

Identifying and Supporting Students Affected by Human Trafficking

January 30, 2020

Shauna Knox: Good afternoon, everyone. Welcome to the first presentation on our webinar series on Trafficking in Persons in America's Schools. This webinar series commemorates the 20th anniversary of the Trafficking Victims Protection Act, first enacted in the year 2000 which serves as the national framework for the federal response to human trafficking in the United States of America. Today's webinar, as the title suggests, will offer insight on how to identify and support students affected by human trafficking. My name is Dr. Shauna Knox. I serve as a lead on all human trafficking-related workstreams at the US Department of Education and I will be moderating today's presentation.

Before moving on, let's discuss a few technical details for today's event. The black bar illustrated on this slide is located at the bottom of your webinar screen. Through this menu bar, you will be able to access the "Chat" function which is the left-most icon on the center of the screen. The "Raise Your Hand" function which indicates that you are requesting assistance and this is the center option; and finally, the "Q&A" function which allows you to send a question direction directly to the presenter. This is the option on the right. On the far-left side of the black bar, you can click the arrow facing up to adjust your audio settings. On the far-right side of the bar, you can click the words "Leave Meeting" if you need to exit the webinar prior to its conclusion. If during the webinar you experience any technical difficulties, please reach out to ncssle@air.org or call 800-258-8413 and a staff member there will be standing by to assist you.

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Additionally, there will be a designated session for questions and answers toward the end of the webinar, during which we will address as many questions as we possibly can. Even so, we do know that we may not have time to answer every single question submitted during the event. Following this webinar, we will be compiling a report that includes presenter responses to every question raised in today's presentation. That is, both questions in the chat pod and the question and answer pane in addition to questions that were submitted by registrants prior to the airing of this webinar. In order to receive this report, all you'll need to do is e-mail ncssle@air.org pictured in blue on the right side of your screen; and the document will be sent directly to you once it is publicly available. This composite question-and-answer document will also be archived on the NCSSE site in addition to the recording of today's webinar. Finally, at the conclusion of today's session, you will be directed to do a brief feedback form. Please do take a few minutes to provide your responses to let us know how well this event met your needs.

In today's webinar, we begin by welcoming you warmly and discussing the logistics of today's presentation. Ambassador John Richmond from the US Department of State will be joining us to offer insight on human trafficking in the national context. After which, Deputy Assistant Secretary Ruth Ryder will update us on the US Department of Education's most recent efforts to combat human trafficking. Dr. Dominique Roe-Sepowitz from Arizona State University will present research and resources published on school-wide prevention strategies and trafficking interventions. Mary Ellen Smith from Prince William County Schools in Virginia will be discussing two case studies on sex and labor trafficking from the Prince William County Schools Trafficking Program. Our final presenter, Harold D'Souza, will share how to combat human trafficking in America's schools from the perspective of the US Advisory Council on Human Trafficking. Panelists will then answer your questions and the webinar will close with an overview of upcoming events and resources from the US Department of Education to look forward to in 2020. Please note, the content of this presentation does not necessarily represent the policy or views of the US Department of Education nor do they imply endorsement by the US Department of Education.

We will begin our discussion with human trafficking in the national context. It is a privilege to introduce to you now Ambassador John Richmond from the US Department of State who will provide opening remarks on Human Trafficking in the National Context. John Cotton Richmond serves as the United States Ambassador-at-

Large to monitor and combat trafficking in persons. Ambassador Richmond comes to the highest position in the federal government dedicated to combating human trafficking from a distinguished career in the global battle for freedom. He co-founded the Human Trafficking Institute that exists to decimate modern slavery at its source by empowering police and prosecutors to use victim-centered and trauma-informed methods to hold traffickers accountable, and ensure they are treated with respect and care.

Prior to the Institute, Ambassador Richmond served for more than 10 years as a federal prosecutor in the US Department of Justice's Human Trafficking Prosecution Unit where he was named one of the federal prosecutors of the year by the Federal Law Enforcement Foundation. He investigated and prosecuted many victim-centered labor and sex trafficking cases throughout the United States. He has also prosecuted cross burnings, police misconduct, and neo-Nazi hate crimes. Prior to this work, he lived in India for three years pioneering International Justice Mission's anti-slavery work. Ambassador Richmond's work to combat human trafficking has earned him several honors including the David Allred Award for Exceptional Contributions to Civil Rights; the Department of Homeland Security's Outstanding Investigative Accomplishments in a Human Trafficking Award not once, but twice; and the Department of Justice's Special Commendation Award. Ambassador Richmond, we welcome you.

John Richmond: Thank you so much, Dr. Knox. It is a great honor to be here with you all. Thank you to the Department of Education for hosting this event and putting it together; and thank you to each of the participants for taking time out of your incredibly busy schedules to pay attention to this important issue of trafficking in persons. You have a great agenda before you today. I was just reviewing it, and the presenters, and the topics. I'm glad that it includes a voice from a survivor leader. You'll hear from my friend, Harold, at the end of this. Harold D'Souza is a distinguished member of the US Advisory Council on Trafficking in Persons that provides insights to the interagency at the federal level, but also reports to the President on ways that we can improve our approach to Trafficking in Persons in the United States. I'm glad it's a comprehensive agenda. One in which I think you will learn a great deal.

Let me first start with what it is to be an ambassador-at-large. I think it's a title that confuses many people including many of my friends. Most people think of ambassadors as ambassadors-in-residence. That is an ambassador to a specific place

on a large number of issues. But we also have in the United States six positions that are ambassadors-at-large that is not an ambassador to one place, but ambassador to everywhere; but not on all issues, just on one specific issue.

I am delighted that our United States Congress elevated the issue of trafficking in persons in the year 2000 to have this position. I'm also grateful that you all have taken time to focus on this from an educational perspective. I think that educators have a remarkable role to inform, to identify as well as to inspire the next generation regarding this issue. When I think about informing others, I think about communicating to your students and your colleagues that right now there is a significant problem around the world. There are approximately 24.9 million people in the world who share the same challenge. Other people are making the most basic decisions about their lives. Someone else decides when they wake up, where they work, and who touches their bodies. These are traffickers. These 24.9 million people are being exploited as modern slaves; but there are many misconceptions about this crime.

There's this misconception that it always involves movement. I'm constantly confronted by governments and individuals, NGOs as well as police officers who conflate the crime of human trafficking with the crime of human smuggling. We conflate it with other issues that are important like migration or refugees, but there's no requirement that anyone be moved across a border to be a victim of trafficking. There's no requirement that they be moved across a state line or even a county line. You see, trafficking is not about movement at all. It's about coercion. It's about traffickers using some sort of coercive scheme to overcome the will of their victim and compel them into some sort of forced labor or to engage in commercial sex acts.

I think another misconception that troubles this movement is the focus on sex trafficking alone. I think often we don't realize that the vast majority of the victims are not exploited in commercial sexual activity, but instead are exploited in various forms of forced labor. That could be anything from the hospitality industry, restaurants and hotels, food service. It could be agricultural fields. It could be manufacturing facilities, and it could also be domestic workers who are providing important services in individuals' homes.

There's also the misconception that victims readily self-identify as victims. We've learned over the last 20 years that that's not the case. Many victims don't perhaps understand their legal rights; don't understand the crime that's being committed against them; or don't want to self-identify because of fear. Fear that their communities may find out what traffickers compelled them to do or fear of law enforcement; fear of the authorities because of their own personal experiences or because of their traffickers have warned them about, about how they can't trust the authorities to provide them help.

We know that traffickers target vulnerable people. We know that traffickers are looking for vulnerable people because they believe those individuals are easier for them to exploit. From a trafficker's perspective, it would require fewer coercive resources to compel them into the labor or service they're seeking so they look for individuals who are weak in society. Perhaps kids in foster care or runaway and homeless youth, people suffering from addictions or perhaps individuals with a disability. When traffickers can't find a vulnerability for a victim, they'll create one. They'll isolate individuals from their families and their communities. They'll take someone who is not currently addicted to a substance and provide them that substance, creating a chemical tether that they could use to control others.

We know that traffickers are using the modern tools of technology, and these tools are not in and of themselves bad. It would be no surprise to us that traffickers would use modern tools like social media and the internet in order to recruit, but we know their time-tested tools are family and friend. We know it comes as a surprise to many that the relationship between many victims and their trafficker is familial. That it's mothers and aunts who are exploiting their daughters, or it's fathers or stepbrothers or uncles who are harming individuals. Just because family is not always safe doesn't mean that we should not make sure that we protect individuals who are being exploited from those individual traffickers.

So there's a great deal of information that you as educators and administrators can provide in your communities about human trafficking. But beyond providing information, you also can provide an amazing role of identification. You have unique access into these communities to actually identify potential victims. You might see indicators of trafficking amongst your students or their family members. You might see indicators of trafficking amongst vendors or suppliers that might provide services or goods to your facilities. Having your minds open, having your understanding and

your ears perked so that you can see and hear the indicators of trafficking might allow you to actually make the referral to law enforcement.

Let me be clear. You don't have to prove the case. You don't have to have all of the evidence. If you've got a concern, if you've got a hunch, make the call. Someone will look into it. Someone will find out. Perhaps it's nothing, but perhaps it is a case of trafficking and you might be the linchpin in identifying a victim of trafficking. Making sure they get services and, importantly, making sure their trafficker is actually restrained; making sure they can't go exploit someone else. That that trafficker's ability to continually perpetuate this crime might finally come to an end.

We know that this allows us to reverse a trafficker's script. Traffickers are constantly telling victims that they're worthless, that they do not matter. That their names don't count and that no one will listen to their opinions. You get to intervene. You get to listen to them, to call them by name. You get to listen to their opinion and give them value to let them know that they do matter.

You get to inform. You get to identify but you also get to inspire. The individuals that you're teaching on a daily basis, many of them might be able to grow up and take careers in this field. They might be able to become forensic accountants. They might be able to become trauma-informed counselors. They might be able to use their web design abilities to help us communicate more broadly. They might be able to become prosecutors or law enforcement officers, and to encourage and inspire the next generation of people to take up the fight in whatever discipline or profession they might choose. You have an amazing opportunity to reach in and call them towards that good. You can also make sure that they understand the information that you're communicating.

I can tell you firsthand that teachers have had a massive impact upon my life. I remember teachers in high school challenging me when I didn't want to be challenged to push harder, to learn more, to think more critically. I remember professors in college opening my mind up to an entirely new world. Challenging my notions and my default assumptions of the world and giving me an imagination for what could be. That we could actually pursue justice.

Now, justice is a complicated idea for some but I think although philosophers may bend themselves into intellectual pretzels trying to define it, it is as simple as this.

Justice is simply making wrong things right. It's seeing something wrong and working to make it right. Big thing and small things, local things and global things. We can all do this together, and you can inspire your students in that regard.

I'm thrilled that during this National Human Trafficking and Slavery Awareness Month that the President has designated this year, the 20th anniversary of the Trafficking Victims Protection Act, to be the Year for Freedom First. The idea that we're going to call ourselves first to communicate about the idea of freedom. That we're going to raise this issue in our classrooms and in board rooms and, as I travel the world, with governments and calling them to put this first - to prioritize the issue of human freedom. Because until one is free, until one is free from a trafficker, they don't get to exercise all of their other freedoms. They don't get to use their freedom of speech when they want. They don't have the freedom to assemble when they choose, and they don't get the freedom to worship in the way that they wish. We know that freedom comes first and I'm grateful that the Department of Education has prioritized freedom and put freedom first this year including hosting this webinar.

I encourage you as you're gathering more information about this to stay in touch with the Department of State, with the Trafficking in Persons Office and with myself. Our contact information will be available. You can follow us on social media. We try to regularly push out updates about what is happening around the world on trafficking; how are governments engaging, including our own; and what individuals can do to be a part of the fight. The Department of Education has a significant number of resources on their webpage including their guide. I think that there is a cornucopia of information that is available to you and that you should avail yourself of it.

I think there is an important aspect of this to end on and that is that we must remain hopeful. One of the most important things you can communicate to your students is something can be done about this. This is not an issue that we are powerless against. We know how to stop traffickers. We just have to be willing to do it. I think people of goodwill are open to drawing close to pain if they think they can make a difference. If they think there's nothing they can do about it, I think they just move on.

This is an issue for which we can all make a difference. History is on our side as we move forward with a grand consensus and a compelling legal framework over the last 20 years that has developed and enabled us to stop traffickers. The question for us

now is, “Are we going to build delivery systems of justice and delivery systems of protection to bring the parchment protections of law to the people they were intended to protect?” If we’re going to be successful in that, educators are going to have to be a part of it. I’m glad you’re attending today and I’m grateful to the Department of Education.

Shauna Knox: Thank you, Ambassador Richmond, for providing such compelling information on what trafficking is and why you should be paying attention. We deeply appreciate your commitment to human freedom and your sacrifice in joining us today. On screen now are additional contact details for the Trafficking in Persons Office at the US Department of State. We encourage you to reach out to them as needed with your questions. We will now explore the role of the US Department of Education and that it has played in addressing human trafficking.

It is my pleasure to introduce Deputy Assistant Secretary Ruth Ryder from the US Department of Education. Ruth Ryder is the Deputy Assistant Secretary for the Office of Policy and Programs for Formula Grants in the Office of Elementary and Secondary Education. Ruth oversees a broad range of management, policy, and program functions related to formula and discretionary grant programs under the ESEA. She was previously the Deputy Director of the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services which she joined in 1988. In that position, she provided national leadership for moving special education accountability to a more results-oriented focus. In addition, Ruth has paid keen attention to ensuring that the needs of children with disabilities are addressed in the major initiatives of the department such as the Every Student Succeeds Act, Family Engagement, School Climate Transformation, and Early Learning. We welcome Deputy Assistant Secretary Ruth Ryder.

Ruth Ryder: Thank you, Shauna; and thank you, Ambassador Richmond. We really appreciate your leadership on this critical issue and your comments provide important context for today’s event. Thank you for joining us. Thanks to all of you for joining us today for this important webinar. On behalf of the US Department of Education, I extend a warm welcome to all of you. This event is a reflection of the Department of Education’s commitment to addressing human trafficking and the role educators can play in supporting students who are impacted by it.

The work we are now undertaking to address trafficking is an extension of our ongoing focus on nurturing a safe, supportive, school-learning environment. One in which all students feel safe and connected to meaningful adult and peer relationships. In recognition of the 20th anniversary of the Trafficking Victims Protection Act and as a result 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, we will be leading a series of projects to strengthen that support. Let me briefly outline these activities.

First, we're producing a series of four webinars addressing human trafficking. Today's webinar is the first in the series. Future topics will focus on tier one universal prevention efforts to reduce trafficking of students; higher-level intervention and eventual reintegration of trafficking victims; and support of our most vulnerable populations that may be at higher risk of grooming for trafficking. Additional details will be provided about future events at the close of today's session. We hope you'll join us for the remaining three webinars.

Second, we have begun development of a new downloadable resource to support school personnel in their role as caring principled adults who can meaningfully intervene in support of their students. We will be making this resource broadly available later in the year. Third, we're preparing a dedicated human trafficking webpage which will be devoted to providing key resources and reference documents to educators who are supporting students impacted by trafficking that sometimes can occur in America's schools. This website will also go live later this year.

We will ground all of these resources in the latest evidence-based research and best practice information available, while drawing from the wisdom of survivor-informed leaders. Our work on these efforts is well underway and we look forward to bringing these new resources to you in the months to come. We appreciate all of your efforts to prevent human trafficking and to protect your students affected by trafficking. Thank you.

Shauna Knox:

Thank you, Ruth, for that vital information on the department's efforts and its renewed and continued commitment to combatting human trafficking. Let us now turn to you, our participants, to learn more about the community joining us today. Please help us to collect poll information on who you are by responding to the question appearing on your screen about how you would best describe your

professional role within your institution. The question reads, “Which of the following best describes your role? Choose all that apply.” We ask that you make your selection from among the options provided which are as follows: state education agency staff, local education agency staff, federal grant recipient, school administrator, classroom teacher, specialized instructional support personnel (for example, school counselor, school nurse, school psychologist, social worker, substance-abuse prevention specialist), community stakeholder, parent, student, or other. In which case, we ask that you specify your role explicitly in the chat pod.

If you haven’t already, please enter your responses now. Let’s take a look at our results. It looks like we have a great representation, great showing of specialized instructional support personnel and also a good number of us are really just joining from roles that aren’t really distinct because we’ve selected the “Other” capacity. We’re also seeing a really good showing from state education agency staff at 15%. Thank you so much for participating.

Let’s advance to our next poll question and it will be the last for now. We’ll now move on to our second polling question which asks that you provide us with some insight on your reason for joining today. The polling question reads, “Which of the following best describes your primary reason for participating in this webinar?” Please make a selection from the following answer options: I have leadership responsibility to address human trafficking within a state education agency; I have leadership responsibility to address human trafficking within a local education agency; I am part of a team that is addressing human trafficking within a state education agency; I am part of a team that is addressing human trafficking within a local education agency; I have a personal interest in addressing human trafficking; or, again, other. In which case, again, we ask that you share your unique reason for participating in the chat pod.

Let’s take a look at our results. It looks like, by and large, a number of us have joined because we simply have a personal investment in addressing human trafficking. There’s also a large number of us who are identifying as “Other,” completely outside of the categories provided. Thank you so much for participating in our polling question. It offers us really critical insights that will inform the course of our webinar series.

In the next segment of the webinar, we will address research and resources toward the identification and support of students with insights from Arizona State University. Dr. Dominique Roe-Sepowitz is an associate professor in the School of Social Work at Arizona State University and the Director of the Arizona State University Office of Sex Trafficking Intervention Research. Dr. Roe-Sepowitz has a Master's degree and Doctorate in Social Work; and is a researcher, professor, and forensic social work practitioner. Dr. Roe-Sepowitz teaches in the clinical track of the Masters of Social Work Program, providing clinical intervention groups focused on abuse and trauma in the community to women and men exiting prostitution. Her research focus is women and violence with particular attention to prostitution and the therapeutic needs for exiting populations.

Dr. Roe-Sepowitz has expertise in sex trafficker profiling, establishing prevalence estimates of sex buyers, and sex trafficking victim protection and intervention design. She works very closely and with community groups including the Phoenix Police Department, the Phoenix Prosecutor's Office, and the Dignity Programs sponsored by Catholic charities. Dr. Roe-Sepowitz has a research repertoire that spans prevention, detection, and identification efforts as well as trauma-focused treatment for sex trafficking victims. She has community partnerships with the Las Vegas Metropolitan Police Department and the Tucson Police Department, and is credited with co-creating an 11-week cycle education program, "Sex Trafficking Awareness and Recovery," that was published across the State of Arizona. It is my pleasure to introduce Dr. Dominique Roe-Sepowitz.

Dr. Roe-Sepowitz: Thank you everyone. It's a pleasure to be here. This is a great honor to be part of this webinar. Thank you. I want to tell you a little bit about the work that we do. Here at Arizona State University, we have a research office that I developed in 2013 and we have three areas of focus. We work with our Department of Education and our schools both in the Phoenix area and all of the 15 counties in Arizona to make sure that we are providing information to schools. We have created a prevention/intervention program which I'll tell you about.

Our research focuses on children who have been sexually exploited and adults who have been exploited. We study a broad variety of people. We are working with our residential treatment program who has seen about 500 young girls in the last five years. We're evaluating their treatment program for trafficked girls. We work with two different police departments looking at vice cases or human trafficking cases for

both sex and labor, really trying to understand what some of those red flags are that we could look out for and we could teach other people to look out for in school settings, in correction settings, in other places.

We do a lot of work with our young adults who are 18 to 25 in Arizona. We have something called the Youth Experiences Survey. We just replicated that in Hawaii. That study will be released next week. We are looking at both the sex and labor experiences of these youth, and what we're finding is that there are certain vulnerabilities that set a person up to be trafficked.

Many of those were things that happened when they were in school. They were more likely to be suspended. They were more likely to be bullied. They're more likely to have - interestingly enough, about one out of every five of the sex trafficking survivors we've interviewed in many, many, many studies identify as being in special education classrooms. We have a project here in Arizona. We're working with the special education teachers. We are, this year, hoping to train the 2000 bus drivers that are working with special ed students trying to make sure that we really give the targeted training that we can to the people who are most likely to see the young people who are being trafficked in front of them.

Other things we do at STIR, we practice. We run groups. We work with survivors in our community. We do round tables and focus groups, and learn about the experiences of the trafficking survivors. I run a group currently at our local jail here in Maricopa County because we know, as we work with victims, that one of their engagement is often with the Criminal Justice System.

We've trained about 10,000 community members in the last four years making sure that they have a 101 information but also that they have the clinical capacity to treat people who have been sex and labor trafficked. What we're hoping from this webinar is that more and more people will be able to identify a victim and then be able to send them to resources for treatment. Some of you are social workers and psychologists that may be able to do some of those interventions. The communities that surround you, if you don't have clinicians and social workers who are able to work with that client type, we don't know the ins and outs of that complex PTSD or the dynamics of trafficking. It's really difficult to help a person stay exited from that situation.

I spoke a little bit about the trainings. We train, again, special ed teachers, school resource officers community members, church groups. We've worked very hard to develop specially-trained court-appointed special advocates. We have lots and lots of different communities. We work also with some of the Native American communities in Arizona through the AMBER Alert Programs. We have lots of partners that we're trying to make sure that the capacity of our community is ready for the lessons that we're learning that trafficking victims are around us, that they're really everywhere. Not every child and not every at-risk child, but certainly enough that we need to be paying attention and build a system of recognition.

On the next slide, I want to show you some of the marketing and training materials that we've developed. These are tools that we have developed over time to work with different disciplines. In one of our cases, we worked with probation officers and we were asked to create a separate training for parole officers. Some were very mindful of linguistics and the opportunities to provide information needs are very specific. Currently, we're working on one for juvenile and adult corrections and detention officers because they interact oftentimes with survivors of trafficking but also, there are opportunities in those correctional settings for kids and adults to be trafficked and we're trying to make sure that that information is known.

Two of these brochures are available in Spanish. They are all three. They are all on the ASU website which you'll have a link to. We have one specific to school educators and for teens. We really recommend that you just take a look through them. These were certainly produced by experts in the field, not just our ideas and our knowledge. We collected research and data, and added that into these brochures which have been really well-received.

In some schools, we see that the school educator keeps that brochure in their office or on their desk. In other settings, we have another one for parents and that parent which isn't displayed. The one for parents is just displayed on PTA nights or opportunities where parents can pick it up. The parent's brochure which is available in English and Spanish is all about what to look for and how to protect your child; but also, there's a whole page talks about if your child was exploited, what you should do. I think that's one of the pieces that we don't always have the answer to.

Here are just 10 points about what kinds of things that we can teach parents. For example, don't destroy evidence. Don't destroy the phone. Be careful about the

interactions you've had with others. Make sure that you work with law enforcement if that's a safe opportunity. Also, understand that traffickers are oftentimes dangerous people in our communities. If they've threatened your child that we need to take that very seriously. These training brochures are available on three different websites that we're affiliated with. ASU STIR, SexTraffickingHelp.com which is a website we developed for programs in our state, and ProjectStarfish.education which I'll tell you a little bit about.

One the next slide, we are going to talk about the definition of trafficking. Many of you are working in trafficking but I want to make sure that you have a clear understanding of what we were talking about. I'm going to focus today on sex trafficking. Later on, you're going to hear from a wonderful person who's working in schools who can talk about labor trafficking in a different way. I do want to make sure that there is some distinction between them, but oftentimes we see the risk factors to be similar.

In our research work with young people, there is about a 25% overlap between those who have been trafficked for labor and trafficked for sex trafficking. We see a lot of the same types of victims, the same types of vulnerabilities that makes a person vulnerable. The TVPA, yes, we heard about this a little bit earlier in 2000. It was initially designed for foreign-born victims and it started to, luckily, included domestic victims. We found that this definition is very good.

It talks about force, fraud, coercion. Within coercion is the language of enticement. Enticement is trickery, conning, getting people to do what you want. Anyone who is trafficked under the age of 18 and anyone who exchanges sex for something of value is identified as a sex trafficking victim based on this law. A person, once they turn 18, must demonstrate a third-party involvement that looks like force, fraud, or coercion. I'll talk about those a little bit more.

Always sex traffic under the age of 18 if there's an exchange for sex. We have male, female, transgender person can also be a victim. An example would be a man is molesting his 14-year-old daughter. That is a sexual abuser. Man allows his neighbor to have sex with his daughter for a case of beer. That commercial exchange, that exchange of something of value. It could be drugs. It could be a place to stay. It could be for safety or security, for clothes. It can be anything that has some sort of value.

For spotting coercion, one of the struggles that we have and we hear from prosecutors in our communities and actually across the country is that force is difficult to demonstrate. Oftentimes we hear that the victims that we work with have been strangled or punched or hurt or injured. Sometimes they do but more often than not have not received any type of medical attention, but also hadn't taken a photo of themselves after that injury. It's very difficult to document force, the making of someone do something else.

We have worked very closely with our sexual assault nurse examiner teams here in Arizona. We've trained them. We've added three important questions to their medical records so that at a later date, if that victim does indeed decide to testify against their trafficker, that there is evidence that they disclosed that trafficking earlier. I'm happy to share those three questions with anyone who wants them.

These are types of ways that force criteria is met: kidnapping, physical violence, drugging, and sexual assault. Fraud is trickery. Fraud is pretending that they love you, pretending that you're going to have a different life. That that child in that classroom who really needs things or wants things if there are things for them to have. What we see, in the classrooms in Arizona, is that we have kids who are coming from homes where they don't always have enough food to eat. They don't have the newest smartphone. When someone offers that to them, that's the initiation of some of that trickery.

We have kids who talk about running away, being unhappy at home. There's conflict at home or drugs at home or a parent is absent. They runaway and they find a person who said, "Well, you can stay with me but you - I'll keep you safe. I'll do these things but you have to help me recruit other kids. I'll keep you safe and I won't let anything happen." That kind of conning and convincing.

We talk about quite a lot in our trainings and our work that there are specific age groups that are more vulnerable to fraud and coercion which is the next one. There are certain groups of people who are in difficult circumstances or in situations that make them more likely to be vulnerable. That is age. That's development of the brain and social development. There are places and spaces in schools where there are kids who have unique social/emotional needs and maybe aren't getting them met. That would include the variety of types of special education curriculums and

situations, but also poverty seems to be a really important tool for fraud and coercion. Those wants and those needs.

Coercion would look like blackmail. We had a girl in our community who was 16 who met a guy at the mall. They spent the day together. She just met him at the mall. A very social place to meet someone. They spent the day together and he convinced her to let him drive her home. She was from a middle-income family but no one from her house could pick her up. He had bought her a present while they were at the mall and he said she had to pay him back that money. If she couldn't, he would tell her family and her pastor all of the things that she told him about her own sexual activity, her own opinions about her family and sort of the secrets that was happening in her life and/or she could dance that night for him at a party and take her shirt off. That's how he groomed her into that situation. That's an example of debt bondage.

One of the things that we really know well now from our work with law enforcement is that if a trafficker threatens a person's family that they are indeed likely to do it. We take all threats very seriously and I encourage you as well. There's nothing for a trafficker to lose. That is part of their reputation and their respect on the street, their respect on the community. We have seen tremendous violence. If one of my clients said, "He's going to come and shoot my mom's house up." We make sure we get everyone out of that person's house and make sure that we're looking for that trafficker so we can keep that family safe. Those are things to think about as people working with this type of victimization.

One of the ways that we train and we have found to be very helpful and it's up to you to decide certainly but the difference between sex trafficking and domestic violence and in the case of children in school certainly dating violence, and what we found was that there was a tremendous amount of overlap.

The things you see on the left on the grey screen are domestic violence and sex trafficking and on the right side are just trafficking only and there are only four things that we were able to really pull out.

What we identified is that if a person is being a victim of dating violence, they are also less likely to respond to a question about sex trafficking so neither of those two

are very easy to come out of a survivor's mouth and we know that there's reasons for that.

That include shame, protecting the trafficker. All of those pieces but we do know that when we ask a direct question about trafficking, to most people, the answer is no. It depends on how we build trust. How that person has been told by their abuser not to trust other people but secrecy has been a real key point and the similarity between dating violence, domestic violence and sex trafficking is really important.

In sex trafficking situations, we see violence perpetrated by more than one perpetrator as you would see perhaps in a domestic violence situation, you would see violence from sex buyers who would sometimes seek community violence. I've worked with women and girls and transgender persons who've actually been assaulted on the street, called derogatory names regarding the prostitution that they were participating in.

It's important that we know that the vast majority of the clients that I have served have been hit in the head. Have been choked. Have had multiple times where they were hit and hurt, stabbed, shot and the violence that they experience is - doesn't seem to change from day to day. Some days are more violent than others but it's a path that they accepted. Part of being in that life and when we talk about violence, our clients often times say, "Ugh. What was the - that wasn't a big deal."

Dominance and power. A trafficker has to have control and get that person to do what they want them to do which is in the cases of sex trafficking. Includes prostitution. It also includes shoplifting, grooming and trafficking others. Robbing, tricks or other things that are a part of sex trafficking but having control and dominance over another person.

Some of the linguistics that you'll see in our training brochures talk about the rules. There are language - there's language that our clients use that really talk about the rules that are explicit across trafficking situations. In many situations so being out of pocket where your trafficker doesn't know what you're doing or where you are. You're not earning money and that you'll be punished. You're not allowed to look at another trafficker in the eye.

Those are things that we see that are quickly told and taught to trafficking victims whether it's by other victims in the community that they're being trafficked into or by that trafficker. But the rules have overlap and it's really important that if we are starting to recognize the - a victimization, that we recognize also that many of the things that they are talking about, they're not allowed to tell us and that's part of that rule in sort of that community.

Involvement of children as a tool, we see very similar to domestic violence and then I'm just going to go to the right side just for one quick second to sex trafficking only. Is that we find that sex trafficking has its own unique stigma that people look at dating violence and domestic violence in one perspective and sex trafficking victims continue to have an additional set of stigma related to the behavior, to the sex, to the community, to the violence.

And that's something that as you're working in this, as you're endeavoring to work with survivors that you address your own opinions, your own ideas of victimization and parity. Those people who are worthy of our sympathy and empathy and make sure that you've sort of figured out your own stigma. Sex trafficking also has victimization of other people outside the relationship. That's important.

The next slide is about push factors. Here are the consistent push factors that we see for kids in schools who are more likely to be victims of sex trafficking. Now, all youths in schools are not trafficked. I do think that they are equally vulnerable from many different settings but there are certain things that make them more likely to be vulnerable to a trafficker identifying them and we really see that trafficker grooming and contact with the victim being a key element of trafficking so they have to have access.

They have to have access on school campuses, outside school campuses, at malls and other places I'll talk about in a second. Family instability, poverty, gang involvement, history of abuse, substance involvement in a child welfare system, trauma. By and large, the most common variable that we see for risk is a history of running away.

Next slide talks about where are victims recruited? So schools are an important place in our community. We have seen kids being trafficked by other kids on campus, similar age. We have most often seen a trafficker identifying a vulnerable victim outside of the gate. Getting their number. Meeting them. Getting them to talk to

them. Getting them to be friends with them on social media. We've seen tremendous social media recruitment.

We just did a PBS documentary here on Frontline called Sex Trafficking in America. The victim that's profiled in that case was found - she met her trafficker on MeetMe.com and she was a 15-year-old from a rural community here in Arizona and didn't actually know what trafficking was. She decided to run away. She was outside her home about a mile away and was kidnapped at gun point and was trafficked brutally. It's a great documentary if you're interested.

Bus stops, small group homes. We certainly see bus stops, small social hang out places where people are not uncomfortable to meet other people who probably seem to be a very common theme in the work that we do. Lots of kids in social - in child welfare settings in our community. We've identified them in the central corridor of Arizona. We've identified 195 victims of trafficking in the last two years and 85% of them are in our child welfare system. Almost all of them are in some sort of group home care.

The next slide talks about who is best to observe these red flags? We recognize that students are with teachers almost all the time. They spend most of their days with their teachers. Sometimes one teacher, sometimes lots of teachers and it's really a great opportunity for one teacher who's going to see thousands and thousands of kids in their career working with - with kids recognizing those special few kids that are going to be really vulnerable and recognizing if they are indeed being groomed and then trafficked.

Special Ed teachers; I have priority for them. We see that one out of five of our sex trafficking victims identify as being in Special Ed. Our paraprofessionals, oftentimes, they are the closest to students and how lucky for those students but they might be the ones that really notice the changes in behavior, changing of clothes, being more tired, spending less and less time engaged in school work. The paraprofessionals are really one of our hidden assets in school.

Social workers and counselors; it's really important that we see changes in behavior. That we're not afraid to ask questions like with your boyfriend. Is there anything you have to do in that relationship that you don't want to do? Or is he making you do something that you're uncomfortable with? Or for a male, in your relationship, do

you feel like you're safe and what are the things that are happening that you want to talk to me about?

Bus drivers certainly get a different view and a different lens of the children in schools and making sure that they know what to look for and have a plan for when they identify a victim. All of these persons who we identified on the screen really need to have a plan. When you identify a victim, do you expect in your school that they sit down and they talk to that student about it or do you think they should tell the vice-principal or the school resource officer or should they make a child welfare report? Should they go to social work? You've got - each and every one of us needs a plan.

School nurses are critically important. We see lots of physical manifestations of trauma and of course, some of those children are experiencing trafficking and certainly peers. Peers are the best to look out making sure that our kids know who to talk to and making sure that all the peers in the school are part of the flagging system, the warning system that if one of their friends or someone they love is being trafficked that they know who to talk to.

Next slide talks a little bit about the roles of schools in prevention intervention and how can schools talk about how we train leaders to be heroes? How do we train all school personnel to look out for trafficking that we can create a system and a pathway of notification into law enforcement and child welfare as needed?

Our goal is to get tools and education to educators to be able to see the warning signs. Talking about teen sex trafficking on campuses using all different types of methods like Glee clubs and have plays that address this issue. It doesn't have to be something that's taught only in health class although that would be quite fantastic but addressing the topic of teen sex trafficking certainly in a peer support way.

Strengthening school-based programs on healthy relationships. Again, that link with dating violence, bullying, interpersonal violence prevention and sharing with students ways to keep themselves safe. We find that location services are one of the ways that traffickers identify people who post things like on Instagram or on Facebook. They know where that youth is and they're more likely to make contact with them if they know where they are.

And explain why they should never share their personal information. We've heard a lot on the news about different ways that kids are being contacted through games, through TikTok, through tools that are being used to connect youth to each other. But what we are finding is that predators are among them and making sure that our youths know how to keep themselves safe in that situation.

Talking about the interventions, what precautions we can do. I want to tell you about our prevention website called projectstarfish.education. This is a way to teach teachers, principals, social workers, school nurses, paraprofessionals about trafficking in a way that takes a 15-minute webinar. They get a certificate and then there are many, many ways that teachers can use the information in student groups.

Faculty groups can bring education into your school in quite a nice passive way that's got lots and lots of information so we have lesson plans that are core competency equivalent. They have all of that information on them. It teaches social skills. It talks about self-esteem.

If you click on this website when you have some time, we have full lesson plans for eight different disciplines including Journalism, Photography, English, Economics, human - social justice and then we have case studies of seven cases that we had in our local - a local high school here that had both an advanced baccalaureate program and the highest rate of free lunch programs in our state so a great example of what all schools sort of look like and they had seven cases over just a few years that are helpful.

If you go to the next slide, it talks about Project Starfish. You're on it. A school prevention - this is our website. Please know that this is not for children to watch in the classroom. When you open it up, there's a story about a sexual assault and that's how that person was trafficked when they were in ninth grade.

The material on this website is definitely for teachers and for the understanding of looking and finding potential victims in your community but it also - as you go through the webinar on the website, it teaches you how to create a protocol for your school which I think is critically important.

Our resources for educators [Laughter] is this beautiful school prevention project and then here are three different - excuse me. At the end is my website for any other information that you might be looking for. Thank you so much for your time.

Shauna Knox: Thank you, Dr. Roe-Sepowitz for this critical foundational information and these very helpful resources. The downloadable brochures and all of the resources Dr. Roe-Sepowitz mentioned will be available in the same space as this webinar when it is archived on the NCSSE website.

We are so pleased to see that you are involved in very lively engagement in the chat pod. Please remember that if you'd like to post a comment to all audience members in addition to the panelists, click the button beside the word 'to' and select 'all panelists and attendees'.

We turn now to the Prince William County Schools Trafficking Program. Mary Ellen Smith is a Human Trafficking Prevention Specialist for the Prince William County School District in Virginia. Prior to her current role, she worked as a school social worker in Prince William County for 20 years. Mary Ellen received her Master's in Social Work from Virginia Commonwealth University and has also worked as youth coordinator and victims advocate specialist at the Marine Corps at Quantico. In her function as a school social worker, Mary Ellen has had the opportunity to implement trafficking intervention and prevention programs with students in the area of healthy dating relationships, suicide awareness, sexual harassment and teen trafficking specifically.

She coordinates the Human Trafficking Prevention Program which is a part of the wider Prince William County School's Trafficking Program and includes prevention programming for middle and high school students, coordinated case management for identified victims of trafficking and public awareness campaign modules for school employees and community agencies.

Mary Ellen Smith is also a member of both the Crisis Intervention Team for Prince William County schools and the Greater Prince William Human Trafficking Taskforce. Welcome, Mary Ellen.

Mary Ellen Smith: Thank you, Shauna. I appreciate it and thank you for the invitation to participate in this webinar. I want to start out just briefly telling you a little bit about Prince

William County. I know we are unique and when you're looking to implement programs in your own area, we may look very different from what you look like so just a little bit about Prince William County, we are a suburb of Washington, DC.

We are about 20 miles south of DC. As you can see, we have a very diverse population. A very large school district. We have 12 high schools, 16 middle schools and 57 elementary schools in our area and you can see the breakdown of our student population that we are very diverse.

As you move onto the next slide, you can see some of the things that are unique to our county as far as risk factors for students that could be trafficked. We know that trafficking happens all over the United States and it looks different in different parts of the country and even in Virginia, we see different trends across the state but here in Prince William County, some of our risk factors are that we have two many interstates, 95 and 66 which make it very easy for traffickers to transport people back and forth very quickly if needed to.

We also have a large number of students coming from other countries who are reunifying with family members after an extended period of time being away from each other which puts them at risk not only for being trafficked but also for gang activity.

We do have a large presence of gangs here in Prince William County. Our Gang Taskforce has told us we have as many as 33 gangs here in Prince William County which over the last few years, we did see a strong correlation between gangs and the trafficking where the gangs were recruiting young victims and trafficking them and actually moving them up into Maryland and other states for the purpose of trafficking.

We have many families struggling with homelessness. We have, at last count, 475 homeless students in our county. Not all of them stay in shelters. They may be going from home to home from - with family members or friends or staying in hotels and that definitely puts them more at risk of being targeted. Then we also have a very transient population in Prince William County as well. Marine Corps Quantico is right here in our county so we have lots of families moving back and forth out of our area.

As we move onto the next slide, I want to tell you a little bit about our program. We started about seven years ago. In 2012, there was a mandate from the state indicating that the Board of Education along with the Department of Social Services would provide awareness and training materials to local school division staff on human trafficking including strategies on how to prevent trafficking and our county took that a little bit further and really developed a program on our own.

What that program looks like is a curriculum. We spent about six months developing a curriculum that we would present to ninth grade students in our county but at the same time, we were also making sure that we were reaching out to local agencies and partners who wanted to define what the scope of the problem was in our area and to see what resources we had available to any student that may come across as being identified as being groomed or being trafficked.

For example, we reached out to our health department to see if they would be available to do health screenings. We reached out to county and state mental health agencies to make sure that they could provide counseling for our students and even to our local gang taskforce units, for tattoo removal for any student that had been branded by a trafficker.

We really developed a full comprehensive program. Not just a curriculum to go into our students. We started presenting this to our students on one end of our county in 2013 in six of our high schools and one middle school and I'll explain a little bit more about our presentation in a few minutes.

We expanded that then to our full county, all 12 high schools in 2016. Now that our county and our whole state has put human trafficking as part of their Family Life Education Curriculum so it fits very nicely into the ninth grade curriculum and we actually now have trained our Health and PE teachers to provide that presentation to our students and the teachers have actually indicated that it fits nicely into their other topics on mental health awareness and suicide awareness so it's very good.

This is our final year of our grant and our school board last year approved for my position to be fully funded so we will be able to continue to sustain this program moving forward after this year. Last year in the State of Virginia, there was a mandate that created the position of a Statewide Trafficking Response Coordinator

and that person, one of their tasks would be to develop educational curriculum materials that can go into all of the high schools in Virginia.

On this next slide, you can see the different parts of our program. As I mentioned, we collaborate with other agencies in the county to help deal with this issue. Our prevention lesson, like I said is given to all ninth-grade students. It focuses on what human trafficking is, both sex trafficking and labor trafficking.

It talks about where it happens, why it happens, what puts them more at risk for this happening and it really goes over the grooming process that students - so that students can understand how they are targeted and what that looks like. Most importantly, how to get help for themselves or someone else if this is happening to someone they know. In addition to that, we allow all students afterwards the opportunity to come forward and meet confidentially and individually with their school-based social worker if they have any concerns.

On this next slide, you can see how we target not only the universal population for this prevention program but moving up into all three tiers. That universal prevention program is what I talked about where all ninth-grade students receive the presentation. Then we also train much of our school staff including our nurses, social workers, school resource officers, security and In several schools, the entire staff on the red flags of what to look for that could identify the possibility of trafficking and then how to collaborate with other agencies outside of our school and within the school to provide services to those students.

When we move up that triangle, we have our vulnerable and high-risk population; the tier two and training our school staff on how to identify students. They know to contact our office so that we can start providing that case management and follow-up support to students.

Students that have been identified as being trafficked at that top level, those are the students that we work with law enforcement in addition to qualified mental health providers to make sure they're getting the full support that they need including any physical help that they need as well.

As we move onto the next slide, you can see some results from our surveys that we give to students. Again, this goes back to that universal prevention program. All of

our students are asked to fill out a pre/posttest and basically, it's a Likert scale asking their knowledge about human trafficking. You can see that from the students that complete that that their knowledge increases from 57% to 72% after receiving that prevention lesson.

When we move onto the next slide, you can see as we move up that triangle that I was talking about from our universal population to our vulnerable population, every student who receives the presentation is given the opportunity to as I said meet with the school-based social worker afterwards. They fill out a slip of paper with their name on it and indicating either just, "Yes or no, I would like to meet with the school-based social worker."

These are the number of students who have come forward each year after the presentation and you can see at the bottom, the number of students who were identified as being anywhere in that grooming process or being sexually assaulted or being trafficked.

Many of the students who come forward are actually asking additional prevention questions like, "How do I keep myself safe? What are some other warning signs I can look for? I have a friend who is hanging out with an older boyfriend, is that something I should be concerned about now?"

So you can see how we kind of move from prevention questions on up to students that have been approached online and now they know that that's something they should be paying attention to and we get in contact with their family and kind of make sure that we're addressing that issue.

Finally, as we move onto the next slide, you can see that these are the students that are kind of in that top tier of that triangle that we were talking about. In our county specifically, some of the trends that we are seeing for students who are at risk or who are being targeted; gang involvement as I mentioned, in the last two years, there was a strong correlation between those two issues.

We definitely have younger students that are being groomed or trafficked. Middle school students are more of the population that we are dealing with now. A large number of students running away from home and therefore, the attendance officer is getting involved with them because they're not showing up to school. Those who

are using substances, a previous trauma history. Most of the contact with these students has been made through social media and that's where the initial grooming process started.

Just to highlight to you how we work comprehensively with our students. This first slide addresses a student we met in middle school who was being sex trafficked. She came to the attention to us in sixth grade initially because she was not coming to school. She had made several school changes in just a few years and she was lying about where she was going on the weekends and meeting up with people who were taking her to parties where she admitted that she was using drugs and alcohol.

At that point, her school attendance officer and her school social worker became aware of who she was and started working with her and providing services to her through our comprehensive child study program. That is a group of social workers. It is able to get funding for - and access families to additional - more comprehensive counseling supports.

In the next year, she moved onto another school and she came again, to the attention of a school-based social worker, the counselor and also to our Human Trafficking Specialist at that time. We did then get the police involved and Homeland Security because we were fully aware of there being a gang issue and a trafficking issue. We then had her involved with an agency that does trauma informed care very specifically with students who are gang involved and being trafficked.

Now, we are still continuing to monitor her. We are hoping that she will graduate this year and she's being monitored by both myself and the school personnel at her school.

On the next slide, you see one of our students that was being labor trafficked. He came to the attention of an ESL teacher in high school. He had come to her just kind of talking about what was going on in his home situation. He had been adopted by a family before arriving in the United States but then handed over to another family once he got here and that family was requiring him to do a lot of the chores in the home. The family was kind of being abusive in creating additional chores for him.

Then also, allowing other families access to him for their chores as well. He came to the attention then of the ESL teacher who reached out to the school resource officer

and the school social worker and they reached out to the Human Trafficking Specialist at that time and they got involved with Homeland Security to begin investigating the case and then also finding safe housing for him and working on prosecuting the traffickers who were involved in that case.

On the next slide, you can see we are very fortunate in our county and I know not every county has this luxury. Our school board fully recognizes that not only trafficking is an issue but mental health issues in general for students are increasing. We have a large number of students who are dealing with stress and anxiety and depression.

A large number of students who have been hospitalized due to these concerns and so we are very fortunate as I mentioned that my position now has been fully funded. Then we've also hired 12 new social workers so every high school has a full-time social worker and then we have someone staffed at each of our middle schools and elementary schools and 46 new school counselors that were hired last year as well in addition to a mental health consultant who works very closely with all of our schools to address student mental health needs as well. Thank you very much for allowing me to participate today.

Shauna Knox:

Thank you, Mary Ellen for sharing on the innovative approaches Prince William County is employing to combat child trafficking in Virginia. In this section of our presentation, we will draw on the expertise of the US Advisory Council on Human Trafficking.

The Department of Education is intentionally committed to meaningful collaboration with survivor-led anti-trafficking organizations. In keeping with our strong investment and survivor voice, we now invite a survivor representative to weigh in on the advancement of human trafficking identification and student support efforts in schools across the nation.

Harold D'Souza is a survivor of labor trafficking and debt bondage in the United States. Originally from India, Harold has a Bachelor's Degree in Business Administration and a Master's of Commerce from the Maharaja Sayajirao University of Baroda. Harold stepped down from a senior management position in order to pursue the American dream which he believed was within reach.

On coming to the United States, following the advice and encouragement of a man who he would discover later was his trafficker, Harold was exploited for over 18 months, losing his freedom and the safety of his family. Today, Harold is a survivor advocate, public speaker and co-founder of Eyes Open International, a non-profit organization focused on developing prevention efforts through survivor informed research.

Harold has served on the United States Advisory Council on Human Trafficking since 2015 and is an expert level consultant to the Department of State's Office to Monitor and Combat Trafficking In Persons. I'm pleased to now turn the discussion over to Harold D'Souza.

Harold D'Souza: Sorry. Thank you, Shauna. First and foremost, I would like to thank my cool, caring and compassionate friend Ambassador John Richmond for being the friend for all these survivors globally and then the Department of Education, Deputy Assistant Secretary Ruth for engaging, encouraging and employing survivors to speak and give their voices.

First and foremost, I would just like to identify what could be red flags at the school levels and at the university levels from my personal experience and with the experience with other victims. I think I feel that at a very early stage, a victim can be recognized and identified by looking at their kids. If their kids are going to school and they are the preliminary stage where the kids can be identified by the teachers or by the counselors.

I just want to give a small example is that we never saw snow in our entire life back in India and we saw snow for the first time in 2004, December and we got a note from the school teacher that both my sons cannot come to school if they do not wear snow jackets. I think that was a red flag at that particular time for the school.

We had no idea what is a snow jacket but one of my chef, he bought a snow jacket for my kids but next day, again, we got a note from the school teacher for both my sons that they cannot come to school if they do not wear snow gloves. These are some red flags which can be identified at a very early stage at the school and most of the time, the kids, they do not communicate well. Their behaviors are different and in my case, both my sons were pulled from the school.

I don't know when. Maybe in the assembly line or when they were in the school by the counselor and by the teachers thinking that there was child abuse going on in the house and at one time, it was even understood by the school that maybe the parents are divorced which was absolutely not the case because I feel that the school authorities should be trauma informed and should be trained on human trafficking. How it happens, where it happens and so they can identify the right students of what's going on in their mind, body and soul.

One classic example is that when I was in the trafficking situation, one of my colleagues, he was from Pakistan. He was a chef or he was a cook. He got handcuffed from the kitchen because his daughter was going to the school and they thought it was a case of child abuse and one month he could not go home and he had to sleep at the restaurant.

But today, as a flashback, that was not a case of child abuse. It was actually a case of human labor trafficking and the kids are unable to communicate exactly. Once we were called to the school, my wife and myself and that is when we realized that this is not right because we could not understand what was going on.

How we lose faith or trust on law enforcement agencies is that the job and family came to my house to pick up my kids for child abuse and they went to the school, did all the research, homework but eventually, I think after three months, the case was closed.

But I think that the best part is that what the Department of Education is doing is I think educating the school authorities and my only suggestion is that to engage survivors in the training programs and if possible, the survivor's kids, number one. Number two is to put a tab on the websites of all the schools and colleges on human labor trafficking or sex trafficking where they can go on the tab and identify the resources but many times, the students are unable to communicate to the teachers or professors or to their friends.

Third, I think is that education should be for all the students in the - at schools and universities because they could be a potential victim of human trafficking if they're not in this country. If they're going on study abroad to some other country. Lastly, I feel there should be counseling for all the students if there is a victim or you feel that the - a student is going through some trauma. The counseling is very important.

The teacher has to pay additional importance to the child because I've seen that kids get bullied in the school. That they start telling, "Oh, you start smelling. You're dirty. You're not well-dressed off." That makes the child totally introvert. So - but anyway, in the end, I'd just like to end with one note is that I always say that do not be scared what the child speaks but be scared what the child sees and hears.

Many times the child does not speak also in a case of human labor trafficking so I think the counselors or the teachers need to intervene. Once again, thank you Department of Education and Department of State for engaging a survivor and taking feedback. Thank you very much.

Shauna Knox: Before we close, I'd like to reference an additional resource that will be available following today's event. The San Diego County Public Schools have developed a protocol featuring intervention strategies for schools to follow once a student has been identified.

The document on your screen will also be available for download along with the archived version of today's event at the link pictured on your screen. Given our time constraints, we've had to cut the question and answer section of today's webinar but we invite you to submit your questions to ncssle@air.org or to include your questions on the feedback form.

As the webinar closes, I will take this opportunity to give you some more information about what is to come in our webinar series. Our first webinar covered identification and intervention to support students. Our next webinar in March will focus on universal prevention efforts. In June, we will drill into the topic of intervention, recovery and reintegration and our final webinar in September will focus on vulnerable populations.

We'll also be publishing revised resources that we hope will be incredibly helpful to you in this very important work. In this moment, I'd like to truly thank you for your attendance today and for your investment in protecting America's children who are being trafficked and exploited.

We, at the United States Department of Education deeply appreciate your commitment to America's students and the meaningful role you play in safeguarding

their health and well-being. As we close, let me remind you about the webinar's evaluation process.

As you can see, there is a webinar feedback form and we ask that you just take a few minutes to fill it out as it will inform our future webinars in the 2020 series. Again, as you submit your questions following this webinar, we will be compiling a report that will respond to each question that has been submitted. You can submit your questions here on the feedback form featured on the slide or at ncsle@air.org. We thank you so much for joining us today. It has been an honor to be with you. Thank you again for your participation and have a wonderful day.