ADDRESSING HUMAN TRAFFICKING: SUPPORTING VULNERABLE POPULATIONS AND EFFECTIVELY REINTEGRATING STUDENTS

JANUARY 25, 2021
MEET THE MODERATOR

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U.S. Department of Education
Washington, DC
WEBINAR LOGISTICS

Zoom Control Panel

Audio Settings

Chat
Raise Hand
Q&A

Technical Issues
For assistance during the webinar, please contact NCSSLE at ncssl@air.org or by calling 800-258-8413.

NCSSLE website:
https://safesupportivelearning.ed.gov
PLEASE NOTE

The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.
POLLING QUESTION 1

Which of the following best describes your role? (Choose all that apply.)

❑ State education agency (SEA) staff
❑ Local education agency (LEA) staff
❑ Federal grantee (e.g., Elementary & Secondary School Counseling, 
  Project Prevent, Promoting Student Resilience)
❑ School administrator
❑ Classroom teacher
❑ Specialized instructional support personnel (e.g., school counselor, school 
  nurse, school psychologist, social worker, substance-abuse prevention 
  specialist)
❑ Community stakeholder
❑ Parent
❑ Student
❑ Other (Please share your role in the Chat Box.)
POLLING QUESTION 2

Which of the following best describes your primary reason for participating in this webinar?

❑ I have leadership responsibility to address human trafficking within a State education agency (SEA).

❑ I have leadership responsibility to address human trafficking within a local education agency (LEA).

❑ I am part of a team addressing human trafficking within a State education agency (SEA).

❑ I am part of a team addressing human trafficking within a local education agency (LEA).

❑ I have a personal interest in addressing human trafficking.

❑ Other (Please share in the Chat Box.)
EVENT OVERVIEW & PANEL INTRODUCTION
WEBINAR AGENDA

▪ Welcome and Logistics
  Shauna Knox, Ed.D., U.S. Department of Education

▪ Event Overview and Panel Introduction
  Shauna Knox, Ed.D., U.S. Department of Education

▪ U.S. Department of Education Message
  Deputy Assistant Secretary Ruth Ryder, U.S. Department of Education

▪ A Survivor’s Perspective
  Tanya Gould, U.S. Advisory Council on Human Trafficking

▪ Topic 1: Meaningful Support of Vulnerable Populations

▪ Topic 2: Coordination of School and Community Anti-Trafficking Efforts

▪ Open Question and Answer Session
  Shauna Knox, Ed.D. and Panelists

▪ Closing Remarks and Webinar Feedback
  Shauna Knox, Ed.D.
Tanya Gould
Member
U.S. Advisory Council on Human Trafficking
Portsmouth, VA
MEET THE PRESENTER

Elizabeth Bouchard
Associate Director
Children’s Advocacy Center of Suffolk County
Boston, MA
MEET THE PRESENTER

Ashli-Jade Douglas
Senior Intelligence Analyst
Federal Bureau of Investigation
Washington, DC
MEET THE PRESENTER

Valaura Imus-Nahsonhoya
Founder
Honwungsi Consulting
Phoenix, AZ
MEET THE PRESENTER

Violeta Mora
Project Specialist
San Diego County Office of Education
San Diego, CA
MEET THE PRESENTER

Kathleen Thomas
Clinical Training Coordinator
North County Lifeline
San Diego, CA
U.S. DEPARTMENT OF EDUCATION
MESSAGE
MEET THE PRESENTER

Deputy Assistant Secretary Ruth Ryder
Office of Elementary and Secondary Education
U.S. Department of Education
Washington, DC
SUPPORT FROM U.S. DEPARTMENT OF EDUCATION RELATED TO HUMAN TRAFFICKING
A SURVIVOR’S PERSPECTIVE
TOPIC 1: MEANINGFUL SUPPORT OF VULNERABLE POPULATIONS
“Particularly vulnerable groups of students tend to share histories of poverty, family instability, physical and sexual abuse, and trauma.”

Particularly vulnerable sub-populations cited:

- Runaway youth
- Homeless youth
- Young people who are or were in the child welfare system
- Young people who are or have been in the juvenile justice system
- Students who drop out of school
- Students with intellectual and developmental disabilities or differences
- LGBTQ youth
- Unaccompanied migrant youth
- Migrant and seasonal workers
What role does technology, particularly social media, play in the abduction of children of vulnerable populations?
How has COVID-19 impacted the child abduction/missing child threat amongst vulnerable populations? How can we hope to keep children safe from possible abduction while attending school virtually?
October 15, 2020
Alert Number I–101520–PSA

Questions regarding this PSA should be directed to your local FBI Field Office.

Local Field Office Locations: www.fbi.gov/contact-us/field-offices

Child Abductors Potentially Using Social Media or Social Networks to Lure Victims In Lieu of an In–Person Ruse

The FBI warns the public of the potential threat of individuals posing as minors on popular social media or social networks to lure victims in lieu of immediate, inperson ruse with the intent to abduct. Due to COVID-19 related school closures, minors likely will be at greater risk for encountering offenders online as they seek to occupy their free time with increased social media use.

END TEXT
What steps were taken to build the foundation for supporting vulnerable student populations in San Diego County?
THE RESPONSE: 3 C’S APPROACH

Our response to CSEC needed to be:

▪ **Collaborative:** youth serving partners in Education, CWS, Law Enforcement and Community-Based Organization (CBO) had to unify as victims often touched all systems

▪ **Coordinated:** awareness efforts among the youth serving partners had to align, messaging, processes, and key practices

▪ **Comprehensive:** awareness had to be provided within all youth serving systems across all school communities in order to address prevention and shape identify interventions
Does support of LGBTQIA+ youth differ from that for other vulnerable populations?
How do support and services from schools or their community partners in San Diego County differ for male youth?
How prevalent is human trafficking among Native American populations?
Women Experiencing Intimate Partner Violence

- 39% Native American Women
- 61% Other American Women

Native American Women Raped During Lifetime

34% Rape Victims

66% Non-Rape Victims

Native American Women Raped Who Experienced Other Physical Abuse

96% Experienced Other Abuse

4% No Other Abuse

What is the connection between human trafficking and the Missing and Murdered Indigenous People movement more broadly?
Six out of eight survivors interviewed were kidnapped, drugged and sex-trafficked or groomed for sex trafficking.

What I want to share is that anyone can be kidnapped. I don’t think I am pretty or have the body to be sold or men wanting me. I am a regular Native girl. But on the internet when they sold me . . . I was worth $500 as a Native young woman not having been through a women’s ceremony. Now, I am so scared to go anywhere. I feel very violated and all the woman in me was taken.

- Survivor

How does your agency tailor its response to support individual survivors in ways that address their unique vulnerability?
The Support to End Exploitation Now Program

The Children’s Advocacy Center of Suffolk County (CAC)
Boston, MA

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Reporting

Screening & Identification

Centralized Referral

Information Sharing

Assessment

Investigation

MDT Case Planning

A Comprehensive Plan: Safety, Services & Offender Accountability

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During 2019, the majority of referrals to SEEN involved youth with histories of abuse, violence, or exploitation.

81%
During 2019, over 70% of referrals to SEEN involved youth of color, primarily Black, Hispanic, and multiracial girls.
## Most Frequent Risk Factors of 2019

<table>
<thead>
<tr>
<th>Risk Factor</th>
<th>Percent of Total Referrals</th>
</tr>
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<tbody>
<tr>
<td>Romantic / Sexual Involvement with Adult(s) over 18</td>
<td>72%</td>
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<tr>
<td>Mental Health Issues</td>
<td>51%</td>
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<tr>
<td>Substance Abuse</td>
<td>42%</td>
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<tr>
<td>Grooming / Sexually Explicit Communication</td>
<td>40%</td>
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<tr>
<td>Rumors of CSEC (reported by others)</td>
<td>37%</td>
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<tr>
<td>Multiple Sexual Partners</td>
<td>36%</td>
</tr>
<tr>
<td>Received Unaccounted Goods or Services</td>
<td>34%</td>
</tr>
<tr>
<td>Sexually Explicit Online Media Posted or Exchanged</td>
<td>31%</td>
</tr>
<tr>
<td>Youth Discloses CSEC to Third Party</td>
<td>31%</td>
</tr>
<tr>
<td>Drastic Emotional Change</td>
<td>29%</td>
</tr>
</tbody>
</table>
What services do you offer to survivors based on their needs, and what agencies do you partner with to deliver services?
Who is on a Child Trafficking Multidisciplinary Team

- Department of Youth Services
- Local, State, & Federal Law Enforcement
- Attorney General
- District Attorney
- US Attorney
- Adolescent Service Providers/Mentors
- Runaway & Homeless Youth Programs
- CAC
- Probation
- Juvenile Court
- Child Protective Services
- Schools
  - Mental Health
  - DV & SA Programs
  - Legal Advocacy
- Public Health
- Youth and Family
  - Medical
  - Emergency Service Providers (ESPs)
- © Children's Advocacy Center of Suffolk County 2021
How can staff best work together to ensure every child, despite their traumatic experiences, can learn in a safe environment and not feel obligated to lower their educational expectations due to the child’s trauma?
TOPIC 2: EFFECTIVE STRATEGIES FOR REINTEGRATING STUDENTS
Figure 3. What Schools Can Do To Prevent, Interrupt, and Help Students Heal From Trafficking

**Primary Tier—Primary or Universal Prevention**

**STAFF:** Train all staff in trafficking risk factors and indicators. Provide specialized training to staff most likely to notice signs of trafficking.

**STUDENTS:** Provide preschool enrichment programs, social-emotional skills education, safe dating and relationship education, online safety education, mentoring programs, after-school programs, and specialized human trafficking curriculum or trafficking prevention messages folded into regular lesson plans.

**POLICY:** Develop policies and protocols for investigating and responding to suspicions of trafficking; a climate of school safety and support; student peer-reporting and self-reporting approaches; family education and engagement activities; and memorandums of understanding with social service agencies specializing in trafficking.

**Secondary Tier—Responding to Trafficking**

- Identify potential victims; follow school’s written protocol;
- Involve child welfare, law enforcement, and community social service specialists as indicated and in accordance with state law;
- Investigate campus impacts, including involvement of other students as victims or traffickers.

**Tertiary Tier—Treatment, Recovery, and Reintegration**

- Refer survivor to specialized therapy;
- Engage survivor to develop safety plan and education plan;
- Provide ongoing trauma-informed support and monitoring.
Could you tell us a bit more about your approach to youth engagement, especially as it relates to reintegration?
“The team is here to help, to help you feel more comfortable, and to pay attention to what you want and need.”
What challenges or setbacks do you encounter when reintegrating students and how does your agency adapt and move forward despite them?
What have you found to be particularly effective in building a support team for trafficked youth?
SAN DIEGO COLLABORATIVE EFFORTS

San Diego Regional Human Trafficking & Commercial Sexual Exploitation of Children (CSEC) Advisory Council

- 11 subcommittees including Victim Services, Prevention, Research, and Health.
- Focus is multidisciplinary collaboration, increasing education for all County residents, increasing identification, and increasing capacity for services to address prevention, intervention, and rehabilitation.

REACH Coalition

- 13 agencies across law enforcement, victim services, and cultural service sectors working to increase capacities for victims in San Diego County through joint funding opportunities.

RISE Court

- Voluntary court for youth who have experienced/or are high risk for CSEC as alternative to juvenile detention. Focus is multidisciplinary collaboration between Juvenile Court, DA’s office, Public Defender’s Office, Behavioral Health Services, and Child Welfare Services.
How can school staff best identify and foster resiliency in youth?
What are some strategies being used among Native American communities to address human trafficking?
ACTIONS WITHIN NATIVE COMMUNITIES

- Training
- Policies/Protocols
- Advocacy Enhancement and Training
- Funding Opportunities
What unique reintegration strategies are you seeing with Native American survivors of trafficking?
How can educators increase the likelihood of a child reporting an attempted abduction or child abduction?
How do we best promote safety for kids experiencing the trauma of trafficking?

What can be done to help students trust their educational environment and the educators within it?
CLOSING COMMENTS & WEBINAR FEEDBACK
WEBINAR FEEDBACK FORM

Addressing Human Trafficking: Supporting Vulnerable Populations and Effectively Reintegrating Students

Thank you for attending the Addressing Human Trafficking: Supporting Vulnerable Populations and Effectively Reintegrating Students webinar on January 20, 2024. To better 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

4. Overall, how would you rate the quality of this webinar, such as the communication style of the presenters and the clarity of the webinar content?
   - Poor
   - Fair
   - Good
   - Excellent

5. What additional questions do you have about the content presented?

https://www.surveymonkey.com/r/HTWebinar4