



Addressing
Human Trafficking
in **AMERICA'S SCHOOLS**

A Webinar Series by the U.S. Department of Education

Human Trafficking and Child Exploitation Webinar Series

Human Trafficking & Exploitation Prevention Strategies for Vulnerable Students

March 27, 2024



NCSSLE Website: <https://safesupportivelearning.ed.gov>



School Climate Improvement Resource Package



ED School Climate Surveys



Trauma-Sensitive Schools Training Package



Building Student Resilience Toolkit



Human Trafficking in America's Schools



Improving Higher Education Learning Environment



Supporting Trauma Recovery



Promoting Mental Health



Responding to Covid-19



National Center on Safe Supportive Learning Environments

Engagement • Safety • Environment

About

SCHOOL CLIMATE IMPROVEMENT TOPICS EVENTS RESOURCES TA SERVICES STATE PROFILES



Explore Resources Related To Combatting Antisemitism And Islamophobia While Promoting Inclusive Schools And Campuses For Students Of All Religious, Secular, and Spiritual Identities



Apply For Funds To Help Address Shortages Of Mental Health Professionals In Schools



Empower Youth With Knowledge To Navigate The Digital World Wisely




Learn How To Talk About Healthy Relationships With Youth



Inspire Your Community With Stories Of Educational Transformation And Success

To access previous webinars in the *Human Trafficking Series*, go to <https://safesupportivelearning.ed.gov/human-trafficking-webinar-series>.


FEATURED EVENTS



Human Trafficking Webinar Series - Human Trafficking & Exploitation Prevention Strategies for Vulnerable Students

March 27, 2024 - 3:00 PM EDT


MORE



Lessons from the Field Webinar - Understanding Access and Promoting Safety: Youth and Online Drugs

March 20, 2024 - 3:00 PM EDT

MORE



Lessons from the Field Webinar - Welcoming Newcomer Students

March 13, 2024 - 3:00 PM EDT

MORE



Webinar Agenda

- 1 Introduction and Logistics
- 2 U.S. Department of Education Welcome
- 3 Context Setting: Vulnerability, Disability, & New Immigrants
- 4 Panel Discussion
- 5 Wrap-Up & Closing
- 6 Live Q&A

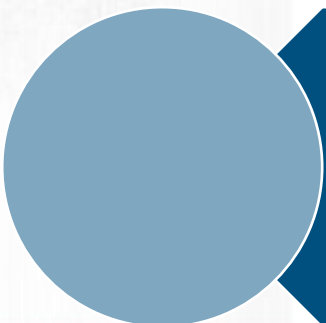
Meet Our Context-Setting Speakers



Dr. Beth Bowman
CEO, Restoring Ivy Collective
Professor, Gallaudet University
Person With Lived Experience, D.C.



Diane Smith Howard
Managing Attorney
Institutions and Community Integrations
National Disability Rights Network, D.C.



Cali MacEachen
Program Officer, Aspire, U.S. Committee for
Refugees and Immigrants, VA

Bios for the speakers are
archived at the following
location:

<https://safesupportivelearning.ed.gov/events/webinar/human-trafficking-webinar-series-human-trafficking-exploitation-prevention>

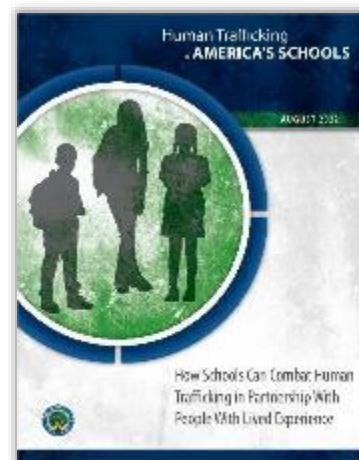
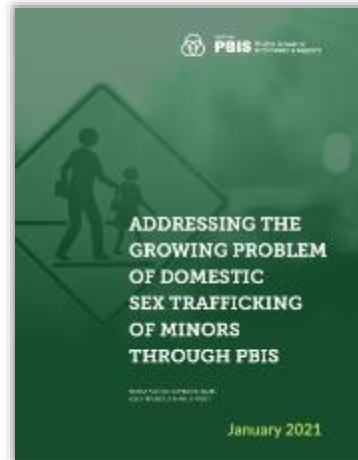
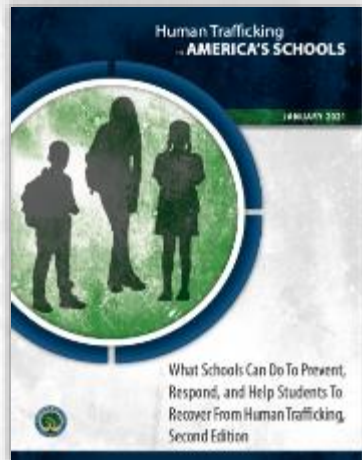


U. S. Department of Education Welcome

Nicole White

Program Specialist
Office of Safe and Supportive Schools
Office of Elementary and Secondary Education
U.S. Department of Education

Additional Support from the U.S. Department of Education Related to Human Trafficking



U.S. Department of Education

Search...

Student Loans Grants Laws Data

Human Trafficking

Combatting Human Trafficking in America's Schools

Of 22,326 trafficking victims and survivors identified through contacts with the National Human Trafficking Hotline in 2019, at least 5,359 were under age 18.¹ Many underage victims of human trafficking are students in the American school system. No community, school, socioeconomic group, or student demographic is immune to the threat of human trafficking. Cases of child trafficking are found in every area of the country—in rural, suburban, and urban settings alike.

The U.S. Department of Education recognizes these facts and stands ready to support America's schools in preventing, responding to, and helping students recover from human trafficking. It is fitting that schools take on this challenge; of all social institutions, schools are perhaps the best positioned to identify and report suspected trafficking and connect affected students to critical services.

To support schools' efforts to combat trafficking, the Department offers helpful resources, for administrators, teachers, specialized instructional support personnel, parents, caregivers, and students.

How Do I Find...?

- Student loans, forgiveness
- Higher Education Rulemaking
- College accreditation
- Every Student Succeeds Act (ESSA)
- FERPA
- FAFSA
- 1098, tax forms
- More...

Information About...

- Transforming Teaching
- Family and Community Engagement
- Early Learning
- Constitution Day

Guides

- **Human Trafficking in America's Schools, 2nd Edition (2021).** This guide provides:
 - Awareness of the current prevalence of child trafficking and the forms it takes;
 - Information on risk factors and indicators of child trafficking;
 - Details about three prevention tiers and the implications for schools' role in addressing child trafficking;
 - Information on how professional development of school staff and prevention education for students and families can reduce the likelihood of trafficking; and
 - Details on how policies, protocols, and partnerships with other community sectors can help prevent trafficking.
- **Human Trafficking in America's Schools (2015).** This guide was developed to help school officials:
 - Understand how human trafficking impacts schools;
 - Recognize the indicators of possible child trafficking; and
 - Develop policies, protocols, and partnerships to address and prevent the exploitation of children.

Briefs

- **Addressing the Growing Problem of Domestic Sex Trafficking in Minors through Positive Behavioral Interventions and Supports (2021).** Particularly relevant to schools or districts currently utilizing multi-tiered systems of supports, this resource provides information on how to utilize such existing support strategies to support students impacted by sex trafficking.

Webinars

- **Identifying and Supporting Students Affected by Human Trafficking (January 2020):** This event focused on how to effectively identify and support students impacted by trafficking activity.
- **Human Trafficking: Online Safety (June 2020):** This event focused on trauma-informed and survivor-centered strategies for protecting students from falling prey to online trafficking activity.
- **Addressing Human Trafficking: An Expanded Look at Online Safety (August 2020):** This event

<https://www.ed.gov/human-trafficking>

Shared Learning Sessions are Launched!

Implementation Strategies and Peer-to-Peer Discussions!

- **April 3, 2024**, 3:00PM–4:30PM EDT: Human Trafficking Prevention Strategies for Vulnerable Students (*Pre-requisite: 3/27/24 Human Trafficking webinar*).
- **June 12, 2024**, 3:00PM–4:30PM EDT: Talking with Youth about Human Trafficking and Child Exploitation (*Pre-requisite: 6/5/24 Human Trafficking webinar*).
- **September 25, 2024**, 3:00PM–4:30PM EDT: How to Begin Anti-Trafficking/Exploitation Programming in Schools (*Pre-requisite: 9/18/24 Human Trafficking webinar*).



Setting the Context About Vulnerability

Dr. Beth Bowman

CEO, Restoring Ivy Collective

Professor, Gallaudet University

Person With Lived Experience, D.C.





Vulnerability and CSEC/Trafficking

An Ecosystems Approach



Vulnerability

Oxford dictionary definition:

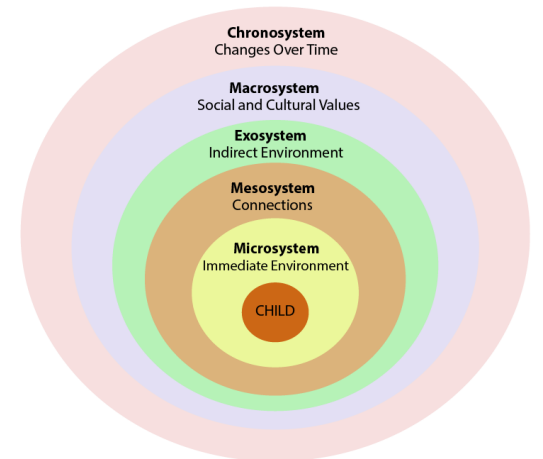
the quality or state of being exposed to the possibility of being attacked or harmed (physically or emotionally)

Vulnerability comes from the lack of protection

Social safety nets reduce vulnerability to predators

Having medical, cultural, gender, or other factors

Bronfenbrenner's Ecological Systems Theory



(C) The Psychology Notes Headquarters <https://www.PsychologyNotesHQ.com>



Vulnerability as a concept




Vulnerability is a multifaceted state which has three intersecting sources—inherent, situational, and pathogenic (Mackenzie et al., 2014)

- ✦ Inherent: we are human, physical vulnerability
- ✦ Situational: personal, social, political, economic, or environmental situations
- ✦ Pathogenic: dysfunctional or abusive contexts

Vulnerability is not just a function of our personal characteristics, but rather an intersection of varying factors particularly social safety nets.



Protective factors

- Awareness of what exploitation looks like
 - Culturally sensitive and linguistically accessible training and education programs
 - Supportive connections
 - Including foster parents and caseworkers for foster youth
 - Residential school staff and teachers
 - Supervision and accountability
 - Safe and stable housing
 - Healthy relationships with friends, family, and romantic partners
 - Healthy coping skills under stress
 - Address underlying trauma and mental health issues
- 

Ecosystems Framework

- **Microsystem**
 - Immediate environment for the child (family, friends, self)
 - Important for development and attachment
 - Personal and close contact
- **Mesosystem**
 - Interaction btw micro systems (teachers/parents, parents/siblings)
 - Microsystems are interconnected and interdependent
 - These relationships influence development at the micro level
- **Exosystem**
 - External, indirect systems that may influence the child (ex. Parents' workplace, religious institutions, etc.)
- **Macrosystem**
 - Society, cultural factors, etc. that may influence the child
 - Includes economic systems and social systems that lead to experiences of poverty, oppression, etc.

Impact of different systems on our vulnerability to trafficking



Micro factors

Personal characteristics that need accomodation



Mezzo factors

Family or friend group factors that increase risk



Macro factors

Oppression, poverty, lack of programs

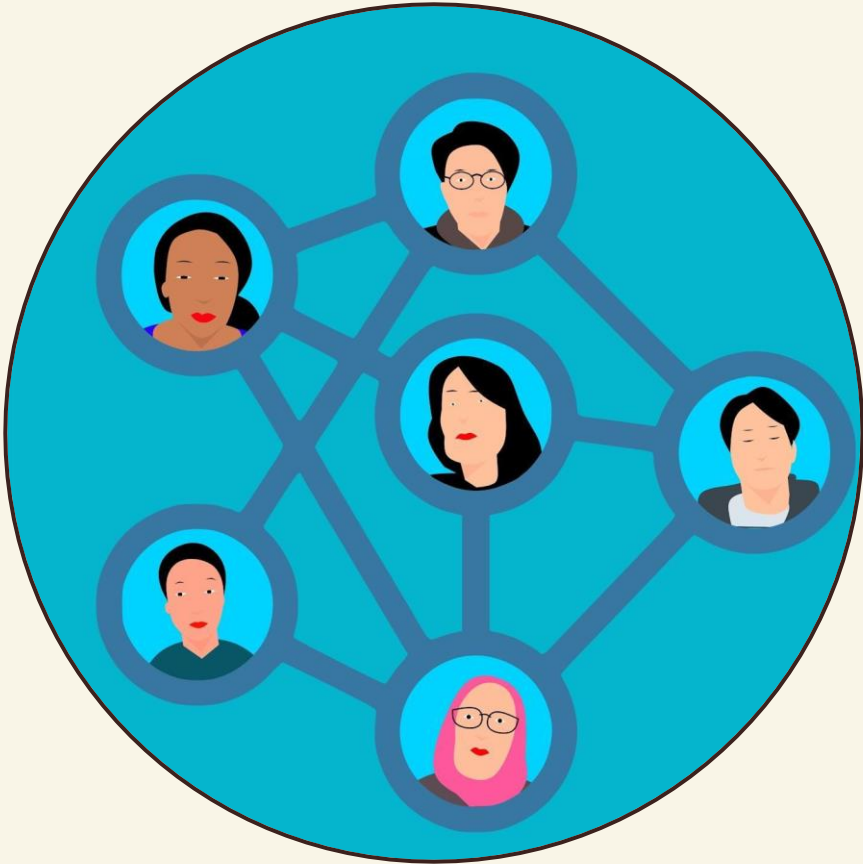


Impact of the micro system

- Attachment considerations for young children
- Parent support needed
- Breaking intergenerational cycles
- Early intervention for special populations
- Maltreatment and prevention of risk factors
- Supervision and prevention of trafficking



Macro/Societal Considerations



- Education/Work
- Housing
- Mental health/ trauma
- Oppression
- Sexuality/gender
- Culture/Religion

Reach Out!



Dr. Beth Bowman

m.elizabeth.bowman@gallaudet.edu

www.restoringivycollective.org

Follow on IG

@restoring_ivy_collective



Resources

National trafficking hotline: 1 (888) 373-7888 OR 233733 (Text "HELP" or "INFO")

Deaf/disability populations:

- End Abuse of People with Disabilities: <https://www.endabusepwd.org/>
- Vera Institute: <https://www.vera.org/securing-equal-justice/ensuring-access-for-people-with-disabilities-and-deaf-people>
- Activating Change: <https://www.activatingchange.org/our-mission>
 - National Federation of the Blind <https://nfb.org/resources>
 - American Foundation for the Blind <https://www.afb.org/>
 - Deaf-Hope (California) <https://www.deaf-hope.org/>
 - Deaf-DAWN (DC) <https://deafdawn.org/>
 - Deaf Dove (CO) <https://deafdove.org/>
 - Abused Deaf Women's Advocacy Services, <https://www.adwas.org/>
- Survivor vetted resources for further study and training can be found on the resources page at www.restoringivycollective.org



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Vulnerability and Intersectionality



Diane Smith Howard

Managing Attorney

Institutions and Community Integrations

National Disability Rights Network, D.C.

What are the P&As?

“Protection and Advocacy”

Federally funded non-profit agencies, one in each state and territory, that provide free legal representation and advocacy services to people with disabilities ages throughout the lifespan.

See: <https://www.ndrn.org/about/>

Vulnerability and Isolation

Intersectionality can result in both great vulnerability and greater isolation:

- Disability
- Race/Ethnicity
- Income level
- Migrant/Refugee status

Isolation/Protective Factors:

- Amount of adult involvement and oversight (e.g. youth in state custody, youth without parent/guardian).
- Location of residence: Especially youth who are unhoused, transient, and those who are residents of group homes and residential treatment facilities.
- Prior trauma
- Exposure to the juvenile justice system
- Language

Disability

Many youth are not identified as having a disability:

- Not evaluated
- Cultural or religious factors
- Youth unaware of disability status

Misidentification

In diagnosis, special education category or both...

- For example, SLD is often multiple... I/DD, sensory, etc.
- Some youth are overidentified as having I/DD

ADHD is often a misdiagnosis for TBI, fetal alcohol disorders, anxiety and trauma.

P&A Feedback: Trafficking

Labor:

- Including subminimum wage—sheltered workshops for I/DD.

See: Henry's Turkey Service ([The 'Boys' in the Bunkhouse - The New York Times](https://www.nytimes.com/2014/05/18/us/henrys-turkey-service.html) ([nytimes.com](https://www.nytimes.com)))

Sex:

- Domestic “situations” without clear boundaries and protections.
- Physical and emotional abuse
- Video

P&A Feedback: Intersectional Vulnerability

A process identified that can look like this, esp.
youth at intersection



P&A Feedback: School Settings

Even more so...children living with the trauma of being trafficked for labor, especially migrant children with disabilities, trauma behavior and status issues can lead to greater isolation.

School Settings

Non-Legal Solutions

- Staying connected to school—preventing informal removal, truancy.
- If school is hard, including connections in areas of strength.
- Transition services from child welfare and education:
- McKinney liaison—to remain connected to community and school.
- Community—afterschool activities, summer jobs, vocational education
- Driver's Education: Child welfare agency; VR or state organizations may have funds.

Legal Options

Advocate to ensure that:

- Students have access to the special education, related services, and transition services the IDEA and Section 504 require, including behavior planning at school.
- Students stay in school and are not informally removed, suspended, or expelled.
- McKinney-Vento Act (42 US Code §§11431-11435) services are provided to ensure stability.

Legal Options

Advocate to ensure that:

- Vocational Rehabilitation services are provided if appropriate.
- Medicaid covered services in the community (medical, mental health).
- Placement in the least restrictive setting (parents' home or therapeutic foster home to avoid group home placement).
- If no legal guardian, that they are appointed a surrogate parent and GAL if appropriate.

Contact:

Diane Smith Howard

Managing Attorney For Institutions and Community Integration

National Disability Rights Network

Diane.smithhoward@ndrn.org

Linked In: Diane Smith Howard



Immigration and Vulnerability to Human Trafficking and Child Exploitation

Cali MacEachen

Program Officer, Aspire

U.S. Committee for Refugees and Immigrants, VA



USCRI TRAFFICKING SERVICES

ASPIRE SERVICE COORDINATION

OTIP & USCRI



OTIP

- Develops anti-trafficking strategies and policies
- Funds programs to prevent human trafficking
- Increases victim identification and issues Certification/ Eligibility Letters
- Collaborates with federal partners and stakeholders



USCRI

- Administers TVAP & Aspire Programs
- Community and Learning Network
- Program Oversight and Monitoring
- Data collection and reporting of trends



USCRI ASPIRE

- USCRI administers both TVAP and Aspire
- Aspire provides **child-friendly, trafficking-specific comprehensive services** through a nationwide network of providers for foreign national minors who have experienced human trafficking.
- Aspire provides specialized coordination with ORR, Post-Release Services, Child Protective Services (CPS), Child Welfare Systems.
- Targeted regional advocacy around Social Security and barriers to accessing benefits for minors with HHS Eligibility Letters.

REPORTING REQUIREMENTS



FEDERAL

“Not later than 24 hours after a federal, state, or local official discovers that a person who is under 18 years of age may be a victim of a severe form of trafficking in persons, the official shall notify HHS to facilitate the provision of interim assistance.” (*Trafficking Victims Protection Act of 2000, as amended*)



ORR

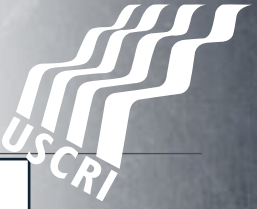
“If a care provider suspects that a child may be a trafficking victim, the care provider **must refer the child’s case to OTIP** for further assessment. This referral is appropriate if there are concerns of trafficking at any point in the child’s life and in any country.” (*UC Policy Guide, Section 3.3.3*)



STATE & LOCAL CHILD WELFARE

Human trafficking is now included in the definition of child abuse. Therefore, mandated reporters are now required to follow their state and local child welfare reporting requirements and report trafficking accordingly. (*Justice for Victims of Trafficking Act of 2015*)

CHILD ELIGIBILITY



An individual has concerns that a foreign national minor may have experienced forced labor or commercial sex at any point in the minor's life.



The individual submits a Request for Assistance on the minor's behalf in Shepherd, OTIP's online case management system, within 24 hours of identifying the potential concerns.



The OTIP Child Protection Team reviews the case, corresponds with the requester, and assesses whether the minor experienced trafficking in accordance with the TVPA of 2000, as amended.



If OTIP determines that the minor experienced trafficking, an Eligibility Letter is issued. OTIP may issue an Interim Assistance Letter if OTIP needs more information, or the trafficking situation is not clear.



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office on Trafficking in Persons | 330 C Street, S.W., Washington, DC 20201
www.acf.hhs.gov/programs/ondtrafficking

IIHS Tracking Number:
DOB:

Irving, TX 75062

ELIGIBILITY LETTER

Dear

We have determined that you were subjected to a severe form of trafficking in persons. In accordance with 22 U.S.C. § 7105(b)(1)(G), this Eligibility Letter confirms that you are eligible to apply for benefits and services to the same extent as a refugee. This letter does not confer immigration status.

You can start applying for benefits and services on **May 24, 2022**.

If you wish to apply for benefits and services, it is important that you seek assistance as soon as possible because some of the benefits are time-limited and may expire. When you access benefits, bring the original copy of this letter to the benefit-issuing agency.

See the attached packet for further information on accessing benefits and services, descriptions of the benefits and services you are eligible for, and information about the comprehensive case management services that are available to support you in this process. The National Human Trafficking Hotline at 1-888-373-7888 is also available 24 hours a day, 7 days a week to connect you with available services in your area.

Sincerely,

Katherine Chon
Director
Office on Trafficking in Persons

This letter serves as official notice from the U.S. Department of Health and Human Services (HHS) that the individual listed in this letter is eligible and in need of a non-work Social Security Number (SSN Card), as HHS determined that this individual is a victim of a severe form of trafficking in persons (VSPT) under 22 U.S.C. § 7105(b)(1)(G). Reference the NSA POMS RM 10211.075H to confirm that an HHS Eligibility or Interim Assistance Letter is sufficient to establish the identity and age of a foreign national minor VSPT applying for a non-work SSN.

Benefit-issuing agencies: To instantly verify this letter online, visit <https://el.dhs.gov> and select Verify an HHS letter.
Questions? Call HHS at 1-866-401-5510 during regular business hours.

CHILD ELIGIBILITY RESOURCES



Training and Technical Assistance	Recorded Child Eligibility Webinar (45 minutes)	This webinar provides an overview of the child eligibility process, including screening and identification, reporting, benefits and services, and case trends.
	Overview of Child Eligibility Process (3-minute video)	This informational video provides a brief overview of the child eligibility process, including referring, benefits and services, and determination letters.
	Monthly Child Eligibility Webinar	These webinars occur the first Wednesday of every month from 2:00 -4:00 p.m. ET on Zoom.
	Monthly Benefits Webinar	A 201 training for those who have already attended the Eligibility webinar.
	SOAR Training Module: Working With Foreign National Minors Who Have Experienced Trafficking	This is an advanced training designed for providers who work with children and youth under the age of 18 who are foreign nationals and who may have experienced human trafficking before, during, or after their journey to the United States.
Screening and Reporting	Shepherd	Shepherd provides a secure, streamlined way for individuals to request assistance for victims of human trafficking and check the status of their request.
	Case Staffings	To discuss a potential case of trafficking on behalf of a child, ORR UC staff and volunteers can contact the OTIP Child Protection Team at by phone at 202-205-4582 or by email at ChildTrafficking@acf.hhs.gov .
Reporting	Child Eligibility Benefits Handout	This document explains how to use an Eligibility Letter or Interim Assistance Letter to apply for benefits and services. This handout is also available in Spanish, Portuguese, French, and Chinese.

PUBLIC BENEFITS



MONETARY ASSISTANCE	NUTRITION	MEDICAL SERVICES	EDUCATION	EMPLOYMENT	HOUSING	MULTIPLE NEEDS ASSISTANCE
Refugee Cash Assistance	Supplemental Nutritional Assistance Program	Children's Health Insurance Program	Title IV Federal Student Financial Aid	Job Corps	Public Housing Program	Refugee Social Services and Targeted Assistance
Supplemental Security Income		Medicaid				Unaccompanied Refugee Minors Foster Care Program
Temporary Assistance for Needy Families		Office of Refugee Resettlement Medical Screenings				Voluntary Agency Matching Grant Program
		Refugee Medical Assistance				

IF YOU'RE NOT SURE, REACH OUT!

Aspire: Child Trafficking Victim Assistance Program

Referral for Aspire Assistance

Please keep document password protected.

Referrer Information

Name: Date of Referral:
Phone Number: Email:
Organization:

Client Information

Client Name: Gender:
Client's Date of Birth: Type of Trafficking:
Location of Needed Services (city/state/zip):
Client or Caregiver's Contact Information:

Is the client expecting to be contacted about services? Yes ☐ No ☐ Please obtain client consent before sharing contact information.

If the client is living with a caregiver, are they comfortable with this person being aware of their trafficking history? Yes ☐ No ☐ Comments:

Relationship between the client and their caregiver (if applicable):

Please describe client's needed services. Does the client have any emergency needs?

Does the client have an Interim Assistance/Eligibility Letter? Yes ☐ No ☐

If yes, what is the HHS Tracking Number?

What language(s) does the client speak?

Comments (ex: summary of victimization, red flags, intent to relocate, etc.):

Submit completed form to aspire@uscrimail.org.
If you prefer to coordinate via phone, please call Aspire at 1-800-307-4712.

Important: The information provided on this form is confidential and intended solely for the use of making a referral to Aspire. Aspire will only share this form with service providers who may be able to accept the referral and assist the client.
Please ensure trafficking concerns have been reported in accordance with local, state, and federal regulations.

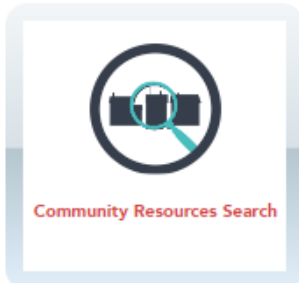
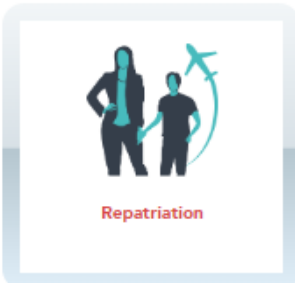
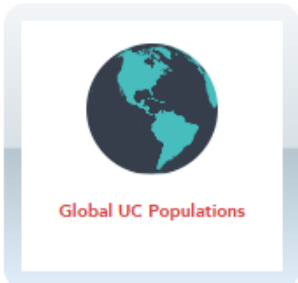
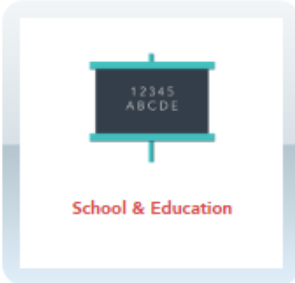
2231 Crystal Drive, Suite 350, Arlington, VA 22202 / refugees.org / 703-310-1130



MAKING A REFERRAL TO ASPIRE/TVAP

If the client is in need of case management services, please fill out a referral form:

- Filling out the form completely will help us make a connection to a service provider faster (also depends on provider capacity).
- Make sure you get consent from client before sharing contact information.
- Keep the form password protected.
- Email form to: aspire@uscrimail.org
- Referrals for youth 18+ email: TVAP@uscrimail.org



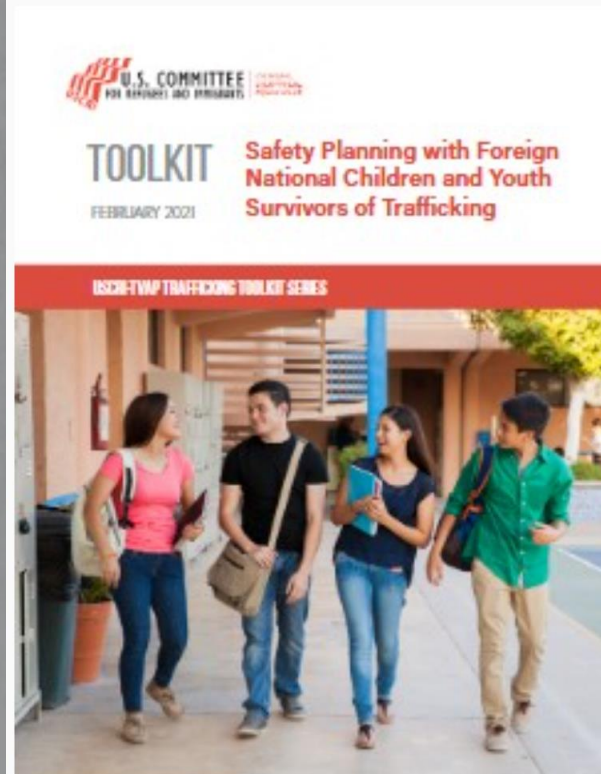
RESOURCES

[UC Resource Center](#)

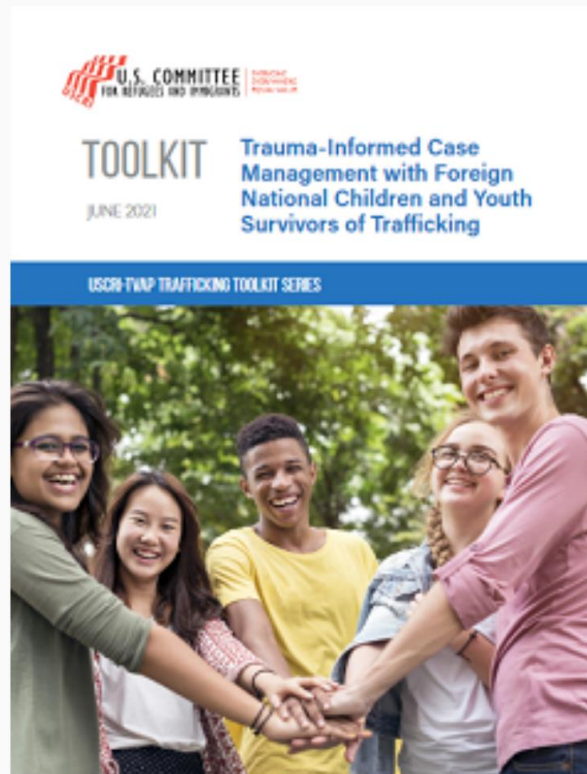
- also includes resources for families in Spanish

RESOURCES

Minor [Toolkits](#)



DOWNLOAD



DOWNLOAD



DOWNLOAD

USCRI ASPIRE/ Contact



ASPIRE@USCRIMAIL.ORG

TVAP@USCRIMAIL.ORG

Meet Our Panelists



Lina Caswell

Associate Director, Children and Youth Programs
Church World Service, NJ

Bios for the panelists are
archived at the following
location:

<https://safesupportivelearning.ed.gov/events/webinar/human-trafficking-webinar-series-human-trafficking-exploitation-prevention>



Katie Talbott

Intervention Specialist, Kettering City School District,
Orchard Park Elementary, OH



Kaitlyn Zedalis

Associate Director, Research, Learning, & Advocacy
Covenant House Action & Research Tank (CHART),
Covenant House NJ

Closing and Upcoming Events

April 3: Vulnerable Populations Shared Learning Session
3:00 – 4:30 PM EDT

April 10: Launch of the Gun Violence Prevention Miniseries
focused on prevention (4/24 – Intervention and
response, 5/8 – recovery and protection, and 5/22
emergency operation plans)

June 12: Talking with Young People about Human Trafficking
and Child Exploitation

July 31: Survivor Resilience and Leveraging Resources



Thank you!

Need Help? Reach out to NCSSLE at NCSSLE@air.org.

Event Webpage:

<https://safesupportivelearning.ed.gov/events/webinar/human-trafficking-webinar-series-human-trafficking-exploitation-prevention>

Webinar Series:

<https://safesupportivelearning.ed.gov/human-trafficking-webinar-series>

ED's Human Trafficking Webpage:

<https://www.ed.gov/human-trafficking>



Feedback Form



Human Trafficking
in **AMERICA'S SCHOOLS**



Human Trafficking Webinar Series - Human Trafficking & Exploitation Prevention Strategies for Vulnerable Students

Thank you for attending the webinar, *Human Trafficking & Exploitation Prevention Strategies for Vulnerable Students*, on March 27, 2024. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1 Prior to the webinar, how knowledgeable were you about the webinar's topic?

- ☐ Not At All Knowledgeable
- ☐ Somewhat Knowledgeable
- ☐ Very Knowledgeable

2 Overall this webinar was a good use of my time.

- ☐ Strongly Disagree
- ☐ Somewhat Disagree
- ☐ Somewhat Agree
- ☐ Strongly Agree

3 This webinar improved my understanding of the covered topic.

- ☐ Strongly Disagree
- ☐ Somewhat Disagree
- ☐ Somewhat Agree
- ☐ Strongly Agree

<https://www.surveymonkey.com/r/HTWebinar18>

Shared Learning Session

Implementation Strategies and Discussions

April 3, 2024

3:00 to 4:30 PM EDT

<https://air-org.zoom.us/meeting/register/tJctdeyoqjovE9EPuVxCnWiVztTrlpJB2PR3>



Live Q&A

