

Addressing Human Trafficking: Supporting Vulnerable Populations and Effectively Reintegrating Students

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Shauna Knox: Good afternoon and welcome to today's webinar: Addressing Human Trafficking, Supporting Vulnerable Populations, and Effectively Reintegrating Students. This is the fourth in a series of webinars sponsored by the US Department of Education to focus on the critical role America's schools are playing in addressing human trafficking. These two topics, providing support to populations shown to be more vulnerable to trafficking and effective strategies for the reintegration of those students after the trauma of trafficking, have been highlighted as priority issues during the department's efforts to address human trafficking in the past year. We're pleased to bring you information today from a number of speakers with expertise on these very important topics. I'm Dr. Shauna Knox. I'm a management and program analyst and the department lead on human trafficking and child labor exploitation at the US Department of Education, and I will be moderating today's event.

Before moving on, let me tell you about a few technical details for today's event. The black bar that's shown on this slide is located on the bottom of your Zoom webinar screen. Through this menu bar, you can raise your hand which is the option in the center or you can submit a comment in the chat. If you need assistance or for any questions, just use that chat icon to communicate with us. On the side of your screen, you can click the arrow that's facing up to adjust your audio settings on the far left-hand side. On the right-hand side of your screen, you can click "Leave meeting" if you need to exit from the webinar before it has concluded. Closed captioning will be available for this webinar and it can be viewed using the link that is now being posted in the chat pod. We will post the web link in the chat continuously during this event just for your reference. If you encounter any technical issues, please contact ncssle@air.org or you can call 800-258-8413 and it's noted in the slide. There'll be an archive webinar that's posted on the NCSSE website within one week of today's date. The center's website is noted at the bottom of the screen and will be posted in the chat pod for your access. Finally, at the conclusion of today's session, you'll be directed to a brief feedback form. Please do take a few minutes to respond to the form to let us know how well the event met your needs.

Please do note that the content of this presentation does not necessarily represent the policy or views of the US Department of Education nor does it imply endorsement by the US Department of Education.

In addition to an opportunity to address your questions closer to the conclusion of the webinar, we'd like to actually begin with a couple of polling questions that can help you to learn about who else has joined the event and it will help our presenters to know what points to emphasize over the course of the presentation. Let's begin with two quick polling questions. The first is: which of the following best describes your role professionally? Do you work at a state education agency, a local education agency? Are you a federal grantee, school administrator, classroom teacher, specialized instructional support personnel, community stakeholder, parent, student or something entirely different? Once you've answered this question, we'll be able to view the results in just a few seconds. Shoshana, will you show us the results as they're coming in? It looks like a number of us are representing state education agencies and local education agencies as well. We have some federal grantees here, classroom teachers, school administrators, and some community stakeholders so there's a sprinkling of everyone here.

Let's move on to our second and final polling question. Which of the following best describes your primary reason for participating in the webinar: do you have a leadership responsibility to address human trafficking in a state education agency, do you have a leadership responsibility to address human trafficking in a local education agency, or perhaps you're part of a team that's addressing trafficking at a state education agency or part of a team addressing trafficking at a local education agency, or perhaps you're just having a personal interest in addressing trafficking or something entirely different? Would you take the time to let us know now so we can take the poll and find out why you joined us today? Shoshana, will you show us the results as they're coming in? It looks like we may be having some polling difficulty so we may return - here we go. The polls have popped up and by and large, most people have joined this webinar because they have a personal investment in addressing human trafficking. It looks like we also have a number of people who are part of a team at a local education agency. A group of people but a little bit fewer, people are part of a team at a state education agency. We have a few people in leadership at both SEAs and LEAs. It's really helpful to know that the lion's share of us are here just because we have a personal investment in addressing the issue.

Now, let's take a quick look at the flow of today's webinar and meet our speakers. Looking at the content of today's webinar, we're beginning with welcome and logistics. I'm Shauna Knox walking you through that right now and giving you an event overview and soon we'll be introducing our panelists. After that, we'll be hearing from Deputy Assistant Secretary Ruth Ryder. We'll then hear from Tanya Gould who will then be giving us a survivor's perspective. Then we'll get into our two topics for today, the first being the meaningful support of vulnerable populations. In that subject area, we will hear from every panelist. Then we'll move on to our second topic: the coordination of school and community anti-trafficking efforts to reintegrate students. In that segment, we'll also hear from every panelist. Then we'll have an open question and answer session where you'll be submitting your questions through the chat pod. Then we'll have final remarks and webinar feedback. I'll now briefly introduce the panelists for today's session. If you wish to learn more about any of those presenters, more detailed bios for each of them will be posted on the NCSSE website along with an archived audio and PDF version of today's slides.

We are honored today to be joined by Tanya Gould, founder of Identifiable Me, an organization that promotes dignity, value, and purpose in everyone. Tanya is also a member of the US Advisory Council on Human Trafficking and she joins us today from Portsmouth, Virginia. Also joining our presentation panel today is Elizabeth Bouchard. Elizabeth is the Associate Director of the Children's Advocacy Center of Suffolk County who joins us today from the Greater Boston Area. Also on today's panel is Ashli-Jade Douglas. She is the Senior Intelligence Analyst for the FBI. She has served in the bureau's Criminal Investigative Division as the Domestic and international Child Abduction Subject Matter Expert for over a decade. We are also fortunate to have as a member of today's panel, Valaura Imus-Nahsonhoya. Valaura is a member of the Hopi Tribe and has worked with various Native American People groups across the country to address human trafficking. We are also fortunate to have two expert panelists from San Diego joining us today. The first is Violeta Mora. She is a project specialist for the San Diego County Office of Education. Violeta is joined by Kathleen Thomas. Kathleen serves as a clinical training coordinator at North County Lifeline, a major partner of the San Diego County Office of Education in providing meaningful support to students who are trafficked. We thank all of these presenters for joining us today to share their experience, wisdom, and perhaps most importantly, their effective strategies to support

vulnerable populations and assist students with reintegration realities. I know we'll learn a lot from this group of speakers today so let's go ahead and get started.

Before we hear from our panelists though, we'll take just a few minutes to hear about the work of the Department of Education in addressing human trafficking. Joining us today is Deputy Assistant Secretary Ruth Ryder. Ruth is Deputy Assistant Secretary in the Office of Elementary and Secondary Education at the Department of Education. She provides significant leadership to the department's efforts to address human trafficking and deserves recognition for her role in spearheading this webinar series on human trafficking. A more detailed bio for Ruth can be found on the NCSSE website. For now, I'll turn it over to you, Ruth.

Ruth Ryder:

Thank you, Shauna, and welcome to all of you who are joining us today for this important discussion. On behalf of the US Department of Education, I extend our appreciation to all of you. Your work and your commitment to the field and passion for ensuring the best possible school climate for all students is a hallmark of education in America. I hope you find today's content helpful in your continued efforts to build that safe supportive climate for every student.

This webinar is a reflection of the department's commitment to addressing human trafficking and role educators can play in supporting students impacted by the trauma of trafficking. The work the department is now undertaking to address child trafficking is an extension of our ongoing focus on nurturing safe and supportive school learning environments, places in which all students feel safe and connected to meaningful adult and peer relationships. As part of the department's role in the interagency taskforce to monitor and combat trafficking in persons, we're committed to helping educators support students affected by trafficking. Throughout 2020 and continuing to 2021, the department has led a series of projects to strengthen that support. First, we've produced with the support of the National Center on Safe and Supportive Learning Environments a series of webinars addressing human trafficking. Today's webinar is the fourth of that series. Earlier events of the series have discussed the latest research of child trafficking and the critical nature of online safety as students find themselves increasingly engaged in virtual environments. We hope you'll check out the archived versions of the past webinars in this series at the address that just appeared in the chat box and join us for upcoming events as they become available.

Our second major activity has been the production of two critical reference documents related to child trafficking. The first document is revision of a popular resource, Human Trafficking in America's Schools. Our work here was to bring the document up to date with recent developments in the field. This downloadable resource supports school personnel in their role as caring principled adults who can monitor for warning signs of trafficking involvement of students and engage in appropriate interventions as warranted. The second document we've prepared is addressing the growing problem of domestic sex trafficking of minors through PBIS, that's Positive Behavioral Interventions and Supports. This practice brief addresses how domestic minor sex trafficking can be approached using existing school strategies such as PBIS.

Our third major activity related to child trafficking in the past year is a dedicated human trafficking webpage which will be housed in the Department of Education's website. This webpage will be committed to providing key resources and reference documents to educators who are supporting students impacted by trafficking on a daily basis in America's schools. The two complimentary resources I described earlier will be available on this webpage later this month. All of these resources are rooted in the latest research and best practice information available. While drawing from the wisdom of trafficking survivors and advocates, our work on these resources has been an important part of the department's commitment to supporting your efforts to address the trauma of trafficking.

We look forward to bringing additional resources to you for the months to come. Thank you again for joining us today. I and the entire Department of Education recognize the important work you're all undertaking to create safe supportive environments for all students. Thank you for all you do. I'm turning it back over to Shauna.

Shauna Knox: Thank you, Ruth. We appreciate those words of support and encouragement. Thank you for all you're doing in this work.

Throughout this series, we have worked to ensure that the perspective and voice of trafficking survivors is reflected in everything that we're doing. To ensure that voice is central to today's event, I'd like to welcome Tanya Gould, member of the US Advisory Council on Human Trafficking to reflect on our topics today, addressing the needs of vulnerable populations and the reintegration of students. Tanya?

Tanya Gould:

Thank you for having me today and it's a pleasure being here. Why a survivor's perspective? Glad you asked. Survivor's perspective because it is the best and effective way to fulfill an urgent need that we have right now to fully support those that are being trafficked. It's also the most effective way to provide awareness, education, prevention, protection, to speak directly to resource providers, and to be able to assist in providing care. We know firsthand what it's like to be trafficked, okay? We understand trauma. We understand the reasons why. We also know and understand a lot about what we need to be successful and get our lives back. We, like many of you, want to end this.

I'm going to spend some time and talk a little bit about vulnerabilities because you hear that a lot. I think it's important from a survivor's perspective that everyone is kind of on the same page as to understanding what some of the vulnerabilities can be. I'm just going to go down a list and just think about some of the vulnerabilities that I'm going to mention that you yourselves, all of you who are watching me, would be familiar with many of these. Mental health disorders, no or limited parental oversight in the home - we have situations where a child is a caretaker - being a minority, trauma from other exploitive experiences, parents with past trauma that has been undealt with, parents facing addictions, parents with mental health disorders, severe gaps in services or loss in community resources, unsupportive and under-resourced school systems, facing and adjusting to broken family issues, financial fears like being homeless and jobless, national issues, fear for their future, fear of the unknown like a lot of kids may be unsure of what is true or false, age - just being young makes your vulnerable, disconnected youth from parents and trust the people in their lives, kids whose parents speak other languages, families who have a history of incarceration, unmet basic physical needs, unhealthy relationships, gang involvement. How about when kids are just feeling misunderstood or they don't have a sense of belonging? They feel unsupported and unloved, unmet basic needs emotionally, do not feel like they are a priority. A lot of kids, they just feel like they are in the way or that they're a burden.

As you hear this list, you can now understand why kids of all ethnicities, socio-economic backgrounds, and ages are vulnerable to exploitation. Kids often tell me their feelings and I hear this list over and over and over again. This was the same for me when I was trafficked. My trafficker said to me something that no one ever

said to me and that was, “I’m sorry that happened to you.” He said this to me after I told him about my seven-year sexual abuse experience at home. Now, anyone could’ve said this to me - a teacher, a nurse, my parents, a friend of the family, someone in my church community, anyone. I felt validated by him. I felt known. I felt seen. In my world, I felt loved. He took advantage of a single moment of pure genuine vulnerability. Now, I think how many others did he do that too? He was patient and waited for the right moment to grab me like a predator, like an animal going in for its prey. Traffickers are doing their job.

Kids are easily influenced and they can be easily influenced by their own peers for the simple need of wanting to fit in or belong. It’s important to understand that traffickers are willing to give kids what they believe they are longing for. Traffickers do not discriminate. They use the very issues and challenges of life we struggle with as a way to move into our children’s lives and bring a sense of hope and belonging to them that seems very real. It’s time for us to protect our kids and learn creative ways to let them play in safe environments.

Shauna Knox: Thank you, Tanya. We truly value having your very important and insightful perspective and we’ll actually invite Tanya to share additional thoughts following each of the following segments. She will also join our panel for the question and answer portion of the webinar. We’re now moving on to Topic Area 1 for today which is where our speakers will speak to the work that they have undertaken to provide meaningful support to vulnerable populations.

To set as some context for our discussion on vulnerable populations, I’d like to refer to language from a document to be released later this month entitled “Human Trafficking in America’s Schools: The Second Edition”. In this document, we address vulnerable populations in this way. First, we recognize the common threads of poverty, family instability, physical and sexual abuse, and underlying trauma, all of which can make young people more vulnerable to being trafficked. With that reality clearly in mind, we then address specific subpopulations that current research indicate are more commonly found in trafficking. You’ll see on this slide that some of those vulnerable populations are runaway youth, homeless youth, young people who are or were in the child welfare system, young people who are or who have been in the juvenile justice system, students who dropped out of school, students with intellectual and developmental disabilities or differences, LGBTQ youth, unaccompanied migrant youth, and migrant and seasonal workers.

Let's begin this section by talking to Ashli-Jade Douglas from the FBI. Ashli-Jade, it's clear that there's a close relationship between your area of expertise in child abduction and trafficking. In our modern era, technology plays such a major role in the lives of so many of our children particularly as virtual learning has become the learning of the day. My first question for you is, what exactly is the role that technology is playing, specifically social media, in the abduction of children as vulnerable populations?

Ashli-Jade Douglas: Thank you, Dr. Knox, for that question. I'd just like to say good afternoon to everyone and it is definitely an absolute pleasure to be here to you today to speak more clearly about what that role plays.

While criminals exploit social media and social networks to commit crimes involving child sexual abuse material, sex trafficking of a minor, child sex tourism, the use of technology to facilitate child abductions is often lesser known. In recent years, technology has played a major role in the child abduction threat. FBI investigations indicate child abductors can use social media and social networks to identify, initiate contact, and gain access to children prior to their abduction. Due to the availability of the internet to all age groups, potential abductors can mislead children by pretending to be someone in their age group and creating a relationship of false trust similarly to what Tanya was just speaking about. While the minimum age for most social media websites and applications is 13, younger children can and often do find alternate ways to gain access. Due to their limited capacity for self-regulation and their heightened susceptibility to peer pressure, children are often at a greater risk of falling prey to potential child abductors as they navigate social media. Therefore, children with developmental disabilities and histories of family instability are particularly at an increased level of risk given their perceived vulnerability.

Shauna Knox: Thank you for sharing that information about how criminals are exploiting technology to recruit and abduct our children. This insight on how child abductors are building false trust with our youth to exploit them is extremely useful. Let's transition to the second question, Ashli-Jade. How has COVID-19 specifically impacted this child abduction and missing threat dynamic amongst those most vulnerable populations and how can we hope to keep children safe from possible abduction while they are attending school virtually?

Ashli-Jade Douglas: With the current restrictions due to the COVID-19 pandemic, schools in many areas of the United States are likely to remain closed resulting in children being left at home and potentially unsupervised due to reduced daycare options and parents having to return to work. As a result, they are likely to spend more time on the internet further increasing their vulnerability. The pandemic itself, I think, has unearthed gaps and challenges in our system regarding equity. However, I think it has also uncovered the beauty of our humanity and the resilience of a child's ability to adapt. The perceived ethnic and racial homogeneity and seismic income stratification perpetuates significant inequities in education, socio-economic standing, and overall crimes against a child.

Amidst the vastly shifting landscape around us, I must say that the resilience of children was definitely evident and proven this year. Also, I can say that our research has found that while missing boys and girls have a comparable recovery chance, Black and brown children, some of whom fall into a double bind of other vulnerable categories such as being mentally disabled, likely remain missing - missing longer, excuse me, due to differential media attention and that's something that we're looking further into as to why that is and how that does affect the child abduction - excuse me, the child abduction threat particularly due to COVID-19 proportionally affecting these vulnerable populations that has only exasperated the issue. I can only quote Charles Dickens and say it is the best of times for some and the worst of times for others because as it relates to COVID-19, while the privileged is having a spring of hope, vulnerable populations are often having a winter of despair. We cannot be burdened into acquiescence when it comes to the safety of a child and the inequities that may contribute to an unsafe environment. Therefore, we recommend rapid and expansive action by stakeholders across all sectors to narrow the disparity exacerbated by the pandemic.

As we know, vulnerable communities do not have that disruptive power on their own. A lack of education begets the need for dependency and that goes hand-in-hand with vulnerability. With equity and education, it's a major contributing factor in marginalized children being vulnerable to becoming victims of all crimes against a child to include but not limited to abduction, trafficking, or being targeted to join gangs.

I know we're limited on time so for additional information on how COVID-19 has affected the child abduction threats, you can access our recently released PSA regarding the threat of persons posing as minors on social media in lieu of an in-person ruse with the attempt to abduct. I will provide the link in the chat.

Shauna Knox: Thank you, Ashli-Jade. What you shared with us about populations with double vulnerabilities has really shown us where we have the most work to do in a time when equity exploitation is its clearest, and thank you for helping us to consider that close relationship between child abduction and trafficking. Let's move on.

Next, I'd like to invite Violeta and Kathleen to join us by video from San Diego County Office of Education and the North County Lifeline. North County Lifeline is one of the central community resources the County Office of Education partners with to provide the support to students who are impacted by trafficking. Good afternoon to you both. Would you mind beginning by just giving us some background on the work that you've been able to do in San Diego County? You can start by just answering this question on screen: what steps have you actually taken to build the foundation for supporting vulnerable populations in the San Diego County?

Violeta Mora: Thank you, Shauna. Early on, we understood that our response to CSEC needed to be collaborative, corroborated, and comprehensive. A one-child-serving agency or system could not tackle the issue alone to be successful in raising awareness and prevention. Each partner had different pieces to this very complex puzzle. It was important for all stakeholders to unify as victims often touched all systems. A core group of middle managers from the respective disciplines came together from the very beginning to design the awareness training. Child Welfare Services and our CBO partners provided the information on what is human trafficking, CSEC, its prevalence, the risk factors, indicators, identification, engagement strategies, and mandated reporting. The human trafficking task force discussed law enforcement perspective and their role. Our CBO CSEC Direct Service Providers provided schools with information on community resources and services to refer students and families. At STC, we discussed the reality of CSEC happening in schools and the importance of developing a CSEC reporting protocol. The heightened awareness alerted schools of potential victims and students at risk of victimization and the need for services. Coordination among the partners was essential if a student was identified as either at risk, suspected, or confirmed as CSEC. We continue to build

awareness among staff and students through training and curriculum and sharing CSEC recommended protocols for schools to effectively intervene and provide the identified students with the appropriate school and/or community supports.

Shauna Knox: Thank you so much. Please continue by telling us more about your 3Cs approach.

Violeta Mora: Sorry, I covered this. Yes, our youth serving partners, education, law enforcement, and CBOs. We did. We had to work together, work as one to unify because the victims, most often they touch all systems. We coordinated awareness efforts and we had to align our messaging, our processes, and our practices. That's why it was so important because we work together from the very beginning which is really - that was really key, that when we did do our training - this is a multidisciplinary training. It wasn't we just did our training. We had partners from law enforcement, from child welfare, and from our CBOs as part of our group of training. That really made a difference that we tried to align our messaging. That really helped our school community partners to really see, "Wow, this is really a coordinated effort. It's something that's very serious that's happening and it's something that as a community, we have to address this together." I think that was something that was a part of it that was comprehensive. We were very fortunate to have others. There were some other counties that did have a recommended protocol in place and also the one from the US Department of Education where we adopted. We adopted those protocols and we created our CSEC recommended protocol and we shared that with our school districts and our schools as something to be of use, something that you take, and you use it and apply it within your community what works best because every community is going to have a different partner, a different CBO. They're going to have different relationships with law enforcement. It's really one protocol that could be used and that could be modified.

Shauna Knox: Thank you so much and thank you for taking the time to really walk us through the strategic manner in which you collaboratively coordinated from the very beginning to have a truly comprehensive strategy that was effective. I'm going to move on to Kathleen for my next question.

Kathleen Thomas: Thank you so much. I appreciate it. We're going to talk a little bit for just a moment about LGBTQIA youth in particular and I really appreciate being asked to come to this call because our agency actually focuses on services for LGBTQIA+ individuals as well as male survivors of human trafficking. Just to acknowledge how

support might be different for LGBTQIA youth, I want to mention a few pieces that Tanya and Ashli mentioned specifically about how common things have been as far as online recruitment of youth have been for COVID-19 as well as some of the comments that Tanya made about the idea of folks feeling marginalized, folks feeling that their identities or experiences aren't validated. I just want to briefly mention - you might be familiar with GLSEN's 2019 Climate School Survey where they interviewed 16,000 LGBTQIA youth across the nation and they found that 59% felt unsafe in school because of their sexual orientation, 42% because of their gender expression, and 37% because of their gender. The reason why this is important is because all of those spaces of feeling unsafe lead these same youth, one-third of them to having missed at least one day of school in the last month.

When we think about LGBTQIA youth and protecting them as well as supporting them, we need to start to look to create affirming spaces for those identities that folks have. When I say affirming spaces, what I specifically mean is spaces that validate those individuals' identities, spaces that validate the experiences that those people have had, but also spaces that celebrate those identities as well. How do we help folks grow and move into those different areas in addition to thinking about culturally responsive services as well? Thinking about culturally responsive sex education. Sex education looks different for people in the LGBTQIA community because we engage in sexual relationships differently.

Another piece to consider though is the online safety component. I absolutely appreciated Ashli-Jade's pieces as well as Tanya's pieces about exploring that. Many LGBTQIA youth even prior to the COVID-19 pandemic were experiencing online recruitment by perpetrators. For that reason, it's really important that we address how LGBTQIA youth use the internet differently. Many often use the internet to find individuals. Maybe their home or their family is not a safe space to be out openly. For many years, even when I was a young queer youth, we actually utilized online services, chat rooms, and things like that to find people who had similar experiences. There's nothing wrong with creating relationships online but we need to help our queer youth work through that process in a different way, help them create safety, and help them create containers and kind of spaces of safety and boundaries around what they share and who they share those pieces with.

Shauna Knox: Thank you, Kathleen. Thank you for offering us such a thoughtful explanation about how our LGBTQIA youth are using the internet differently so that we can make sure

that we're serving them and protecting them as we are all of our youth. Let's get into this second question, Kathleen. How do support and services from schools or their own community partners in San Diego County differ specifically for male youth?

Kathleen Thomas: Absolutely. I think if we look at overall the nationwide data that up to two-thirds of our youth that have disabilities in the school system are actually male identifying. We know that males in particular are actually four times more likely to be victims of violent crime. They're also less likely to utilize help-seeking services. When we look at male exploitation in particular, we actually see that that begins younger on a national age, up to starting at about the age of 11 to 13 as their national age of entry. The reason why this is important and what we found here in San Diego is that we realized that we needed to find ways to expand services to males period across the board. I think part of that process is finding ways that we can change our narrative around how we do outreach to youth. It's not just about young women being vulnerable to experiencing CSEC or online exploitation. It's not just about young women being able to express their emotions but creating spaces where we start to expand healthy services to male youth as well as finding ways to partner with other local organizations. We ourselves partner with many organizations because we provide services to male-identifying youth. We find ways to embed our program into services that might be working with males. Maybe that's working with the juvenile justice system or the CWS system as an example as well as partnering with other organizations that might be doing things around gang prevention or gang violence. We're looking for areas where we can directly target and identify male youth who might be experiencing trafficking as well as doing our best to create services that actually are led by males. We want to show examples of other healthy males who maybe have gone through this process and are out on the other side or folks who are just healthy male role models. It's very difficult to find that on a regular basis especially in the social services field. Many of us are identifying or female-presenting. It's often hard for a young male youth to relate to and feel connected to someone on the other side of the room that doesn't look like him.

Shauna Knox: Thank you for sharing this information, specifically about the prevalence of exploitation among very young male youth. This is really critical information about what we need to be doing to partner with organizations that can effectively serve young males that are led by healthy male figures. We definitely all need to have it

and thank you so much, Kathleen, for sharing it. We're going to move on next to Valaura and she's going to share some with us about the impact of trafficking on our Native American communities.

Valaura Imus-Nahsonhoya: Good evening and thank you, Shauna. I just want to also thank you for including the Native American population in this webinar today. When I think about the prevalence of Native American in human trafficking, working in this field, we often don't recognize it immediately. We have been fortunate that at the national perspective looking into the population and if trafficking is happening to our people, the Department of Justice and the National Intimate Partner and Sexual Violence Survey did confirm that we do have and are experiencing a higher level of poverty rate and substance use which are all factors to trafficking. We also recognize that and the work that I've done nationally when we began talking about trafficking within our Native American population, it begins with the man camps in our northern tribes such as in North Dakota and South Dakota. In Arizona, where I'm located, in our southern states, we recognize human trafficking more prevalent because we're close to the Mexican border. However, we also recognize that trafficking was happening within our own homes by our own families. Next slide, please.

These graphs that I'm going to show you today, I'm very happy that Dragonfly has provided a visual just to show you the percentages and how it looks like of our Native American women who are affected by violence. Next slide.

This next slide also shows the rate of our women being raped. Next slide.

Then not only our women being raped but were experiencing other forms of abuse. This is a visual that I want to share with you to show that the percentages are very high. Many of us are very visual and I like to show what does this actually look like. We recognize that in Arizona specifically, we have casinos. Many forget to think about what is happening within our tribes.

Learning about trafficking, learning about how to advocate for survivors, I really put myself in the field to learn and understand. I was actually recruited at a tribal casino here in Arizona during the time when the Super Bowl was here and this really led me into the work and looking deeper into what does this look like for our Native American people. What I learned through this experience is that as Native

American, traffickers have shared in federal court and state court that they seek out Native American women and girls because they are a higher commodity meaning that we could be advertised or sold as Asian, Hispanic, or other ethnicities. One of the attractions that the traffickers who were trying to recruit me told me that it was my long hair that was going to sell me. So, that was very interesting to learn that. I also want to just share and piggyback off Ashli-Jade who also shared that within our youth and now that we're in virtual classes, we have seen an increase of traffickers communicating with our youth online. So, I just want to piggyback off of that and just emphasize that it is happening. We can go to the next slide.

Shauna Knox: Thank you so much, Valaura. That's really valuable information about how this issue is presenting in a really unique way for the native American community and these graphics are extremely compelling. I just want to ask you one last question in this section, and it's about the connection between human trafficking and the missing and murdered indigenous people movement more broadly. Can you speak to that?

Valaura Imus-Nahsonhoya: Yes. I've been very fortunate to be part of the Arizona Legislature House Bill in the study of missing and murdered and - next slide, please - what we found here in Arizona and this goes with many other times we interviewed, six out of eight survivors, and they shared that they were kidnapped, drugged, and sex trafficked, or groomed for sex trafficking. Although this number is a small number of interviewees, the reality, we wanted to capture that our women were being trafficked in our tribal communities, and also, four of these cases that were mentioned were trafficked by their own families. I do want to share a slide that has resonated with me almost every day. As Native American communities, we go through what we call puberty or a woman who had ceremony, and I want to read this quote from a survivor, "What I want to share is that anyone can be kidnapped. I don't think I am pretty or have the body to be sold or men wanting. I am a regular native girl, but on the Internet, when they sold me, I was worth \$500.00. As a native young woman, not having been through a woman ceremony, now, I am so scared to go anywhere. I feel very violated and all the woman in me was taken." This is very significant when many of our women and girls and even our boys who have been sex trafficked for the fact that they don't feel pure anymore and it's not their fault and this was taken by their trafficker. What I want to just point out is

that this is the reality of what's happening within our communities and this is just one story. One story to share with you all today. Thank you.

Shauna Knox: Valaura, thank you so much for speaking to some specific details that [Unintelligible] this population of students and children and even adults very vulnerable to this trafficking issue, and we can all now take that into consideration as we seek combat and address trafficking on behalf of this community. I'd like to move on to address Elizabeth specifically, thank you for joining us, Elizabeth. You came from a very diverse Metropolitan area with young people with many different needs. Can you help us to understand how your agency tailors its response to support individual survivors in ways that address their unique vulnerabilities? Can you walk us through that process?

Elizabeth Bouchard: Sure. Thank you very much, Doctor Knox, for having here today to discuss this very important topic. Our SEEN or Support to End Exploitation Now program is based in our CAC or the Children's Advocacy Center of Suffolk County. For those less familiar with the CAC model, it's helpful to know that CAC's are accredited programs that coordinate child abused investigations and connect families to specialize medical exams, evidence-based trauma, supports and services. There are more than 900 CAC's across the US, and when our child trafficking programs, SEEN West created 16 years ago, it was one of the first CAC based child trafficking multidisciplinary teams, or MDT's in the country. On this slide, you can see our response protocol which is intentionally built off of our state's child abuse reporting statutes and our state's safe harbor legislation designed to protect child victims of trafficking. Our model is also rooted in positive youth development. The protocol includes recognizing indicators of possible exploitation, reporting concerns to our Department of Children and Families, and a centralized referral to the CAC and SEEN program which is the hub for every child trafficking referral in our community. SEEN coordinators are the backbone of this response model and they pull together the different agencies and providers that work with youth as well as children themselves and their supportive caregivers to create a customized plan tailored to each individual child referred. At the bottom of the slide, you can see the different elements, the team planning, the team discussion that takes place, it includes youth involvement, safety and dangerousness, safety planning, medical and mental health needs, and their personal support in safe placement, and of course, it's important to emphasize that though every team talks about these different elements, every child, every family, their background, their identity,

their experience with trafficking and exploitation is unique and individual because each child referred to us is unique. On the next slide, you can see some statistics and I'm going to go through a couple slides quickly. Since 2005, our SEEN program has received more than 2000 referrals for high risk in exploited youth. Starting six years ago, our program began partnering with the team of researchers in Northeastern University to track information about the youth targeted by exploiters and traffickers in our community. While we received referrals for youth of all backgrounds and all identities, I have a couple slides which will demonstrate some of the primary trends that we see, somewhere through what Doctor Knox was describing at the beginning. During 2019, the majority of referrals to SEEN involved youth with histories of abuse, violence, and exploitation. Here, you can see that over 70% of SEEN referrals in 2019 involved youth of color, primarily black, Hispanic, and multiracial girls. There's a disproportional representation of black and brown youth identified as high risk and exploited in our community. On the next slide, you'll see one more data slide which shows that during 2019, these are some of the primary presenting indicators among youth referred to our program. Last year, with our research partners, we published an article on the journal of child maltreatment that assessed risk factors, presenting indicators which are most proximal to the experience of child trafficking. So, understanding which risk factors are most concerning or most indicative of trafficking, but also understanding what an individual, a specific child is dealing with and grappling with and what their unique needs are helps our teams to tailor our intervention and to decide which supports to put in place. The data we collected tells us a lot, but each team has tailored its response to each specific child as every youth's experience is unique to them.

Shauna Knox: That's really critically important information specifically about each individual child having an individual and unique vulnerability, but there's that graph that allowed us to see the disproportionate representation of black and brown children, also alerts us to the fact that there needs to be a specific intervention for those specific student populations. As we're thinking about those interventions, my next question for you is, what services do you offer to survivors based on their needs and what agencies do partner with to deliver those services?

Elizabeth Bouchard: So, if you look at the next slide, you can see some of the primary partners involved in child abuse investigations, traditional child abuse cases, typically have state and local law enforcement, child protection services, prosecutors, medical personnel.

If you click one more time on the next slide, you'll see a much more expansive team, and what we've learned is that youth targeted by traffickers and exploiters are not strangers to child serving systems. They are, after all, and kids in our own backyards from our communities and they are often involved with several of the agencies that you can see here. The list on your screen expands law enforcement, local and state federal law enforcement, court involved providers, probation, juvenile court clinicians, Child Protective Services, congregate care facilities, residential staff, individual clinical supports for families that might include in home teams or outpatient services. We might be working with addiction service providers or homeless and runaway youth outreach services. No one agency can do this work alone or meet the myriad needs of a given child and so, to provide a holistic response, each role is distinctive and important. Together, working together, we can make sure no child falls through the cracks. So, these are some of the services that we can help put in place through our collaboration, but I'd like to highlight that the most important element of each team's response is youth involvement itself. So, having disciplines think together and with youth and their families about what the child needs and wants, and this is where schools are primarily instrumental on the team. As schools often have a long and deep relationship with the youth in their community, they're well poised to amplify the voices of the kids that are referred to our program.

Shauna Knox: Thank you so much, Beth, and thank you to our entire panel for such rich detail and such wonderful insights that you've provided for us to consider. Next, I'd like to invite Tanya Gould to join us again to help us to reflect on what we've heard so far from the perspective specifically of survivor voice. So, Tanya, you may have some reflections to share from what you've heard in the past 15 to 20 minutes, but let me start with this specific question. How can staff best work together to ensure that every child, despite their traumatic experiences, can learn in a safe environment and not feel obligated to lower their educational expectations due to the child's trauma?

Tanya Gould: Yes. Great discussion. Just listening to everyone just talking their pieces, I feel like we're all saying the same thing, but definitely saying it from our work experience and what we've learned and understood about trafficking and it's just beautiful to see where we were just a couple years ago and our awareness and what we know about trafficking to see where we are now really being collaborative and working together. So, this is great, but to just talk through your question, when I think

about kids being at school - kids are at school more than when they are at home, right. So, this is an important environmental really - where I think where someone just stated that this is just a time where all the resources that we're seeing are on the outside and we can provide - it would just be great if everyone comes together. Understanding kids are in school all day, but it really can just be a great time to make sure that whether they are in school, and then if they're at an after-school program, and then they're coming home, that all these services are really able to work together throughout this child who has had this experience at their life. So, kids who have been through tough circumstances should be punished, right? It's so sad to see that when a child goes through a crisis such as this type of exploitation, they now lose out on the opportunity to have the best chance at life as other children. So, I believe that if children face a situation like this, they should receive the best, supportive, and prioritized care from our resources so they can get the education that they deserve. Schools must be ready to provide extra care to students who have been exploited. So, for many students, they feel like they are a burden or a problem for adults in their life, I hear this over and over and over again from kids. They just want everyone to work together, it's okay, don't mind me, but we need teachers and staff to be able to understand that in today's world, many kids have had some type of traumatizing event in their life, but it shouldn't affect their education. It's crucial for staff to work together in order to create best practices so that we can begin to really move forward in this. So, the way that we're serving kids through the education system is not working right now and there are far too many kids that have been exploited to put them in programs, like to send them away to programs. We have to figure out a way to work within our schools and our communities to ensure that this population receives education they deserve.

Shauna Knox:

Thank you so much, Tanya. We are getting such wonderful information. It's hard to move on to the next segment, but we're running a little behind, so we're going to cut to our second topic which is really important, how do we effectively reintegrate students once they have had a trafficking experience? So, let me again quickly set some context from our human trafficking in America's schools' document. In that resource, we address reintegration as a tertiary tier intervention and supporting students impacted by trafficking. These upper tier supports are needed by fewer students, but they are very essential for the successful healing and recovery of those who are trafficking survivors. So, the importance of effective reintegration is why we wanted to include this information in today's event. So, for

this segment, I'd like to start with Elizabeth Bouchard to seek to her experience in greater Boston. So, Elizabeth, can you tell us a bit more about your approach to youth engagements especially as it relates to reintegration efforts very quickly?

Elizabeth Bouchard: Sure. When thinking about reintegrating students back into their schools and communities, we have found that identifying an interpersonal support for youth, one person who's there solely for them without another agenda, who's not law enforcement, not child welfare, but someone available as a support for that child's healing and to help them reconnect to their goals is critical. In our community, that's often the survivor mentor or a CSEC specific life coach, but certainly other professionals working close with youth can also be that interpersonal support. The other thing I'll mention is that having a youth convictive center approach is the foundation of our SEEN response, and this includes taking cues from youth and trusting them as the expert of their own experience, communicating effectively and elevating their voices and collaborating both with youth themselves and the professional responders involved to promote healing. So, what this ultimately means is that a long-term healing process is expected and anticipated, and the team may anticipate setbacks together. The approach involves building trust and report overtime and it means understanding that every interaction with the professional responder matters from the very first moment. Responders may not get a second chance to build trust with the child, but if they are supported from the beginning and show that they're there to help that child, they can be counted on by the youth throughout the rest of what comes. Overall, the team understands that each youth will be ready at their own pace and at their own time, and the team can continue to work together to leverage resources. There's no giving up when there's a team involved. The team can continuously communicate to ensure that youth's needs are met.

Shauna Knox: That's really helpful. Second question for you, Beth, what challenges or setbacks do you encounter when you're trying to reintegrate students, and then how does your agency adapt and move forward in spite of them?

Elizabeth Bouchard: The biggest challenges and setbacks we see are related to use who have been missing and absent for a significant amount of time, perhaps who left their home replacement as a coping skill, but then may have missed a large amount of school. Youth who may be struggling to build connections within their community and peer groups who may fear stigma associated with exploitation and trafficking, who may

fear reconnecting with peers who can't understand their experience, also the biggest challenges are related to safety concerns, when traffickers or exploiters may become aware of where a child has gone to school or perhaps pick them up on campus. The other large challenge we see is related to professionals coping with the child's trauma response. As I mentioned, every child is different and so, youth are expected to respond in different ways to their trauma and it's up to the professionals working with them to respond to that youth and meet them where they're at. So, we really try to adapt our response and continuously meet together to communicate about the concerns, to be proactive in our communication and coordination and to help ensure that youth's needs are met as we move forward.

Shauna Knox: Thank you so much. Kathleen, I'm going to ask you the second of the two questions I'm going to ask you today just because we're running short on time. So, how, Kathleen, can school staff specifically best identify and foster resiliency for youth that are being reintegrated into the school setting after a trafficking experience?

Kathleen Thomas: Absolutely. I appreciate the question. I think this is really a combination of what Beth was sharing earlier as well as some other folks around having that multidisciplinary approach of the team. So, first and foremost, seeing that youth and recognizing that youth as a whole individual as opposed to just their experience of human trafficking, I think oftentimes, assuming trafficking and CSEC providers, we have a tendency to just focus on the trauma component which is absolutely important. However, that can also shift the healing process for an individual where they get stuck in that spaces identifying as a victim or survivor and they're never able to move on to that other place of resiliency and so, when we think about resiliency in particular, there are five pillars or components. Self-awareness, mindfulness, self-care, positive relationships, and purpose. So, how can we help our youth shift to places where maybe we're focused on the self-awareness of dysregulation and the self-care of giving them the empowerment to do something with that, with those concerns. What about positive relationships? Are we connecting them with mentors that are outside of the experience of HTCSEC? Are they seeing people doing things? Also, from a purpose perspective, we want to focus on things, can we give them an opportunity to identify their strengths, and maybe they don't know what their strengths are, but can we give them an opportunity to explore new experiences and see what those might be? So, I think that's one of the largest things we've taken away from our county. We have lots of great collaborative efforts and simultaneously, we find that when the collaborative

efforts solely focus on the experience of victimization, that child starts to lose their identity outside of their larger community. So, really shifting to spaces where they can start to see themselves in a new way, in a new space.

Shauna Knox: Kathleen, that makes absolute sense. Valaura, what are some of the strategies that are being used among native American communities to address human trafficking?

Valaura Imus-Nahsonhoya: Some of the strategies that we look into when we're thinking about our communities is, we do need to continue with our training period we have a high rate of turnovers of all agencies who can address trafficking. we need to increase and amend or develop policy and protocols in adjusting trafficking as - this is very unique, this is new to our Native American communities and we're still learning a lot about how we can provide the services to our survivors and their families including our advocacy, enhancement, and training so they can appropriately provide services to survivors, working with our survivors who have already experienced trafficking because I believe they are the source for us in finding the true knowledge and how we can advocate for our population. Funding opportunities, many of our tribes are non-casino funded, so we don't have that revenue. So, we continue to seek opportunities so that we can provide the funding and these programs in Native American communities.

Shauna Knox: Are there any unique reintegration strategies that you're seeing within the Native American survivors of trafficking community specifically?

Valaura Imus-Nahsonhoya: Right. Many of our survivors are coming back to our Native American communities with fear. they're very concerned about what our people are going to think about them and how they're going to perceive them. However, one of the things they tried to do is really integrate into - back to our social - sorry, my dog. [Laughter] Mailman's here, is reintegrating that culturally. Because some of them lost their youth. Like I mentioned in the example, is getting back into their cultural identity. This picture is a woman who had ceremony, the significance of this as a Hopi woman, which is the tribe I'm in, is to have the hairstyle like this. This symbolizes that they are young woman, and you can see the proudness of the mother in this, and also, integrating into our dances. This is huge for our girls and boys because only the girls who do not have partners yet are able to participate, so this is a huge symbolism for us, but when we're being trafficked, that takes that away from them culturally, but we tried to reintegrate that into have our leaders

accept that what they have experienced was not their fault and support them to be able to experience some of these cultural and traditional ceremonies.

Shauna Knox: Thank you so much, Valaura. Ashli-Jade, how can educators increase the likelihood of a child reporting an attempted abduction or trafficking recruitment strategy?

Ashli-Jade Douglas: Well, as we know, vulnerable populations are not only categorized by race, gender, and sexual orientation, but also economically disadvantaged, low-income, homeless, and populations where English may not be the child's first language is also imperative. Information disseminated it's often only transcribed in English and Spanish, but there's often other languages that are not translated as often and it's imperative that stakeholders in the fight the eradicate child abduction and all crimes against children as those providers that we provide children and parents with multilingual information when possible, essentially building a longer table and not to [Unintelligible]. So, in order to create an impetus for change, we recommend educators and administrators, not underscore the omnipresence of empathy and compassion regarding child safety issues due to the fact that a child's confidence and how you build that child's confidence to use their voice really depends on who they come to and what they share that - share the information that they receive. So, we want to make sure that we, as the FBI, distribute to the public a methodology that can help parents and educators distribute this information to prevent the assault or abduction of children. In order to - sorry, go ahead.

Shauna Knox: No, no. I'll let you finish.

Ashli-Jade Douglas: I was just going to say, in order to proactively mitigate the child abduction threat, our goal is to use educational resources to enforce that children do not simply have to just accept what happened to them, but can use all forms of education to either aid in the prevention of abduction or dealing with their emotions, as someone said earlier, after being abducted or experiencing an attempt which can be just as traumatic.

Shauna Knox: Thank you so much, Ashli. We're going to end this section with Tanya. We're going to ask you a double question just to hear your thoughts and reflections on what you've heard in this section just as you did in the last. How do we best promote safety for kids experiencing the trauma of trafficking and what can be done to help

students trust their educational environment and the educators within it? After that, we'll move really quickly to the question-and-answer section as we really like to make sure that there's time for us to address the questions that you've been sending in in the chat box. Tanya?

Tanya Gould:

Yes, really quick. Beth said some of the things that I wanted to touch on and that was just about reasons why kids, when they are returning back to school or integrating into a school system, some of the things that they are experiencing. One of the things I wanted to highlight is to remember, and this is to educators and staff in school, remember that that child understands that their life is no longer the same. It is completely different, it has changed and so, just being a trustworthy person, approachable person, educator, counselor, nurse is really important during this time. They often tell me about teachers or staff that they had a trusting relationship with and so, believe me when I say that your interaction with kids is so important. I know you know that already, but especially when they've gone through some traumatizing situations, they need to know that they can come back to you and that you haven't judged them, and you don't see them any different and you still are supportive to them. The other thing I wanted to say is a lot of times, when I'm talking to educators, I understand that it's difficult when you have a child that you may not understand some of the triggers and some of the behavior changes, but when I think about my teachers that I had when I was going through a lot of the sexual abuse experience and other types of child exploitation I was going through while I was in school, when I went back and talked to those teachers, they said, "We just didn't know what to do. We saw your behavior change," when we go back and look at notes from teachers to my parents, I became aggressive, very sassy, and defiant, but this was my way of reaching out and saying, "Help me." So, that is my - even though it doesn't seem like it's this big piece and its things you already know, I just wanted to remind you that the experience of the child has with you, let it be approachable, let it be trustworthy, and supportive.

Shauna Knox:

Thank you so much, Tanya. We're going to move on to the questions that you have for our speakers today. So, please add any questions that you have to the chat even now because we're going to get to as many as possible in the time that remains for the webinar, but the questions that we do not get to today will be routed to our speakers for brief responses and then a cumulative set of questions and answers will be posted to the website along with this archived webinar, the website that

was mentioned before, the NCSSE website. So, the address will be posted in the chat now for your reference, so you know where you're going to be able to find these things and really quickly, let's get some answers to your questions. So, Ashli-Jade, the first question is going to you, what rate of child abduction do you believe ends up with a child being trafficked? What amount of children who are abducted end up being trafficked?

Ashli-Jade Douglas: I don't have the specific answer to that question right now so I'd have to get back to you, but I will say that I believe it does go hand in hand. I believe someone spoke earlier about certain children being kidnapped and then taken into a trafficking situation. So, it's not always a case, at least my understanding, although that's not my level of expertise. It's that it's not always something where it's someone that you know and you built this relationship, it could just be you're taken, and the actual act of an abduction is to be taken against your will. So, I would think that there is a nexus there, but I do not have the exact number at the moment.

Shauna Knox: Thank you so much. This question is for all of our panelists, so any one panelist can answer it, as far as you know, what is the youngest age for human trafficking?

Valaura Imus-Nahsonhoya: I can share. In Arizona, FBI had identified our youngest was a four-month-old.

Shauna Knox: Wow. Thank you for sharing that. Valaura, we have a question for you specifically. Our Native American young people targeted because they are tribally connected and not in typical systems, quote unquote.

Valaura Imus-Nahsonhoya: Okay. Our youth are targeted because of our vulnerabilities such as our runaways being abducted, substance you used, and it's believed that the American Indian Alaska native are a commodity and can be trafficked being identified as any other ethnicities such as Asian and Hispanic which we spoke about earlier which increases the profit for traffickers. So, I know for a fact that we do have that strong type of connection to our families, we have a deep connection to our cultural industry and our religious and spiritual traditions. This is a shock to us as Native American communities, but we are working to address on how we can support our families and survivors.

Shauna Knox: Thank you, Valaura. This is a question for Beth. Can you give a little more context on the risk factor chart?

Elizabeth Bouchard: Sure. So, in our community, we provide better data and collect information about the presenting indicators when youth are first referred to our program. So, in 2019, some of the most prevalent risk factors and indicators of CSEC included youth being involved in romantic or sexual relationships with young adults over the age of 18, youth who were diagnosed with mental health issues or who had substance misuse issues were more frequently targeted by exploiters. We had a significant percentage of youth who were groomed online and communicated with through social media apps, we had many youths who were receiving unaccounted items, whether it was clothing or shoes or beauty services, money, phones, electronics that they couldn't explain that were provided by an exploiter. So, those were some of the more common indicators and red flags that we saw.

Shauna Knox: Thank you. This question is from Saint Croix, in the US Virgin Islands, it's asking for, if any of our panelists have any numbers for prevalence of human trafficking in the US territories. This may be a question we need to do some digging on to get back to you in that larger document where we sum up all the data for questions that we received if no one is able to answer on the spot. This next question is for Kathleen and Beth, how much information about the specific experiences that youths have had do they share with school staff specifically?

Kathleen Thomas: That's a great question, and I'll just briefly say, for us, I think it really depends on what is the intention of sharing that information, I think, across the board? Why does that person need to know, not just from a space of curiosity, but is that information absolutely vital? Because we really want to protect the agency and the privacy of that youth. Their privacy and their agency have been completely stolen because of the type of trauma they have experienced and so, we want to create boundaries and barriers for them to help them begin the process of rebuilding that. So, I would say first and foremost, what is the purpose of sharing that information? Is that an individual that is overseeing that person currently? Maybe they're their homeroom teacher, maybe they are a school counselor. So, yes, that information might absolutely be relevant during that time, but how much is it necessary to share, right? Are we sharing that they have experienced CSEC, or are we saying that this is an individual who's experienced some trauma and they have some mental health challenges? So, going to work together as a system to reintegrate

that person. I think in the same way, exploring how can we have more general information that's provided to people to help support and really dialing down to, is it really important that this person has that information right now or a modified version?

Shauna Knox: This question is also for Kathleen and Beth, should schools be notified if a student is being reintegrated from an exploitation situation? The person said, "I love all the ideas about reintegration, and I agree with all the components, but would we," apparently someone from a school, "Would we always actually know? And are our agencies actually required to disclose to schools that the child has been trafficked?"

Elizabeth Bouchard: It's a great question, and I'm going to echo a little bit of what Kathleen said. In our community, schools are part of our memorandum of understanding and our state statutes support information sharing around child abuse and exploitation, but that doesn't necessarily mean all professionals working with youth are going to be entitled to the same information. If there is a school responder who should be on the team focused about the youths' support and reintegration, we're signing confidentiality agreements as a team and putting in parameters to not share information too widely. So, the sharing of information is very intentionally focused and really geared around actions steps. So, maybe learning broadly that a youth has gone through a tough experience, but now, the team is coming together to think about how we can create a plan to support them and how we communicate information going forward. It's very case-specific and very youth-specific in our community.

Shauna Knox: That's helpful. This is a question for everyone. What can the faith-based communities or what can faith-based communities as well as community-based organizations be doing to help?

Tanya Gould: I'll have an idea on that. Usually, what I tell faith-based organizations, because they really do - they want to help, they want to make a difference, and I always like to say, connect with your organizations that are already doing something and find out what the gaps are in the community because sometimes, a lot of people are doing the same thing and so, if you find out what the actual needs are versus just going in and doing another thing that's the same thing, that can just be so helpful. So, that would be my recommendation.

Shauna Knox: Thank you. Another question for absolutely anyone. What is the process for supporting individuals that are non-readers? If it's different.

Elizabeth Bouchard: I'll say in our community, because our response is specific to youth, if a youth is not reading, if there are other ability challenges, our team will tailor the response to that youth. So, making sure that we're not just providing handouts or documentation to youth, but having somebody sit down and talk about the team response, connect with youth, and speak together. So, depending on the youth's needs, the team will come together and strategize about how to best communicate and meet those needs.

Shauna Knox: This one is for either Beth or Violeta, what are some tips for getting law enforcement on board?

Elizabeth Bouchard: So, we found in our community that it's important for our response to include law enforcement from the beginning. Our whole MDT model is based on collaboration, so learning together and building out the response protocol together including law enforcement. I think for us, we found that having the full, diverse team representation with lots of different disciplines helps everybody learn together. So, we're having law enforcement hear about the clinical needs of youth, then we're having clinicians learn about the investigation while everyone's still staying in their lanes, but I think pulling together a full, diverse team and making sure that communication is consistent and regular and clear has really helped us be successful.

Shauna Knox: Thank you. This question is for me. Does the Department of Education have any grants available for training educators, parents, and or students? Not at the moment, but if there are grants that become available, we would have that information posted on our website which will be published later this month which Ruth spoke to. Another question for me, what resources does the Department of Education have or will have in the future that could provide greater guidance to educators and students read social media and internet use by vulnerable populations? As was aforementioned, we do have an upcoming guidance document in human trafficking in American schools, the revised edition, that is coming out, and it does speak to vulnerable populations, however, not specifically to internet and media use, but we will have a series of webinars coming out in the coming

year, and we do have an archive of some webinars that already speak to online safety specifically from human trafficking, and I anticipate that we'll continue to address that as our students remain online. So, that's something to also stay tune for on our website. So, to answer the question [Unintelligible], webinars, as well as the guidance document should cover it and there is more to come. The next question is for Beth, this is a question for the CAC, what data points do you all have for collecting data?

Elizabeth Bouchard: That's a very big question, and we've actually built a - it's a great question. We've built a database with research partners to look at youths' histories, so which systems they've been involved with, past experiences, agency involvement to look at the presenting indicators at time of exploitation and also to look at team activity going forward. So, of course that - I could talk for a whole day about those different aspects, but I can share the publication that I mentioned, share some of the risk factor data that was most relevant. I can make sure to share that with attendees after this webinar if that's helpful.

Shauna Knox: Yes, thank you so much. There are three remaining questions and actually, several remaining questions. There's a question on providing helpful tips, on how to engage students in virtual environments, and recommendations for books, movies, documentaries that we can read and get more information about human trafficking and I can assure you that these questions will be answered in our summary document. So, if you have a question or a question emerged as you heard us answering questions and you still like to get answered by on our esteemed panelists, please do send it into the chat box so that we can archive it and make sure that we've answered it, and then you will have your answer when you check back with our website. Thank you so much to our esteemed speakers today, you are each a significant inspiration, and you've provided us with so much information to consider as we continue in these efforts to address child trafficking and keep our children safe. Thank you, too, to our audience who have participated in such a lively and helpful way. Thank you for your attendance today, thank you that 41% of you are just logging in because this is an issue that's important to you, not necessarily because it's your job. All of us at the US Department of Education deeply appreciate your commitment to America students and the meaningful role that all of us are playing in safeguarding their health and wellbeing. You'll see here that as we're concluding, we have a webinar feedback form. Once the webinar concludes, you'll be directed to the form and that link that you see on the screen

will be posted in the chat box and it will be included in the Zoom follow-up email. It's included in so many places because it's so important for us to hear your feedback. We seriously do use your feedback to inform our future webinar development and future resource developments. So, if there's something you wish that we covered or something you'd like for us to cover more, please let us know there so that it will inform the things that we are doing that are coming up next.

Thank you so much for your participation today and have a wonderful rest of your Monday. Thank you.