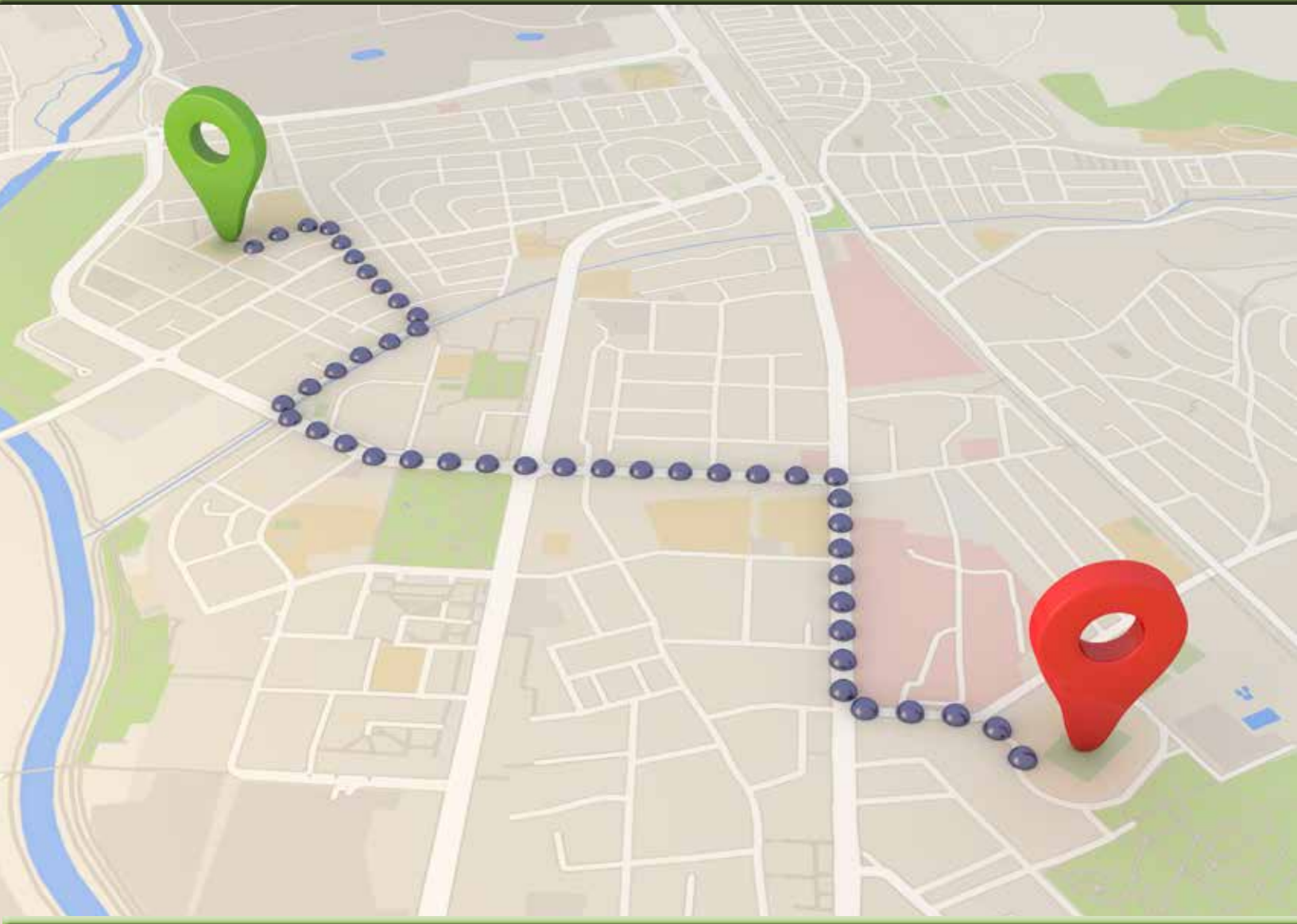


# Analyst

## Analyst Professional Development Road Map



June 2015



# Table of Contents



|   |    |
|---|----|
| Introduction.....   | 1  |
| Appendix A—Minimum Standards for Basic-Level Analytic Training Courses .....        | 9  |
| Appendix B—Minimum Standards for Intermediate-Level Analytic Training Courses ..... | 13 |
| Appendix C—Minimum Standards for Advanced-Level Analytic Training Courses.....      | 21 |
| Appendix D—Endnotes .....   | 27 |

## About the Global Advisory Committee

The Global Advisory Committee (GAC) serves as a Federal Advisory Committee to the U.S. Attorney General. Through recommendations to the Bureau of Justice Assistance (BJA), the GAC supports standards-based electronic information exchanges that provide justice and public safety communities with timely, accurate, complete, and accessible information, appropriately shared in a secure and trusted environment.

GAC recommendations support the mission of the U.S. Department of Justice, initiatives sponsored by BJA, and related activities sponsored by BJA’s Global Justice Information Sharing Initiative (Global). BJA engages GAC-member organizations and the constituents they serve through collaborative efforts, such as Global working groups, to help address critical justice information sharing issues for the benefit of practitioners in the field.

This project was supported by Grant No. 2014-DB-BX-K004 awarded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice, in collaboration with the Global Justice Information Sharing Initiative. The opinions, findings, and conclusions or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the U.S. Department of Justice.



## Introduction

The role of the analyst<sup>1</sup> continues to evolve and increase in importance among law enforcement, public safety, and homeland security agencies, including state and major urban area fusion centers. The 2003 *National Criminal Intelligence Sharing Plan* highlighted the important role of the analyst, and since its release, a wide cadre of documents and resources were developed to further support and institutionalize the role and function of the analyst.

To support law enforcement leadership as they continue to hire and train analysts, the *Analyst Professional Development Road Map* (Road Map) was developed. The purpose of the Road Map is to create a sustainable, professional career path for analysts operating within state, local, tribal, and territorial organizations. This path focuses on the development and enhancement of analytic-related knowledge, skills, and abilities over three overarching analyst levels (basic, intermediate, and advanced) and the training recommended for achieving each level. In the context of this document, the term “analyst” typically refers to an individual serving in an intelligence analyst position; however, other analysts, including crime analysts, are encouraged to use this guidance as appropriate.

## Goals of the Road Map

The Road Map has four goals designed to assist leadership in understanding and establishing an analytic component within their agency. These four goals are:

1. Identify common knowledge, skills, and abilities for basic, intermediate, and advanced analysts



2. Provide recommended training baselines for each level



3. Articulate a common career path for analysts



4. Create a professional culture for analysts



## Analyst Progression Levels

### Basic

Entry-level or apprentice

### Intermediate

Practitioners and/or experienced analysts

### Advanced

Lead/supervisory analyst and/or topic specialization

**Basic:** This entry-level analyst is new to the law enforcement or homeland security analytic field and should seek a foundational understanding of crime analysis and intelligence analysis standards and concepts, including the handling and use of law enforcement, homeland security, and criminal information and intelligence. An analyst at the basic level should understand the fundamentals of crime and intelligence analysis necessary for every step of the analytic cycle. Foundational concepts for basic-level analysis include the following: understanding customer requirements; information sources; privacy, civil rights, and civil liberties issues; analytical techniques and collaboration; developing assessments; and product dissemination.

**Intermediate:** Intermediate-level analysts should focus on maintaining and enhancing their ability to perform specialized analyses, generate strategic assessments, and present analytic findings to various audiences. In addition, analysts should begin to develop expertise in a specific subject-matter area. Intermediate-level analysts should have a more in-depth understanding of the analyst's role, function, and critical-thinking techniques within a law enforcement or homeland security environment. Intermediate analysts also should begin to develop leadership skills, may serve as a mentor to new analysts, should provide on-the-job training to other analysts, and should assist in the creation of professional development plans.

**Advanced:** Advanced-level analysts should have enhanced and expanded analytic abilities. Specifically, advanced-level analysts should be subject-matter experts in at least one law enforcement or homeland security area of emphasis or oversee the analytic process of an agency.

## Analytic Expertise Levels

The Road Map is guided by three overarching expertise levels, designed to clearly articulate the knowledge, skills, and abilities of analysts in accordance with the three analytic progression levels.

### The familiarity level

for the competencies is defined as having a high-level awareness of analytic common competencies, including understanding the purpose of the competencies and how to implement the competencies in a support role in an operational setting.

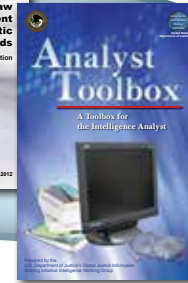
### The proficiency level

is defined as an in-depth understanding of analytic common competencies and application of the competencies in law enforcement or homeland security operations and products. Intermediate-level analysts should have a greater awareness of these competencies and exhibit the analytic skill behavioral indicators associated with the competencies. In an operational setting, intermediate-level analysts should implement the competencies in a project development role.

### The mastery level

is defined as having a comprehensive knowledge or skill in a subject or accomplishment. Not only should an analyst be aware (familiarity) of a capability and know how to use or implement (proficiency) the capability, an analyst should know and understand the intricacies of a capability, including how to train or mentor others to the capability.





## Global's Analyst-Related Resources

- *Common Competencies for State, Local, and Tribal Intelligence Analysts*
- *Minimum Criminal Intelligence Training Standards for Law Enforcement and Other Criminal Justice Agencies in the United States*
- *Minimum Standards for Intermediate-Level Analytic Training Courses*
- *Law Enforcement Analytic Standards*
- *Analyst Toolbox*



## Implementation of the Road Map

Agency leadership should use the Road Map to develop and/or enhance their agency's analytic components. The front end of the Road Map establishes minimum recommended qualifications and experience for each analytic level to support leadership in understanding the roles of the various levels of analytic competencies, and the appendix contains specific training standards for each level. Analysts may use the Road Map as a career progression tool to assist them in understanding their roles at each analytic level and also to identify training opportunities to enhance and refine their analytic abilities.

Based on the need for additional guidance related to the common analytic competencies identified in the *Common Competencies for State, Local, and Tribal Intelligence Analysts*, minimum training standards at the basic, intermediate, and advanced levels were developed. The *Minimum Criminal Intelligence Training Standards for Law Enforcement and Other Criminal Justice Agencies in the United States* product was developed first, followed by the *Minimum Standards for Intermediate-Level Analytic Training Courses*; both were released as stand-alone products. Finally, the *Minimum Standards for Advanced-Level Analytic Training Courses* was developed and consolidated with the basic and intermediate-level standards, resulting in one comprehensive Road Map.

# Analytic Level: Basic

| Common Competencies <sup>2</sup>  | Skills and Abilities   | Education and Training  |
|---|--|---|
| <p><b>The basic-level analytic position should have a familiarity with the analytic common competencies.</b></p> <p>Familiarity includes being aware of the competencies and their relevancy to analysts within a law enforcement environment. The common competencies include:</p> <ul style="list-style-type: none"> <li>• Legal issues surrounding the analytic process</li> <li>• Thinking critically in the analytic cycle</li> <li>• Sharing information and collaborating</li> <li>• Fusing analytic tradecraft in a law enforcement environment</li> <li>• Communicating analytic observations and judgments and generating analytic products to decision makers</li> <li>• Turning concepts and principles into action</li> </ul> <p>Training standards for the basic level are identified in the <i>Law Enforcement Analytic Standards</i> and the <i>Minimum Criminal Intelligence Training Standards for Law Enforcement and Other Criminal Justice Agencies in the United States</i>. (Appendix A)</p> | <p>Analysts at a basic level should have the following skills and abilities:</p> <ul style="list-style-type: none"> <li>• Understands the analytic process</li> <li>• Understands the process to develop collection and analytic plans</li> <li>• Is aware of and uses multiple sources of information as a part of the analytic process</li> <li>• Uses computerized visualization and analytic tools</li> <li>• Identifies and applies various analytic techniques within the analytic process</li> <li>• Applies privacy, civil rights, and civil liberties protections within the analytic process and to analytic products, such as application of the 28 CFR Part 23 regulation and the handling of personally identifiable information (PII)</li> <li>• Liaises with peers, other agency representatives, and professional organizations</li> <li>• Identifies threats facing the community, the state, and the nation</li> <li>• Assesses source and information reliability and validity</li> <li>• Develops recommendations and conclusions</li> <li>• Identifies gaps in information and recommendations</li> <li>• Writes reports and products that are relevant and useful to the consumer</li> </ul> | <p><b>Education:</b> Analysts at the basic level should, at minimum, have one of three levels of education and experience:</p> <ul style="list-style-type: none"> <li>• Four-year degree from an accredited institution of higher education; or</li> <li>• At least three years of research, analysis, and intelligence-oriented experience with a two-year degree; or</li> <li>• At least five years of research, analysis, and intelligence-oriented experience</li> </ul> <p><b>Training:</b> Training courses for the basic analytic level are designed to develop, maintain, and enhance analytic capabilities and competencies at the basic level. Courses include:</p> <ul style="list-style-type: none"> <li>• Foundations of Intelligence Analysis Training (IALEIA, LEIU, and NW3C)</li> <li>• Basic Intelligence and Threat Analysis Course (DHS) <ul style="list-style-type: none"> <li>• Critical Thinking and Analytic Methods</li> <li>• Intelligence Writing and Briefing</li> </ul> </li> <li>• Intelligence Analyst Training Program (FLETC)*</li> <li>• Analysis 101 (ODNI)</li> <li>• Advanced Criminal Intelligence Analysis to Prevent Terrorism (NW3C)*</li> <li>• Open Source Practitioners Course (DHS)*</li> <li>• Introduction to Risk Analysis (DHS)</li> </ul> <p>In addition, the following should all be completed as a precursor to basic-level analytic courses:</p> <ul style="list-style-type: none"> <li>• IS-100: Introduction to Incident Command System, ICS-100</li> <li>• IS-700: National Incident Management System (NIMS) An Introduction</li> <li>• 28 CFR Part 23 Training, <a href="https://www.ncirc.gov/28CFR/default.aspx">https://www.ncirc.gov/28CFR/default.aspx</a></li> <li>• Privacy Line Officer Training, <a href="http://www.ncirc.gov/privacylineofficer/lineofficer.swf">http://www.ncirc.gov/privacylineofficer/lineofficer.swf</a></li> <li>• First Amendment-Protected Events Training, <a href="https://www.ncirc.gov/onlinetraining/modules/first_amendment_rollcall/index.html">https://www.ncirc.gov/onlinetraining/modules/first_amendment_rollcall/index.html</a></li> <li>• Nationwide Suspicious Activity Reporting (SAR) Line Officer Training, <a href="http://nsi.ncirc.gov/training_online.aspx">http://nsi.ncirc.gov/training_online.aspx</a></li> <li>• Information Sharing Environment (ISE) Core Awareness Training, <a href="http://ise.gov/ise-core-awareness-training">http://ise.gov/ise-core-awareness-training</a></li> </ul> <p>* These courses have not been approved by the Federal Emergency Management Agency (FEMA) for inclusion in the approved course catalogs and associated compliance with the Homeland Security Grant Program (HSGP) requirements (<a href="http://www.dhs.gov/fema-approved-intelligence-analyst-training-courses">http://www.dhs.gov/fema-approved-intelligence-analyst-training-courses</a>).</p> |

# Analytic Level: Intermediate

| Common Competencies <sup>3</sup>   | Skills and Abilities   | Education and Training  |
|--|--|---|
| <p><b>The intermediate-level analytic position should have a proficiency in the analytic common competencies</b>, including an in-depth understanding of competencies and how to apply these competencies in law enforcement or homeland security operations and products.</p> <ul style="list-style-type: none"> <li>• Legal issues surrounding the analytic process</li> <li>• Thinking critically in the analytic cycle</li> <li>• Sharing information and collaborating</li> <li>• Fusing analytic tradecraft in a law enforcement environment</li> <li>• Communicating analytic observations and judgments and generating analytic products</li> <li>• Turning concepts and principles into action</li> </ul> <p>In an operational setting, intermediate-level analysts should implement the competencies in a project development role.</p> <p>Training standards for the intermediate level are identified in the <i>Minimum Standards for Intermediate-Level Analytic Training Courses</i>. (Appendix B)</p> | <p>Analysts at an intermediate level should have the following skills and abilities:</p> <ul style="list-style-type: none"> <li>• Applies privacy, civil rights, and civil liberties protections in the analytic process and products</li> <li>• Reviews products for potential privacy, civil rights, and civil liberties-related concerns</li> <li>• Identifies personally identifiable information (PII) and how to use PII in the analytic process</li> <li>• Develops analytical conclusions independently</li> <li>• Generates and tests hypotheses and conclusions</li> <li>• Incorporates alternative analysis into analytic products</li> <li>• Identifies and evaluates sources of information</li> <li>• Identifies and applies structured analytic methods, techniques, and tools to produce analytic products</li> <li>• Shares information among analytic peers and external partners</li> <li>• Collaborates with internal agency partners and external partners</li> <li>• Appropriately marks (with caveats and restrictions) products and analytic information for dissemination</li> <li>• Applies technology to exchange and collaborate on products and information</li> <li>• Conducts threat, vulnerability, and/or consequence assessments</li> <li>• Develops and reviews analytic products that meet customer needs</li> <li>• Briefs command staff and agency partners on analytic products and findings</li> <li>• Demonstrates knowledge in at least one law enforcement or homeland security area<sup>4</sup></li> <li>• Manages analytic projects, including the development, review, and delivery of a product</li> <li>• Mentors new analysts on the analytic process and agency policies and procedures</li> </ul> | <p><b>Education:</b> Analysts at the intermediate level should, at a minimum, have one of three levels of education:</p> <ul style="list-style-type: none"> <li>• At least two years of research, analysis, or intelligence-oriented experience with a four-year degree from an accredited institution of higher education; or</li> <li>• At least five years of research, analysis, or intelligence-oriented experience with a two-year degree; or</li> <li>• At least ten years of research, analysis, and intelligence-oriented experience</li> </ul> <p><b>Training:</b> Training for the intermediate-level analyst should focus on increasing the understanding and applicability of the analytic process. Training courses for the intermediate level may include:</p> <ul style="list-style-type: none"> <li>• Intermediate Fusion Center Analyst Training</li> <li>• Intermediate Risk Analysis (DHS)</li> <li>• Analysis 201 (ODNI)</li> <li>• Mid-Level Intelligence and Threat Analysis Course (DHS)</li> </ul> <p>Analysts should also participate in specialized training focused on the law enforcement and homeland security areas of emphasis.</p> |

# Analytic Level: Advanced

| Common Competencies <sup>5</sup>  | Skills and Abilities   | Education and Training  |
|---|--|---|
| <p><b>The advanced-level analytic position should have a <u>mastery</u> in the analytic common competencies</b>, which includes an expertise of the competencies and how to oversee and apply these competencies in law enforcement or homeland security operations and products.</p> <ul style="list-style-type: none"> <li>• Legal issues surrounding the analytic process</li> <li>• Thinking critically in the analytic cycle</li> <li>• Sharing information and collaborating</li> <li>• Fusing analytic tradecraft in a law enforcement environment</li> <li>• Communicating analytic observations and judgments and generating analytic products</li> <li>• Turning concepts and principles into action</li> </ul> <p>In an operational setting, advanced-level analysts should implement the competencies in a project oversight role or serve as an analytic expert in at least one area of emphasis.</p> <p>Training standards for the advanced level are identified in the <i>Minimum Standards for Advanced-Level Analytic Training Courses</i>. (Appendix C)</p> | <p>Analysts at an advanced level should have a mastery of the skills and abilities identified in the intermediate analytic level. In addition, advanced-level analysts should have an expertise in at least one of the below areas.</p> <p><b>A. Leadership/Management/Supervisory</b></p> <ul style="list-style-type: none"> <li>• Articulates the roles and missions of the agency, its partners in the information sharing environment, and its customer sets</li> <li>• Assesses opportunities and challenges of the agency analytic process</li> <li>• Facilitates the implementation of privacy, civil rights, and civil liberties issues and policies</li> <li>• Analyzes how agency operations and processes can support regional and national initiatives</li> <li>• Provides leadership and project management</li> <li>• Oversees the completion of the analytic process</li> <li>• Facilitates production and dissemination of information</li> </ul> <p><b>B. Subject-Matter Expertise</b></p> <ul style="list-style-type: none"> <li>• Serves as a subject-matter expert in at least one law enforcement or homeland security area<sup>6</sup></li> <li>• Able to review and enhance collection and production plans</li> <li>• Able to assess jurisdictional implications of threat information through the use of a formal risk assessment analysis process</li> <li>• Enhances consistency, quality, and defensibility of analytic products</li> <li>• Understands how analysis informs criminal intelligence and policing practices (intelligence-led policing, etc.)</li> <li>• Able to instruct (in either a formal or mentor-type format) analysts on the analytic process</li> </ul> | <p><b>Education:</b> Analysts at the advanced level should, at a minimum, have one of three levels of education:</p> <ul style="list-style-type: none"> <li>• Post-bachelor’s degree from an accredited institution of higher education and at least 5 years of research, analysis, and intelligence-oriented experience; or</li> <li>• Four-year degree and at least 10 years of research, analysis, and intelligence-oriented experience; or</li> <li>• Twelve years of research, analysis, and intelligence-oriented experience with a two-year degree; or</li> <li>• At least 15 years of research, analysis, and intelligence-oriented experience</li> </ul> <p><b>Training:</b> Training for the advanced-level analyst should focus on refining the analyst’s ability to fully implement the analytic process, as well as attending instructor techniques training and, at a minimum, project management training. Training courses for the advanced level may include:</p> <ul style="list-style-type: none"> <li>• Naval Postgraduate School’s Fusion Center Leaders Program</li> <li>• Managing Collaborative Analysis (DHS)</li> <li>• Cyber Analysis Course (USSS)</li> </ul> <p>Analysts should also enter specialized training on either leadership/management/supervisory or subject-matter expertise.</p> |



# Law Enforcement and/or Homeland Security Areas of Emphasis

Analysts at all levels should achieve a basic awareness of criminal and terrorist groups, patterns, and practices. Important to the maturation of the analyst is the development of subject-matter expertise in at least one law enforcement or homeland security area of emphasis. The various law enforcement and homeland security areas of emphasis are as follows:

## Homeland Security

- Border security, protection, and infiltration
- Critical infrastructure protection
- Public health and safety
- Suspicious activity reports
- Terrorism (domestic and international)
- Radicalization to violent extremism
- Threat financing
- Weapons of mass destruction proliferation

## Violent Criminal Activity

- Robbery
- Sex offenders
- Homicide
- Aggravated Assault

## Property Crime

- Burglary
- Auto-related offenses

## Organized Crime

- Financial crime
- Identity theft
- Gangs
- Human trafficking
- Narcotics and drug trafficking
- Transnational crime

## Cybercrime

- Cybersecurity and high-tech/electronic crime

## Other

- Strategic criminal threats





# Appendix A—Minimum Standards for Basic-Level Analytic Training Courses

## Intelligence Analyst

Time Allotment: 40 hours minimum

Time Allotment per Objective:

|           |                       |   |
|-----------|-----------------------|---|
| 3 hours   | <b>Objective I</b>    | Intelligence analysts will understand the criminal intelligence process, intelligence-led policing, the information sharing framework, and their roles in enhancing public safety.                                      |
| 2 hours   | <b>Objective II</b>   | Analysts will gain an understanding of the proper handling and collation of criminal intelligence information, including file management and information evaluation.  |
| 4 hours   | <b>Objective III</b>  | Analysts will experience the development of intelligence through the processes of critical thinking, logic, inference development, and recommendation development.  |
| 2–3 hours | <b>Objective IV</b>   | Analysts will understand the methodical process of developing and implementing collection and analytic plans, to include the reevaluation of that process/product.  |
| 2–3 hours | <b>Objective V</b>    | Analysts will be familiar with the legal, privacy, and ethical issues relating to intelligence.   |
| 3 hours   | <b>Objective VI</b>   | Analysts will be provided with information on sources, including the Internet, information sharing systems, networks, centers, commercial and public databases, and other sources of information and their limitations. |
| 16 hours  | <b>Objective VII</b>  | Analysts will be able to demonstrate a practical knowledge of the methods, tools, and techniques employed in analysis.  |
| 4–8 hours | <b>Objective VIII</b> | Analysts will be familiar with the skills underlying analytic methods, including report writing, statistics, and graphic techniques.  |

\*It is recommended that the most current developments in the field (e.g., fusion centers, *Information Sharing Environment (ISE) Implementation Plan (IP)*, and updated terminology) be referenced in the curriculum for each training objective.

## Summary

The role of the intelligence analyst is more critical than ever as we move to a systemic model involving the ISE. Analysts have more diverse information and are required to produce more explicit tactical and strategic intelligence products. There are demands for threat assessments and the need to prepare intelligence reports that are in a form easily consumed, not only by intelligence professionals but also by line-level law enforcement officers. The minimum criminal intelligence training standards for the intelligence analyst must incorporate these elements if the conceptual model for intelligence fusion and the Information Sharing Environment is going to reach fruition. Thus, these standards include new and emerging responsibilities for the intelligence analyst that are necessary throughout the law enforcement intelligence community.

**Objective I:** Intelligence analysts will understand the criminal intelligence process, intelligence-led policing, the information sharing framework, and their roles in enhancing public safety.

|   |  | Standards | Topics to Be Considered<br>for Curriculum/Sources of Information  |
|---|--|-----------|---|
|   |  | 3 hours   | A. Introduction to intelligence   |
| B. Intelligence process/cycle   |  |           | <ul style="list-style-type: none"> <li>Collection, analysis, dissemination/production, collation, evaluation, assessment</li> <li>Origin/history of intelligence</li> <li>Roles and responsibilities of the analyst</li> <li>Intelligence-led policing and similar concepts</li> </ul>  |
| C. Networking   |  |           | <ul style="list-style-type: none"> <li>Liaise with peers, other agencies, organizations, and professional memberships for dissemination of information</li> </ul>   |
| D. Importance of the <i>National Criminal Intelligence Sharing Plan (NCISP)</i> |  |           | <ul style="list-style-type: none"> <li>Information sharing/information sharing initiatives (LEISP, Global, N-DEx) (Curriculum developers should include current initiatives and those of local and/or regional importance.)</li> <li>Threats facing community, state, nation</li> <li>Terrorism/topical materials</li> <li>Intelligence-led policing</li> <li>Community policing</li> </ul> |
| E. Professional standards/certification program for analysts                    |  |           | <ul style="list-style-type: none"> <li>International Association of Law Enforcement Intelligence Analysts</li> <li><i>Law Enforcement Analytic Standards</i></li> <li>International Association of Crime Analysts</li> </ul>  |
| F. Information sharing framework  |  |           | <ul style="list-style-type: none"> <li>Fusion centers, ISE IP, and local/regional initiatives</li> </ul>  |

**Objective II:** Analysts will gain an understanding of the proper handling and collation of criminal intelligence information, including file management and information evaluation.

|  |  | Standards | Topics to Be Considered<br>for Curriculum/Sources of Information  |
|--|--|-----------|---|
|  |  | 2 hours   | A. Security   |
| B. Information management                      |  |           | <ul style="list-style-type: none"> <li>Electronic</li> <li>Archives (storage)</li> <li>Files (hard copy)</li> </ul>   |
| C. Evaluation                                  |  |           | <ul style="list-style-type: none"> <li>Reliability/source validity</li> </ul>   |
| D. Markings and using confidential information |  |           | <ul style="list-style-type: none"> <li>Classified</li> <li>Sensitive But Unclassified (SBU)</li> <li>Proposed Controlled Unclassified Information (CUI) framework</li> <li>State-authorized markings</li> </ul> |

**Objective III:** Analysts will experience the development of intelligence through the processes of critical thinking, logic, inference development, and recommendation development.

|         | Standards                     | Topics to Be Considered for Curriculum/Sources of Information  |
|---------|-------------------------------|--|
| 4 hours | A. Critical thinking          |  |
|         | B. Logical/fallacies of logic |  |
|         | C. Inference development      | <ul style="list-style-type: none"> <li>Carter, David L. (1994). <i>Law Enforcement Intelligence: A Guide for State, Local, and Tribal Law Enforcement Agencies</i>. Washington, DC. U.S. Department of Justice.</li> </ul> |
|         | D. Crime indicators           |  |
|         | E. Crime patterns/analysis    |  |

**Objective IV:** Analysts will understand the methodical process of developing and implementing collection and analytic plans, to include the reevaluation of that process/product.

|             | Standards   | Topics to Be Considered for Curriculum/Sources of Information   |
|-------------|---|---|
| 2 – 3 hours | A. Needs of the consumer (strategic, tactical)            | <ul style="list-style-type: none"> <li>Does the intelligence product meet the needs of its intended purpose?</li> </ul>   |
|             | B. Intelligence requirements/ collection                  | <ul style="list-style-type: none"> <li>Intelligence gaps</li> <li>Intelligence requirements</li> <li>Global’s state, local, and tribal intelligence requirements</li> </ul> |
|             | C. Effective planning of intelligence products            | <ul style="list-style-type: none"> <li>Development of collection and investigative plans</li> </ul>   |
|             | D. Infusing consumer feedback into the intelligence cycle |   |

**Objective V:** Analysts will be familiar with the legal, privacy, and ethical issues relating to intelligence.

|             | Standards                                     | Topics to Be Considered for Curriculum/Sources of Information   |
|-------------|---|---|
| 2 – 3 hours | A. Law and legal aspects                      | <ul style="list-style-type: none"> <li>Adhering to policies/procedures</li> <li>28 CFR Part 23</li> <li>Possible resources include U.S. Attorneys’ Offices, District Attorneys’ Offices, and local prosecutors</li> </ul> |
|             | B. Privacy, civil liberties, and civil rights | <ul style="list-style-type: none"> <li>Include privacy issues/examples</li> </ul>   |
|             | C. Ethics                                     | <ul style="list-style-type: none"> <li>Provide scenario to illustrate importance</li> </ul>   |
|             | D. Civil liability                            | <ul style="list-style-type: none"> <li>Overview of liability issues in the intelligence process</li> </ul>  |



**Objective VI:** Analysts will be provided with information on sources, including the Internet, information sharing systems, networks, centers, commercial and public databases, and other sources of information and their limitations.

|                | Standards  | Topics to Be Considered for Curriculum/Sources of Information   |
|----------------|--|---|
| <b>3 hours</b> | <b>A. Sources of information/available resources</b> | <ul style="list-style-type: none"> <li>• Law enforcement and intelligence information systems, such as RISS, HSIN, and LEO</li> <li>• Corrections and other criminal justice information systems</li> <li>• Open source information</li> <li>• Demonstration of selected systems</li> </ul> |

**Objective VII:** Analysts will be able to demonstrate a practical knowledge of the methods, tools, and techniques employed in analysis.

|                 | Standards                       | Topics to Be Considered for Curriculum/Sources of Information   |
|-----------------|---------------------------------|---|
| <b>16 hours</b> | <b>A. Analytical techniques</b> | <ul style="list-style-type: none"> <li>• Threat assessments</li> <li>• Crime pattern analysis</li> <li>• Association analysis</li> <li>• Telephone record analysis</li> <li>• Flowchart analysis (event/commodity)</li> <li>• Financial analysis</li> <li>• Strategic analysis</li> </ul> |
|                 | <b>B. Analytical tools</b>      | <ul style="list-style-type: none"> <li>• Spreadsheets</li> <li>• Flowcharting applications</li> <li>• Analytic software</li> <li>• Presentation software, etc.</li> </ul>   |

**Objective VIII:** Analysts will be familiar with the skills underlying analytic methods, including report writing, statistics, and graphic techniques.

|                  | Standards                             | Topics to Be Considered for Curriculum/Sources of Information   |
|------------------|---------------------------------------|---|
| <b>4–8 hours</b> | <b>A. Report writing</b>              | <ul style="list-style-type: none"> <li>• Principles of good report writing</li> <li>• Differences between intelligence/investigative reports, briefs, etc.</li> </ul> |
|                  | <b>B. Presentation of information</b> | <ul style="list-style-type: none"> <li>• Oral and written briefings</li> </ul>  |



## Appendix B—Minimum Standards for Intermediate-Level Analytic Training Courses

The following seven objectives have been identified to meet minimum standards for intermediate-level analytic training courses.

|                      |   |
|----------------------|---|
| <b>Objective I</b>   | Ensuring the protection of privacy, civil rights, and civil liberties   |
| <b>Objective II</b>  | Thinking critically within the intelligence and analysis process  |
| <b>Objective III</b> | Understanding the importance of sharing information and collaborating in a law enforcement or homeland security environment |
| <b>Objective IV</b>  | Fusing intelligence and law enforcement analytic tradecraft in a law enforcement or homeland security environment           |
| <b>Objective V</b>   | Communicating analytic observations and judgments and generating analytic products  |
| <b>Objective VI</b>  | Making concepts and principles actionable   |
| <b>Objective VII</b> | Developing leadership and project management skills   |

### Exercises

It is recognized that a key component of training is the application of concepts to demonstrate proficiency. Consequently, intermediate analyst training courses should include real-world exercises that demonstrate attendee understanding and application of the concepts learned. Exercises may include hands-on practice that will enable analysts to sharpen writing and editing skills, learn how to express uncertainties, and improve the presentation of analytical findings.

**Objective I: Ensuring the protection of privacy, civil rights, and civil liberties<sup>7</sup>**

| Topics  | Standard  |
|---|---|
| <b>Privacy, civil rights, and civil liberties protections</b>                   | <ul style="list-style-type: none"> <li>• Understand the importance of privacy, civil rights, and civil liberties protections</li> <li>• Understand the implications of not protecting privacy, civil rights, and civil liberties</li> <li>• Understand privacy, civil rights, and civil liberties problems in regards to law enforcement standards, investigations, and criminal evidence</li> <li>• Identify personally identifiable information (PII) and its utilization within the analytical profession</li> <li>• Identify state, local, and federal agency privacy laws, policies, and procedures and their application in the analytic process</li> </ul> |
| <b>Implementation of privacy, civil rights, and civil liberties protections</b> | <ul style="list-style-type: none"> <li>• Learn about privacy-related tools that address implementation of privacy, civil rights, and civil liberties protections and products</li> <li>• Navigate the <a href="http://www.it.ojp.gov/privacyliberty">www.it.ojp.gov/privacyliberty</a> Web portal and understand its value to law enforcement and homeland security personnel</li> <li>• Discuss the importance of training agency personnel and law enforcement, homeland security, and public safety partners on privacy-related topics</li> </ul>  |
| <b>Privacy, civil rights, and civil liberties and the intelligence cycle</b>    | <ul style="list-style-type: none"> <li>• Identify privacy, civil rights, and civil liberties implications in:               <ul style="list-style-type: none"> <li>• Collection of information</li> <li>• Review of information</li> <li>• Storage of information</li> <li>• Report writing</li> <li>• Dissemination of information and products</li> </ul> </li> </ul>   |

**Objective II: Thinking critically within the intelligence and analysis process**

| Topics                                 | Standard   |
|--|--|
| <b>Critical thinking</b>               | <ul style="list-style-type: none"> <li>• Understand crime and intelligence analysis development methods</li> <li>• Evaluate the quality of thinking and analytic processes through comparisons with established standards</li> <li>• Overcome mental mind-sets and avoid common fallacies in the selection and use of data and the development of arguments and conclusions</li> <li>• Structure arguments and findings that have clear and meaningful conclusions and are supported by logical claims and relevant data</li> <li>• Account for inconsistent data</li> <li>• Identify, task, access, and evaluate sources of information for validity and relevance in reducing uncertainty and filling knowledge gaps</li> <li>• Describe quality and reliability of underlying sources</li> <li>• Understand caveats and express uncertainties or confidence in analytic judgments</li> <li>• Analyze the process of thinking</li> <li>• Distinguish between thinking and reasoning</li> </ul> |
| <b>Logic and inference development</b> | <ul style="list-style-type: none"> <li>• Develop and offer analytical conclusions independently and collaboratively</li> <li>• Systematically challenge key assumptions</li> <li>• Generate and test multiple hypotheses and conclusions</li> <li>• Understand the importance of incorporating alternative analysis into products</li> <li>• Distinguish between underlying intelligence and analysts' assumptions and judgments</li> </ul>  |

**Objective III:** Understanding the importance of sharing information and collaborating in a law enforcement or homeland security environment

| Topics   | Standard   |
|--|--|
| <p><b>Role of state, local, and tribal partners in the Information Sharing Environment (ISE)</b></p> | <ul style="list-style-type: none"> <li>• Understand the roles and functions of state, local, and tribal law enforcement agencies and the importance of including them in sharing efforts</li> <li>• Understand the roles and responsibilities of state, local, and tribal intelligence and crime analysis in the ISE<sup>8</sup></li> <li>• Understand the differences and similarities between national intelligence, law enforcement intelligence, and other types of intelligence (e.g., military)</li> <li>• Learn about the purpose and function of the Intelligence Community (IC)</li> <li>• Understand the role of state, local, and tribal agencies in the IC</li> <li>• Understand the purpose and role of the domestic network as it relates to information and intelligence sharing</li> <li>• Learn about the Office of the Director of National Intelligence’s (ODNI) Analytic Standards</li> <li>• Understand the role and functions of the U.S. Department of Homeland Security (DHS), the U.S. Department of Justice, the Federal Bureau of Investigation (FBI), ODNI, and other federal partners in information sharing efforts</li> </ul> |
| <p><b>Collaboration and sharing information</b></p>  | <ul style="list-style-type: none"> <li>• Understand how relationships enhance collaboration and information sharing</li> <li>• Establish trusted networks of key contributors within the homeland security and law enforcement community to share information and analytic insights that will lead to action on critical issues</li> <li>• Collaborate across organizational and functional boundaries to share analytic work, avoid duplication, and increase analytic impact</li> <li>• Deconflict analytic viewpoints/conclusions</li> <li>• Understand where and how to collect information, including open source, secondhand sources, primary sources, and confidential sources</li> <li>• Understand the need and purpose of local and regional information sharing and analysis</li> </ul>   |
| <p><b>Security considerations regarding handling, storage, and retention of information</b></p>      | <ul style="list-style-type: none"> <li>• Store and maintain information for maximum use, including ensuring that documents are appropriately marked with caveats and restrictions</li> <li>• Apply legal, privacy, civil rights, civil liberties, and security guidelines; restrictions; and operational privacy and security practices to information sharing, storage, and analysis</li> <li>• Understand the role of security officers and their responsibility in the protection of information</li> <li>• Understand the policies and protocols for receiving, handling, storing, and disseminating classified and unclassified information (e.g., For Official Use Only [FOUO], Law Enforcement Sensitive [LES])</li> </ul>  |
| <p><b>Incorporating technology into information sharing and collaboration</b></p>                    | <ul style="list-style-type: none"> <li>• Identify and understand available technologies to enable exchange and collaboration and publish content</li> </ul>  |

**Objective IV:** Fusing Intelligence and law enforcement analytic tradecraft in a law enforcement or homeland security environment

| Topics  | Standard  |
|---|---|
| <p><b>Using structured analytic techniques and tools</b></p>          | <ul style="list-style-type: none"> <li>• Analyze different homeland security, law enforcement, and non-law enforcement data and trends (both tactical and strategic), including:               <ul style="list-style-type: none"> <li>• Demographic analysis</li> <li>• Financial analysis</li> <li>• Association analysis</li> <li>• Process flows</li> <li>• Geospatial analysis</li> <li>• Forecasting/predictive analysis</li> <li>• Criminal activity analysis</li> <li>• Target analysis</li> </ul> </li> <li>• Learn about various structured analytic techniques and tools, including:               <ul style="list-style-type: none"> <li>• Collection plans</li> <li>• Frameworks and issue definition</li> <li>• Data visualization</li> <li>• Idea generation, including techniques such as problem-solving analysis</li> <li>• Indicators and scenarios</li> <li>• Hypothesis generation                   <ul style="list-style-type: none"> <li>• Hypothesis testing, including Analysis of Competing Hypotheses (ACH)</li> </ul> </li> <li>• Assessing cause and effect</li> <li>• Challenge analysis (such as the Delphi method)</li> <li>• Conflict management (between competing hypotheses and/or recommendations)</li> <li>• Decision support, including techniques such as strengths, weaknesses, opportunities, and threats (SWOT) analysis</li> <li>• Evidence-based scenarios</li> </ul> </li> <li>• Comprehensively integrate and apply available tools (including software) to techniques identified above</li> <li>• Leverage analytic software, tools, and techniques in the development of products<sup>9</sup></li> <li>• Evaluate the quality of the application of analytic techniques</li> <li>• Apply the intelligence and analysis cycle in agency operations</li> <li>• Use of open sources: review available sources, search the Internet, use public and commercial databases, and assess validity and value               <ul style="list-style-type: none"> <li>• Layering of social media sites and information with conventional information sources</li> </ul> </li> <li>• Anticipate change and seek new insights and innovative solutions through creative use of data and imagination techniques</li> </ul> |
| <p><b>Conceptual understanding of threat and risk assessments</b></p> | <ul style="list-style-type: none"> <li>• Define, anticipate, assess, and communicate risks and threats</li> <li>• Produce threat, vulnerability, and consequence assessments at a level of generality/complexity commensurate to expectations of an intermediate analyst</li> <li>• Make recommendations to mitigate risks</li> </ul>   |
| <p><b>The suspicious activity reporting (SAR) process</b></p>         | <ul style="list-style-type: none"> <li>• Collect, vet, and disseminate SARs, as appropriate, according to Information Sharing Environment standards<sup>10</sup></li> <li>• Use analytic techniques to identify trends, patterns, or other linkages</li> <li>• Utilize SAR information as a source when identifying and monitoring significant trends and patterns</li> <li>• Understand how collection plans can support the SAR process</li> </ul>  |



**Objective V: Communicating analytic observations and judgments and generating analytic products**

| Topics  | Standard   |
|---|--|
| <p><b>Analytic products development</b></p>                     | <ul style="list-style-type: none"> <li>• Ensure that analytic products are relevant to customer needs               <ul style="list-style-type: none"> <li>• Highlighting relevance to the customer (e.g., single agency, U.S. national security)</li> </ul> </li> <li>• Know the types of analytic products and discern which product is appropriate. Products will range from tactical to operational to strategic and will include commonly used formats, such as, but not limited to:<sup>11</sup> <ul style="list-style-type: none"> <li>• Intelligence, tactical, and crime bulletins</li> <li>• Intelligence reports</li> <li>• Assessments (strategic, intelligence, threat, crime, etc.)</li> <li>• Intelligence briefings</li> <li>• Problem-solving projects</li> </ul> </li> <li>• Produce analytic reports to support investigations or prosecutions</li> <li>• Highlight consistency with or alteration from prior reports or products</li> <li>• Articulate assessments, recommendations, and next steps in reports, other analytic products, and briefings</li> <li>• Develop techniques for conceptualizing papers, answering questions, and producing products when resources and information are limited</li> <li>• Frame critical issues and complex scenarios for resolution and action by decision makers</li> <li>• Identify, interpret, and reference data and data sources (such as law enforcement information versus open source information)<sup>12</sup></li> <li>• Coordinate the product with other appropriate partners</li> <li>• Joint-seal documents</li> <li>• Mark and disseminate the product</li> </ul> |
| <p><b>Communicating analytic observations and judgments</b></p> | <ul style="list-style-type: none"> <li>• Assess the criticality and urgency of new information or identify trends and communicate subsequent analytic findings and recommendations to tactical operators and key strategic decision makers and stakeholders</li> <li>• Transform customer needs into criminal information or intelligence requirements</li> <li>• Write a product               <ul style="list-style-type: none"> <li>• For external release</li> <li>• For internal agency reporting</li> </ul> </li> <li>• Know and implement the review-and-approval process               <ul style="list-style-type: none"> <li>• Document the review of the product</li> </ul> </li> <li>• Use presentation and publisher software</li> <li>• Brief the product               <ul style="list-style-type: none"> <li>• Oral presentations/briefings to peers, command staff, line officers, and prosecution</li> </ul> </li> <li>• Follow up on the product, seek and incorporate feedback, and measure its impact</li> <li>• Learn to craft effective source summary statements</li> </ul>   |

**Objective VI: Making concepts and principles actionable**

| Topics   | Standard  |
|--|---|
| <b>Topic area initial subject-matter expertise</b> | <ul style="list-style-type: none"><li>• Learn how to develop and write a collection plan</li><li>• Analyze local, regional, state, national, and international issues related to threat and risk with a nexus to law enforcement and homeland security, including, but not limited to:<ul style="list-style-type: none"><li>• Border protection and infiltration</li><li>• Critical infrastructure and key resources</li><li>• Cybersecurity and high-tech/electronic crime</li><li>• Emergency management</li><li>• Financial crime</li><li>• Gangs</li><li>• Human trafficking</li><li>• Narcotics and drug trafficking</li><li>• Public health and safety</li><li>• Strategic criminal threats</li><li>• Suspicious activity reports</li><li>• Terrorism</li><li>• Threat financing</li><li>• Transnational crime</li><li>• Violent criminal activity</li><li>• Weapons of mass destruction proliferation</li><li>• Burglary</li><li>• Robbery</li><li>• Sex offenders</li><li>• Homicide</li><li>• Geographic profiling</li></ul></li><li>• Understand correlations between different types of criminal activity (i.e., precursor crimes and terrorism)</li></ul> |

**Objective VII: Developing leadership and project management skills**

| Topics                         | Standard  |
|--------------------------------|---|
| <b>Performance measurement</b> | <ul style="list-style-type: none"><li>• Anticipate change and seek new insights and innovative solutions for challenges</li><li>• Evaluate the quality of analytic performance and management</li><li>• Share best practices in homeland security and law enforcement criminal information and intelligence output and impact</li></ul>   |
| <b>Project management</b>      | <ul style="list-style-type: none"><li>• Independently or collaboratively make recommendations and incorporate research toward the design and content of analytic approaches, collection plans, and priority information sharing needs for homeland security and law enforcement issues that balance short-term response with long-term value</li><li>• Manage projects, time, and competing priorities</li><li>• Coordinate and participate in the development, review, and delivery of a product</li></ul>   |
| <b>Leadership</b>              | <ul style="list-style-type: none"><li>• Coach analysts to help identify the skills and capabilities they already have and enable them to use those skills and capabilities to the best of their ability</li><li>• Mentor and help guide less experienced analysts by answering questions, encouraging ongoing learning, and providing support to encourage professional development</li><li>• Build professional contact networks and promote networking opportunities for analysts</li><li>• Encourage analysts to obtain professional certification from a recognized professional association</li><li>• Join and encourage membership in professional associations</li></ul> |





# Appendix C—Minimum Standards for Advanced-Level Analytic Training Courses

The *Minimum Standards for Advanced-Level Analytic Training Courses* is designed to articulate minimum training requirements to ensure continuity and consistency among training courses developed for advanced analysts, as well as to create parity of knowledge, skills, and abilities of these analysts. The resource identifies nationally recognized training standards and objectives and topics that training partners should utilize as they develop advanced-level training courses.

**Advanced-level analysts should achieve a mastery of the analytic process, possessing the skills necessary to oversee a wide range of analytic activities in a lead or supervisory role or serve as recognized subject-matter experts in an analysis specialization.**

***To fully attain this mastery achievement, analysts should undergo continuing training/education on the analytic process, fully achieving the common competencies.***<sup>13</sup> In addition to a continuing education on the analytic processes, analysts seeking advanced-level training should pursue courses, educational opportunities, or specialized engagements that focus on either (1) the enhancement and refinement of a subject-matter expertise in a law enforcement and/or homeland security area or (2) the development and enhancement of leadership, management, or supervisory capabilities.

Identified below are the minimum objectives, topics, and standards for advanced-level analytic training courses, separated into two specialized advanced-level tracks: Subject-Matter Expertise and Leadership/Management/Supervisory.

The identified training standards are not intended to be utilized as a listing of the skills and abilities necessary for an advanced-level analyst but rather to provide objectives, topics, and standards for training partners as they develop specific and specialized training for the advanced-level analyst.



# Subject-Matter Expertise

## Objective I: Turning concepts and principles into action

| Topic  | Standard  |
|--|---|
| <p><b>Maintain expertise in at least one area of emphasis</b></p>                    | <ul style="list-style-type: none"> <li>• Enhance knowledge and understanding of a law enforcement and/or homeland security area, such as:               <ul style="list-style-type: none"> <li>• Border security, protection, and infiltration</li> <li>• Critical infrastructure protection</li> <li>• Cybersecurity and high-tech/electronic crime</li> <li>• Financial crime</li> <li>• Identity theft</li> <li>• Gangs</li> <li>• Human trafficking</li> <li>• Narcotics and drug trafficking</li> <li>• Public health and safety</li> <li>• Strategic criminal threats</li> <li>• Suspicious activity reports</li> <li>• Terrorism (domestic or international)</li> <li>• Threat financing</li> <li>• Transnational crime</li> <li>• Organized crime</li> <li>• Violent criminal activity</li> <li>• Weapons of mass destruction proliferation</li> <li>• Burglary</li> <li>• Robbery</li> <li>• Sex offenders</li> <li>• Homicide</li> <li>• Geographic profiling</li> <li>• Radicalization to violent extremism</li> </ul> </li> <li>• Identify and define the correlations of different types of criminal activity and the effect on the jurisdiction, the region, and/or the nation</li> </ul> |
| <p><b>Review and enhance a collection plan related to a topic area</b></p>           | <ul style="list-style-type: none"> <li>• Understand the existing information holdings in the area of responsibility (AOR) or by regional/national partners on the topic area</li> <li>• Understand the information requirements and information gaps associated with the topic area</li> <li>• Lead the development of a plan to collect, access, and/or request information to evaluate information requirements and information gaps</li> <li>• Understand how the national, the state, and the regional threat environments affect a law enforcement or homeland security area(s)</li> <li>• Understand how jurisdictional implications of national-, state-, or regional-level threat information may drive agency or customer collection plans</li> <li>• Understand customer requirements as they pertain to criminal intelligence and policing strategies</li> </ul>   |
| <p><b>Review and enhance an analytic production plan related to a topic area</b></p> | <ul style="list-style-type: none"> <li>• Understand the purpose of analytic product plans and how to develop a plan</li> <li>• Identify how analytic production plans work together with existing agency plans, policies, and standard operating procedures (SOPs)</li> <li>• Understand how to review and enhance a plan purpose and framework to accommodate defined and ad hoc customer needs or emerging threats</li> <li>• Learn how to identify any tradeoffs resulting from accepting new or ad hoc taskings, which may compel agency leaders to continually reevaluate their analytic priorities</li> </ul>   |

**Objective II: Fusing analytic tradecraft in a law enforcement or homeland security environment**

| Topic   | Standard   |
|---|--|
| <b>Assess jurisdictional implications of threat information through the use of a formal risk analysis process</b>                                   | <ul style="list-style-type: none"><li>• Learn how to conduct risk analysis, integrating all-source information associated with threats, vulnerabilities, and consequences of a specific topic area</li><li>• Apply law enforcement and/or homeland security area(s) into a formalized regional or state risk assessment</li><li>• Recommend application of risk assessment findings to jurisdictional areas and priorities</li></ul> |
| <b>Conduct practical exercises to reinforce critical thinking and analytic concepts in the context of agency problems, procedures, and products</b> | <ul style="list-style-type: none"><li>• Understand how to exercise the analytic process, focused on a defined law enforcement and/or homeland security area</li><li>• Learn how to participate in jurisdictional and/or regional exercises to test and apply the analytic process as part of the threat environment</li><li>• Understand how technology supports the analytic process</li></ul>                                      |

**Objective III: Communicating analytic observations and judgments**

| Topic   | Standard   |
|---|--|
| <b>Enhance consistency, quality, and defensibility of analytic products</b> | <ul style="list-style-type: none"><li>• Develop products (both tactical and strategic) associated with a law enforcement and/or a homeland security area</li><li>• Review products to ensure accuracy and quality of an analytic product addressing a specific law enforcement and/or a homeland security area</li><li>• Articulate findings and recommendations of analytic products to agency leadership, customers, and other partners</li><li>• Learn about examples of solutions to specific law enforcement and/or homeland security areas gained through research of effective tactics and strategies</li><li>• Understand how technology can enhance the value and usefulness of analytic products</li></ul> |

# Leadership/Management/Supervisory

**Objective I:** Understanding how strategic support enhances the analytic operations

| Topic   | Standard  |
|---|---|
| <b>Examine the roles and missions of the agency and the customer sets</b>   | <ul style="list-style-type: none"><li>• Apply agency roles and missions to the analytic process</li><li>• Work with agency leadership to define or strengthen the agency roles and mission</li><li>• Work with agency leadership to develop a strategic plan for the analytic component</li><li>• Extend outreach of the analytic process to agency customers</li><li>• Engage with agency customers to identify analytic needs</li><li>• Collaborate with federal partners, including those in the law enforcement community and the Intelligence Community</li><li>• Understand operational requirements of customers and the impact of analysis on operations</li><li>• Understand the agency's, partner's, and customer's roles, jurisdictional authorities, and limitations as they apply to analytic operations</li></ul>   |
| <b>Assess opportunities and challenges of the agency analytic process, including the understanding of emerging and evolving policy and strategic issues</b> | <ul style="list-style-type: none"><li>• Understand agency operational policies and their application to the analytic process</li><li>• Work with agency leadership to incorporate the analytic process into agency policies<br/>Develop policies to create or enhance the analytic process</li><li>• Assess emerging issues and their impact on agency policy related to the analytic process</li><li>• Demonstrate global, critical thinking as it relates to emerging relationships with partner agencies and technologies, and encourage analytical staff to do the same</li><li>• Obtain guidance on analytic processes and policy strategies</li><li>• Learn how to provide recommendations to inform operational plans based on research of effective tactics and strategies</li><li>• Learn how to engage with agency leadership to align/enhance analytic operations and support policing initiatives</li></ul> |

**Objective II: Applying agency policy in analytic operations and assessing impact on the analytic process**

| Topic  | Standard   |
|--|--|
| <b>Facilitate implementation of privacy, civil rights, and civil liberties issues and policies</b>               | <ul style="list-style-type: none"><li>• Understand the importance of privacy, civil rights, and civil liberties (P/CRCL) protections in the analytic process</li><li>• Assess agency policies on the protection of privacy, civil rights, and civil liberties and their relationship to the analytic process</li><li>• Train analysts on P/CRCL protections and associated product review processes</li><li>• Coordinate agency review processes to ensure the protection of privacy, civil rights, and civil liberties and their relationship to the analytic process</li></ul>   |
| <b>Analyze the importance of how agency operations and process can support regional and national initiatives</b> | <ul style="list-style-type: none"><li>• Manage analytic engagement in the Information Sharing Environment (ISE) and with regional and national initiatives, including:<ul style="list-style-type: none"><li>• National Network of Fusion Centers</li><li>• Regional Information Sharing Systems (RISS) Centers</li><li>• High Intensity Drug Trafficking Areas (HIDTAs)</li><li>• Joint Terrorism Task Forces (JTTFs)</li></ul></li><li>• Apply bottom-up collection methodologies, such as the Criminal Intelligence Enterprise (CIE), to regional and national initiatives</li><li>• Enhance awareness of national organizations that support analytic operations, including:<ul style="list-style-type: none"><li>• International Association of Law Enforcement Intelligence Analysts</li><li>• International Association of Crime Analysts</li><li>• Association of Law Enforcement Intelligence Units</li></ul></li><li>• Apply national initiatives and guidance to agency analytic operations</li><li>• Engage with agency leadership to augment and enhance analytic operations to engage with and support national initiatives</li></ul> |

**Objective III: Understanding the impact of organizational design on the analytic process**

| Topic   | Standard   |
|---|--|
| <p><b>Provide leadership and project management</b></p>   | <ul style="list-style-type: none"> <li>• Discuss leadership challenges of the agency operation, including engagement with other agencies (including state, local, tribal, territorial, federal, and/or private sector entities)</li> <li>• Identify how to manage collaborative projects</li> <li>• Identify how to engage regional and national partners</li> <li>• Learn how to overcome organizational obstacles in completing the analytic process</li> </ul>  |
| <p><b>Oversee the analytic process</b></p>                | <ul style="list-style-type: none"> <li>• Identify how common competencies enhance and improve the analytic process</li> <li>• Stress management of the analytic cycle as a tool for integrating analysis, production, and information sharing and enhancing cooperation and collaboration</li> <li>• Apply structured analytic techniques within the analytic process</li> <li>• Learn how to train and/or mentor analysts on the analytic process, including the incorporation of structured analytic techniques</li> <li>• Understand how intelligence gaps, priorities, and requirements align with regional or national requirements</li> <li>• Learn how to enhance the use of analysis through empowering analysts to develop recommendations</li> <li>• Learn how technology supports the analytic process</li> </ul> |
| <p><b>Production and dissemination of information</b></p> | <ul style="list-style-type: none"> <li>• Review products for style, format, and substance, and facilitate the movement of the product through a review process</li> <li>• Guide analysts in the organization and writing of a product</li> <li>• Follow up on a product, measure its impact, and use it to plan future production</li> <li>• Work with analysts to develop and deliver a product that matches the issue, customer, and purpose</li> <li>• Organize and manage analytic individuals/teams and output</li> <li>• Evaluate the quality of analytic products through comparisons with established standards:               <ul style="list-style-type: none"> <li>• IC Analytic Standards</li> </ul> </li> </ul>   |

## Appendix D—Endnotes

- 1** In the context of this document, “analyst” refers to state, local, and tribal personnel performing the capabilities of an intelligence, crime, or law enforcement analyst, working in a law enforcement, public safety, or homeland security environment.
- 2** As identified in the *Common Competencies for State, Local, and Tribal Intelligence Analysts*.
- 3** As identified in the *Common Competencies for State, Local, and Tribal Intelligence Analysts*.
- 4** See “Law Enforcement and/or Homeland Security Areas of Emphasis” (page 9) for listing of areas.
- 5** As identified in the *Common Competencies for State, Local, and Tribal Intelligence Analysts*.
- 6** See “Law Enforcement and/or Homeland Security Areas of Emphasis” (page 9) for listing of areas.
- 7** Although privacy, civil rights, and civil liberties protections are addressed throughout the intermediate analytic standards, an objective focusing on these protections is important to all training related to criminal intelligence. This objective is designed to provide an in-depth understanding regarding what these protections are and how they should be applied throughout the intelligence and analytical processes.
- 8** See the Intelligence Reform and Terrorism Prevention Act of 2004, specifically Titles I through V, available online at <http://www.gpo.gov/fdsys/pkg/BILLS-108s2845enr/pdf/BILLS-108s2845enr.pdf>.
- 9** Examples of analytic software are identified in the *Analyst Toolbox*, available at <http://www.it.ojp.gov/docdownloader.aspx?ddid=1284>.
- 10** Part B of the ISE-SAR Functional Standard identifies the behaviors and indicators associated with SARs that may have terrorism implications. The Functional Standard is available at [http://nsi.ncirc.gov/documents/ISE-FS-200\\_ISE-SAR\\_Functional\\_Standard\\_V1\\_5\\_Issued\\_2009.pdf](http://nsi.ncirc.gov/documents/ISE-FS-200_ISE-SAR_Functional_Standard_V1_5_Issued_2009.pdf).
- 11** Additional types of analytic products are identified in *Applications in Criminal Analysis: A Sourcebook*. Other types include activity flowchart, assessments, association chart, association matrix, bar charts, biographical sketches, briefings, charts, chronological table, commodity flowchart, commodity flow matrix, composite table, conclusion, crime bulletin, databases, event flowchart, fact pattern, financial summary, forecast, frequency distribution, graphic flowchart (map), inference development, maps, pie chart, premonitory, probability factor, profile, recommendations, report, summary, table, telephone record chart, telephone record matrix, threat assessment, timeline, trend, VIA chart, vulnerability assessment, and warning.
- 12** The term “data sources” refers to the various sources of information analysts may utilize as they develop analytical products, resources, reports, and briefings.
- 13** *Common Competencies for State, Local, and Tribal Intelligence Analysts*, <http://it.ojp.gov/gist/89/Common-Competencies-for-State--Local--and-Tribal-Intelligence-Analysts>.







