

# Analyst Professional Development Road Map



September 2019

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## 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.

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# Introduction

The role of the analyst continues to evolve and increase in importance among law enforcement; public safety; homeland security agencies, including state and major urban area fusion centers; and recognized private sector partners. The 2003 *National Criminal Intelligence Sharing Plan* highlighted the important role of the analyst, and since its release, a wide

**The use of “analyst” in this document refers to federal, state, local, tribal, and territorial personnel possessing the capabilities of intelligence, crime, or law enforcement analysts and working in a law enforcement, public safety, or homeland security environment.**

cadre of documents and resources has been developed to further support and institutionalize the role and function of the analyst. To support law enforcement leaders as they continue to hire and train analysts, the *Analyst Professional Development Road Map* (Road Map) was released in 2015. While the goals described in the Road Map remain the same today, many of the training opportunities, certifications, and other means to further professional development for analysts have changed, warranting an update to the resource.

The purpose of the Road Map is to create a sustainable, professional career path for analysts operating within federal, state, local, tribal, and territorial organizations. This

path focuses on the development and enhancement of analytic knowledge, skills, and abilities over four successive analyst levels (basic, intermediate, advanced, and supervisory) and the training recommended for achieving each level. Historically, crime analysts and intelligence analysts have been viewed as having different career paths, but this is no longer the case. Analysts now operate in a hybrid environment dealing with national intelligence as well as criminal intelligence, often working with a combination of fusion centers, task forces, investigators, etc. Therefore, obtaining knowledge, skills, and abilities required in all related areas is important. This resource was developed for any individual who is or aspires to be an intelligence, crime, or law enforcement analyst and is working in a law enforcement, public safety, or homeland security environment.

## Analysis Toolkit

The Analysis Toolkit is a supporting resource to the Road Map. The resource was originally named the Crime Analysis Toolkit; however, with the evolving roles of analysts resulting in more overlap between crime and intelligence, the site was enhanced to include intelligence analyst resources as well, resulting in the Analysis Toolkit. The toolkit serves as a convenient location to find publicly available crime and intelligence analysis resources that enable users to explore resources and refine their approaches. A group of subject experts in the fields of crime and intelligence analysis identified content for the Analysis Toolkit and continue to evaluate the resources included on the site to ensure relevancy. The Analysis Toolkit is available at <https://it.ojp.gov/AT>.



## Goals of the Road Map

The Road Map has four goals designed to assist law enforcement leaders in understanding and establishing an analytic component within their agencies. These four goals are:

1. Identify common knowledge, skills, and abilities for basic, intermediate, supervisory, 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 analyst with topic specialization

## Supervisory

Management-level analyst

**Basic:** The entry-level analyst is new to the law enforcement or homeland security analytic field and should have a foundational understanding of analytic 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. Basic-level analysis requires understanding customer requirements; information sources; privacy, civil rights, and civil liberties issues; analytical techniques and collaboration; developing assessments; product dissemination; legal standards and requirements (e.g., probable cause and reasonable suspicion); and information classification (i.e., security, sensitivity, and chain of custody).

**Intermediate:** Intermediate-level analysts should focus on maintaining and enhancing their ability to perform specialized analyses, generate strategic assessments, and present their analyses to various audiences. Intermediate analysts should begin to develop expertise in a specific subject area and 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. They also should begin to develop leadership skills, may serve as mentors 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 capability and experience. Specifically, advanced-level analysts should be subject experts in at least one law enforcement or homeland security area of emphasis.<sup>1</sup> Where possible and practicable, they may be mentors, leaders, and experienced presenters.

**Supervisory:** Supervisory-level analysts oversee the analytic process of an agency and should have, at a minimum, the skills and abilities of an intermediate-level analyst. Additional information on the skills and abilities recommended for a supervisory analyst are included in the *Minimum Criminal Intelligence Training Standards* resource.

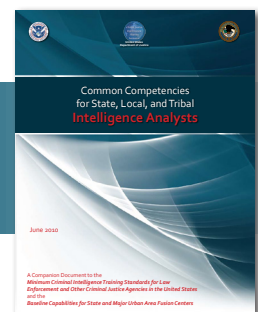
## Common Competencies for State, Local, and Tribal Intelligence Analysts

Basic

Intermediate

Advanced

Supervisory



# Analytic Expertise Levels

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

**The familiarity level:** for the competencies is defined as 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, as described in the *Common Competencies for State, Local, and Tribal Intelligence Analysts*. In an operational setting, intermediate-level analysts should implement the competencies in a project development role.

It is recommended that supervisory analysts have, at a minimum, a proficiency level of expertise in order to effectively manage their intelligence units.

**The mastery level:** is defined as 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*

Global's analyst-related resources are available in the Analysis Toolkit, at <https://it.ojp.gov/AT>.

## Implementation of the Road Map

Agency leaders should use the Road Map to develop and/or enhance their agencies' 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* 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/Experience   |
|---|---|--|
| <p><b>The basic-level analytic position should be familiar with the analytic common competencies.</b> 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>Describing legal issues related to 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, both oral and written, and generating analytic products for decision makers</li> <li>Turning concepts and principles into action</li> </ul> | <p>An analyst at a basic level should have the following skills and abilities:</p> <ul style="list-style-type: none"> <li>Describes the steps of the intelligence cycle</li> <li>Describes the analytic process</li> <li>Describes the process to develop collection and analytic plans</li> <li>Demonstrates 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> <li>Identifies means for product outreach</li> </ul> | <p>An analyst 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 two years of research, analysis, and intelligence-oriented experience with a two-year degree; or</li> <li>At least four years of research, analysis, and intelligence-oriented experience</li> </ul> |

## Analytic Level: Intermediate

| Common Competencies <sup>3</sup>   | Skills and Abilities  | Education/Experience  |
|--|---|---|
| <p><b>The intermediate-level analytic position should have 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. The common competencies include:</p> <ul style="list-style-type: none"> <li>• Describing legal issues related to 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>An analyst at an intermediate level should have the following skills and abilities, in addition to those of the basic level:</p> <ul style="list-style-type: none"> <li>• Pursues professional membership in and certification with accredited organizations</li> <li>• Applies privacy, civil rights, and civil liberties protections in the analytic process and products</li> <li>• Reviews products to mitigate potential privacy, civil rights, and civil liberties risks</li> <li>• Identifies personally identifiable information (PII) and articulates 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>• Provides courtroom testimony if necessary</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>An analyst at the intermediate level should, at a minimum, have one of three levels of education. It is important to note that agency-specific experience is valuable and should be taken into consideration when assessing cumulative experience.</p> <ul style="list-style-type: none"> <li>• At least three years of research, analysis, and 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, and intelligence-oriented experience with a two-year degree; or</li> <li>• At least seven years of research, analysis, and intelligence-oriented experience</li> </ul> |



## Analytic Level: Advanced

| Common Competencies <sup>5</sup>   | Skills and Abilities   | Education/Experience  |
|--|--|---|
| <p><b>The advanced-level analytic position should have a mastery in the analytic common competencies</b>, which includes an expertise in the competencies and how to oversee and apply these competencies in law enforcement or homeland security operations and products. The common competencies include:</p> <ul style="list-style-type: none"> <li>• Describing legal issues related to 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, an advanced-level analyst should implement the competencies in a project oversight role or serve as an analytic expert in at least one area of emphasis.</p> | <p>An analyst at an advanced level should have a mastery of the following skills and abilities, in addition to those identified in the intermediate analytic level.</p> <ul style="list-style-type: none"> <li>• Serves as a subject expert in at least one law enforcement or homeland security area<sup>6</sup></li> <li>• Reviews and enhances collection and production plans</li> <li>• Assesses 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>• Describes how analysis informs criminal intelligence and policing practices (intelligence-led policing, etc.)</li> <li>• Instructs (in either a formal or mentor-type format) analysts on the analytic process and analytic techniques</li> <li>• Pursues professional certification with accredited organizations</li> </ul> | <p>An analyst at the advanced level should, at a minimum, have one of three levels of education and experience. Agency-specific experience is valuable and should be taken into consideration when assessing cumulative experience.</p> <ul style="list-style-type: none"> <li>• Four-year degree and at least eight years of research, analysis, and intelligence-oriented experience; or</li> <li>• At least ten years of research, analysis, and intelligence-oriented experience with a two-year degree; or</li> <li>• At least 12 years of research, analysis, and intelligence-oriented experience</li> </ul> |



## Analytic Level: Supervisory

| Common Competencies <sup>7</sup>   | Skills and Abilities   | Education/Experience   |
|--|--|--|
| <p><b>The supervisory-level analytic position should have a proficiency in the analytic common competencies, which includes possessing the skills necessary to appropriately oversee intelligence analyst activities.</b></p> <ul style="list-style-type: none"> <li>• Articulating legal and policy requirements related to 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>An analyst at a supervisory level should have the following skills and abilities, in addition to those identified in the intermediate level:</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 associated with the agency's 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>• Recommends internal policy or procedural changes to maximize efficiency and effectiveness of analytical staff</li> <li>• Provides leadership and project management</li> <li>• Oversees the completion of the analytic process</li> <li>• Facilitates analysis production and dissemination</li> <li>• Contributes to the professional development of junior-level analysts</li> </ul> | <p>An analyst at the supervisory level should, at a minimum, have one of three levels of education. It is important to note that agency-specific experience is valuable and should be taken into consideration when assessing cumulative experience.</p> <ul style="list-style-type: none"> <li>• At least three years of research, analysis, and 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, and intelligence-oriented experience with a two-year degree; or</li> <li>• At least seven years of research, analysis, and intelligence-oriented experience</li> </ul> |



# Analyst Training Opportunities

## Basic-Level Training

Training courses for the basic analytic level are designed to develop, maintain, and enhance analytic capabilities and competencies at the basic level, as identified in the [Law Enforcement Analytic Standards](#) and the [Minimum Criminal Intelligence Training Standards for Law Enforcement and Other Criminal Justice Agencies in the United States](#). The analytic standard for a full basic-level analyst course is 40 hours. While some of the courses listed below are under 40 hours, they can be combined to meet the minimum standard. Additional training may be available through academic institutions and for-profit businesses.

The training courses below are examples of low or no-cost, basic-level training available to federal, state, local, tribal, and territorial analysts.

- Analysis 101 (Office of the Director of National Intelligence (ODNI))
- Analytical Writing for Fusion Center Analysts (FBI Office of Partner Engagement (OPE))
- Basic Intelligence and Threat Analysis Course (DHS Intelligence Training Academy (ITA))
- Foundations of Intelligence Analysis Training (IALEIA/LEIU and NW3C)
- Fundamentals of Criminal Intelligence (LSU)
- Fundamentals of Suspicious Activity Reporting (DHS ITA)
- Intelligence Analyst Basic Course (DHS ITA)
- Intelligence Writing and Briefing (NW3C)
- Intelligence Analyst Training Program (FLETC)
- Intermediate Level Intelligence—Connecting the Dots (Midwest Counterdrug Training Center)
- Introduction to Intelligence for Law Enforcement (Midwest Counterdrug Training Center)
- Introduction to Risk Analysis (DHS Cybersecurity and Infrastructure Security Agency (CISA))
- Law Enforcement Analyst Training (Florida Department of Law Enforcement)
- Terrorism Intelligence Analysis (California Specialized Training Institute)

\*Not all courses included in this resource have 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). A list of approved courses is available at <https://www.dhs.gov/fema-approved-intelligence-analyst-training-courses>.

In addition, all of the following should be completed as precursors to basic-level analytic courses:

- 28 CFR Part 23 Training
- First Amendment-Protected Events Training
- IS-100: Introduction to Incident Command System, ICS-100 (FEMA)
- IS-700.B: An Introduction to the National Incident Management System (FEMA)
- Nationwide Suspicious Activity Reporting (SAR) Line Officer Training
- Privacy Line Officer Training

## Intermediate/Advanced-Level Training

Training for an intermediate-level analyst should focus on increasing the understanding and applicability of the analytic process. Training for an advanced-level analyst should focus on refining the analyst's ability to fully implement the analytic process, as well as attendance at instructor techniques training and, at a minimum, project management training. Analysts also should participate in specialized training focused on the law enforcement and homeland security areas of emphasis.

Training standards for the intermediate and advanced levels are identified in the Minimum Standards for Intermediate-Level Analytic Training Courses and Minimum Standards for Advanced-Level Analytic Training Courses. Additional training may be available through academic institutions and for-profit businesses.

The training courses below are examples of no-cost, intermediate-level training available to SLTT analysts.

- Advanced Analytical Writing for Fusion Center Analysts (FBI)
- Cyber Analysis Seminar (DHS ITA)
- Intermediate Risk Analysis (DHS CISA)
- Florida Law Enforcement Analyst Academy (FDLE)
- Intermediate Tradecraft & Analysis Course (DHS ITA)
- Open Source Intelligence Analysis Course (DHS ITA)



# Supervisory-Level Training

The supervisory-level analytic position should have a proficiency in the analytic common competencies, which includes possessing the skills necessary to appropriately oversee intelligence analyst activities. Analysts also should enter specialized training on leadership/management/supervisory roles.

Additional training may be available through academic institutions and for-profit businesses. The training courses below are examples of no-cost, advanced-level training available to SLTT analysts.

- Fusion Center Leaders Seminar (DHS ITA)
- Introduction to Intelligence for Law Enforcement Supervisors (FBI OPE)
- Managing Collaborative Analysis (DHS)

## 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 expertise in at least one law enforcement or homeland security area of emphasis. The various law enforcement and homeland security areas of emphasis include, but are not limited to:

### 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

- Gun crime
- Robbery
- Sex offenses
- Homicide
- Aggravated assault
- Hate crime

### Cybercrime/Technology

- Cybersecurity and high-tech/electronic crime
- Internet crimes against children
- Electronic surveillance
- Digital harassment
- Online fraud
- Identity theft
- Dark Web
- Cryptocurrency

### Organized Crime

- Financial crime/money laundering
- Identity theft
- Illegal gambling
- Gangs
- Outlaw motorcycle gangs
- Organized retail crime
- Human trafficking
- Narcotics and drug trafficking
- Transnational crime

### Property Crime

- Burglary
- Auto-related offenses

### Other

- Strategic criminal threats
- Public corruption
- Background investigations
- Child abduction/missing persons
- Natural resources crime



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

Time Allotment: 40 hours

Minimum Time Allotment per Objective:

|                  |                       |   |
|------------------|-----------------------|---|
| <b>3 hours</b>   | <b>Objective I</b>    | Intelligence analysts will describe the criminal intelligence process, intelligence-led policing, the information sharing framework, and their roles in enhancing public safety.                                    |
| <b>2 hours</b>   | <b>Objective II</b>   | Analysts will demonstrate proper handling and collation of criminal intelligence information, including file management and information evaluation.   |
| <b>4 hours</b>   | <b>Objective III</b>  | Analysts will demonstrate the development of intelligence through the application of critical thinking, logic, inference development, and recommendation development.   |
| <b>2–3 hours</b> | <b>Objective IV</b>   | Analysts will develop and implement collection and analytic plans, to include the reevaluation of processes/products.   |
| <b>2–3 hours</b> | <b>Objective V</b>    | Analysts will explain the legal, privacy, and ethical issues relating to intelligence.  |
| <b>3 hours</b>   | <b>Objective VI</b>   | Analysts can use information sources, including the internet, social media information sharing systems, networks, centers, commercial and public databases, and other sources of information and their limitations. |
| <b>16 hours</b>  | <b>Objective VII</b>  | Analysts will demonstrate the methods, tools, and techniques employed in analysis.  |
| <b>4–8 hours</b> | <b>Objective VIII</b> | Analysts will apply analytic methods, including report writing, oral presentations, 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), updated terminology) be referenced in the curriculum for each training objective.

### Summary

The role of the 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 than ever before. There are demands for threat assessments and a 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 analysts 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 analysts that are necessary throughout the law enforcement, public safety, or homeland security environment.

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

| 3 hours | Standards   | Topics to Be Considered<br>for Curriculum/Sources of Information  |
|---------|---|---|
|         | A. Introduction to intelligence   | <ul style="list-style-type: none"> <li>• Origin/history of intelligence</li> <li>• Defining terms related to information and criminal intelligence</li> <li>• Intelligence-led policing and similar concepts</li> </ul>   |
|         | B. Intelligence process/cycle   | <ul style="list-style-type: none"> <li>• Intelligence requirements</li> <li>• Intelligence cycle: (1) planning and direction, (2) collection, (3) processing/collation, (4) analysis and production, (5) dissemination, (6) reevaluation</li> <li>• Roles and responsibilities of the analyst in each phase of the intelligence cycle</li> </ul>  |
|         | C. Networking   | <ul style="list-style-type: none"> <li>• Liaise with federal, state, local, tribal, territorial, and private sector partners, other agencies, organizations, and professional memberships for dissemination and reevaluation of information</li> </ul>  |
|         | D. Importance of the <i>National Criminal Intelligence Sharing Plan</i> (NCISP) | <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> <li>• Privacy, civil rights, and civil liberties protections</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> <li>• State certification programs/Association of Law Enforcement Intelligence Units (LEIU)</li> <li>• Nationally certified crime and intelligence analyst</li> </ul>  |
|         | F. Information sharing framework  | <ul style="list-style-type: none"> <li>• Fusion centers, ISE IP, and local/regional initiatives (RISS, HIDTA, etc.)</li> </ul>  |

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

| 2 hours | Standards                                      | Topics to Be Considered<br>for Curriculum/Sources of Information  |
|---------|--|---|
|         | A. Security                                    | <ul style="list-style-type: none"> <li>• LEIU <i>Criminal Intelligence File Guidelines</i></li> <li>• 28 CFR Part 23</li> <li>• Interagency OPSEC support staff</li> </ul>  |
|         | 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 demonstrate the development of intelligence through the processes of critical thinking, logic, inference development, and recommendation development.

| 4 hours | Standards                   | Topics to Be Considered<br>for Curriculum/Sources of Information  |
|---------|-----------------------------|---|
|         | A. Critical thinking        | <ul style="list-style-type: none"> <li>• Present introduction to critical thinking.</li> <li>• Defining terms related to critical thinking.</li> <li>• Describe the critical thinking process and pitfalls.</li> <li>• Develop and implement 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>• Demonstrate an ability to 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>• Apply caveats and express uncertainties or confidence in analytic judgments.</li> </ul> |
|         | B. Logic/fallacies of logic | <ul style="list-style-type: none"> <li>• Define terms related to logic/fallacies of logic, including deductive and inductive logic.</li> </ul>  |
|         | C. Inference development    | <b>Recommended Resources</b> <ul style="list-style-type: none"> <li>• Carter, David L. (2004). Law Enforcement Intelligence: A Guide for State, Local, and Tribal Law Enforcement Agencies. Washington, DC. U.S. Department of Justice</li> <li>• Heuer, Jr., Richards (1994). Psychology of Intelligence Analysis. Center for the Study of Intelligence. Washington, DC. U.S. Central Intelligence Agency</li> </ul>   |
|         | D. Crime indicators         | <ul style="list-style-type: none"> <li>• Familiarity with crime in the assigned focus area (both subject expertise and area of responsibility)</li> <li>• Knowledge of patterns of activities and behaviors in order to identify anomalies that indicate possible criminal activity</li> </ul>  |
|         | E. Crime patterns/analysis  | <ul style="list-style-type: none"> <li>• Define terms related to crime patterns/analysis.</li> <li>• Describe types of crime pattern analysis and/or techniques.</li> </ul>   |

**Objective IV:** Analysts will develop and implement collection and analytic plans, to include the reevaluation of processes/products.

| 2 – 3 hours | Standards   | Topics to Be Considered<br>for Curriculum/Sources of Information  |
|-------------|---|---|
|             | 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 | <ul style="list-style-type: none"> <li>Course evaluations</li> <li>Product evaluations</li> </ul>   |

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

| 2 – 3 hours | Standards                                     | Topics to Be Considered<br>for Curriculum/Sources of Information  |
|-------------|---|---|
|             | A. Law and legal aspects                      | <ul style="list-style-type: none"> <li>Adhering to policies/procedures</li> <li>28 CFR Part 23</li> <li>LEIU Criminal Intelligence File Guidelines</li> <li>Possible resources include U.S. Attorneys' Offices, District Attorneys' Offices, and local prosecutors</li> </ul> |
|             | B. Privacy, civil rights, and civil liberties | <ul style="list-style-type: none"> <li>Include privacy, civil rights, and civil liberties 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>Present overview of liability issues related to the intelligence process.</li> </ul>   |

**Objective VI:** Analysts can use information sources including the internet, information sharing systems, networks, centers, and commercial and public databases, among other sources, as well as their limitations.

| 3 hours | Standards                                     | Topics to Be Considered<br>for Curriculum/Sources of Information   |
|---------|---|--|
|         | A. Sources of information/available resources | <ul style="list-style-type: none"> <li>Law enforcement and intelligence information systems, such as RISS, HSIN, and Law Enforcement Enterprise Portal (LEEP)</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 demonstrate the methods, tools, and techniques employed in analysis.

| 16 hours | Standards                            | Topics to Be Considered<br>for Curriculum/Sources of Information  |
|----------|--------------------------------------|---|
|          | A. Analytical methods and techniques | <ul style="list-style-type: none"> <li>• Threat analysis</li> <li>• Crime pattern analysis</li> <li>• Association/link analysis</li> <li>• Communication record analysis</li> <li>• Flowchart analysis (event/commodity)</li> <li>• Financial analysis</li> <li>• Strategic analysis</li> <li>• Structured analytic techniques</li> </ul> |
|          | B. Analytical tools                  | <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 apply analytic methods, including report writing, oral presentations, statistics, and graphic techniques.

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

| Topics   | Standard   |
|--|--|
| Privacy, civil rights, and civil liberties protections                   | <ul style="list-style-type: none"><li>• Define the importance of privacy, civil rights, and civil liberties protections.</li><li>• Explain the implications of not protecting privacy, civil rights, and civil liberties.</li><li>• Describe privacy, civil rights, and civil liberties risks 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 applicable state, local, and federal agency privacy, civil rights, and civil liberties laws, regulations, policies, and procedures and their application to the analytic process.</li></ul>  |
| Implementation of privacy, civil rights, and civil liberties protections | <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 Justice Information Sharing Privacy and Civil Liberties Website at <a href="https://it.ojp.gov/PrivacyLiberty">https://it.ojp.gov/PrivacyLiberty</a> and describe 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><li>• Identify the subtleties in privacy, civil rights, and civil liberty issues and articulate how to mitigate associated risks.</li><li>• Identify societal shifts/perceptions.</li></ul> |
| Privacy, civil rights, and civil liberties and the intelligence cycle    | <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  |
|---------------------------------|---|
| Critical thinking               | <ul style="list-style-type: none"><li>• Describe the impact of cognitive biases on analysis.</li></ul>  |
| Logic and inference development | <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>• Define the importance of incorporating alternative analysis into products.</li><li>• Distinguish between underlying intelligence and analysts' assumptions and judgments.</li></ul> |

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

| Topics  | Standard  |
|---|---|
| <b>Role of federal, state, local, tribal, and territorial partners in the Information Sharing Environment (ISE)</b> | <ul style="list-style-type: none"> <li>Define the roles and functions of federal, state, local, tribal, and territorial law enforcement agencies and the importance of including them all in sharing efforts.</li> <li>Explain the roles and responsibilities of federal, state, local, tribal, and territorial intelligence and crime analysis in the ISE.<sup>9</sup></li> <li>Describe the differences and similarities among 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), and define the role of federal, state, local, tribal, and territorial agencies in the IC.</li> <li>Describe 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>Explain 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> |
| <b>Collaboration and sharing information</b>  | <ul style="list-style-type: none"> <li>Describe 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>Describe where and how to collect information, including open source, second-hand sources, primary sources, and confidential sources.</li> <li>Explain the need and purpose of local and regional information sharing and analysis.</li> </ul>  |
| <b>Security considerations regarding handling, storage, and retention of information</b>                            | <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>Define the role of security officers and their responsibility in the protection of information.</li> <li>Describe 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>   |
| <b>Incorporating technology into information sharing and collaboration</b>  | <ul style="list-style-type: none"> <li>Identify and utilize available technologies to enable exchange and collaboration and to publish content.</li> </ul>  |

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

| Topics   | Standard  |
|--|---|
| <b>Using structured analytic techniques and tools</b>          | <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)<sup>9</sup></li> </ul> </li> <li>Assessing cause and effect</li> <li>Challenging 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.</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> |
| <b>Conceptual understanding of threat and risk assessments</b> | <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>  |
| <b>The suspicious activity reporting (SAR) process</b>         | <ul style="list-style-type: none"> <li>Collect, vet, and disseminate SARs, as appropriate, following the ISE-SAR Functional Standard in accordance with agency policy.<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>Describe how collection plans can support the SAR process.</li> </ul>  |

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

| Topics   | Standard  |
|--|---|
| <b>Analytic products development</b>                     | <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>• Multiagency/organization documents.</li><li>• Mark and disseminate the product.</li></ul> <p><b>Recommended Resources</b></p> <ul style="list-style-type: none"><li>• Intelligence Community Directive 203: Analytic Standards</li><li>• Intelligence Community Directive 206: Sourcing Requirements for Disseminated Analytic Products</li><li>• Intelligence Community Directive 208: Maximizing the Utility of Analytic Products</li></ul> |
| <b>Communicating analytic observations and judgments</b> | <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  |
|--------------------------------------|---|
| Topic area initial subject expertise | <ul style="list-style-type: none"><li>• 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, such as:<ul style="list-style-type: none"><li>• Analysts working in an Emergency Operations Center/active response</li><li>• Responding to active shooter/mass casualty</li><li>• Border protection and infiltration</li><li>• Counterintelligence</li><li>• Critical infrastructure and key resources</li><li>• Cryptocurrency</li><li>• Cybersecurity and high-tech/electronic crime</li><li>• Emergency management</li><li>• Financial crime</li><li>• Gangs</li><li>• Illegal gambling</li><li>• Human trafficking</li><li>• Narcotics and drug trafficking</li><li>• Organized crime</li><li>• Public health and safety</li><li>• School 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>• Demonstrate correlations between different types of criminal activity (e.g., precursor crimes and terrorism).</li></ul> |

## Objective VII: Developing leadership and project management skills

| Topics                  | Standard  |
|-------------------------|---|
| Performance measurement | <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>  |
| Project management      | <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>  |
| Leadership              | <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 following three objectives have been identified to meet minimum standards for advanced-level analytic training courses.

| Objective     | Description  |
|---------------|--|
| Objective I   | Turning concepts and principles into action                                      |
| Objective II  | Fusing analytic tradecraft in a law enforcement or homeland security environment |
| Objective III | Communicating analytic observations and judgments                                |

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 serve as recognized subject experts in an analysis specialization.

To fully attain this mastery, analysts should undergo continuing training/education on the analytic process, fully achieving the common competencies.<sup>13</sup> In addition to continuing education on the analytic processes, analysts seeking advanced-level training should pursue courses, educational opportunities, or specialized engagements that focus on the enhancement and refinement of a subject expertise in a law enforcement and/or homeland security area. Identified below are the minimum objectives, topics, and standards for advanced-level analytic training courses.

**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.**

## Objective I: Turning concepts and principles into action

| Topic   | Standard   |
|---|--|
| Maintain expertise in at least one area of emphasis.                    | <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>Analysts working in an Emergency Operations Center/active response</li> <li>Border protection and infiltration</li> <li>Burglary</li> <li>Critical infrastructure and key resources</li> <li>Cryptocurrency</li> <li>Cybersecurity and high-tech/electronic crime</li> <li>Emergency management</li> <li>Financial crime</li> <li>Gangs</li> <li>Geographic profiling</li> <li>Homicide</li> <li>Human trafficking</li> <li>Illegal gambling</li> <li>Identity theft</li> <li>Narcotics and drug trafficking</li> <li>Organized crime</li> <li>Public health and safety</li> <li>Radicalization to violent extremism</li> <li>Responding to active shooter/mass casualty</li> <li>Robbery</li> <li>School safety</li> <li>Sex offenders</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>Violent criminal activity</li> <li>Weapons of mass destruction proliferation</li> </ul> </li> <li>Identify and define the correlations of different types of criminal activity and the effects on the jurisdiction, the region, and/or the nation.</li> </ul> |
| Review and enhance a collection plan related to a topic area.           | <ul style="list-style-type: none"> <li>Describe the existing information holdings in the area of responsibility (AOR) or by regional/national partners on the topic area.</li> <li>Explain 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 data requirements and gaps.</li> <li>Articulate how the national, state, and regional threat environments affect a law enforcement or homeland security area or areas.</li> <li>Explain how jurisdictional implications of national-, state-, or regional-level threat information may drive agency or customer collection plans.</li> <li>Describe customer requirements as they pertain to criminal intelligence and policing strategies.</li> </ul>   |
| Review and enhance an analytic production plan related to a topic area. | <ul style="list-style-type: none"> <li>Articulate 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>Describe 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 task assignments, 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  |
|---|---|
| Assess jurisdictional implications of threat information through the use of a formal risk analysis process.                                   | <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> |
| Conduct practical exercises to reinforce critical thinking and analytic concepts in the context of agency problems, procedures, and products. | <ul style="list-style-type: none"><li>• Explain 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>• Describe how technology supports the analytic process.</li></ul>   |

## Objective III: Communicating analytic observations and judgments

| Topic   | Standard  |
|---|---|
| Enhance consistency, quality, and defensibility of analytic products. | <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>• Articulate how technology can enhance the value and usefulness of analytic products.</li></ul> |



## Appendix D: Minimum Standards for Supervisory-Level Analytic Training Courses

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

| Objective     | Description  |
|---------------|--|
| Objective I   | Describing how strategic support enhances the analytic operations                          |
| Objective II  | Applying agency policy in analytic operations and assessing impact on the analytic process |
| Objective III | Articulating the impact of organizational design on the analytic process                   |

The Minimum Standards for Supervisory-Level Analytic Training Courses is designed to articulate minimum training requirements to ensure continuity and consistency among training courses developed for supervisory 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 supervisory-level training courses.

Supervisory-level analysts should achieve a proficiency in the analytic common competencies, which includes possessing the skills necessary to appropriately oversee analytical activities. In addition to continuing education on the analytic processes, analysts seeking supervisory-level training should pursue courses, educational opportunities, or specialized engagements that focus on the development and enhancement of leadership, management, and/or supervisory capabilities.

Identified below are the minimum objectives, topics, and standards for supervisory-level analytic training courses.

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



## Objective I: Describing how strategic support enhances the analytic operations

| Topic   | Standard  |
|---|---|
| Examine the roles and missions of the agency and the customer sets.   | <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>• Describe operational requirements of customers and the impact of analysis on operations.</li><li>• Articulate the agency's, partner's, and customer's roles, jurisdictional authorities, and limitations as they apply to analytic operations.</li></ul>   |
| Assess opportunities and challenges of the agency analytic process, including the understanding of emerging and evolving policy and strategic issues. | <ul style="list-style-type: none"><li>• Define agency operational policies and their application to the analytic process.</li><li>• Work with agency leadership to incorporate the analytic process into agency policies. 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 members 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  |
|--|---|
| Facilitate implementation of privacy, civil rights, and civil liberties issues and policies.               | <ul style="list-style-type: none"><li>• Articulate 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 application 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 P/CRCL and their relationship to the analytic process.</li></ul>   |
| Analyze the importance of how agency operations and process can support regional and national initiatives. | <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: Articulating the impact of organizational design on the analytic process

| Topic   | Standard   |
|---|--|
| Provide leadership and project management.              | <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>   |
| Oversee the analytic process.                           | <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>• Describe how intelligence gaps, priorities, and requirements align with regional or national requirements.</li><li>• Learn how to enhance the use of analysis by empowering analysts to develop recommendations.</li><li>• Learn how technology supports the analytic process.</li></ul> |
| Direct the production and dissemination of information. | <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.</li></ul>   |



## Appendix E: Analyst Training Tracker Tool

It is important for analysts to track training they have completed and how that training aligns with various objectives at each analytic level. Tracking progress can help display knowledge, skills, and abilities for leadership, as well as support career advancement.

The following tables include training objectives for the four analytic levels and space to add applicable training that aligns with each objective. Analysts are encouraged to track their training using these tables or modify them to fit their own needs. An electronic version of the tables is available on the Analysis Toolkit, at <https://it.ojp.gov/AT>.

### Basic-Level Analyst

| Hours     | Objective      | Description   | Applicable Training | Training Takeaway<br><small>*Briefly explain how the course fulfilled the objective.</small> |
|-----------|----------------|---|---------------------|--|
| 3 hours   | Objective I    | Intelligence analysts will describe the criminal intelligence process, intelligence-led policing, the information sharing framework, and their roles in enhancing public safety.                                    |                     |  |
| 2 hours   | Objective II   | Analysts will demonstrate proper handling and collation of criminal intelligence information, including file management and information evaluation.   |                     |  |
| 4 hours   | Objective III  | Analysts will demonstrate the development of intelligence through the application of critical thinking, logic, inference development, and recommendation development.   |                     |  |
| 2–3 hours | Objective IV   | Analysts will develop and implement collection and analytic plans, to include the reevaluation of processes/products.   |                     |  |
| 2–3 hours | Objective V    | Analysts will explain the legal, privacy, and ethical issues relating to intelligence.  |                     |  |
| 3 hours   | Objective VI   | Analysts can use information sources, including the internet, social media information sharing systems, networks, centers, commercial and public databases, and other sources of information and their limitations. |                     |  |
| 16 hours  | Objective VII  | Analysts will demonstrate the methods, tools, and techniques employed in analysis.  |                     |  |
| 4–8 hours | Objective VIII | Analysts will apply analytic methods, including report writing, oral presentations, statistics, and graphic techniques.   |                     |  |

## Intermediate-Level Analyst

| Objective     | Description  | Applicable Training | Training Takeaway<br>*Briefly explain how the course fulfilled the objective. |
|---------------|--|---------------------|---|
| Objective I   | Ensuring the protection of privacy, civil rights, and civil liberties  |                     |   |
| Objective II  | Thinking critically within the intelligence and analysis process   |                     |   |
| Objective III | Describing the importance of sharing information and collaborating in a law enforcement or homeland security environment |                     |   |
| Objective IV  | Fusing intelligence and law enforcement analytic tradecraft in a law enforcement or homeland security environment        |                     |   |
| Objective V   | Communicating analytic observations and judgments and generating analytic products                                       |                     |   |
| Objective VI  | Making concepts and principles actionable  |                     |   |
| Objective VII | Developing leadership and project management skills  |                     |   |

## Advanced-Level Analyst

| Description   | Applicable Training | Training Takeaway<br>*Briefly explain how the course fulfilled the objective. |
|---|---------------------|---|
| Objective 1: Turning concepts and principles into action  |                     |   |
| Maintain expertise in at least one area of emphasis.  |                     |   |
| Review and enhance a collection plan related to a topic area.   |                     |   |
| Review and enhance an analytic production plan related to a topic area.   |                     |   |
| Objective 2: Fusing analytic tradecraft in a law enforcement or homeland security environment   |                     |   |
| Assess jurisdictional implications of threat information through the use of a formal risk analysis process.                                   |                     |   |
| Conduct practical exercises to reinforce critical thinking and analytic concepts in the context of agency problems, procedures, and products. |                     |   |
| Objective 3: Communicating analytic observations and judgments  |                     |   |
| Enhance consistency, quality, and defensibility of analytic products.   |                     |   |

## Supervisory-Level Analyst

| Description   | Applicable Training | Training Takeaway<br><small>*Briefly explain how the course fulfilled the objective</small> |
|---|---------------------|---|
| Objective 1: Describing how strategic support enhances the analytic operations  |                     |   |
| Examine the roles and missions of the agency and the customer sets.   |                     |   |
| Assess opportunities and challenges of the agency analytic process, including the understanding of emerging and evolving policy and strategic issues. |                     |   |
| Objective 2: Applying agency policy in analytic operations and assessing impact on the analytic process   |                     |   |
| Facilitate implementation of privacy, civil rights, and civil liberties issues and policies.  |                     |   |
| Analyze the importance of how agency operations and process can support regional and national initiatives.  |                     |   |
| Objective 3: Articulating the impact of organizational design on the analytic process   |                     |   |
| Provide leadership and project management.  |                     |   |
| Oversee the analytic process.   |                     |   |
| Direct the production and dissemination of information.   |                     |   |



## Appendix F—Endnotes

1. See “Law Enforcement and/or Homeland Security Areas of Emphasis” (page 11) for a listing of areas.
2. Refer to the [\*Common Competencies for State, Local, and Tribal Intelligence Analysts\*](#) for further information.
3. Refer to the [\*Common Competencies for State, Local, and Tribal Intelligence Analysts\*](#) for further information.
4. See “Law Enforcement and/or Homeland Security Areas of Emphasis” (page 11) for a listing of areas.
5. Refer to the [\*Common Competencies for State, Local, and Tribal Intelligence Analysts\*](#) for further information.
6. See “Law Enforcement and/or Homeland Security Areas of Emphasis” (page 11) for a listing of areas.
7. Refer to the [\*Common Competencies for State, Local, and Tribal Intelligence Analysts\*](#) for further information.
8. 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.
9. See the Intelligence Reform and Terrorism Prevention Act of 2004, specifically Titles I through V.
10. The current version of the ISE-SAR Functional Standard v. 1.5.5 is available at [https://nsi.ncirc.gov/documents/SAR\\_FS\\_1.5.5\\_PMISE.pdf](https://nsi.ncirc.gov/documents/SAR_FS_1.5.5_PMISE.pdf). Part B of the ISE-SAR Functional Standard identifies the behaviors and indicators associated with SARs that may have terrorism implications.
11. Additional types of analytic products include activity flowcharts, assessments, association charts, association matrices, bar charts, biographical sketches, briefings, charts, chronological tables, commodity flowcharts, commodity flow matrices, composite tables, conclusions, crime bulletins, databases, event flowcharts, fact patterns, financial summaries, forecasts, frequency distributions, graphic flowcharts (maps), inference developments, maps, pie charts, premonitories, probability factors, profiles, recommendations, reports, summaries, tables, telephone record charts, telephone record matrices, threat assessments, timelines, trends, VIA charts, vulnerability assessments, and warnings.
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. Refer to the [\*Common Competencies for State, Local, and Tribal Intelligence Analysts\*](#) for further information.









