

Statement of Work  
For  
U.S. Customs and Border Protection  
Detecting Deception and Eliciting Response Training



Prepared by

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## I. General Information

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### A. Introduction

This is a requirement for U.S. Customs and Border Protection's (CBP) Office of Training and Development (OTD) to provide rapport-based interviewing training. Rapport-based interviewing is a collection of skills that allow the interviewer to develop a level of trust with a subject for the purpose of obtaining information. This style of interviewing is non-confrontational and conversational in approach.

### B. Background

CBP's mission is to safeguard the American homeland at and beyond our borders. As a result of the war on terrorism, CBP's goal was to build a comprehensive and robust training curriculum that would allow the U. S. to continue our vigilance in fighting terrorism.

CBP determined that it had a need for improved interviewing techniques for the purpose of intelligence-gathering in 2004. This need was most needed in the area of interdicting terrorists and weapons of mass effect. OTD was tasked with obtaining appropriate training in this area. OTD reached out to the Office of Personnel Management and via an Inter-Agency Agreement obtained curriculum development services, instructors, and role-players/cultural experts. The training program that was developed, Detecting Deception and Eliciting Response (DDER), was first delivered in 2005. DDER was designed as a 3-day training program.

The focus of DDER is to enhance interviewing techniques when confronting potential terrorists. This course specializes in non-coercive interviewing techniques (rapport-based interviewing) and includes classroom lectures on such topics as Behavioral Analysis, Interviewing Strategies, and the comparison of High-Context and Low-Context Cultures.

### C. Scope

This is for training in Glynco, GA at the Federal Law Enforcement Training Center (FLETC) for a one year term IDIQ contract from October 2024 through September 2025. There can be up to 24 sessions of DDER training delivered per year. The number of sessions scheduled will be based on fiscal year funding.

This is a 3-day course with 2 days of scenario-based learning. This contract is for the role-players/cultural experts needed to deliver the scenario-based learning portion of the curriculum. These role-players need to have sufficient acting skills and appropriate cultural background/knowledge for these scenarios. The cultural backgrounds necessary for the current course are North Africa, the Middle East, Somalia, Southeast Asia, and/or Central Asia. The curriculum requires four roles per session.

## II. WORK REQUIREMENTS

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### A. Technical Requirements

1. The role-players/cultural experts needed for this training program must have an extensive knowledge of the cultures, customs, religions, and languages from a country in North Africa, the Middle East, Southeast Asia, Central Asia, or the country of Somalia. Must be able to speak the foreign language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Must be able to read a standard newspaper item addressed to the general reader, routine correspondence, reports, and technical materials in the individual's represented culture.
2. They must be able to act as a character without a set script. They will be provided with the character's background, motivations, and general guidance on how to respond to certain lines of questioning. They will be provided instructional guidelines and the scenario parameters written in the curriculum upon contract award.

For example: The role-player would be instructed to portray a person from their national background who is applying for admission to the United States at an airport. They would be provided a cover story that they would initially use when speaking to the students. They would also be provided their true intent and motivations for it. Further guidance would be provided on specific areas that the students may address during the interview, such as, "If asked about your family members, and the students have not established rapport, then do not divulge that you have an older brother."

The role-player would portray this part for a total of 50 minutes with each set of students. They would provide the students' coach with feedback on the students' ability to establish rapport. At the end of the 50 minutes, the role-player would provide feedback to the students on the part they portrayed, significant cultural issues that arose, and how the students could have improved rapport.

3. The cadre of role-players/cultural experts should represent diversity across the areas named above. For example, the cadre could consist of individuals representing Morocco, Egypt, Iraq, Afghanistan, Jordan, and Somalia. The scenarios are designed to be adapted the country of origin of the role-player assigned.
4. The personnel provided must be present on Days 2 and 3 of each 3-day session. They will need to be available for the entirety of the class day (7:30 AM to 4:30 PM) with a 1-hour lunch break and periodic 5- to 10-minute breaks.
5. Contracted role-players/cultural experts must provide appropriate attire for the parts they will play. All other equipment will be provided as specified under Government Furnished Equipment (GFE).
6. Program Cancellation and or Rescheduling. CBP will strive to ensure ordered classes proceed as scheduled. Issues outside of CBP's control, such as severe weather

(e.g., hurricanes) or unforeseen utilization of training space by FLETC, may require CBP to cancel course(s). In the event course cancellation needs to occur, CBP will strive to provide ample notice to the contractor. However, in all cancellation events, cancellation of courses will be done through a bilateral, partial termination for convenience in accordance with FAR 52.212-4(l).

## B. Historic Labor Categories

### B.1 Program Manager

Functional Responsibilities: This individual shall perform the oversight of contracted staff and be the main point of contact for any information the Government may need.

Minimum Educational Requirements: master's degree in a closely related field.

Minimum Experience Requirements: This individual must have a minimum of 5 years' experience in program management.

### B.2 Consultant 1 (Role player)

Functional Responsibilities: This individual shall role-play as travelers from North Africa, the Middle East, Southeast Asia, Central Asia, or the country of Somalia in a controlled setting in order to enhance specific interviewing skills to help students understand methods needed to elicit information and detect deception of the various cultures.

Minimum Educational Requirements: Degree and/or extensive knowledge of customs, religions, and languages from a country in North Africa, the Middle East, Southeast Asia, Central Asia, or the country of Somalia; Must be able to speak languages spoken in North Africa, the Middle East, Southeast Asia, Central Asia, or the country of Somalia with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Must be able to read a standard newspaper item addressed to the general reader, routine correspondence, reports, and technical materials in the individual's represented culture.

Minimum Experience Requirements: This individual must have a minimum of 5 years' experience in role-playing/cultural experts representing diversity across North Africa, the Middle East, Southeast Asia, Central Asia, or the country of Somalia.; Experience as a role-player for law enforcement training.

## C. Site Visits and Post-Course Performance

Periodic site visits may be conducted by the Contracting Officer Representative (COR) or Government appointed Technical Representative to ensure that the role-players are acting out their roles as stated in the lesson plan. Each session will conclude with course evaluations that have been developed by CBP and are implemented by CBP. These course evaluations will be completed by the students, which will include the role-players' performance as a factor.



These results will be compiled and provided after the completion of the course.

### III. Supporting Information

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#### A. Security

The contracted personnel will have to submit to a name and finger-print check for criminal history. These checks must be done immediately (within 5 days) after contract award.

#### B. Place of Performance

The training facility location will be located at FLETC Glynco, located in the city of Glynco, Georgia.

#### C. Government Furnished Information, Material, and Equipment

All Government Furnished Information (GFI), Government Furnished Material (GFM), Government Furnished Equipment (GFE), and other CBP-specific materials remain the property of CBP, must remain at the training site, and may not be used by the vendor for non-CBP training without specific permission from the CBP Program Director.

##### 1. Government Furnished Information (GFI)

The appropriate lesson material will be provided to the contractor upon award. All G remains the property of the Government and may not be used by the Contractor for purposes other than meeting the requirements stated herein.

##### 2. Government Furnished Material (GFM)

The Contractor shall have the use of the Government Furnished Material (GFM) that will be used to conduct the scenarios. The Contractor will have use of the GFM each training day. All GFM shall be returned at the end of each training day.

##### 3. Government Furnished Property (GFP)

CBP will provide classrooms and seating to accommodate students receiving DDER training.