



# **The Identification and Support of Students Affected by Human Trafficking**

**JANUARY 30, 2020**

# WEBINAR LOGISTICS



## Zoom Control Panel

Audio Settings ^



Chat



Raise Hand



Q&A

Leave Meeting

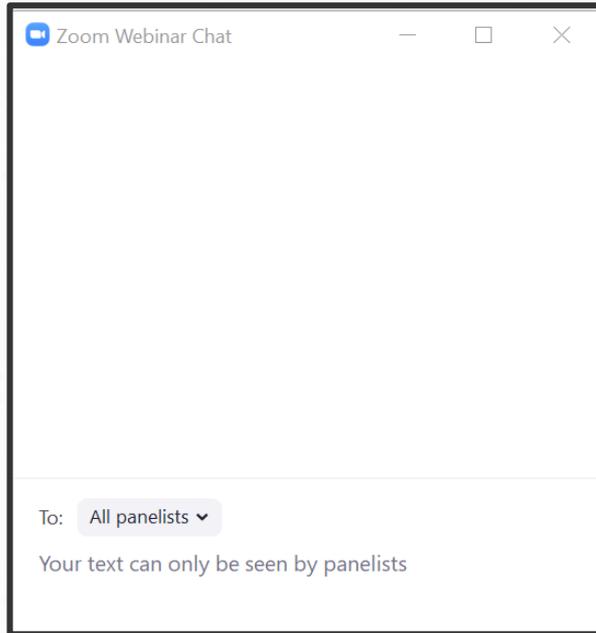
### Technical Issues

For assistance during the webinar, please contact the National Center on Safe Supportive Learning Environments at [ncssle@air.org](mailto:ncssle@air.org) or by calling 800-258-8413.



# WEBINAR LOGISTICS

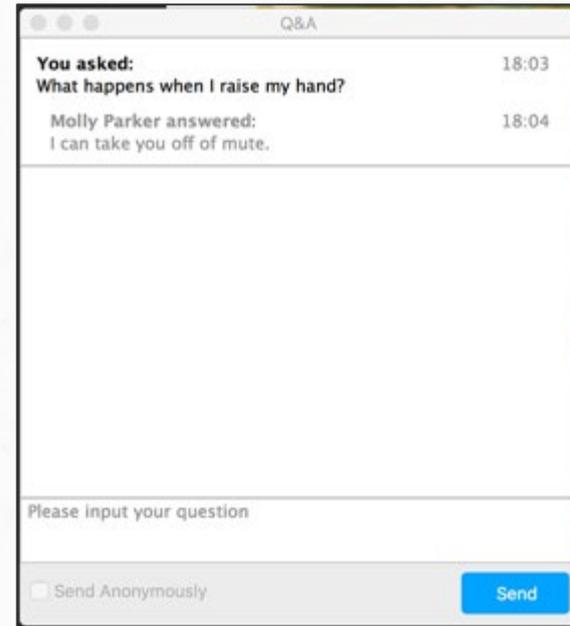
## Chat



To make a comment or interact with other attendees during this webinar, please use the chat.

Note the “To:” area. If you send to only **All Panelists**, your message will not be viewed by everyone in attendance. You can change this to **All Panelists and Attendees** if you would like everyone to see your message.

## Q&A Pane



If you have a question for the presenters, please type it in the Q&A, or e-mail [nccsle@air.org](mailto:nccsle@air.org) during the webinar.

# WEBINAR AGENDA

- **Welcome and Logistics**  
Shauna Knox, Ed.D., U.S. Department of Education
- **Human Trafficking in the National Context**  
Ambassador John Richmond, U.S. Department of State
- **U.S. Department of Education Against Human Trafficking**  
Deputy Assistant Secretary Ruth Ryder, U.S. Department of Education
- **Arizona: Research and Resources for Schoolwide Prevention & Intervention**  
Dominique Roe-Sepowitz, MSW, Ph.D., Arizona State University
- **Prince William County Schools Trafficking Program**  
Mary Ellen Smith, MSW, Prince William County Schools (VA)
- **Survivor-Informed Leadership to Combat Human Trafficking in Schools**  
Harold D'Souza, United States Advisory Council on Human Trafficking
- **Question & Answer Session**  
Tim Duffey, National Center on Safe Supportive Learning Environments & Presenters
- **Closing Remarks: The U.S. Department of Education Against Human Trafficking in 2020**  
Shauna Knox, Ed.D., U.S. Department of Education

# PLEASE NOTE

The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.



# HUMAN TRAFFICKING IN THE NATIONAL CONTEXT

# MEET THE PRESENTER



**Ambassador John Cotton Richmond**  
**Office to Monitor and Combat**  
**Trafficking in Persons**  
**U.S. Department of State**  
**Washington, DC**

# Trafficking in Persons Office Ambassador John Richmond



*@State\_JTIP*



*/usdos.jtip*



*TIPOutreach@state.gov*





# U.S. DEPARTMENT OF EDUCATION AGAINST HUMAN TRAFFICKING

# MEET THE PRESENTER



**Deputy Assistant Secretary Ruth Ryder**  
**Office of Elementary and Secondary**  
**Education**  
**U.S. Department of Education**  
**Washington, DC**

# 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 grant recipient (e.g., Project Prevent, School Transformation Grants, School Mental Health Demonstration Grants)

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.)



# **ARIZONA: RESEARCH AND RESOURCES FOR SCHOOLWIDE PREVENTION & INTERVENTION**

# MEET THE PRESENTER



**Dominique Roe-Sepowitz, MSW, Ph.D.**  
**Associate Professor, Arizona State  
University**  
**Director: Office of Sex Trafficking  
Intervention Research**  
**Phoenix, Arizona**

# ARIZONA STATE UNIVERSITY: SEX TRAFFICKING INTERVENTION RESEARCH (STIR)

- Research
- Practice
- Trainings



# WHAT IS SEX TRAFFICKING?

- According to the Trafficking Victims Protection Act (TVPA) of 2000, sex trafficking is defined as a situation “in which a commercial sex act is induced by **force, fraud, or coercion**, or in which the person induced to perform such an act has not attained 18 years of age.”
- Always sex trafficking when under age 18 if there is an exchange.
- Males, females, and transgender persons can be victims of sex trafficking.

# WHAT IS SEX TRAFFICKING?



## Force

- Kidnapping
- Physical violence
- Sexual assault
- Drugging



## Fraud

- Tricking victim into believing the trafficker loves her/him
- Telling the victim she/he is going to be a model
- Offering to provide basic needs without explaining true intention



## Coercion

- Blackmailing
- Debt bondage
- Threats against victim or victim's family

# SIMILARITIES AND DIFFERENCES BETWEEN DOMESTIC VIOLENCE & SEX TRAFFICKING

## Domestic Violence & Sex Trafficking

- Secrecy
- Violence
- Dominance & Power
- Rules
- Involvement of children as a tool
- Relationship-based
- Grooming
- Trauma bond
- 5 types of abuse

## Sex Trafficking Only

- Stigma
- Participation in unique subculture
- Victimization by people outside the primary relationship that do not help
- Sexual activity outside the primary relationship

## Push Factors



- family instability
- poverty
- gang-involvement
- history of abuse
- substance use
- trauma
- child welfare involvement
- history of running away
- sexual orientation

Source: NASW West Virginia Chapter

# WHERE ARE VICTIMS RECRUITED (DOMESTIC)?



SCHOOLS



BUS STOPS



MALL/SOCIAL  
HANGOUTS



GROUP HOMES



SOCIAL MEDIA

# INTERVENTION: WHO BEST TO OBSERVE RED FLAGS?

- Teachers
- Special Education Teachers
- Paraprofessionals
- Social Workers/Counselors
- Bus Drivers
- School Nurses
- Peers!

# ROLE OF SCHOOLS IN PREVENTION & INTERVENTION

- Schools provide the ideal venue of influential personnel.
- Educators can recognize warning signs.
- Address the topic of teen sex trafficking.
- Strengthen school-based programs on
  - Healthy relationships
  - Bullying
  - Interpersonal violence prevention
- Share with students why its important to turn off location services.
- Explain why they should never share their personal information.

# INTERVENTION: WHAT TEACHERS CAN DO IN THE CLASSROOM

- Establish classroom culture of trust, understanding, and safety.
- Teach social skills and social media safety.
- Provide lessons and support self-esteem.
- Promote “If you HEAR something or SEE something, SAY something.”
- Lesson plans
  - <http://projectstarfish.education/lesson-plans/>
- Review Case Studies
  - <http://projectstarfish.education/case-studies/>

# PROJECT STARFISH: SCHOOL PREVENTION PROJECT

## WWW.PROJECTSTARFISH.EDUCATION



CERTIFICATION

LESSON PLANS ▾

CASE STUDIES

ACTIVITIES ▾

RESOURCES ▾

ABOUT ▾



Sex Trafficking Awareness For Individual Strength and Hope (STARFISH)

## School Prevention Project

Interested in teaching about sex trafficking prevention in your classroom or school? We've created specific lesson plans for several areas of study, as well as ideas for class and school-wide awareness activities. Here's how to get started.

Get Started →

<http://projectstarfish.education/>



# EDUCATOR RESOURCES

## Project STARFISH – School Prevention Project

<http://projectstarfish.education/>

- Case studies
- Specific lesson plans for several areas of study
- Ideas for class and school-wide awareness activities

## Arizona State University School of Social Work Sex Trafficking Intervention and Research (STIR)

<https://socialwork.asu.edu/stir/training>



# PRINCE WILLIAM COUNTY SCHOOLS TRAFFICKING PROGRAM

# MEET THE PRESENTER



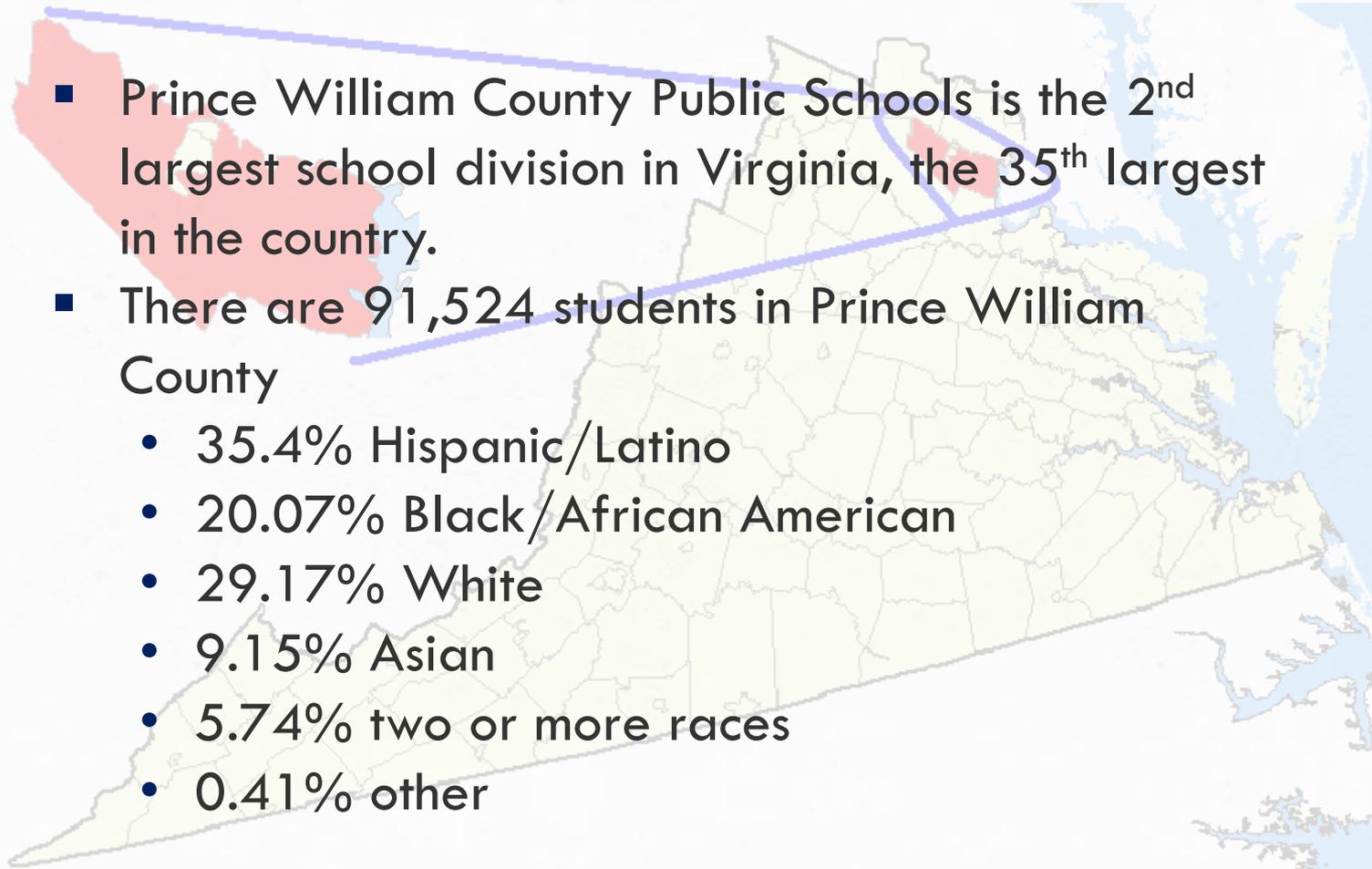
## **Mary Ellen Smith**

Human Trafficking Prevention Specialist

Prince William County Schools

Manassas, Virginia

# PRINCE WILLIAM COUNTY, VIRGINIA



- Prince William County Public Schools is the 2<sup>nd</sup> largest school division in Virginia, the 35<sup>th</sup> largest in the country.
- There are 91,524 students in Prince William County
  - 35.4% Hispanic/Latino
  - 20.07% Black/African American
  - 29.17% White
  - 9.15% Asian
  - 5.74% two or more races
  - 0.41% other

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[www.pwcs.edu](http://www.pwcs.edu)



# PRINCE WILLIAM COUNTY, VIRGINIA



## UNIQUE FACTORS THAT PUT OUR STUDENTS AT RISK FOR TRAFFICKING

- Prince William County has two major interstates (I-95 and I-66) which allows for easy transport between states.
- Large number of students coming from other countries who are reunifying with family members or coming as unaccompanied minors; approximately 700 students enrolled in PWC schools last year who immigrated from another country.
- Presence of gangs-historically we have seen gang members recruiting young students for the purpose of trafficking and transporting to Maryland and other states.
- Many families struggling with homelessness.
- Large transient and military/government population.

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# PROJECT HISTORY

- 2012: Non-Funded mandate from the State of VA requiring School Boards to be educated on human trafficking (HB 1188 & SB 259).
- 2013-14: Lesson presented in six high schools and one middle school for first time.
- 2016-17: Grant funded by DCJS & OJJDP
- Lesson expanded to all 12 high schools and one additional middle school.
- 2016-17: VDOE adds human trafficking to the Family Life Education SOL's (FLE SOL 9.7).
- 2017-18: State approves bill mandating the training of all school counselors, nurses, and other relevant school staff (HB 2282).
- 2018: PWC School Board approves funding for a full-time Human Trafficking Prevention Specialist.

# PWCS TRAFFICKING PROGRAM

## Awareness

- Collaborating with other agencies to identify the problem and resources to help address the problem
- Providing community presentations

## Prevention

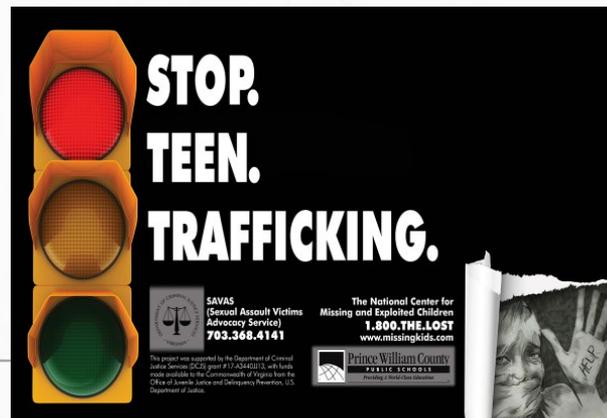
- Lesson provided to all 9<sup>th</sup> grade students in the Health/P.E. classes
- Pilot lesson provided to two middle schools

## Restoration

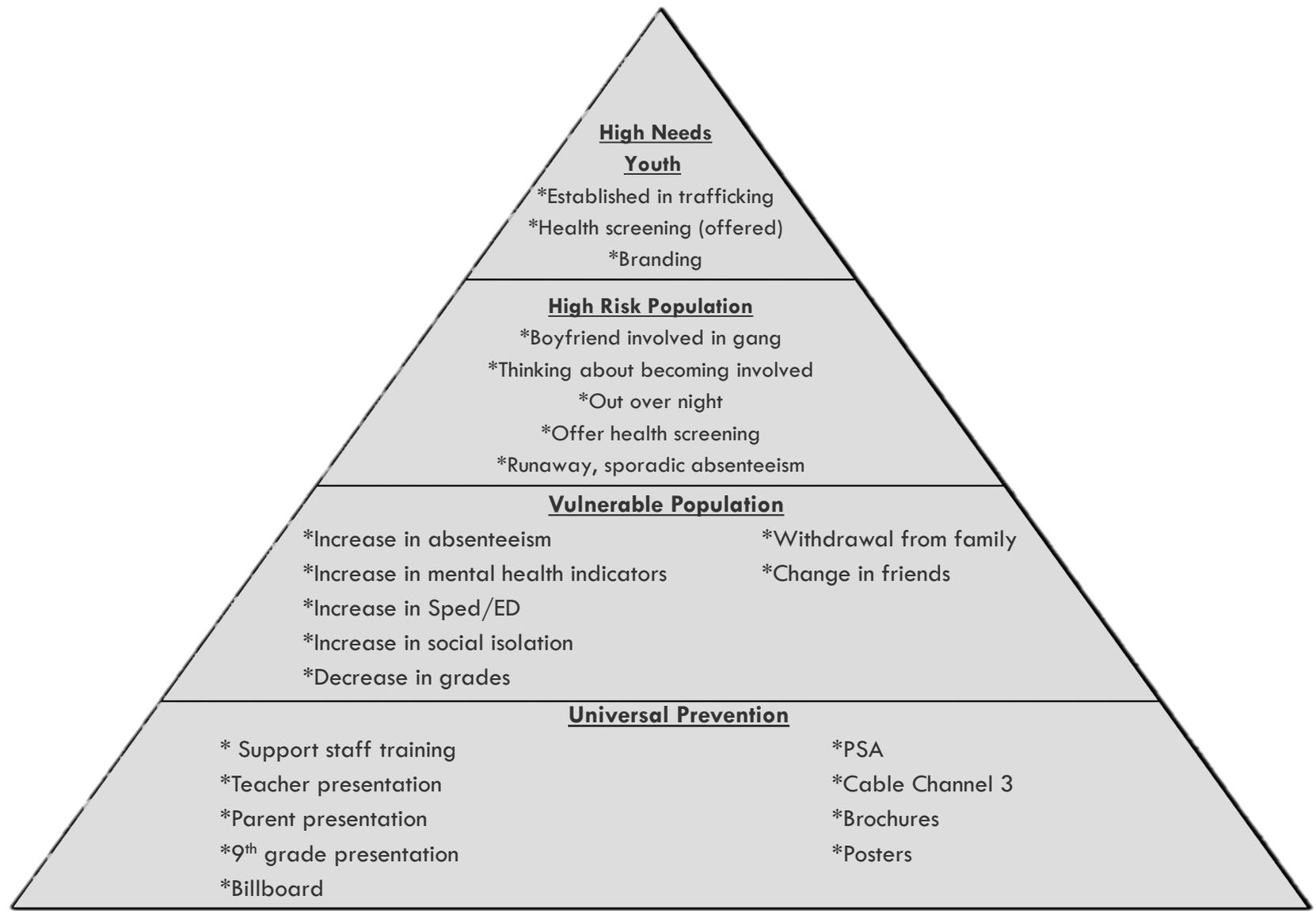
- Victim services for students who have been identified

## Public Relations

- PSA in the movie theaters, billboard on both sides of the county
- Participating on the PWC Human Trafficking Task Force



# TRAFFICKING TRIANGLE OF STUDENTS



# STUDENTS' PERCEIVED KNOWLEDGE ABOUT HUMAN TRAFFICKING 2018-2019 (UNIVERSAL PREVENTION)



- Approximately 6,350 students completed the pretests and/or posttests.
- In the 2018-19 school year pretest/posttest data showed that students' perceptions of knowledge about human trafficking increased substantially, with gains from pretest to posttest ranging from 57% to 72%.
- In the 2018-19 school year, twelve high schools participated in the Human Trafficking Prevention, Identification, and Referral program.
- The changes in perceived knowledge are similar to the changes in perceived knowledge in 2017-18.



# PRINCE WILLIAM COUNTY SCHOOLS STATISTICS (UNIVERSAL PREVENTION TO VULNERABLE POPULATION)



<b>Lesson Outcomes</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>2015 - 2016</b>	<b>2016 - 2017</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>	<b>Totals</b>
<b>Students coming forward after the lesson.</b>	100	79	123	212	153	117	784
<b>Percent of students coming forward who were sexually assaulted, groomed, or victims of trafficking.</b>	41% (41)	37% (29)	43% (53)	37% (78)	14% (22)	13% (15)	30% (238)



# COMMON TRENDS IN PRINCE WILLIAM COUNTY (VULNERABLE POPULATION TO HIGH NEEDS YOUTH)

- Gang Involvement
- Younger students
- Running away from home, poor school attendance
- Reunification with family
- Substance use
- Previous trauma history (particularly sexual abuse)
- Images on social media-highly sexualized image or conversations, showing large amounts of money
- Initial contact has been made through social media
- A request has been made to send photos

# CASE STUDY 1-SEX TRAFFICKING



## HOW WE WORK WITH VULNERABLE POPULATIONS

### Red Flags:

- Running away
- Skipping school
- Extreme anger
- Drug use
- Social media profiles are highly sexualized
- Student is branded
- Possible gang involvement

### Collaboration:

- Trafficking team was requested to attend school-based meeting with Attendance Officer, SRO, School Counselor, & School Social Worker.
- Through this collaboration, it is discovered that the student is being trafficked in another nearby state by gang members.
- Trafficking team coordinates with Homeland Security, local law enforcement, and other agencies to assist in the investigation. Student recovered and begins treatment services funded by our grant.
- We will continue to monitor her through graduation.



# CASE STUDY 2-LABOR TRAFFICKING



## HOW WE WORK WITH VULNERABLE POPULATIONS

Brought over from a different country by a family that adopted them. Dropped off with a different family when they arrived in the U.S.

### Red Flags:

- Approached a teacher and stated that they were expected to do all of the cooking, cleaning, and other chores.
- They were not allowed to leave, were not provided with basic necessities.
- They were not paid.
- Second family assists student in obtaining a job, but earnings were taken by family after each shift.

### Collaboration:

- The trafficking team was contacted and collaborated with the School Social Worker, School Counselor, Classroom Teacher, School Administrator.
- The trafficking team worked with Homeland Security and they began investigating.
- Through coordinated efforts this student found safe housing and is currently enrolled in college. The traffickers are facing federal charges.



# PWC SCHOOLS FOCUS ON MENTAL HEALTH NEEDS



Prince William County Schools has recognized the growing mental health needs of students and is working to address these growing needs. This has been addressed by:

- Hiring 12 new social workers last school year to ensure that there is a full-time social worker in each high school and reducing the student/social worker ratio.
- Hiring 46 new school counselors to reduce the student/counselor ratio.
- Fully funding the position of the Human Trafficking Prevention Specialist.
- Hiring a mental health consultant to work closely with school staff in addressing students' mental health needs.





# SURVIVOR-INFORMED LEADERSHIP TO COMBAT HUMAN TRAFFICKING IN SCHOOLS

# MEET THE PRESENTER



**Harold D'Souza**  
**Survivor-Advocate**  
**United States Advisory Council on**  
**Human Trafficking**

# Polling Question #3

Prior to today's webinar, have you ever suspected a student to be a victim of trafficking in your school environment?

- Yes
- No

# Polling Question #4

Prior to today's webinar, have you ever identified a student to be a victim of trafficking in your school environment?

- Yes
- No

# Polling Question #5

**Now that you've heard the content of this webinar do additional students come to mind, that may not have earlier, who may have been subjected to trafficking?**

- Yes
- No



# Questions?

# RECOMMENDED PROTOCOLS FOR SCHOOLS: SAN DIEGO COUNTY OFFICE OF EDUCATION

The image shows two overlapping copies of a document titled "Commercial Sexual Exploitation of Children (CSEC) Recommended Protocols for Schools" from the San Diego County Office of Education. The document is organized into several sections:

- AT-RISK FACTORS - CRITERIA 1:** Lists indicators such as "Student exhibits behaviors or otherwise indicates that he/she is being controlled or groomed by another person" and "Student spends time with people known to be involved in commercial sex."
- AT-RISK FACTORS - CRITERIA 2:** Lists indicators such as "Student has a history of running away or unstable housing" and "Student has had prior involvement with law enforcement or the juvenile justice system."
- AT-RISK FOR CSEC - RECOMMENDED PROTOCOL:** A three-step process: 1. If at-risk factors are present, submit mandated report to Child Welfare Services. 2. The appropriate pre-determined school personnel should meet with the student to discuss a action plan to address school-related concerns. 3. Set up regular contact with student and monitor school plan and student's progress.
- SUSPECTED CSEC RECRUITMENT OR EXPLOITATION OF STUDENTS - RECOMMENDED PROTOCOL:** A three-step process: 1. If at-risk factors are present, submit mandated report to Child Welfare Services. 2. Local law enforcement, school resource officer, and/or school site administrator investigate possible impact on school campus, including harassment and recruitment, threats to school safety, etc. 3. Provide school resources, if appropriate per Section 12282. Law enforcement may make an arrest, depending on outcome of investigation.
- SUSPECTED VICTIM OF CSEC - RECOMMENDED PROTOCOL:** A six-step process: 1. If CSEC is suspected, submit mandated report to Child Welfare Services. 2. Involve local law enforcement and/or SDO for possible investigation. 3. Investigate potential impact on school campus, including harassment, recruitment, and threats to school safety. 4. If appropriate, and in consultation with the victim, contact and inform parent or guardian of potential victimization. 5. Offer potential victim and/or parent/guardian referrals to appropriate counseling or social services. 6. Set up regular contact with victim and periodically check on status (most appropriate for counselor/social worker).
- CONFIRMED VICTIM OF CSEC - RECOMMENDED PROTOCOL:** An eight-step process: 1. Submit a detailed mandated report to Child Welfare Services. 2. Involve local law enforcement and/or SDO for investigation. 3. Investigate potential impact on school campus, including harassment, recruitment, and threats to school safety. 4. SDO or law enforcement will conduct an investigation. 5. If appropriate, and in consultation with victim, contact and inform parent/guardian of victimization. 6. Investigate whether the school placement is appropriate for the student; if not, work with the appropriate department to transfer student. 7. Offer victim and/or parent/guardian a referral to appropriate counseling or social services. 8. Set up regular contact with victim and periodically check on status (most appropriate for counselor/social worker).
- IMMEDIATE REPORTING OF CSEC:** Includes contact information for Child Abuse Hotline (800-344-6000), Law Enforcement (Call your local law enforcement agency or 911 for emergencies), and National Human Trafficking Hotline (888-373-7864).
- ADDITIONAL INFORMATION:** A box stating "School districts are required to include human trafficking training and prevention education at least once in middle school and once in high school as part of overall health education."
- FOR EMERGENCIES CALL 911 IMMEDIATELY:** A section for providing contact information for Local Law Enforcement, Child Welfare Services, Probation Department, and Victim Advocate Organization.
- ADDITIONAL INFORMATION (bottom):** A paragraph explaining that the purpose of the protocol is to address any potential school-related safety risks for the student, and that the purpose of juvenile justice is to provide education and treatment to California's youthful offenders up to the age of 21 who have the most criminal backgrounds and most intense treatment needs.

Available for download at:

<https://safesupportivelearning.ed.gov/events/webinar/identifying-and-supporting-students-affected-human-trafficking>

# UPCOMING SUPPORT FROM US DEPARTMENT OF EDUCATION RELATED TO HUMAN TRAFFICKING

- Three additional webinars related to human trafficking throughout 2020. Target months and topics being prepared are as follows:
  - **March:** Universal Prevention
  - **June:** Intervention, Recovery, and Reintegration
  - **September:** Vulnerable Populations
- Revised and updated resource document addressing the role of educators in supporting students impacted by human trafficking.

# WEBINAR FEEDBACK FORM



**Feedback Form: Identifying and Supporting Students Affected by Human Trafficking**

Thank you for attending the Identifying and Supporting Students Affected by Human Trafficking webinar on January 30, 2020. 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

**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?**

**6. What topics would you like future webinars to cover?**

**7. Please share any suggestions on how we can improve the format of future webinars.**

<https://www.surveymonkey.com/r/2020HT1>



