in accordance to the guidelines of the Associated Press (AP) style. Views and opinions expressed in this publication are those of the authors, and do not necessarily reflect the FLETC training policy or doctrine. 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 editors.

### The FLETC Delivers Training to State, Local, Rural, Tribal and Territorial Partners

*Dina Martinez* is a regional coordinator/instructor for the Office of State, Local, Rural, Tribal and Territorial (SLRTT), Federal Law Enforcement Training Centers, Glynco, Ga. She coordinates programs for the Southeast Region of the United



States and is the primary exporter of the State & Local Law Enforcement Training Symposium (SLLETS). Prior to her position at the SLRTT, Martinez was a Customs and Border Protection (CBP) course developer/instructor detailed to the FLETC's Physical Techniques Division.

Martinez began her law enforcement career as a Texas State trooper assigned to Laredo, TX. As a trooper, she gained recognition as a leader in fugitive apprehensions, DWI arrest and as an area representative for women in law enforcement. She was assigned corporal duties and had achieved Trooper II status. She assisted the Texas Rangers, Motor Vehicle Theft Services, Narcotics Division and the Special Crimes Division during operations. During that time, she worked part-time for the U.S. Marshals Service.

Martinez was hired by the federal government under the legacy Immigration and Naturalization Service as an immigration inspector. After the merger in 2003, she became a CBP Officer and worked as a member of the Manifest Enforcement Team. She was later selected as the lead instructor for the port's training team that conducted national and international training on programs such as the Passenger Interview and Vehicle Interdiction Training and the International Border Interdiction Training Program.

Martinez has worked as a Pre-Trial Bond Officer for Webb County in Laredo, TX.,

# Contributors

and as an immigration enforcement agent with Immigration and Customs Enforcement (ICE). She is currently working on her Bachelor of Science Degree in Criminal Justice with a concentration on Computer Information Security at Strayer University in Savannah, Ga.

## In the Line of Duty: Distracted Driving



**Michael Robbs** began his law enforcement career in 1980, serving with the Chattanooga Police Department for 11 ½ years. During this time he worked as a patrol officer, Special Weapons and Tactics (SWAT) officer, Special Police Operations Team (SPOT)

member, Communications Division supervisor, and he was an instructor in the Chattanooga Police Academy.

Employed at the FLETC since July 1991, Robbs has instructed and/or managed in the Physical Techniques Division, Driver and Marine Division, Counterterrorism Division, and he was a program manager in the FLETC Orlando, Fla., office. In February 2012, Robbs was transferred back to the Driver and Marine Division in Glynco, Ga., where he is currently assigned as the Chief of the Basic Driving Branch.

## Backcountry Tactics and Tracking Training Program



**David Brewer** has worked for the FLETC for nearly 24 years in Glynco and now at the Office of Artesia Operations. He has worked in Physical Techniques Division, Enforcement Operations, and Enforcement Techniques Division in Georgia and in the General

Training Branch in Artesia. He is the team leader for the Backcountry Tactics and Training

Program and has been since the program's inception. He currently is a Senior Instructor in General Training Branch in Artesia, NM.

Prior to working for FLETC he was a city, county, and state law enforcement officer, primarily in criminal investigations and Special Operations Units for 21 years in Florida and Arkansas.



**Wes Hoekwater** began his law enforcement career with the Georgia Department of Natural Resources (Law Enforcement Section) in 1996. During his tenure with the Ga. DNR, he held positions as conservation ranger, corporal, firearms instructor, and honor guard member. In 2003, Hoekwater accepted an instructor position with the FLETC. He has served as an instructor, senior instructor, and program specialist in the Driver and Marine Division. He is currently a branch chief in the Enforcement Operations Division's Operational Skills Branch. Hoekwater is a veteran of the U.S. Army, and is a graduate of Georgia College and State University with a Bachelor of Science degree in Criminal Justice. He is currently pursuing a Masters in Post-Secondary Education at Troy University.

## Digital Forensic Tools of Tomorrow for First Responders and The First 24 Hours



**John Riley** joined the Computer and Financial Investigations Division in February 2007 as an instructor in the Computer Network Investigations Training Program. In January 2009, Riley was promoted to branch chief of the Digital Forensics Branch, with oversight for all computer forensics programs.

He came to FLETC from the Army, where he served for more than 20 years. Riley started

his career in January 1987, when he enlisted as a Military Policeman. In January 1992, he was accepted into the Army's Criminal Investigations Command as a CID Special Agent.

In 2000, Riley was selected for assignment and advanced training as a full-time computer forensic examiner with the 202nd MP Group (CID), in Heidelberg, Germany. In December 2001, he was appointed as the Special Agent in Charge of the computer crimes unit. Riley left his position with Army CID in Europe, and retired as a Chief Warrant Officer 3 in 2007.

### **A Match: The Cognitive Interview Enhances the Five Step Law Enforcement Interview**

*Patricia Donovan* is a senior instructor at the FLETC in Glynco, Ga. She has served the FLETC for the past two years as an Instructor in the Behavioral Science Division, where she teaches basic and advanced interviewing to criminal investigators and uniformed police officers.



Her prior law enforcement service includes 13 years as an officer and investigator with the DeKalb County (Georgia) Police Department, and eight years as a special agent with the United States Secret Service, Atlanta Field Office. She has received numerous awards from DeKalb County Police Department, the Drug Enforcement Administration (DEA), and the United States Secret Service for outstanding case work.

Donovan received a Bachelor of Science Degree in Mental Health and Human Resources from Georgia State University in Atlanta, Ga. She is currently pursuing her Master's Degree in Criminal Justice (Criminal Behavioral Analysis) at the University of Cincinnati.

### **FLETC Achievements Since 9/11**

*Connie Patrick* was selected as the fifth Director of the Federal Law Enforcement Training Centers (FLETC) in July 2002.



Previously, Patrick spent over six years in various FLETC Associate Director positions.

She provides oversight for the training of the majority of federal officers and agents. FLETC serves over 90 federal agencies; provides training to state, local, and international police; and graduates over 70,000 students annually.

Headquartered on approximately 1,600 acres at Glynco, near Brunswick, Ga., the FLETC also operates facilities in Artesia, New Mexico; Charleston, South Carolina; Cheltenham, Maryland; and provides academic, operational and program support for the International Law Enforcement Academies in Gaborone, Botswana; San Salvador, El Salvador; Bangkok, Thailand and Budapest, Hungary.

Prior to her appointment at the FLETC, Patrick completed a distinguished 20-year sworn law enforcement career in Florida, starting in 1976 as a deputy sheriff with the Brevard County Sheriff's Office. She served in uniform patrol, vice and narcotics, homicide, and intelligence. In 1981, Patrick became a special agent with the Florida Department of Law Enforcement (FDLE). The FDLE investigated protracted multi jurisdictional organized crime in the State of Florida. Patrick was promoted to special agent supervisor, Assistant Special Agent in Charge of the Tampa Regional Operations Bureau, Special Agent in Charge of the FDLE Intelligence and Investigative Support Bureau, Director of the Florida Criminal Justice Executive Institute in Tallahassee, and retired as Director of the Division of Human Resources and Training.

# Contributors

Patrick is active in the community and serves as an advisor to the College of Coastal Georgia Foundation. She serves as the Chairperson of the INTERPOL Group of Experts on Police Training (IGEPT) and serves on the Executive Committee of the National Law Enforcement Exploring Committee.

Patrick has received numerous awards, including the Distinguished Presidential Rank Award and the Presidential Meritorious Rank Award, the government's highest Civil Service awards. Patrick holds a Bachelor of Arts degree in Criminal Justice from the University of Central Florida.

**Jen Tocco** began her civil service career in 2008, and currently serves as a management and program analyst 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. Her nonprofit background consists of fundraising and program management positions, including Donor Relations Director for the Salvation Army's New Jersey Division and assistant director for the Scholarship Fund for Inner-City Children in Newark, New Jersey.

While completing her graduate studies, Tocco served as a research fellow at the Rutgers Graduate School of Education's Center for Educational Policy Analysis, where she worked on research teams conducting studies in a variety of topics, including educational accountability and evaluation, charter schools, and school voucher programs. She was responsible for data collection, data analysis, and writing, with a specialty in qualitative research methods. Tocco 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.

## FLETA: Past, Present and Future

**Billy McLeod** joined the Office of



Accreditation as a program manager in February 2010. He began his law enforcement career where he served 9½ years in the U.S. Coast Guard active duty and reserves. He specialized in maritime anti-terrorism, port security, and force protection and served two deployments in the Middle East as part of a port security unit. He was detailed as an instructor at the U.S. Coast Guard Special Missions Training Center, Camp Lejeune, NC, where he taught small boat combat tactics.

McLeod joined the Federal Law Enforcement Training Centers (FLETC) in Glynco, Ga., in 2004 where he served as a senior instructor in the Driver and Marine Division, Marine Training Branch. He developed and oversaw all aspects of the Boat Operators Anti-Terrorism Training program, as well as serving as a senior instructor in the Marine Law Enforcement Training Program, Inland Boat Operators Training Program, and periodically the Law Enforcement Instructor Training Program.

McLeod participated in the accreditation of numerous FLETC divisional and center-wide programs. He also served as an assessor for the Federal Law Enforcement Training Accreditation Board. Additionally, he has served as an adjunct instructor for the United States Merchant Marine Academy's Global Maritime and Transportation School.

# More Contributors

McLeod has a Bachelor of Science degree in Criminal Justice and a Master's Degree in Post-Secondary Education with a focus in Criminal Justice from Troy University.

**Bob Bruton** joined the Federal Law Enforcement Training Accreditation (FLETA) Office of Accreditation team as a program manager in November 2008.



Prior to his assignment to FLETA, Bob served with the Federal Reserve System's Law Enforcement Division. His assignments included Chief of Law Enforcement for the Jacksonville field office, Director of Law Enforcement for the Sixth Federal Reserve District, and Project Leader for the Board of Governors. Some of his accomplishments include standing-up the Federal Reserve's first Law Enforcement Training Center and the development of the basic and in-service curricula approved by the Attorney General when the System received Federal authority in 2001.

Bob retired from the U.S. Air Force as a chief master sergeant after twenty years of service. At the time of his retirement, Bob served as the chief, law enforcement operations. His law enforcement career also included leadership roles in the investigations, training, physical security, and personnel security divisions.

Bob has a bachelor's degree in Criminal Justice Administration and is a Distinguished Graduate of the U.S. Air Force Senior Noncommissioned Officer Academy. He was also the recipient of the Federal Reserve's Chairman's Award in 2007.

**James Hensley** has been with the U.S. Office of Personnel Management – Federal Investigative Services (FIS) since 2006. His previous employment history includes working as a police officer in Chesterfield County,



Va. and as a special agent with the U.S. Secret Service. Hensley has been with the federal government since 2000 and is a graduate of the Criminal Investigator Training Program (CITP) at the FLETC and the U.S. Secret Service Academy.

Since joining OPM, Hensley has served as instructor, a team leader, and is currently a supervisory training specialist as well as the Accreditation Manager.

Hensley holds a Bachelor of Science in Administration of Justice from Penn State University and an Master of Science in Criminal Justice Administration from Columbia Southern University.

## CBP Air and Marine Basic Training Academy

**Jan E. Morin** is a supervisory course developer/instructor (SCDI) assigned to the U.S. Customs and Border Protection's (CBP's) Field Operations Academy (FOA). Morin started her career as an immigration inspector with the former Immigration and Naturalization Service (INS) in 2002 and became a CBP officer with the creation of Department of Homeland Security and Customs and Border Protection in 2003. She served at the land border port-of-entry of Lancaster, M.N., the Pre-Clearance port of Toronto, Ontario, Canada and the seaport of Duluth, M.N. Morin transferred to the FOA as a SCDI in January of 2011. She received formal training as a photographer, photojournalist and public affairs officer while serving in the United States Marine Corps and the Minnesota National Guard. Morin has a bachelor's degree in information media from St. Cloud State University in Minnesota and graduate studies in educational multimedia at California State Polytechnic University, Pomona, California.





# The FLETC Delivers Training to State, Local, Rural, Tribal and Territorial Partners

By Dina Martinez

*Let's talk training! Did you know that in addition to providing law enforcement training to more than 90 federal Partner Organizations, the Federal Law Enforcement Training Centers (FLETC) also provides training to our nation's first responders in our state, local, rural, tribal and territorial law enforcement agencies? FLETC makes tuition-free training available to the more than 800,000 non-federal law enforcement professionals who dedicate their lives to the protection of our homeland on the city streets, county roads, school campuses, tribal lands and other rural and urban communities that span our great nation and its territories.*



United States map shows sites where the Federal Law Enforcement Training Centers have delivered state, local, rural, tribal and territorial training.



The Office of State, Local, Rural, Tribal and Territorial Training (SLRTT), located at the FLETC's Glynco, Ga., campus, is dedicated to providing training for our nation's non-federal law enforcement partners. The office has been in existence since 1982 and has undergone significant changes over the decades; however, it still remains steadfast in its primary directive of training America's state, local, rural, tribal and territorial law enforcement officers.

In 1982, a "Justice-Treasury State and Local Law Enforcement Training Program" was established in response to the findings of the Attorney General's Task Force on Violent Crime. The task force members expressed serious concerns about the rising crime rate in the United States, and urged the federal government to take a more active role. A Justice-Treasury working group, including representatives from federal, state and local law enforcement agencies, as well as professional law enforcement associations, was formed to review the matter and make recommendations. The working group significantly expanded federally-sponsored training to be offered by the FLETC.

To further demonstrate the federal government's commitment to these cooperative



State and local law enforcement officers receive tactical training.

efforts, President Ronald Reagan announced the establishment of the National Center for State and Local Law Enforcement Training (National Center) on October 14, 1982, as a part of his anti-crime program. The creation of the National Center was based on the realization that while primary responsibility for law enforcement rests now, as it always has, with state and local governments, there are roles for the federal government to play, particularly in providing training in those areas where federal agencies have unique expertise. Over the years, the National Center, which later became the Office of State and Local Training (OSL), has experienced tremendous growth and numerous transformations.

On August 3, 2007, House Resolution 1, Public Law 110-53, Section 209, directed the Secretary of Homeland Security to establish a Rural Policing Institute (RPI) administered by the FLETC. The RPI was made a subordinate division to the OSL until 2010 when it was established as an independent unit with the mission to serve the training needs of rural law enforcement agencies, including tribal law enforcement, and other emergency response providers operating in rural areas.

The transformations were not yet complete. On January 29, 2012, as an outcome of the FLETC Bottom-Up Review, Director Connie Patrick combined the OSL and RPI into a single entity with primary responsibility for the FLETC's training support to our non-federal customers; that entity is the SLRTT, a training delivery point assigned to the FLETC's Field Training Directorate (FTD). The SLRTT provides advanced and specialized training via export training programs at locations across the United States, throughout Indian Country, as well as the U.S. territories. This export, tuition-



free training is normally conducted at a host agency's training facility. The FLETC, through the SLRTT, also provides training to non-federal customers through web-based training, as well as paying tuition costs, as funds permit, for officers to attend FLETC advanced training programs on a space-available basis at any of the FLETC's four domestic campuses in Artesia, N.M., Charleston, S.C., Cheltenham, Md., and Glynco, Ga.

The SLRTT, in partnership with FTD and Glynco Training Directorate (GTD) instructors, also has begun periodically to provide training utilizing available space and resources at the FLETC's domestic campuses. One of the SLRTT training offerings that has become very popular and is frequently requested is the State and Local Law Enforcement Training Symposium (SLEETS). The SLEETS is a large symposium, attracting anywhere from 100 to 400 law enforcement officers at a time. Topics have included Use of Force, Officer Safety, Terrorism, Advanced Interviewing, Close Quarters Tactics, Active Shooter Response Tactics and Drug Interdiction, just to name a few. The coordination of a SLEETS is akin to the choreography of a major Broadway event! A SLEETS typically requires a minimum of six months' lead time to plan. Training venues, training topics, instructor availability, scheduling, lodging and meals coordination, security, marketing, participant vetting, travel and funding are just a few of the logistical hurdles that the FLETC staff must address during the coordination of a SLEETS.

The SLEETS, which runs from three to five days, is especially important because it addresses officers' training needs by allowing them to select the training they need. If a SLEETS is conducted on a FLETC campus, SLRTT

is able to pay for students' meals and lodging as a part of the overall tuition cost; a great benefit for customers who come from agencies experiencing budgetary or resource challenges. To make the training even more valuable and relevant for state and local agencies, the SLRTT, in collaboration with our colleagues in the FLETC's Centralized Training Management Directorate, State and Local Training Management Division, work with applicable state Peace Officer Standards and Training Commissions to obtain continuing education credits for customers who require them.

In September 2012, the SLRTT held the first SLEETS ever hosted on a FLETC campus. More than 110 state, local, rural, tribal and territorial officers representing 30 states and six tribal nations gathered at the FLETC Glynco, Ga., campus to participate in the symposium. The SLRTT worked with several GTD training divisions to deliver a variety of training tracks, which students could select to attend. The Firearms Division provided the Survival Shooting Training Program; the Behavioral Science Division (BSD) delivered the Advanced Interviewing Training Program; the Enforcement Operations Division (EOD) conducted the Active Shooter/Threat Training



A FLETC instructor observes state and local officers during an Active Shooter/Threat Training Program at FLETC Glynco.



State & Local Law Enforcement Training Symposium conducted at Artesia.

Program; the Physical Techniques Division delivered the Law Enforcement Control Tactics Training Program; and the Driver and Marine Division provided the Operating Emergency Vehicles Training Program. One of the most important things the SLLETS highlighted was the strong cooperative spirit and teamwork displayed by training and support professionals across the FLETC to make the event a tremendous success.

One officer said he was surprised the FLETC had so much to offer and was “blown-away” with the FLETC state-of-the-art facilities that are essential for law enforcement training. Another officer, a 27-year veteran, said it was the best training he’d taken in his long career and lamented that he didn’t have it much earlier. He added that the information and skills obtained during his training at the FLETC could be put to use immediately. A captain from a small, rural agency noted, “... in this economy, the first budget cuts always affect training money. The FLETC meets the void felt by the lack of training money and the imminent need to get my police officers high quality training.”

The attendees were not the only people who enjoyed and learned during the symposium. The FLETC instructors felt a renewed passion for their state and local training mission. Several EOD instructors commented on how captivated

and engaged the students were with the training. They also said the students reciprocated by not only being great students, but also by teaching the instructors some new skills as well. A BSD instructor expressed tremendous satisfaction based on the bond he formed with the state and local officers. He stated that he was very impressed by how well the class worked together to polish their investigative skills and interviewing techniques.

The SLLETS is the program that brings together students and instructors from all walks of life and with diverse experiences and expertise. These large symposia create an environment where one can see come to life the law enforcement community’s sense of togetherness and camaraderie, and their collective dedication to the protection of their fellow citizen, communities and our homeland—even at the cost of their own lives. It’s a real ‘give and take’ where instructors and students learn from one another, building strong professional and personal bonds. As written in Proverbs 27:17, “As iron sharpens iron, so one man sharpens another.”

We are proud to say that the SLLETS will be a part of our training offerings for a long time. The FLETC SLRTT has scheduled five symposiums in 2013 to be delivered in the following locations:

1. *Artesia, N.M. (FLETC campus)*
2. *Charleston, S.C. (FLETC campus)*
3. *Glynco, Ga. (FLETC campus)*

You can learn more about the SLLETS and other training opportunities by visiting [www.fleetc.gov/osl](http://www.fleetc.gov/osl). You also can send questions to [stateandlocaltraining@dhs.gov](mailto:stateandlocaltraining@dhs.gov) or call 800-743-5382, 24 hours per day.

**IN THE LINE OF DUTY:**

**DISTRACTED  
DRIVING**

By  
Michael Robbs



Awakening from a self-induced state of “driver’s hypnosis,” I am suddenly aware I am driving through the intersection of McCallie Avenue and South Holtzclaw. Wow, I just drove three miles and really don’t remember anything about it! How many cars did I pass along the way; did I stop when I needed to stop; yield when I needed to yield; and did I miss any significant radio traffic from dispatch? We tell our students to “leave their personal concerns at home, our jobs are dangerous, complacency kills, we must be sharp and vigilant.” Of course, in reality, we are also human.

In recent years, the deadly consequences of distracted driving in the United States has received much attention and public awareness resulting in most states establishing laws governing the use of cell phones while operating a motor vehicle. The National Highway Traffic Safety Administration (NHTSA) defines “distracted driving” as “any activity that could divert a person’s attention away from the primary task of driving.” This definition fits all drivers to include law enforcement.

Significant examples of the impact of distracted driving in the United States include:

- In 2009 - 5,474 people were killed involving driver distraction and 448,000 were injured. This equates to 16 percent of fatal crashes and 20 percent of injury crashes.
- A driver has a 23 times greater risk of having a crash when they text.
- Driving while using the cell phone reduces the amount of brain activity (which should be used for driving) by 37 percent.
- In the month of June 2011, more than 196 billion text messages were sent or received in the U.S., up nearly 50 percent from June 2009.
- During any given hour of the day - 800,000 vehicles are being driven by someone using a hand-held cell phone.



Interior view of a typical law enforcement cruiser clearly displays the extent and important role that technology plays, in the daily operations and duties of officers.

Sending and receiving a text message results in the driver taking their eyes off the road on average 4.6 seconds (at 55 mph – this is equivalent to the length of a football field). According to the Insurance Institute for Highway Safety, 10 states have banned hand-held use of cell phones and 35 states have banned texting outright.

So, how is distracted driving different for law enforcement (LE)? Today’s LE driver is tasked with numerous responsibilities which far exceed those of normal vehicle operators. We tell the civilian drivers to stay focused on their driving and not let themselves be distracted by personal issues, technological distractions and/or conversation with passengers. Conversely, we in law enforcement are faced with a dilemma. The very nature of our job puts the job tasks for driving on duty at a level well beyond that of any other motor vehicle operator.

When an officer or agent is required to run Code-3 (blue lights and siren) to a call such as a traffic accident with injuries or to assist an agent calling



for help when serving an arrest warrant, a much greater level of required tasks is necessary. For such incidents the officer/agent is now responding to the scene of an incident in which they are required to expedite their response. During such times, their emotions, operational planning and distraction levels become factors in which they must contend. Other examples include responding to a burglary in progress, conducting a rolling surveillance or responding to a silent hold-up alarm. Such duties now require the officer/agent to communicate with other responders or team members and begin tactically planning their approach or routes via radio



The very nature of LE jobs puts the job tasks for driving on duty at a level well beyond that of any other motor vehicle operator.

– all while expediting to the scene and exercising due-regard for other traffic and pedestrians using the roadway. LE driving tasks become even more complicated when you consider vehicle pursuits or responding to an officer-in-trouble call. At these levels of procedural responsibilities, the law enforcement officer or agent experiences the full force of visual, manual and cognitive tasks which can affect the safe and effective operations of a motor vehicle during the performance of their duty. Law Enforcement Driving is NOT Normal Driving!

Driving is commonly divided into three areas of taskings to include visual, manual and cognitive. Using these categories's the following are samples of distractions which have been identified as being required of a LE motor vehicle operator:



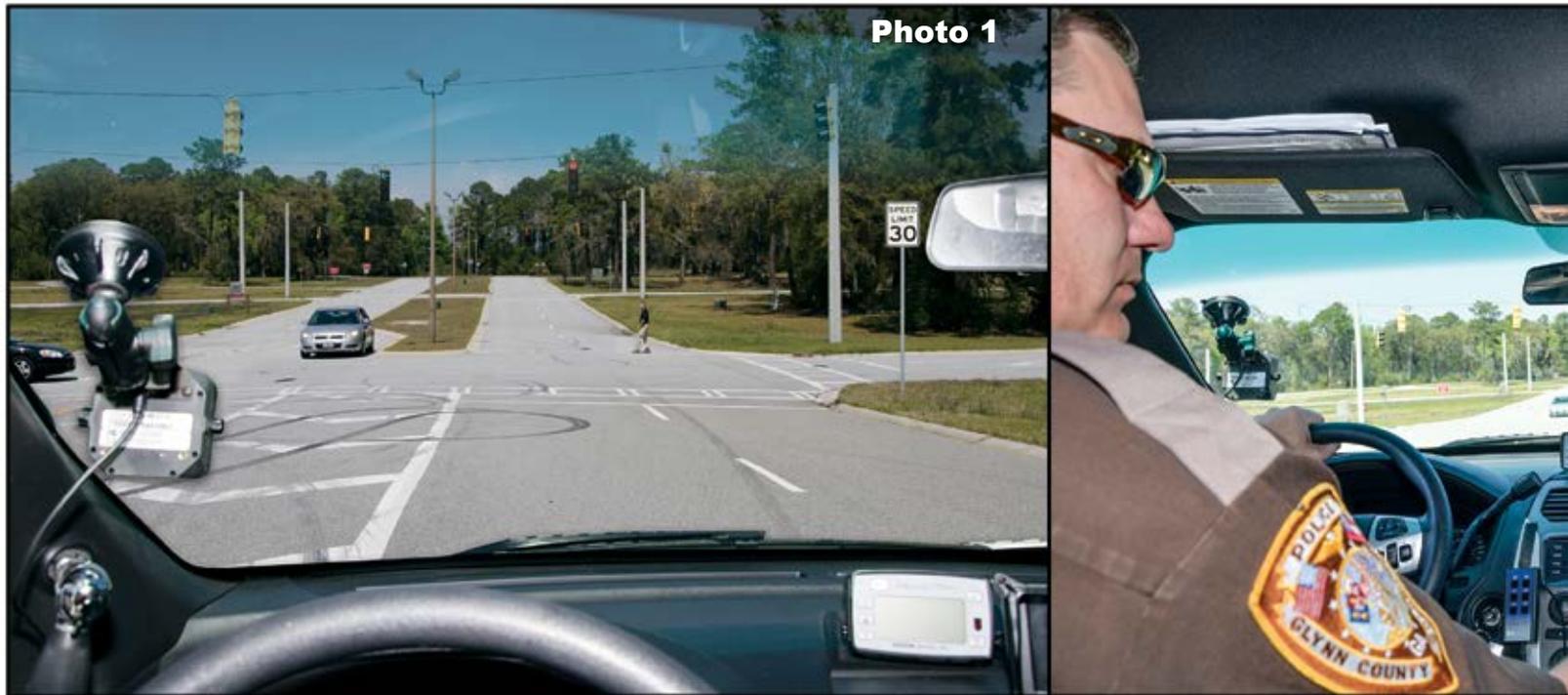
LE officers are required to be visually engaged with their surroundings for situational awareness.

**Visual Distraction** – LE officers and agents not only are required to safely negotiate thru traffic, obeying and observing traffic codes and regulations like that of any driver; but at the same time we must be on the top of our situational awareness game and are expected to identify: a visual summons from a citizen flagging you down for assistance, suspicious behavior of other drivers and pedestrians along the roadway, criminal activity, crimes in progress, traffic violations, expired vehicle tags, conduct static and rolling vehicle surveillance and to operate a vehicle during all weather and environmental conditions.



LE officers must operate a multitude of technological devices while operating a motor vehicle and responding to dispatches.

**Manual Distractions** – The modern LE vehicle is most often equipped with additional technological devices to include police radio, blue lights and siren, take-down and alley lights, video cameras, radar, license plate reader, mobile data terminal (MDT),



**Cognitive Distractions**

**Photo 1:** The officer has just come over a hill cruising at 55 mph and approaches an intersection with a posted speed limit of 30 mph. The left-turn signal light is green and the main thoroughfare light is red. In the oncoming traffic turn lane, a silver sedan is proceeding to make a left turn directly in the path of the approaching officer and a pedestrian is entering the crosswalk on the officer's right.

**Photo 2:** The officer is responding to a dispatched BOLO and is in pursuit of a vehicle involved in an accident, fleeing the scene and eluding officers. In regard to other traffic and pedestrians, the officer quickly glances at the oncoming intersection then diverts his attention to check his laptop for situation updates.

**Photo 3:** The officer's normal cognitive judgment and decision making is clouded and renders him incapable of realistically assessing driving risks. In a mental state of target fixation, when the officer glanced briefly at the oncoming intersection before diverting his attention to the laptop, his mental assessment of the scene was inaccurate. The officer saw a green light and assumed that it was the main thoroughfare light. A stationary silver sedan, the 30 mph sign and the pedestrian on the crosswalk goes unnoticed. The scenario is set for potentially tragic consequences.

global positioning system (GPS), flashlight and radio chargers and a long-gun mounting device. Additionally, we may be required to operate a variety of vehicle types to include sedan, high center of gravity vehicle (SUV), pick-up trucks, armored vehicle, etc.

**Cognitive Distractions** – The LE vehicle operator is not only required to recognize and execute cognitive driving decisions as we safely negotiate thru traffic, obeying and observing traffic codes and regulations like that of any driver, but at the same time we are presented with greater levels of cognitive tasks as the result of the LE responsibilities which include recognizing and responding to dispatched Be On Look Out (BOLO's), recognizing and responding to

dispatched calls, keeping up with the assignments of other officers or agents on duty so that you are able to respond to their location for assistance if needed, route planning to dispatched calls, tactical planning for the various types of calls you are responding to tactical planning with other officers or agents responding to the same call, exercise regard for other traffic/pedestrians when expediting to a call, emergency response (Code 3), emergency response (Non-Code 3), pursuit driving, and they must continually evaluate the legal justifications for their driving and tactics.

And then there are the consequences of stress and emotions: **FEAR-ANGER-ADRENALINE.**



Photo 2

Photo 3

*“Red Mist”* is a term that has been used to describe the state of mind of drivers who are so determined to achieve some objective – catching the vehicle in front, getting to an accident in the shortest possible time – that they are no longer capable of realistically assessing driving risks. Their minds are not on driving but on some other goal: they have become emotionally and physiologically caught up in the incident. Another term sometimes used is ‘target fixation.’

Over the past 15 years, various government organizations and research universities have helped to document and bring to light the sobering statistics of LE-involved crashes. Line-of-duty deaths are the result of vehicle-related incidents more than any other cause. With this knowledge, various agencies have begun to research ways to reduce law enforcement crashes through a variety of means to include awareness campaigns such as the “Below 100” initiative, the use of driving simulators for helping to teach judgment and decision making, and more restrictive Code 3 emergency response and pursuit policies.

So what can trainers and agencies do in order to better prepare our officers and agents to be safe and effective drivers?

The following is a list of measures which are being taken by many LE agencies and training centers to help reduce police-involved crashes:

- Considering LE driver distractions - Review your agency’s Emergency Response and Pursuit policies – update if needed. Establish a policy of compliance and enforcement at all levels.
- Research your agency’s crash records for lessons learned.
- Review your driver training curriculum for needed changes. Often LE driver/cultural attitudes are established at this level – both good and bad! Consider yearly driver-training re-qualifications, such as is done with firearms.
- Consider training the Field Training Officers (FTOs) in order to have them reinforce the sound driving skills and attitudes taught in the academy.
- Balance your driving curriculum with judgment

and decision making along with the skills of safe expeditious driving.

- Provide stress management training.
- Launch an awareness campaign – “Below 100” is a great place to start!
- Reward good drivers and don’t tolerate the bad ones!
- LASTLY – share your success stories with others; we can make a difference!

The FLETC’s Driver and Marine Division (DMD) has recently embarked on a number of LE driver training-related initiatives which are being conducted in order for us to provide the most up-to-date, sound LE driver program in the country.

- The DMD is working with FLETC Training Research Branch and the Evaluations and Analysis Branch to create a Law Enforcement Driver Task Analysis Survey to help identify the specific driving requirements of our Partner Organizations.
- In cooperation with our local FLETC Fleet Manager along with GSA Fleet Offices, the DMD is looking to capture non-fatal crash data (which is being largely over-looked) in order to help identify causes and trends which could help us identify areas for which training may help to reduce collisions.
- To help address communication issues while delivering “instructor to student teaching” via the two-way radio, the DMD along with the Training Innovation Division is researching and testing alternative solutions to this problem.
- In cooperation with the FLETC Media Support Division, the DMD has recently re-filmed the Lines-of-Travel for all four of our Emergency Response courses. The utilization of new technologies will help to create a video project which is expected to help the student recognize the visual cues for reading the various types of turns and lines-of-travel.

- The DMD is currently researching other successful and validated LE driver training programs for lessons learned. Two such agencies include the United Kingdom and the Royal Canadian Mounted Patrol driver training programs.

In closing, the impact FLETC has had and continues to have on law enforcement driving around the country is mind boggling. A recent look at the graduate statistics dating back to 1975 for our Driver Instructor Training Program (DITP), now called the Law Enforcement Driver Instructor Training Program (LEDITP), shows that there have been approximately 3,195 total graduates from these two driver-instructor training programs. Of this number approximately 2,194 have been from state and local agencies. These numbers speak loud and strong - signifying the influence, impact and responsibility we have on law enforcement driver training around the nation. In response to this great responsibility, the staff and management of the DMD are committed to our Partner Organizations as well as to our state and local customers to ensure our driver training programs are current and provide our officers and agents with the knowledge, skills and abilities to be safe and effective LE drivers.

**Law Enforcement Driving Is Not Normal Driving!**

**Resources and Useful Websites:**

- [www.nsc.org](http://www.nsc.org) – National Safety Council
- [www.nhtsa.gov](http://www.nhtsa.gov) – National Highway Traffic Safety Administration
- [www.distraction.gov](http://www.distraction.gov) – (NHTSA)
- <https://safety.army.mil> – U.S. Army Combat Readiness Safety Center
- [www.ODMP.org](http://www.ODMP.org) – Officer Down Memorial Page

*Special thanks to the Glynn County Police Department for providing vehicles and staff for staging and photography in support of this article.*

# A Match

**The Cognitive Interview Enhances the Five Step Law Enforcement Interview.**

*By Patricia Donovan*



**Research shows memory retrieval techniques used in the cognitive interview process assist interviewees in sensory recall that can help them provide more information than in traditional interviews.**



When conducting interviews with individuals involved in crime, many law enforcement officers do not expect the entire truth. Whether it is omissions, lies, or refusal to agree to an interview, we have conditioned ourselves to have low expectations of those with whom the law enforcement community interacts when it comes to providing information. Depending on the situation, we may place too much value on partial information over no information at all. This point of view may be considered negative connotation on the part of law enforcement, but it can also be a rational observation and consideration. For example, witnesses may be less than truthful because they may fear retaliation or involvement in the criminal justice process; victims may have a trust issue with law enforcement professionals or have difficulty recalling facts due to emotional trauma; and with suspects, it's obvious why their cooperation would be limited or non-existent. Interpersonal communication skills of the law enforcement officer may persuade an unwilling individual to agree to an interview. But, what techniques and/or skill sets do we possess to make certain we are getting all of the information the interviewee is capable of providing?

Law enforcement officers are charged with obtaining information in a legal, ethical manner and present the information gathered to criminal justice professionals who will ultimately make decisions that will affect the physical, mental and emotional freedom of those involved. The Federal Law Enforcement Training Centers' (FLETC) Behavioral Science Division (BSD)



It is important for investigators to lay the foundation of expectations during a cognitive interview. The interviewee should provide as much detail as they can recall during a free flowing narrative to include "showing" investigators what occurred. In this example the witness is showing the interviewer how the subject was holding the weapon as she describes the incident in question.



When applicable sketching is a useful tool in the cognitive interview. During FLETC training students are encouraged to have victims, witnesses, and even subjects provide a sketch related to the information they are providing. Sketches also hold some promise in the ability to detect deception for law enforcement officers as discussed by Drs. Fisher and Meissner.

mission is to provide law enforcement professionals with an understanding of human behavior that inspires interpersonal communication skills necessary to effectively protect and serve the American public. In order to accomplish this goal, the BSD routinely collaborates with leading psychologists and researchers in the field to identify the best evidence-based methods and techniques that will increase the quality and quantity of information received from human sources. Therefore, in addition to the skills necessary to persuade individuals to cooperate with law enforcement, the BSD is committed to providing knowledge of effective strategies and techniques that will produce information of quantitative and qualitative value from cooperative sources.

One of the most important investigative techniques used by law enforcement is the law enforcement interview. The information gained from such interviews has the potential of being the most important aspect of a criminal or civil case. This information is generally obtained via a rapport-based interview with a victim, witness, and/or suspect during the process of a criminal investigation.

In the rapport-based interview, great focus is placed on the art of persuading an individual to cooperate with an investigation. As law enforcement officers and trainers, we must realize that when individuals are at the point of offering full cooperation with an investigation, it is

paramount to implement effective techniques that will maximize the information elicited. Surveys indicate that many police officers receive only minimal training to interview cooperative witnesses. The Cognitive Interview (CI), developed by Dr. Ronald Fisher and Dr. R. Edward Geisman, is a systematic approach to interviewing cooperative witnesses in order to increase the amount of information elicited. It is based on scientific principles of memory and communication and also on careful analysis of police interviews with witnesses.

In April 2012, the FLETC BSD partnered with the Florida International University (FIU) and Dr. Ronald Fisher through a Cooperative Research and Development Agreement (CRADA) to conduct a research project comparing the effectiveness of conventional law enforcement and cognitive interviews. The results of this research were intended to support the FLETC interview curriculum, and the law enforcement and intelligence community to include the Federal Bureau of Investigation (FBI)'s High Value Detainee Interrogation Group (HIG). Previous CI research consisted of participants watching a video and being interviewed with CI versus other interviewing techniques. A majority of the participants were college students, and the interviewers were research assistants. However, there was some criticism and concern regarding the artificiality of the video, participants and interviewers since it wasn't an



The various cognitive interviewing techniques for law enforcement officers and criminal investigators that enhance the Five Step Law Enforcement Interview method include explaining and defining the roles of the interviewer and the interviewee; refraining from interruptions; strategic utilization of open- and closed-ended questions; emphasizing free recall; the utilization of diagrams and sketches and the cognitive load approach to detecting deception.

actual video of a crime and law enforcement personnel were not conducting the interviews. Research conducted with the BSD addressed these concerns by using witnesses of an actual event, professional law enforcement interviewers and utilizing a proven comparison interview method, the Five Step Law Enforcement Interview, as taught by the BSD at FLETC.

Dr. Ronald Fisher, professor of psychology at FIU, editor-in-chief of the Journal of Applied Research in Memory and Cognition, and codeveloper of the CI Technique, provided a group of BSD instructors with specialized training in structured cognitive interviewing. Those instructors then interviewed “witnesses” using both conventional law enforcement and cognitive methods. Video recordings of those interviews were provided to Dr. Fisher’s research team for transcription, coding and analysis to determine if there is a difference in the quantity and quality of information provided by “witnesses” based on the interview technique employed.

In September 2012, the BSD hosted the 2012 Psychology Working Group where academic experts were invited to present research data and discuss the validity and the effectiveness of the cognitive interview method and cognitive-based interviewing techniques for law enforcement. Also discussed were the findings associated with the recent research project at FLETC. The panel of guests consisted of Dr. Christian Meissner, professor of psychology and criminal justice at the University of Texas at El Paso and director of the Center for Law and Human Behavior; Dr. Sujeeta Bhatt, research scientist at the Defense Intelligence Agency (DIA) and detailed to the FBI, HIG; Jillian Rivard, doctoral student of legal psychology and instructor at FIU; and Dr. Fisher, who revealed preliminary findings of the FLETC-BSD/FIU research project. Participants in the discussions included the BSD instructional staff and representatives of FLETC Partner Organizations.

Preliminary findings indicate that the CI elicited approximately 70 percent more information than that of the Five Step Law Enforcement Interview (more than 300 idea units versus less than 200 idea units). Post-Experiment Survey of Interviewers indicate that the CI is less cognitively demanding than (or equivalent to) the



The FLETC BSD partnered with the Florida International University (FIU) and Dr. Ronald Fisher (pictured above) through a Cooperative Research and Development Agreement (CRADA) to conduct a research project comparing the effectiveness of conventional law enforcement and cognitive interviews. In September 2012, Fisher presented his research findings to the FLETC staff.

Five Step Law Enforcement Interview. Also, interviewers reported no foreseeable barriers to implementing the CI in the field and felt it would be most useful when interviewing victims or cooperative witnesses. The most useful techniques reported were allowing for long pauses, not interrupting and sketching. Future analyses of data will include accuracy (corroboration) of information obtained, relevance, time delay (retention interval), adherence to protocol and further analysis of the post-experimental survey. Although the Five Step Law Enforcement Interview (the primary interviewing method currently taught at FLETC) was perceived by academic experts, researchers, and BSD instructional staff as effective, the approach could be greatly enhanced by implementing more cognitive-based interview techniques.

Although the CI is intended to be used with cooperative witnesses, Dr. Christian Meissner and other members of the HIG have conducted research on using cognitive-based interviewing techniques to detect deception. One such technique is the cognitive load approach. The cognitive load approach relies on the selectiveness of attention and the limitations of short term of memory. People can only absorb so much information at a time, and can only process a portion of the information absorbed. By increasing the cognitive load, mental effort is increased, and the task's performance decreases. Using the cognitive load approach along with

traditional verbal and non-verbal cues to deception can be an extremely valuable tool for interviewers.

The science put forth regarding the CI compliments the existing BSD curriculum. Although similarities like rapport and open-ended questions exist, differences are notable. For example, the role of the interviewer and the interviewee are different in the CI. A great deal more focus is placed on open-ended questions in the CI, and cues are used to recall or activate a memory in the CI. As a result of ongoing discussions and the relationships with academic experts, and the preliminary research findings by Fisher regarding the FLETC-BSD/FIU research project, the BSD is currently in the process of including various cognitive techniques into interviewing for law enforcement officers and criminal investigators lesson plans. The techniques determined to enhance the Five Step Law Enforcement Interview method include setting high expectations of the interviewee by explaining and defining the roles of the interviewer and the interviewee (research has established people will provide more information based on the perceived expectation of the individual who requests the information, and it is the interviewer's job to make the expectations clear); totally refraining from interruptions; strategic utilization of open- and closed-ended questions; emphasizing free recall; the utilization of diagrams and sketches and the cognitive load approach to detecting deception.

In order to achieve the goal of gathering reliable investigative information from human sources, which will likely become testimonial evidence in a court of law, we should arm law enforcement trainees with the most effective interviewing techniques to ensure that the information sought is maximized. The relationships developed between FLETC/BSD and academic experts have become a valuable asset in attaining the FLETC/BSD mission. We must remain on the cutting edge of valid, reliable methods of eliciting truthful information. Through the continued collaboration of practitioners and academia, adding validity to research by participating in projects, and implementing evidence-based methods and techniques into the curriculum, we will continue to provide trainees with the necessary skill sets to accomplish our mission.

# FLETC ACHIEVEMENTS SINCE 9/11

*By Connie Patrick and Jennifer Tocco*



New York, N.Y. (Sept. 15, 2001) – A tired search dog finds time to rest as rescue efforts at the World Trade Center in New York City continue just a few feet away. U.S. Navy photo by Journalist 1st Class Preston Keres.

The horrific events of September 11, 2001, ushered in tremendous change for the public safety community. When the Department of Homeland Security (DHS) was established in 2003 to coordinate and unify homeland security efforts, law enforcement was recognized as a vital component in our nation's comprehensive strategy to confront threats. Since 1970, the Federal Law Enforcement Training Centers (FLETC) have provided basic and advanced training to federal, state, local, rural, tribal and international law enforcement officers. With decades of experience meeting the needs of multiple law enforcement communities, FLETC was poised to embrace a broadened mission as part of DHS. The post-9/11 landscape is more complex than ever before, and we knew we had to evolve to provide the very best preparation against a new kind of enemy in a rapidly changing world.

Over the past decade, we have witnessed tremendous growth and change here at FLETC. Our nation's invigorated focus on fighting terrorism around the globe and in our own backyard created a demand for law enforcement training beyond what FLETC had ever experienced. Since 2001, our federal partner agencies have grown from 76 to 91; our footprints in the state, local and international law enforcement communities have expanded substantially; and our annual student throughput has nearly tripled to more than 70,000 students. During fiscal year (FY) 2012, we reached our one millionth student trained.

*Continued on page 26*



# PICTOGRAPHIC FLETC ACHIEVEMENTS



SEPTEMBER 11, 2001, WAS THE DAY THAT BROKE OUR HEARTS, BUT NOT OUR RESOLVE. THE HORRIFIC EVENTS OF THAT DAY USHERED IN TREMENDOUS CHANGE FOR THE NATION.



FEDERAL AIR MARSHALS' PRACTICAL TRAINING EXERCISE AT THE FLETC-ARTESIA.



IN 2002, THE U.S. CUSTOMS MOCK PORT OF ENTRY TRAINING FACILITY OPENS AT FLETC-GLYNCO.



IN 2002, FLETC LED THE EFFORT TO DEVELOP AN INDEPENDENT ACCREDITATION PROCESS FOR FEDERAL LAW ENFORCEMENT TRAINING.



FLETC-CHELLENHAM IS ITS "NUMBER 1" CO-PRIORITY, COMPLETE REHABILITATION PROJECT. IN 2003, THE PERMANENT UNITED STATES CAPITAL TRAINING ACADEMY



IN 2003, FLETC TRAINED ITS FIRST STUDENTS IN CHELLENHAM, MD. AND PROVIDES IN-SERVICE AND REQUALIFICATION TRAINING FOR THOUSANDS OF OFFICERS AND AGENTS WORKING IN THE WASHINGTON, D.C. AREA ANNUALLY.



TACTICAL TRAINING AT FLETC-CHELLENHAM.



IN 2004, FLETC ASSUMED CONTROL OVER PROPERTY LOCATED IN CHARLESTON, SC. THE NEW ACQUISITION BECOMES FLETC, CHARLESTON OPERATIONS PROVIDING BASIC AND ADVANCED MARITIME LAW ENFORCEMENT & SECURITY TRAINING.



IN SEPTEMBER 2004, THE UNITED STATES CAPITAL TRAINING ACADEMY ACTIVITIES IN FLETC DURING THE DE



ON MAY 2, 2005, VICE PRESIDENT RICHARD CHENEY AND DHS SECRETARY MICHAEL CHERTOFF VISIT THE FLETC-GLYNCO.



IN JUNE 2006, DIRECTOR CONNIE PATRICK CUTS THE RIBBON TO DEDICATE THE OFFICIAL OPENING OF THE NEWLY CONSTRUCTED COMBINED SKILLS TRAINING RANGE AT FLETC-GLYNCO.



IN JUNE 2006, DHS SECRETARY CHERTOFF SWEARS IN FORMER FLETC DIRECTOR, RALPH BASHAM AS CBP COMMISSIONER DURING A PRESIDENTIAL VISIT TO FLETC-ARTESIA.



IN 2007, DHS CONDUCTS 40,000 SQUARE MILES OF EXERCISES WITH A UN



PRESIDENT GEORGE W. BUSH ADDRESSES DIGNITARIES, STAFF AND STUDENTS DURING HIS VISIT TO FLETC-GLYNCO, MAY 29, 2007.



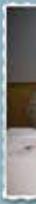
IN 2008, THE PRACTICAL APPLICATION COUNTERTERRORISM OPERATIONS TRAINING FACILITY (PA/CPTOTF) WAS OFFICIALLY OPENED. DURING THE CEREMONY, DIRECTOR PATRICK AND DISTINGUISHED GUESTS PAUSED FOR A RESPECTFUL MOMENT OF SILENCE AT THE FLETC 9/11 MEMORIAL HOUSED WITHIN THE COMPLEX.



IN 2008, FLETC-ARTESIA CELEBRATED ITS 20TH ANNIVERSARY. THE FLETC FACILITY WAS RENAMED THE "PETE V. DOMENICI TRAINING COMPLEX."



ON MARCH 17, 2010, DHS SECRETARY NAPOLITANO ADDRESSES DIGNITARIES, STAFF AND STUDENTS DURING HER VISIT TO THE FLETC-GLYNCO.



IN 2010, DHS SECRETARY NAPOLITANO AGREES TO VISIT THE FLETC-GLYNCO TRAINING COMPLEX.

## COINCIDING MAJOR EVENTS

2001

ON SEPT. 11, TERRORISTS HIJACKED FOUR AIRCRAFT, CRASHING TWO INTO THE WORLD TRADE CENTER, ONE INTO THE PENTAGON AND ANOTHER INTO A FIELD IN PENNSYLVANIA.

2002

PRESIDENT BUSH SIGNS LEGISLATION CREATING CABINET-LEVEL DEPARTMENT OF HOMELAND SECURITY.

2003

ON MARCH 19, PRESIDENT GEORGE W. BUSH AUTHORIZED AN ATTACK TO TRY AND KILL SADDAM HUSSEIN AND HIS TOP AIDs, LAUNCHING THE U.S. OFFENSIVE AGAINST IRAQ.

2004

GEORGE W. BUSH DEFEATS JOHN KERRY AND IS REELECTED PRESIDENT.

2005

ON AUGUST 28, HURRICANE KATRINA, A CATEGORY FOUR STORM, STRUCK THE GULF COAST NEAR THE MOUTH OF THE MISSISSIPPI.

2006

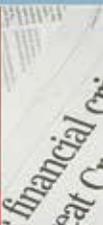
PRESIDENT BUSH SIGNS A LAW RENEWING THE PATRIOT ACT.

2007

DEMOCRAT NANCY PELOSI BECOMES THE FIRST WOMAN SPEAKER OF THE HOUSE AND WILL PRESIDE OVER THE 100TH CONGRESS.

2008

THE GOVERNMENT INTERVENE IN THE SYSTEM TO AVOID



# C TIMELINE OF EVENTS SINCE 9/11



COMPLETED CONSTRUCTION OF THE \$3.6 MILLION PROJECT FOR BUILDING THE HOME FOR THE CAPITAL POLICE IN SEPT. 2002.



THE ORIGINAL DHS SEAL PROTOTYPE USED TEMPORARILY UNTIL THE CURRENT DESIGN WAS IMPLEMENTED.



IN MARCH OF 2003, THE FLETC OFFICIALLY BECOMES A BUREAU WITHIN THE U.S. DEPARTMENT OF HOMELAND SECURITY WHEN NEWLY APPOINTED DHS SECRETARY TOM RIDGE ADDRESSES GUESTS AT THE TRANSFER OF AUTHORITY CEREMONY.



IN 2003, THE RIBBON CUTTING CEREMONY IN GABORONE, BOTSWANA OPENED THE BEAUTIFUL INTERNATIONAL LAW ENFORCEMENT ACADEMY.



FORMER SECRETARY TOM RIDGE VISITS THE FLETC-GLYNCO IN 2004.



IN 2004, THE BORDER PATROL CONSOLIDATED ALL OF ITS TRAINING AT FLETC-ARTESIA. SENATOR PETE DOMENICI GIVES A SPEECH IN OCCASION.



DHS SECRETARY TOM RIDGE AND DIRECTOR PATRICK ADDRESS THE FACILITY, STAFF AND STUDENTS DURING A VISIT TO FLETC-ARTESIA ON APRIL 20, 2004.



FEDERAL FLIGHT DECK OFFICER TRAINING AND DEFENSIVE TACTICS.



FLETC-ARTESIA DRIVING COURSE. "WET" SKIDPANS WITH 727 AIRCRAFT IN THE BACKGROUND.



DIRECTOR PATRICK AND DEPUTY DIRECTOR KEENE OPEN A NEW SHARED FOOT SIMULATION LABORATORY TO PROVIDED STUDENTS WITH A UNIQUE VENUE FOR TABLETOP AND COMPUTER-BASED SIMULATION TRAINING AT FLETC-GLYNCO.



DURING A VISIT TO FLETC, U.S. SENATOR SAXBY CHAMBLISS, R-GA, ENJOYS TESTING HIS SKILLS ON THE DRIVING SIMULATOR.



FLETC INSTRUCTOR (ON RIGHT) OBSERVES AS STUDENTS PERFORM HIGH RISK STOP PROCEDURES.



THE MENACING "REDMAN" IS USED IN SELF-DEFENSE TECHNIQUES TRAINING.



EVERY YEAR FLETC HONORS THOSE GRADUATES WHO MADE THE ULTIMATE SACRIFICE IN THE PERFORMANCE OF THEIR DUTY. THEIR NAMES ARE FOREVER ENSHRINED ON THE FLETC MEMORIAL.



DEPUTY DIRECTOR KEENE AND LTC MEYER SIGN THE OPERATION WARFIGHTER AGREEMENT TO ASSIST WOUNDED WARRIORS RETURN INTO THE CIVILIAN WORKFORCE.



IN 2011, FLETC CELEBRATED THE DEDICATION OF THE INTERMODAL TRAINING FACILITY, WHICH INCLUDES A SUBWAY SYSTEM, TRAIN STATION, INTERNATIONAL AIRPORT AND BUS TERMINAL COMPLETE WITH TICKET COUNTERS, FOOD COURT AND WAITING AREAS USED FOR SCENARIO-BASED TRAINING.



A NEWLY CONSTRUCTED 35+ ACRE URBAN/SUBURBAN TRAINING FACILITY IS SCHEDULED TO OPEN IN LATE 2013. THE FACILITY WILL FEATURE REPLICAS OF COMMERCIAL AND RESIDENTIAL TRAINING ENVIRONMENTS TO PROVIDE TRAINEES ACCESS TO VENUES THAT MIMIC THOSE THEY WILL CONFRONT IN THE FIELD.



## IN UNITED STATES HISTORY

**2008**  
PRESIDENT OBAMA TAKES OATH OF OFFICE FROM CHIEF JUSTICE ROBERTS ON JAN. 20. AS WIFE MICHELLE HOLDS THE HISTORIC LINCOLN BIBLE.

**2009**  
THE SENATE APPROVES THE NOMINATION OF SONIA SOTOMAYOR TO THE U.S. SUPREME COURT. SHE'S THE FIRST HISPANIC SUPREME COURT JUSTICE TO SERVE ON THE COURT.

**2010**  
AUGUST 7, ELANA KAGAN WAS SWORN IN AS A SUPREME COURT JUSTICE, MAKING HER THE FOURTH WOMAN JUSTICE.

**2010**  
U.S. COMBAT MISSION, OPERATION IRAQI FREEDOM, OFFICIALLY ENDS ON AUGUST 31.

**2011**  
ARIZONA REPRESENTATIVE GABRIELLE GIFFORDS IS AMONG 17 SHOT BY A GUNMAN WHO OPENED FIRE ON THE CONGRESSWOMAN'S CONSTITUENT MEETING OUTSIDE A LOCAL STORE.

**2012**  
OCT. 29: HURRICANE SANDY MAKES LANDFALL IN ATLANTIC CITY, N.J., NEW JERSEY, NEW YORK, AND CONNECTICUT ARE HARDEST HIT.

**2013**  
APRIL 15: TERROR SUSPECTS TAMERLAN AND DZHOKHAR TSARNAEV ARE BELIEVED TO BE RESPONSIBLE FOR TWO DEADLY BOMB BLASTS WHICH TURNED THE 117TH BOSTON MARATHON INTO A HORRIFIC TRAGEDY.

PHOTOS COURTESY OF THE LIBRARY OF CONGRESS, NATIONAL ARCHIVES, NASA, DOD, FBI, FLETC AND WHITE HOUSE PHOTOGRAPHY OFFICES



But the statistics tell only a small part of the story. The transition to DHS occasioned a refocusing of many FLETC training programs and the creation of new ones to meet emerging needs, such as anti/counter-terrorism, flying armed, intelligence awareness and critical infrastructure protection. The rapid advancement of technology and the borderless nature of many crimes highlighted a need for enhanced training in technical areas like computer forensics, cyber investigations and financial fraud. The recognition that terrorism can occur anywhere and at any time led to a rural training initiative that ensures officers working in the most remote areas have access to critical training. As the law enforcement arena becomes increasingly complex, we remain vigilant of emerging training needs, with recent program development in areas such as human trafficking, drug-endangered children and countering violent extremism. Hand in hand with ensuring the relevancy and currency of our training, FLETC led the effort to develop an independent accreditation process for federal law enforcement training in 2002. A task force consisting of key training leaders from federal and state law enforcement agencies collaboratively conducted research to establish a premier training accreditation model that has served to increase the professionalism of law enforcement training.

As training demands increased and changed in the post-9/11 homeland security environment, FLETC grew from two domestic training sites to four. In 2003 we trained our first students in Cheltenham, Md.,



FLETC-Cheltenham provides in-service and requalification training for thousands of officers and agents working in the Washington, D.C. area annually.



The Practical Application Counterterrorism Operations Training Facility (PA/CTOTF) consists of a hotel, tactical area, courtroom and detention center.

where we now provide in-service and requalification training for thousands of officers and agents working in the Washington, D.C. area annually. In 2004, FLETC opened its location in Charleston, S.C., where we conduct basic and advanced maritime law enforcement and security training. During the past decade, FLETC's Artesia operations expanded to include training for Federal Air Marshals and Federal Flight Deck Officers and the entire Border Patrol Academy moved to Artesia.

Beyond increasing our training capacity, over the past decade FLETC has built new state-of-the-art facilities to provide realistic training experiences for law enforcement officers confronting a changed world. In 2004, in coordination with our Partner Organizations, we initiated development of the Practical Application Counterterrorism Operations Training Facility (PA/CTOTF), with construction of a training site consisting of a hotel, tactical area and courtroom/detention center. These "classrooms" enable students to participate in realistic scenarios in topics such as active shooter, room-clearing, prisoner intake and courtroom procedures. Beginning in 2007, a new 40,000-square-foot Simulation Laboratory provided students with a unique venue for tabletop and computer-based simulation exercises. A year later we opened our Technical Operations Training Facility, where trainees work with sophisticated surveillance, tracking and photography equipment. In 2011, we celebrated the dedication of the Intermodal Training



The Intermodal Training Facility includes a subway system, train station, international airport and bus terminal complete with ticket counters, food court and waiting area.

Facility, another phase of the PA/CTOTF, which includes a subway system, train station, international airport and bus terminal complete with ticket counters, food court and waiting areas where frontline law enforcement personnel experience scenario-based training to better deter and combat threats across major transportation modes. As we look to the future, we are completing construction of a 35+ acre Urban/Suburban Training Facility (Danis City), the final phase of the PA/CTOTF, which will feature replicas of commercial and residential training environments such as a café, pawn shop, police station, tavern, storage facility, mobile home park, apartments, medical facilities and government offices, providing trainees access to venues that mimic those they will confront in the field.

The FLETC mission very purposefully includes all those who protect our homeland, and the criticality of interoperability has become paramount in the post-9/11 law enforcement profession. Consequently, FLETC has further integrated our state, local, rural, tribal and international partners into our training activities. Working cooperatively with entities like the DHS Office for State and Local Law Enforcement (OSLLE), the International Association of Chiefs of Police (IACP), the National Sheriffs' Association (NSA) and the International Association of Directors of Law Enforcement Standards and Training (IADLEST), FLETC reaches an audience of thousands of state and local

officers each year, providing training in topics like intelligence-led policing, suspicious activity reporting, disaster mitigation and domestic violence in tribal communities. As we face new threats and globalized criminal activity, we have expanded our worldwide reach through participation in the International Law Enforcement Academies in Hungary, Thailand, Botswana and El Salvador and through engagement with groups like INTERPOL's International Group of Expert Police Trainers and the DHS Office of International Affairs (OIA). To ensure FLETC's training expertise is shared during the development of critical Departmental programs and initiatives, and to advance FLETC's brand as the leader in law enforcement training, we now have three staff members assigned to DHS Headquarters, specifically in the Office of the Secretary, the OIA and the OSLLE, where they provide training leadership in areas of strategic importance to the Department and nation.

The growing complexity of the law enforcement environment has highlighted the importance of proactively identifying new technologies to enhance training. During the past decade we have integrated advanced simulators into firearms, driver, maritime and interview training, providing students with realistic training scenarios. For example, FLETC students now have access to the Avatar Based Interview Simulator which permits free-flowing conversation utilizing speech recognition and a virtual avatar to create an interactive training experience.



The Avatar Based Interview Simulator permits free-flowing conversation utilizing speech recognition and a virtual avatar to create an interactive training experience.

We have adopted the After Action Review System for use in situational training complexes, providing instructors and students with an unparalleled ability to record and review student performance during high stress and complex tactical training. In line with the growing presence of distance learning in education and professional development, FLETC is building its own library of online courses available through a web-based portal to students 24 hours a day, seven days a week. These and other innovations are needed to connect with new generations of students who only know a world where technology is omnipresent. FLETC looks very different than it did only 10 years ago, as we aim to ensure our students are more prepared than ever before.

As criminal and terrorist threats evolve, law enforcement trainers must remain at the forefront of research to ensure our programs remain on the cutting edge. In partnership with academic, private, international and military organizations, FLETC has participated in a wide range of research projects over the past decade in topics such as cognitive interviewing, cyber forensics, simulations, crime scene investigations, and the relationship between high-stress training scenarios and officer preparedness. Another recent FLETC study demonstrates great promise in the use of laser-adapted firearms in conjunction with live-fire weapons in basic marksmanship instruction. During the past year,



(Staged Photo) FLETC collaborated with the Drug Enforcement Administration (DEA) and the IADLEST to develop model policies, tactics and training interventions that can help prevent tragic “blue-on-blue” or “friendly fire” fatalities.

FLETC collaborated with the Drug Enforcement Administration (DEA) and the IADLEST on research aimed at reducing the frequency of accidental shooting of law enforcement officers by other officers due to mistaken identity. The ultimate objective of this project is to develop model policies, tactics and training interventions that can help prevent tragic “blue-on-blue” or “friendly fire” fatalities. We look forward to using research like this to continue enhancing our training.

FLETC was founded in 1970 on the premise that consolidated federal law enforcement training provides consistency and efficiency in the preparation of law enforcement officers and agents while enabling agencies to continue conducting specialized training unique to their missions. During the decade since the 9/11 terrorist attacks, FLETC has expanded its capacity, diversified its training programs, grown its physical infrastructure, adopted the most contemporary technologies and engaged in cutting-edge training research. Despite these significant changes, the basic framework set forth over 40 years ago remains effective in meeting the evolving needs of federal, state, local, rural, tribal and international law enforcement officers and agents. Consolidated training is still the right formula for providing training that is relevant, cost-effective and of the highest quality.

All of us remember where we were on September 11, 2001, and few of us will ever be quite the same. Likewise, the law enforcement profession has changed forever, and it continues to grow in complexity. As trainers it is our mission and passion to provide our law enforcement officers with the tools they need to prevent and combat criminal and terrorist activity. FLETC remains committed to constantly looking ahead to ensure readiness for those who risk their lives to protect our communities.

# DIGITAL FORENSIC TOOLS FOR FIRST RESPONDERS

By John Riley

It was not all that long ago that law enforcement first responders arriving at the scene of a crime had little or no interest in the potential for evidence being stored on a computer. When I started working in law enforcement in 1989, computers had not yet replaced the typewriter in most offices as the word processor of choice. The Internet and e-mail had not yet become commercialized, and people still did their shopping in person, with the exception of those using the Sears and Roebuck catalog.

My first exposure to the personal computer was when I started working at the U.S. Army CID office at Fort Sill, Okla., in early 1989. When I started, the office consisted of about 30 criminal investigators and two administrative personnel who were responsible for transcribing mini-audio cassette recordings onto paper investigative reports. They accomplished this on Wang computer systems which pre-dated IBM personal computers. In many law enforcement organizations, by the mid-90s, most of the word processing centers had been replaced by personal computers, with many investigators now tasked with the responsibility of typing their own reports.

This is not the only area where computers would become a part of the law enforcement mission. With the proliferation of computers being used, both in the work place and at home, we were seeing computers more and more being seized as evidence. Initially the handling of the computers and cellular phones as evidence was problematic. Software and hardware tools had to be developed for law enforcement to facilitate the proper handling of computer evidence.

Initially the software tools were command-line tools that were difficult to use for most law enforcement officers. What that meant was that when computers and/or cell phones were seized as

evidence, they were normally forwarded to a forensic laboratory where specially trained examiners would analyze the digital storage media. These experts could then provide expert testimony, as needed, based on their findings. This process in many ways mirrored that of other types of evidence, such as firearms and latent prints, already being handled in a similar manner.

As these new tools for law enforcement have been developed, it has resulted in an increased need for specially trained personnel who are capable of properly dealing with this evidence. First responders require training on the identification, preservation, collection and transportation of digital media. Students attending the Criminal Investigator Training Program (CITP) today are receiving this training, which includes both hands-on laboratories and a practical exercise where they are handling digital evidence at the crime scene.

The Technical Operations Division (TOD) is offering advanced training to law enforcement officers in a variety of methods utilized for the proper seizure, forensic imaging and analysis of personal computers, cellular phones, Macintosh computers, tablets and network devices. The following are the titles for those courses: Digital Evidence Acquisition Specialist Training Program (DEASTP), Introduction to Digital Evidence Analysis (IDEA), Seized Computer



A CNITP student uses Windows Forensic Environment to conduct a preview and prepare a forensic copy of a Windows server.

Evidence Recovery Specialist Training Program (SCERS), Mobile Device Investigations Program (MDIP), Computer Network Investigation Training Program (CNITP) and the Macintosh Forensic Training Program (MFTP).

As part of the curriculum for the above listed programs, students are exposed to a variety of software and hardware tools that are available to assist them with the proper handling of digital storage devices which had been seized as evidence. As technology has advanced exponentially in recent years, software and hardware tool development has become increasingly more user friendly for law enforcement first responders. This ever-constant evolutionary process of new tool versions being introduced, often faster than our TOD instructors can keep up with, has produced many viable tools that first responders can use at the scene.

One tool that presently is being taught by TOD is the Windows Forensic Environment, also known as Windows FE or WinFE for short. This modified version of the Windows 7 pre-installation environment or Windows PE is a reduced version of the full Windows operating system. Troy Larson, an employee of Microsoft, made available his modifications to the Windows registry that would allow for a forensically sound version of Windows PE which he called Windows FE. Larson posted



Screen shot of the Windows Forensic Environment, also known as Windows FE or WinFE.

the information about his registry modifications to the Microsoft Law Enforcement Portal which is restricted to law enforcement personnel. Colin Ramsden, who currently is serving as a Forensic Computing Analyst in the British Army's Royal Military Police (RMP), utilized Larson's registry modifications and created a Graphical User Interface (GUI) tool to run in the WinFE environment.

Before adopting the WinFE environment, I looked at a few other versions of Windows PE that had been modified for computer forensic purposes. SAFE, a commercially-distributed version of Windows PE from ForensicSoft, is a tool that provided an environment for hard disk imaging conducted in a forensically sound manner. As SAFE did not include any software for forensic imaging, I spent time researching this tool, subsequently creating a modified version which includes multiple software tools that we teach in our advanced training. These tools include EnCase forensic software from Guidance Software and the Forensic Tool Kit (FTK) Imager utility from AccessData.

In support of the software testing, Director Luke Erickson, a special agent with the Office of the Inspector General (OIG) for Health and Human Services (HHS), Digital Investigations Unit, agreed to field test this software tool. Based on an ongoing investigation, Erickson agreed to test SAFE during a scheduled search warrant. The following is an excerpt from an e-mail he sent based on his use of this tool:



The above media write-blocker 'Ultrakit' from Tableau is shown with the handheld TD2 hard disk imager. This is the configuration presently being issued to students who attend the DEASTP.



The TD2 handheld hard disk imager shown preparing a forensic copy of the suspect hard disk on the left and sending two copies to the connected hard disks on the right.

*"During our visit John was able to share a new innovative product for imaging windows based servers. This product returned a victory for my team during a search involving 53 defendants (498-count indictment) last month in Philadelphia, Pa. Our team tried several different known options to image a critical server hosting a case specific database and it was John's innovative solution that worked!"*

Another significant change in the handling of digital evidence is taking place during the process of making forensic copies of hard disks and other digital storage devices. Until just recently, TOD was issuing a computer with media write-blockers to the students attending the DEASTP to accomplish forensic imaging of hard disks in the field or in a lab environment. Beginning in FY 2013, DEASTP students will be issued a TD2 handheld forensic hard disk imager from Tableau which takes the computer out of the equation. This device, with one input port and two output ports, allows for the creation of a forensic image of a hard disk, with the potential for an analysis copy and an evidence storage copy, being created simultaneously.

Technology is changing every day and law enforcement is often not equipped to properly handle digital evidence. In addition to the tools mentioned above, the instructors within the TOD have spent countless hours testing digital forensic hardware and software solutions to identify those tools that could best support first responders and digital forensic specialists in the field. It is their never ending goal to provide law enforcement personnel with the tools of tomorrow, today.



## ***THE FIRST 24 HOURS***

**Critical minutes are ticking away!**

The success of an investigation is often determined by how quickly law enforcement is able to respond to and conduct the preliminary investigation. I have often heard it said that the first 24 hours is the most critical time in an investigation, and that the likelihood of successfully solving the crime can decrease exponentially thereafter.

With the proliferation of digital evidence being found at the crime scene, some might think that once you have possession of the digital storage device, that you now have preserved that evidence for future examination. Keeping in mind that the law is changing from day to day concerning digital evidence retention, the fact is that there is likely going to be a limitation to how long you have to complete an examination. Additionally, hard disks do have a shelf life and attempts to access information on a hard disk, even two or three years after its seizure, can provide less than optimal results.

Another concern is the staleness of the evidence. Waiting months or even sometimes more than a year for a laboratory examination to be completed might result in evidence that would not be accepted by the court for the purpose of conducting additional searches. In more critical situations the need to obtain evidence immediately, due to exigent circumstances, has resulted in an identified need to have tools that can be deployed on scene to conduct a preliminary review of a digital storage device.

Instructors within the FLETC Technical Operations Division (TOD) are routinely testing new hardware and software tools that can assist law enforcement in dealing with digital media at the scene. The software tool ImageScan, which was developed by the FBI, is one such tool that can be deployed by first responders and criminal investigators at the scene to assist in the identification and collection of digital photographs stored on a computer. Although digital images are often associated with child exploitation investigations, digital photographs have helped



Screen shot of the ImageScan software that first responders and investigators at the scene can use to assist in the identification and collection of digital photographs stored on a computer.



A Cellebrite UFED kit shown with many of the different cables used to connect the device to as many as 6,500 different cellular phones in use today.

and the Digital Evidence Acquisition Specialist Training Program (DEASTP).

Another tool that can assist law enforcement on scene is the Cellebrite Universal Forensic Extraction Device (UFED). The UFED allows for the extraction of information from a cellular phone or other handheld digital devices like the iPod Touch. This device can assist law enforcement by allowing for the extraction of stored information such as recent calls, text messages, photos, calendar entries and possibly much more depending on the type of device.

TOD presently issues the Cellebrite UFED to students attending the Mobile Device Investigations Program (MDIP).

Based on feedback provided by students attending the Criminal Investigator Training Program (CITP), as well as feedback provided during multiple curriculum review conferences held by TOD, it may not be long before the Cellebrite UFED and/or FBI's ImageScan will be provided during one or more of FLETC's basic law enforcement training programs.



A Cellebrite UFED connected to a Smartphone on the left; preparing to copy data from the phone to a connected USB thumb drive on the right.

in solving investigations in a variety of offenses including murder, rape, fraudulent documents and espionage, just to name a few. The fact is there really is no limitation to the type of investigation that might involve evidence in the form of digital photographs.

The FBI provides both the ImageScan materials and instructor training to FLETC with no cost passed on to the student. The materials included with the training are: a USB thumb drive, a CD-ROM containing the software and a student text book. Presently, TOD is providing ImageScan training in two advanced programs, the Basic Incident Responder to Digital Evidence (BIRDE)



# BACKCOUNTRY TACTICS AND TRACKING TRAINING PROGRAM

By Dave Brewer and Wes Hoekwater



**R**ecent high profile events around the country have illustrated the need for tactical tracking for law enforcement officers and agents. The murder of Park Ranger Margaret Anderson in Mt. Rainier National Park, Peter Keller's murder of his family in Washington State, Aaron Bassler's murder of a public official near Fort Bragg, Calif. and the recent murder committed by Eugene Palmer in New York State all required law enforcement personnel to utilize tracking techniques to locate and apprehend the individuals involved in these crimes. As of this writing, Mr. Palmer is still at large. In addition to the instances referenced above, officers and agents trained as trackers can utilize these skills when investigating marijuana growers, conducting search and rescue, investigating game and fish violations, and investigating various crime scenes.

Most tactical teams' operations are conducted at homes when performing door entries, warrant service, or encountering barricaded suspects and hostage situations in urban environments. When thrust into a scenario involving rural environments, these teams are not as confident or proficient. With the recent trends indicated above, law enforcement tactical teams are finding themselves involved in many rural operations involving marijuana growers, illegal drug couriers and suspects fleeing into the backcountry to avoid arrest. The need for law enforcement to address and to adapt to newly emerging criminal trends in rural areas is at an all-time high as the teams are unfamiliar with these specific and unique tactics. In order to investigate and apprehend the individuals involved in these crimes, agencies need to have trained trackers and/or tracking teams. The Federal Law Enforcement Training Centers' (FLETC) Backcountry Tactics and Tracking Training Program (BTTTP) instructs students on how to incorporate innovative and tactically safer ways to locate and apprehend suspects in this element. The tactics taught in this program easily transition into search and recovery operations. Additionally, the BTTTP offers techniques to distinguish among different types of tracks, thus enabling the safe apprehension and subsequent

prosecution of suspects who have fled the scene of a crime.

The history of the BTTTP began back in 2005 when FLETC identified a need and developed and implemented a program that provided law enforcement with the skills necessary to "track" people in a tactically safe manner and was developed to train officers and agents in the principles of tracking and tactical team movement. The BTTTP is a one-week course offering instruction in land navigation and Global Positioning System (GPS), tracking, principles of camouflage, crime scene investigation and tactical team movement. The program utilizes scenario-based training to reinforce the skills taught in the program.

Since its inception, the BTTTP has successfully trained numerous federal, state, county and municipal law enforcement officers and agents. The BTTTP is typically offered at one of two ranches in New Mexico, but has been taught in Utah, West Virginia, California, Mississippi and most recently in South Carolina. The program was initially developed and offered by FLETC's Artesia, NM, site. Due to the popularity of the program, agencies located in the eastern United States began requesting the training. This required

## BACKCOUNTRY TACTICS AND TRACKING TRAINING PROGRAM



Students perform track documentation to include measurements of imprint and stride or gait. This information can be used during the track to confirm sign or the measurements of stride can be used for micro-tracking to locate sign.



The tracking box exercise illustrates use of the tracking card. This card compiles pertinent information regarding the track. This information can be used during the track to confirm sign and can also be used for evidentiary purposes.



The tracker gives "ON TRACK" hand signal to let the team know that he is on the track.

the training be conducted in terrain similar to their area of operations. Therefore, it was decided to offer the program through FLETC's Glynco, Ga., site. The program's curriculum is the same for both sites and instructors from both sites teach in the program. The applicability of the program may not be readily evident to officers and agents who do not have a background or training in this area, but the examples below illustrate the effectiveness of tracking and associated skills.

An example of the applicability of the training would be a homicide in which a suspect casually walks to a location where he commits a homicide by bludgeoning the victim to death, then turns and casually walks away from the scene, discarding a bloody shirt. What would this mean to a tracker and the forensic team? The distance between one forward footfall and the next suggests a normal stride length to and from the crime scene. To the trained tracker, this shows intent without fear of detection and predisposition in committing the crime.

Another example of the applicability of this type of training is when a crime scene is contaminated by first responders. In this case, the tracker would be capable of eliminating all of the first responders' footprints and isolating a track that's not linked to the first responders. This particular track would be the suspect's.

Utilizing the FBI footprint database and comparative analysis, a footprint found at a crime scene can be matched to a suspect based upon wear patterns of the footwear, thus placing a suspect on the scene of criminal activity. Footprints are much like latent fingerprints in that no two wear patterns are the same. Additionally, footprints can show many things to include the speed of the individual leaving the scene. These types of signs at a crime scene paint a vivid picture of what occurred.

In rural operations with marijuana growers, trackers can track an individual from a parked truck or car with fertilizer and PVC pipe in the back to

the grow site. One such case was on the property of an international airport. A majority of the marijuana grow sites that are appearing are run by Mexican Nationals, who historically are armed with assault-type weapons. While attending the BTTTP, the teams are trained to move-in through this rural type environment and on how to apprehend suspects who normally flee at the first sign of law enforcement.

During the BTTTP, team movements are taught in which the tracker is protected by a team that covers flanks and rear while a controller located directly behind the tracker controls the speed and movement of the team. The rear cover or “six o’clock position” is crucial in cases where individuals are counter-tracking. The flanker’s responsibility is to clear any areas of threat ahead and also to pick up any tracks that cut to the right or left of the original line of travel. A key point made to each program participant is the theory of “one plus one.” That is, if the team is tracking what it believes is one suspect, and then it adds one more person (one plus one theory), what happens? Sometimes suspects walk in the same track; the experienced tracker is always looking for this indicator and normally can pick this up quite easily.

Night tracking, although risky, may come into play when looking for an abducted or lost child. Recently the sergeant of a Utah Police Department, who is also an instructor in the BTTTP, received a call regarding a missing or abducted autistic 11-year-old girl who was partially blind. The tracker was able to locate a footprint in front of the house in a puddle of water. He and a team were able to track the child for an hour and a half into a sagebrush field of about 1,000 acres in rain and blowing wind. The child was found hiding in a sage brush, cold and suffering from exposure, but she made a full recovery.

The BTTTP stresses how dangerous it is for an officer to run after a suspect who has bailed out of a car after a pursuit, unless there are several



Trackers change the angle of light to illuminate the track better.



Team Security at Point Last Seen (PLS), where the tracker confirms/records track.



Plotting of team location and PLS to be relayed to Incident Command.



Response to Contact - LEOs using Cover to Cover Movement.



Team providing 360° security during suspect apprehension.



Instructor illustrating the Use of Camouflage and Concealment for Intelligence Gathering.

officers to cover him while he tracks the individual. Certainly, in some cases, the tracker finds the suspect while tracking alone; however, other cases have ended in injury to the officer. In a particular incident in the South, a deputy pursued a suspect into a rural area. Unbeknownst to the deputy, two people fled the vehicle. The deputy, thinking there was only one suspect, gave chase on foot only to find two suspects. The deputy was outnumbered and was shot in the head. The deputy, now seriously injured, could only give an approximation as to his location. The BTTTP trains the officer/agent on how to tell how many people actually fled a scene.

Officers are trained in the use of various colored lights for night tracking. Red works for some, blue for others, and subdued yellow for others. It will normally depend on what the officer's eyes will accept. Sometimes infrared lights are used in conjunction with night vision equipment. An issue with night tracking is the light offers a beacon to the suspect with regard to the tracker's distance and location. Utilizing a light on the end of a stick or tool eliminates the "glow effect" around the tracker's body which typically would make the officer/agent a target.

Participants in the program are trained in land navigation as a backup for GPS. Officers have become very dependent on electronics to aid in their jobs; however, not all electronic devices work all the time. There are variables that can affect GPS systems and the BTTTP identifies this and several other complications of using GPS. Land navigation with a compass is old but reliable. Students are trained to determine exact locations for air evacuation and for documenting exact locations of intelligence information for use in crime scene investigations or the exact location of the start point of a tracking operation.

Tracking is a mindset, a way of life. It is as perishable as any skill when not utilized on a regular basis. Students who attend the BTTTP are told on the first day of class "you will never look at the ground the same after this class."

# FLETA: Past, Present and Future

BY BOB BRUTON, JAMES HENSLEY AND BILLY MCLEOD

*The Federal Law Enforcement Training Accreditation (FLETA) Board celebrate 10 years of excellence in 2012. The establishment of FLETA and the potential for improving the professionalism, competence and distinction of federal law enforcement are historic. Over the past 10 years, FLETA has grown and continues to evolve, advance and sets the tone for future law enforcement training nationwide.*

In 1999, the Office of Management and Budget asked the Federal Law Enforcement Training Centers (FLETC) to gather federal law enforcement professionals to develop a process that would systematically improve federal law enforcement officers and agents. The result was a premier training accreditation model with standards and procedures to evaluate federal law enforcement training. The initial model incorporated best practices from state, local, and academia, and included over 250 standards. This process allows agencies to assess their programs and make systematic and continuous improvements that have an immediate

impact on their law enforcement operations.

In 2002, the FLETA Board stood up as an independent body to manage and govern the FLETA Standards and Procedures. During the first three years, the standards were refined and in 2005, the FLETA Board granted academy accreditation to the Department of State. Once the threshold was crossed, many other federal departments and agencies quickly followed.

“I think the last ten years have been very progressive for law enforcement training and I think both Congress and OMB should be very proud of their investment because I think the return on investment has been huge,” stated Connie Patrick, Director of the FLETC, who was responsible for leading the development of FLETA.

“OMB said they believed we needed to set standards for federal law enforcement training, and they directed the funds to be utilized for that and have continued to fund FLETA ever since. OMB had the foresight, and, now seeing the results ten years later, they should be very proud because FLETA has had continuous benefits. I think that we will realize those benefits for a long time to come.”



Today, most major federal law enforcement training academies are part of the FLETA process. Since its inception, the FLETA Board has granted academy accreditation to 15 federal training academies, and nearly 70 programs have received accreditation or reaccreditation. As these numbers continue to grow as more organizations learn about FLETA and the process, one constant remains steadfast; the FLETA Board's vision to — promote excellence in law enforcement operations through training accreditation.

The National Training Center (NTC) for Office of Personnel Management (OPM), Federal Investigative Services (FIS), located in Slippery Rock, Pa., is the academy that provides specialized training for personnel throughout the government who conduct background investigations and suitability adjudications.

Prior to applying to FLETA, NTC staff members had limited interaction with other federal training entities and didn't always have an understanding of the latest training techniques or best practices shared in the federal community. NTC training personnel had no official training manual and didn't fully adhere to the principals of Instructional Systems Design (ISD). There was no way to calculate return on expectations and no way to guarantee that critical tasks were being trained or that



**2006 FLETA Board Members (Front Row, L-R)** - Tim Danahey, Federal Law Enforcement Officers Association; Joseph Enders, Office of Personnel Management; Charlene Lamb, Department of State; Sharon Henegan\* US Courts (\*FLETA Board Chairperson); Lane Timm, Department of Treasury; Terry Vermilion, Department of Health and Human Services; John Kmetz, Department of Interior; Keith Prewitt, US Secret Service **(Back Row, L-R)** - Mark Fallon, Naval Criminal Investigative Service; Mark Matese, Immigration and Customs Enforcement; Craig Hughes, Department of Energy; John Moran, Transportation Security Administration; Ken Jones, US Postal Inspection Service; Don Webb, US Drug Enforcement Agency; John Dooher, FLETC



Director Connie Patrick receives FLETA's Certificate of Accreditation for the Federal Law Enforcement Training Center on March 23, 2006.

course objectives would meet the needs of the student. Instructors didn't attend any instructor training or have to meet any specific requirements.

However, beginning in March 2010, the NTC began sending select individuals to FLETA Assessor training sessions. In these sessions, NTC staff members had the opportunity to interact with employees from other agencies, share ideas, brainstorm innovative methods for developing and administering training programs and speak with members of the FLETA Office of Accreditation regarding program strengths and weaknesses.

As a result, the NTC staff developed a Training Directives Manual based directly upon the FLETA Standards and Procedures manual. The new manual ordered the creation of a collection of supporting documents to include an instructor monitoring process, an employee orientation, a training development guide, and numerous course controls and tracking documents. None of these documents or processes existed anywhere in FIS prior to beginning the FLETA process. The Training Directives Manual and supporting documentation inform stakeholders how business is conducted and the methodology behind NTC operations.

As a result of this effort, NTC staff has successfully introduced the use of ISD principals into all NTC



programs and courses. Abiding by the FLETA standards has meant the NTC provides staff and students with clear guidance on what is expected from every individual. The careful documentation of these expectations protects all parties involved from accusations of bias and can be used to deter needless litigation if a dispute arises.

Another organizational benefit to FIS has been improved communication with senior leadership. Having FLETA accredited programs is something of which the entire organization can be proud. Training administration and operations have improved incalculably through the FLETA standardization process. The NTC now employs a systems approach to curriculum design, a training manual, written training directives and supporting documentation, an improved and standardized instructor development process and a method by which to measure the return on expectations of our entire training effort.

The NTC looks forward to continuing its relationship with FLETA beyond the two programs recently granted accreditation by going through reaccreditation proceedings, getting additional programs accredited, and eventually obtaining academy accreditation.

From the modest beginnings of FLETA ten years ago, technologies have made huge advancements that have changed every aspect of our daily lives from business operations to social interaction. Today the FLETA Board continues to analyze and embrace new technologies, processes and standards to keep the FLETA community in the forefront of training excellence.

To understand the importance of improving these processes, consider that in 2009, FLETA conducted 19 assessments, in 2010 and 2011, FLETA conducted 29 assessments each year, and 40 assessments in 2012.

With about 150 applications in process and the cyclical nature of reaccreditation, the number of assessments and related activities will continue to grow. Added to the equation are budget reductions, efficiency reviews, and a growing demand for assessors; consequently, one can see how critical it has become for the FLETA Board to streamline its processes and procedures. Through collaboration, FLETA can leverage existing software applications and potentially reduce paperwork and travel expenses while increasing productivity.

Recent research included recommendations to modernize the FLETA website. This modernization would support all aspects of the FLETA mission by providing the platform for the FLETA Board to uniformly communicate the mission, process and changes with the accreditation community, Congress, the Administration, and the public.

Website modernization will give FLETA the ability to host secure extranet and intranet sites with the ability to push information across the three mediums: the Internet, which is the public World Wide Web; the extranet or Virtual Private Network (VPN), which uses the World Wide Web but has various security parameters to secure the site for specific users; and finally, the intranet, which is used for internal communication. These changes will also improve the



The Federal Law Enforcement Training Accreditation (FLETA) Board granted program reaccreditation status to four FLETC programs at the April 25, 2013 meeting in Glynnco, Ga. The four programs are the Boat Operators Anti-Terrorism Training Program (BOAT), the Inland Boat Operator Training Program (IBOT), the Law Enforcement Control Tactics Instructor Training Program (LECTITP), and the Law Enforcement Instructor In-Service Training Program (LEIISTP).

ability of FLETA to host videos, webcasts, podcasts and other e-learning modes. Other services would include reference libraries, an interactive calendar link to Outlook Calendar, newsletter publishing and even mobile connectivity.

A key element of the modernization is the ability to create individual workspaces for agencies to upload their accreditation files to a secure site. Through these services, agencies could provide different access levels to different users. This would allow assessments of electronic files via the web, which would improve assessors' efficiencies while on-site at the agency being assessed. Using this approach could significantly save travel costs, reduce paperwork and reduce assessors' time away from their parent agency, thus reducing the burden of supporting the growing demand for assessors. While the initiative will not eliminate the need to have assessors on-site to conduct interviews and observations, it will streamline the processes.

Whatever the outcome, the FLETA Board will ensure that new technologies, standards, and procedures enhance the FLETA Board's vision of improving federal law enforcement training. The FLETA Board is committed to supporting the future of federal law enforcement training through professionalism, competence and excellence.



**2013 FLETA Board Members (Front Row, L-R)** - Dr. Gary Mitchell, Exec. Director, FLETA Office of Accreditation; Michael Delgado, TIGTA; Cynthia Atwood, FLETC; Col. Kristine Blackwell, AFOSI; Nancy Stout, Dept. of State; Theresa Stoop, ATF; James Gregorius, DEA; Cdr. Thomas Walsh, USCG  
**(Back Row, L-R)** - Michael Browning, NCIS; William Fallon, USMS; Patrick Corcoran, USPIS; Brian Peters, DOI; Ronald Ward, U.S. Courts; Angela Hrdlicka, CIGIE; Dr. Curtis Smith, public representative; Michael Novak, TSA; Darrell Cagle, Dept. of VA



# AIR AND MARINE BASIC TRAINING ACADEMY

## Scenario-Based Training

*by Jan E. Morin*



**A new day has dawned for U.S. Customs and Border Protection (CBP), Office of Training and Development (OTD), Air and Marine Basic Training Academy (AMBTA) headquartered at the Federal Law Enforcement Training Centers (FLETC) in Glynco, Georgia. The academy is embarking on a new era of scenario-based training made possible by the acquisition of several aircraft and marine vessels. These aircraft and vessels are at the core of a new Air and Marine Interdiction Site (AMIS) built at FLETC.**

When completed, the site will have a total of seven platforms consisting of one helicopter, three fixed-wing aircraft and three marine vessels. This training venue will give the Air and Marine basic trainees the opportunity to apply what they have learned in the classroom to real world scenarios. In the past, this type of practical application training could not be provided to the new agents and officers until they were in advanced training.

The creation of the AMIS was the direct result of findings that came out of an OTD sponsored program review that began in 2009. The review was conducted utilizing the principles outlined in the instructional design model adopted by OTD after the formation of CBP. The model calls for a multi-step controlled analytical process for designing and evaluating the effectiveness of training.

A Critical Task Selection Board (CTSB) was convened and tasked with reviewing the entire AMBTA curriculum. By surveying subject matter experts, agents and officers, training staff and graduates of AMBTA, the board was able to generate a critical tasks list. At this juncture it became obvious that a need existed for the addition of practical application training in the AMBTA.

In order to achieve the real world skills identified by the CTSB, aviation and marine training platforms would have to be constructed and aircraft and vessels would need to be set up on site; thus, the birth of the AMIS.



The entrance sign to the Customs and Border Protection's (CBP) Air and Marine Interdiction Site (AMIS).

Over the ensuing months many obstacles had to be overcome, but persistence paid off and the AMIS began taking shape in September 2011 with the

arrival of the first conveyance, a Cessna 172 Sky Hawk. The aircraft had traveled to FLETC from Potsdam, N.Y., where it was seized by CBP Air and Marine agents from the Plattsburgh Air and Marine Branch for false and fraudulent registration. The history of the aircraft indicated that it also may have been involved with other illegal activities on the northern border.

Two weeks later two marine vessels, a 27 foot Carolina Skiff and a 36 foot Dakota, were delivered to the AMIS from the Office of Air and Marine (OAM) National Marine Center in St. Augustine, Fla. The Dakota is a former CBP interceptor vessel previously used to patrol the waters around south Florida, specifically the Florida Keys. The Carolina skiff is a retired U.S. Coast Guard vessel. While at the National Marine Training Center, both vessels were prepped and branded with OAM's insignia, preparing the vessels for their new role as vital training tools for the AMBTA.

At the AMIS, the Dakota is staged to represent an OAM interdiction vessel's position relative to a suspect vessel (portrayed by the Carolina Skiff.) The Dakota's position reflects OAM's standard operating procedures when interdicting and boarding a suspect vessel. The vessels are securely dry docked on cement cradles and surrounded by a railing and an eight foot covered deck. This allows the staff to safely replicate a multitude of scenarios for their trainees including simulated tactical boarding, searching of suspect vessels while afloat and marina document checks. A

third, yet unnamed marine vessel, will join these two vessels in the near future.

The second component of the AMIS is the aviation interdiction element which includes three fixed-wing aircraft and a UH-1 (Huey) helicopter. The fixed-wing planes are the aforementioned Cessna-172 and two twin engine Piper Cheyenne PA-42 IIIA's. The Cheyennes both have had distinguished careers with Customs and OAM prior to becoming an integral part of the AMIS.

The Huey staged at the AMIS is a reallocated military asset that CBP refurbished and repurposed. It is a fully branded aircraft that glistens with its new CBP OAM signature black and gold exterior paint. Although it does not have an engine, it is realistic in every other sense.

Records show that this helicopter had served as an active-duty Army aviation asset prior to being assigned to the Georgia Army National Guard. After many years of use in Georgia it was "retired" to an aircraft holding facility in Arizona where many other decommissioned military helicopters are stored. It was from this location outside of Tucson, Az. that CBP procured it for use at the Academy. From its active duty days to its new home in Glynco, Ga., this helicopter has truly come full circle in service to the country. Although retired from flight duty, this helicopter with its new mission of training CBP Air and Marine officers and agents will now serve as an invaluable dynamic training platform for years to come.



The first component of the AMIS is the marine interdiction element which includes a Dakota (pictured above entering through the FLETC gate) and a Carolina Skiff.



The AMIS marine interdiction element in early stages of construction.



With construction complete, the Dakota is staged to represent an OAM interdiction vessel's position relative to a suspect vessel.

By having both fixed-wing and a rotary aircraft on site, the aviation portion of the AMIS will have the ability to be a multi-faceted training ground. New officers and agents can now practice numerous disciplines including, but not limited to: tactics, arrest techniques, ingress/egress from various aircraft positions, and caution and danger zones in and around aircraft.

According to AMBTA Assistant Director Paul Kleine, “These assets will provide some of the most realistic scenario-based training available. It is the goal of the Air and Marine Basic Training Academy to better prepare officers and agents by creating realistic opportunities to encounter situations that are happening in the field every day, as well as set the stage for follow-on training.”

The acquisition of these conveyances coincided with the revision of the basic training curriculum for the AMBTA. The re-write of the curriculum and the addition of numerous hours of practical exercises have been a cooperative OTD project led by the AMBTA and OAM subject matter experts in coordination with OTD’s Training Production and Standards Division.

The new curriculum consists of a 16 week program. Typically there are 24 trainees per class who spend more than 600 hours in training preparing for their new positions as aviation or marine officers and agents. The trainees already have their civilian-aviation or marine-specific credentials when

they arrive at the AMBTA, so their time is spent acquiring the knowledge and skills needed to be CBP law enforcement agents working in the challenging aviation and marine fields. Students are instructed on subjects such as history, law, professionalism, integrity, communication, law enforcement equipment, safety, survival techniques, use of force, firearms, surveillance and interviewing techniques. With the curriculum revision, the trainees now participate in more than 40 hours of AMIS-centered practical exercises.

CBP Field Operations Academy Director Kevin J. Strong is proud of the new curriculum, stating, “The structured and disciplined environment, proficient and exemplary staff, professionally developed curriculum, and adherence to our guiding principles of pride, esprit de corps, professionalism, and integrity enable the Air and Marine Basic Training Academy to train, develop, and prepare Air and Marine Agents and Officers to protect our Nation with vigilance, service and integrity.”

In retrospect, it has been a phenomenal journey for OAM since its creation just a few short years ago. In 2005 CBP’s aviation and marine assets, programs and personnel were consolidated under the OAM. The new organization was given the mission to protect the American people and the nation’s critical infrastructure through the coordinated use of integrated air and marine forces to detect, interdict and prevent acts of terrorism and the unlawful movement of people, illegal drugs and



The second component of the AMIS is the aviation interdiction element which includes a UH-1 (Huey) helicopter, Cessna-172 and two twin engine Piper Cheyenne PA-42 IIIA's.



A Piper Cheyenne PA-42 IIIA's is being hoisted to its new permanent landing place.



The Huey being maneuvered into place at the AMIS is a fully branded aircraft with the CBP OAM signature black and gold exterior paint.



By having both fixed-wing and a rotary aircraft on site, the aviation portion of the AMIS will have the ability to be a multi-faceted training venue.



The completed AMIS marine interdiction venue fully covers and houses the Dakota and Carolina Skiff from the elements.



One of the two Piper Cheyenne PA-42 IIIA's is located in a separate fenced in area for interactive cover drills utilizing role-playing scenarios.

other contraband toward or across the borders of the United States.

As the world's largest aviation and maritime law enforcement organization, OAM has over 1200 officers and agents operating from 80 locations working around the clock to keep America safe. Through the use of almost 300 aircraft and more than 250 marine vessels they carry out their mission and achieve noteworthy results. According to fiscal year 2010 statistics released by OAM, the organization was directly involved in operations that resulted in the seizure of more than 12,000 pounds of cocaine and nearly 600,000 pounds of marijuana. OAM officers and agents also assisted in the arrest of 62,624 illegal aliens and the seizure of 1,109 weapons. In addition to the anti-terrorism and traditional missions of interception of people, contraband, aircraft and vessels, OAM also conducts operations in support of other federal, state and local needs such as disaster relief. Most recently OAM was involved in providing humanitarian assistance to victims of Hurricane Sandy.

OAM stands ready to respond to any mission assigned, whether that is protecting the homeland or responding to the call for help during a natural disaster. To that end, the AMBTA will always strive to provide high quality and realistic training for their trainees. The development and commissioning of the AMIS is innovating and changing the training of air and marine officers and agents for years to come.

The AMIS is a quantum leap forward in scenario-based training for the OAM's new agent and officer corps. With the integration of the AMIS into the AMBTA revised curriculum, the Academy is sending new officers and agents into the field better prepared than ever before to take on the challenges that they face in the aviation and marine fields of operation.

*The involvement of the following personnel was essential to the success of the creation of the AMIS: Asst. Director Paul Cabrera (retired), Supervisory Air Interdiction Agent (SALA) Jon Rice, Asst. Director Paul Kleine, and (A) Branch Chief Scott Atkison.*



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