
Human Trafficking: What Educators Need to Know

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Butler County, OH —

What Is Human Trafficking?

According to the Trafficking Victims Protection Act (2000, 2003, 2005, 2008, 2013), Human Trafficking is defined as:

Sex Trafficking:

The recruitment, harboring, transportation, provision or obtaining of a person for the purpose of a commercial sex act:

In which a commercial sex act is induced by force, fraud, or coercion

OR

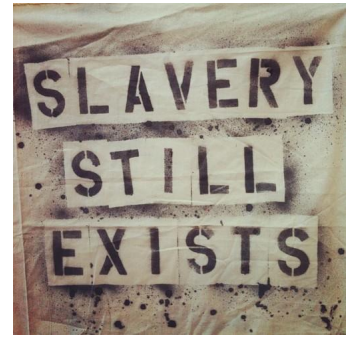
In which the the person forced to commit the commercial sex act is under the age of 18

Labor Trafficking:

The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purposes of subjection to involuntary servitude, peonage, debt bondage, or slavery



How Bad Is It Really?



- 21 million people estimated to be enslaved (ILO, 2012)
 - 5.5 million are children, 55% are women & girls
- The UN estimates an approximate 30 million people are enslaved now
- Worldwide, trafficking humans earns at least \$150 Billion dollars, second only to the international drug trade
- 100,000 (est) minors are involved in commercial sexual exploitation in the United States every year
 - 1,000 are in Ohio
- The average life expectancy for victims of commercial sexual exploitation is 7 years from the time of initial recruitment
-

Top 3 Worst

Nationally, the 3 most common ways sex trafficking occurs are:

1. **Commercial Front Brothel**
2. **Internet Ad/Internet Venue**
3. **Hotel/Motel**

Nationally, the three most common ways labor trafficking occurs are:

1. **Domestic Work (Nanny, Housekeeper)**
2. **Traveling Sales Crews (Door-to-Door Sales)**
3. **Restaurants/Food Service**

Proximity to International Border



Why Ohio?

Interstates

Presence of Military Base

Rising Foreign National Population
* 4.1% of Ohio's Population
1/10 Ohioans are Latino or Asian

Poverty in Ohio
* 16% of overall population
* 27.8% in major metropolitan areas
* 55% of female-headed single parent families

Shocking Facts About Trafficking in Ohio

- Ohio ranks as the 5th worst state in the nation for frequency of human trafficking
 - Toledo ranks as the 4th most common city for recruitment of victims of commercial sexual exploitation
 - 4th highest number of calls to NHTRC came from Ohio
- The average age of entry into forced prostitution is ages 12 - 13
- 90% of people involved in commercial sex, including those over age 18, are under the control of a pimp
- 80% of victims of trafficking are American-born
- 84% of victims of commercial sex trafficking are female
- 9 out of 10 runaway children in Ohio end up in commercial sexual exploitation

How Does This Affect Educators?

Schools and school events serve as locations for recruitment into trafficking situations

Our students are currently at risk for, are being recruited, or are currently in trafficking situations

We spend more time with our students than even their family members and we may notice a warning sign before family members

We are on the front lines of fighting the war for our children



Risk Factors

Relationship Risk Factors	Individual Risk Factors
<ul style="list-style-type: none">● Family conflict, disruption, or dysfunction● Peer Pressure● Unhealthy Relationships● Social Isolation	<ul style="list-style-type: none">● History of child abuse, neglect, or maltreatment● Homelessness, runaway, or perception of “thrown away”● Stigma and/or discrimination● History of being involved in legal systems (juvenile justice, criminal justice, foster care)● LBGT● Truancy/Delinquency● Substance abuse● Adolescent development● Disability● Poverty● Mental Health● Low self-esteem

Labor Trafficking of Our Students

- Promise of money is often too much for our students to resist
- Traffickers can appear to be legitimate managers or business owners
- Labor Exploitation becomes Labor Trafficking when:
 - Traffickers use Force, Fraud, or Coercion to control the victims
 - Victims are NOT free to leave (or believe they are not free to leave)



Labor Trafficking: Traveling Sales Crews

- These businesses are not regulated by any governmental oversight because they operate as “independent contractors”
 - Easy for non-legitimate sales crew managers to get away with labor exploitation and labor trafficking
- Victims will approach customers selling actual products
 - Traffickers may appear like managers or bosses and could be watching their victims and/or providing transportation during sales
- Victims are recruited into this “easy money making” job
 - Promises good money/commission
 - Requires no experience
 - “Bosses” are willing to accept young students who couldn’t get jobs elsewhere because of their ages and/or lack of work permits

Labor Trafficking: Agricultural Work

- Most seasonal/migrant agricultural work is done by foreign nationals brought into the US on H2-A temporary work visas
- These workers are easily exploited because of
 - Language barriers
 - Low income
 - Unfamiliarity with culture
 - Coerced into believing law enforcement is corrupt/racist/dangerous
- Traffickers will hold onto workers' documentation and threaten to have workers deported should workers not meet quotas/demands
- Our students can be victims even if their families were brought to the US legally and have proper documentation

Sex Trafficking: Commercial Sexual Exploitation

- Cultural Obstacles to identifying this as Human Trafficking:
 - Misconceptions of “Prostitution”
 - Misconceptions of “Prostitute”
 - Misconceptions of victims
 - Privacy of “what people do behind closed doors”
 - Unwillingness to own up to the Demand aspect of this “Supply and Demand Business”



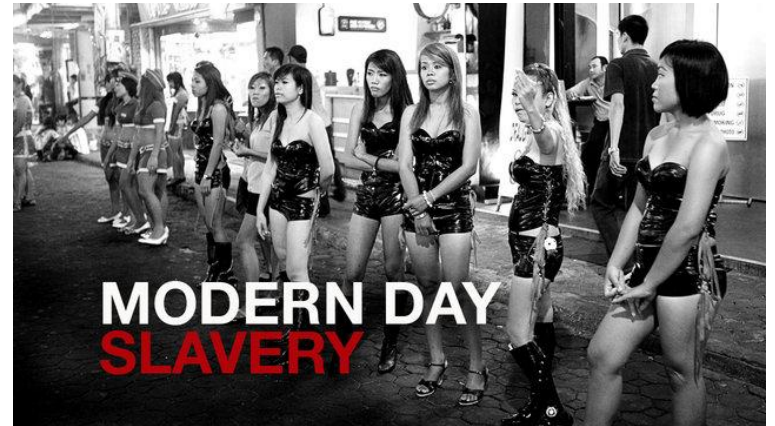
Venues of Sex Trafficking

- Street Prostitution
 - Pimps own “tracks” and control their territory
 - Pimps are always watching, even if we can’t see them
- Internet-Based “Escort” Services
 - Dates are set up using personal ads
 - Illegal to market sex online, so ads promise “a good time,” “a night to remember,” etc.
 - Victims will meet their customers at prearranged locations (often hotels/motels) for the “date”
 - Again, pimps are always watching, even if we can’t see them
- Massage Parlors
 - Licensed massage parlors with “secret” menu of services available
- Bars & Clubs
 - Legitimate bars & clubs (sometimes strip clubs, not always) with either very high menu prices to include “additional services” or arranged through other employees



Venues of Sex Trafficking, continued

- Truck Stops: pimps target truck stops because of the relative anonymity & low chances of getting caught
 - Victims approach trucks all night long while pimps are usually just a mile away
- Residential Brothels: victims are kept in houses and customers come to the houses for “dates”
 - Victims rarely, if ever, leave the house



Recruitment of Victims

- Foreign-born victims of sex trafficking are often promised legitimate jobs modeling, dancing, restaurant work, opportunities to learn English, etc.
 - As with labor trafficking, victims' documentation is confiscated by traffickers, physical violence is used to control them, language barriers & brainwashing about not trusting law enforcement keeps victims from seeking help
- Domestic-born victims of sex trafficking are recruited in many different ways, depending on age, socioeconomic status, level of education, etc.
 - Pimps specialize in exploiting victims' vulnerabilities
 - Well funded and/or older pimps will use "recruiters" to attract victims

Domestic Sex Trafficking “Language”

Terms specific to Domestic Sex Trafficking

- Pimp: the trafficker/owner of the victim
- Daddy: name victims are required to call their pimp
- John: the customer of the commercial sex act
- Toes: pimps count their victims in terms of toes (a pimp who is “30 toes up” has 3 victims)
- Stable: the collective group of victims the trafficker controls
- Bottom or Bottom Bitch: victim who has been with the trafficker the longest, may receive preferential treatment from pimp, may be responsible for preparing other victims for commercial sex
- Trick: commercial sex act
- Track or Stroll: specific area/streets the pimps require their victims to work
- Wife-in-Law: term victims use to refer to other victims in their stables
- Family: the term used to refer to the pimp and the victims collectively
- In-pocket: a victim who is following the rules established by the Pimp
- Out-of-pocket: a victim who has broken the rules established by the Pimp
- “Pimps Up, Hos Down,” Pimps walk on the sidewalks, victims walk on the street/lower than the Pimps

Scenario 1: The Low-Income & Low-Support Student

- Picture one of your lower-income students who also has very little family support
 - This student needs money but doesn't know how/where to find a job
 - This student does not want to ask for money
- This student is recruited into trafficking through the promise of a job that turns out to be trafficking
 - A modeling, dancing, stripping, or escorting job that requires victim to perform sex acts (maybe not right away, can build up to this)
 - Trafficker can hold onto the money for the legitimate work until the victim performs sex acts
 - Trafficker can require victim to perform sex acts with the trafficker in order to receive paycheck

Scenario 2: The Student Without a Parent Figure

- Picture one of your students who has an absent parent or dysfunctional relationship with a parent
 - This student craves the parental relationship he or she is missing
 - This student most likely doesn't have any other adult serving in the parental role (coach, mentor, etc).
- Pimps offer themselves as the parents the victims need & provide the family the victim is searching for
 - In Domestic Sex Trafficking, Pimps require their victims to refer to them as "Daddy"
 - For youth wanting father-figures, this creates a psychological bond between victim and trafficker
 - Victims bond with the other victims in the "family" and feel a sense of belonging they haven't before

Scenario 3: The Student With Low Self-Esteem

- Picture one of your students who doesn't exhibit a lot of self confidence
 - Doesn't currently have a boyfriend or girlfriend (and probably hasn't before),
 - Maybe hasn't physically "blossomed" yet (or if in middle school/jr. high, has "blossomed" already) and is self conscious
- Pimps exploit teens who want to be attractive & accepted
 - Recruiters or Pimps tell the victims what everyone wants to hear: "You're beautiful," "You're sexy," "You're gorgeous," etc.
 - Recruiters or Pimps look for these victims in typical teenage social venues: malls, concerts, clubs, even school events
 - Recruiters/Pimps look for teens who are isolated/left out of the larger social group
 - Example of lonely teen at the mall...

Scenario 3: The Student With Low Self-Esteem

- Often this scenario includes the Pimps promising love, attention, a future, etc., to the victims
 - For victims who are not sexually experienced, the Pimps will “introduce” the victims to what the victims will eventually do with customers
 - Victims believe their pimps truly love them and are only doing what’s best for them as a couple
 - Victim is often slowly introduced to commercial sexual exploitation with customers
 - Victims are brainwashed into believing that their Pimps need the money provided by the victim's' actions and so the victims are doing this “for him”

Warning Signs Indicative of Trafficking

Keep your eyes open for...

Physical:

- Obvious signs of abuse (bruises, cigarette burns, limp)
- Change in/worsening posture
- Change in athletic performance
- Stains on hands
- Tattoos/Branding of ownership
- Exhaustion
- Hunger
- Frequent illnesses



Warning Signs Indicative of Trafficking

Keep your eyes open for...

Behavioral

- Change in personality
- Withdrawn
- Inability to focus
- Difficulty recalling information
- Hyperarousal emotions: exaggerated emotional reactions to minor situations
 - Age-inappropriate responses to situations
- Unable to make decisions for themselves, even simple decisions

Warning Signs Indicative of Trafficking

Keep your ears open for...

In Conversation

- Age-inappropriate sexual references
- Mentioning frequent travel
- Mentioning job requirements not typical/not legal for their ages
- Seemingly coached/scripted answers to questions

Warning Signs Indicative of Trafficking

Keep your eyes and ears open for...

Additional Signs

- Much older “girlfriend” or “boyfriend”
- Sudden change in apparent socioeconomic status
- Unexplained frequent absences
- Sudden drop in quality of school work
- Detachment from friends and extracurricular activities

What To Do If Trafficking Is Suspected

- Attempt to talk with the student
 - Many victims don't self identify as victims and/or are unaware of trafficking terminology
 - Basic "safe" questions to ask:
 - Labor Trafficking:
 - "tell me about your job...what do you do?"
 - "how did you find out about this job?"
 - "does it pay well?"
 - "how often are you being paid?"
 - "how late are you there on school nights?"
 - "have you met the boss/manager?"
 - "tell me about the other people you work with"
 - "if you wanted to quit, do you think you could?"

What To Do, continued

- More difficult to find basic, appropriate questions for suspected sex trafficking victims
 - Try asking about some of the warning signs you're seeing instead of directly asking about sex trafficking
 - "I noticed you seem tired, is everything all right?"
 - "That's an interesting tattoo...what does it mean?"
 - "Tell me about your new boyfriend/girlfriend...how did you meet?"
 - "How was your weekend/night/holiday" and listen carefully to the answers

What To Do, continued

- Even if you can't talk to the student about it, contact several people immediately:
 - School Administrators
 - SRO
 - School Counselor
- Be Aware that many school employees, including administrators, are not aware of Human Trafficking
 - Current ODE law requires human trafficking training every 5 years as part of the "Safe Schools" training
 - This law was passed in 2012 - many schools haven't implemented it yet
- Be Aware that in many cases of child trafficking, family members ARE the traffickers
 - Do NOT contact the family without getting more information about the situation

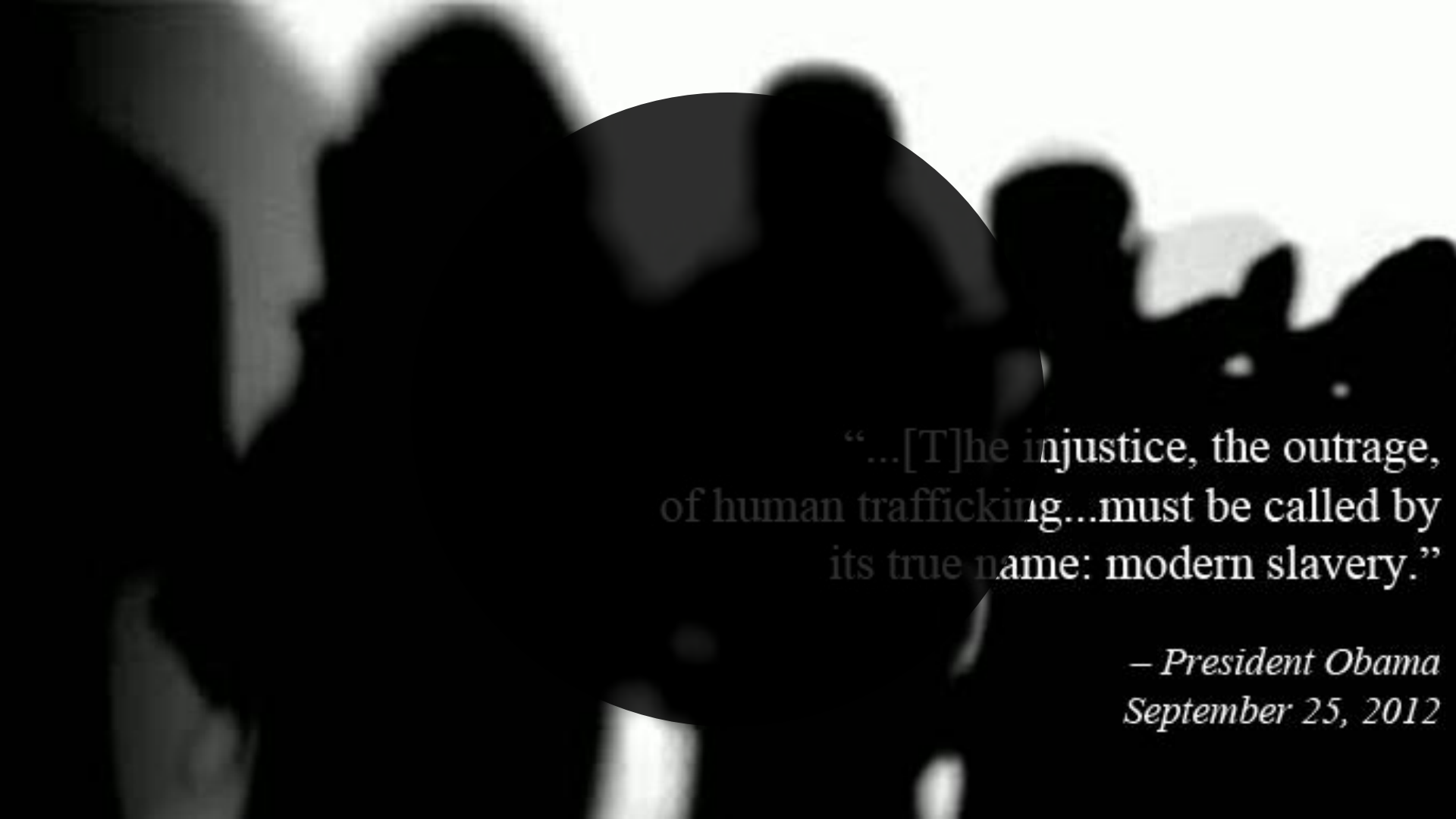
What To Do, continued

- Contact Children's Services as per your school's protocol after you've talked to your administrators
- Contact the National Human Trafficking hotline and give as much information as you can about the situation
 - Unless your school already has a protocol in place for handling suspected cases of trafficking and/or recruitment of students for trafficking

1-888-3737-888

What NOT To Do If Trafficking Is Suspected

- Do NOT directly confront the victim using terms like “trafficking,” “exploitation,” “victim”
- Do NOT take the victim directly to counselor/administrator
- Do NOT confront the suspected trafficker EVER!
- Do NOT rescue the victim by attempting to remove the victim from the situation
- Do NOT make any kind of promises about how the situation will end
- Do NOT express doubt about the veracity of any statement the student makes
 - You can express your impressions to your administrative team later - the student needs to be believed and trusted by an adult

A blurred, high-contrast black and white photograph of a crowd of people, likely at a public event or protest. The figures are out of focus, creating a sense of a large gathering. The lighting is dramatic, with bright highlights and deep shadows.

“...[T]he injustice, the outrage,
of human trafficking...must be called by
its true name: modern slavery.”

*– President Obama
September 25, 2012*

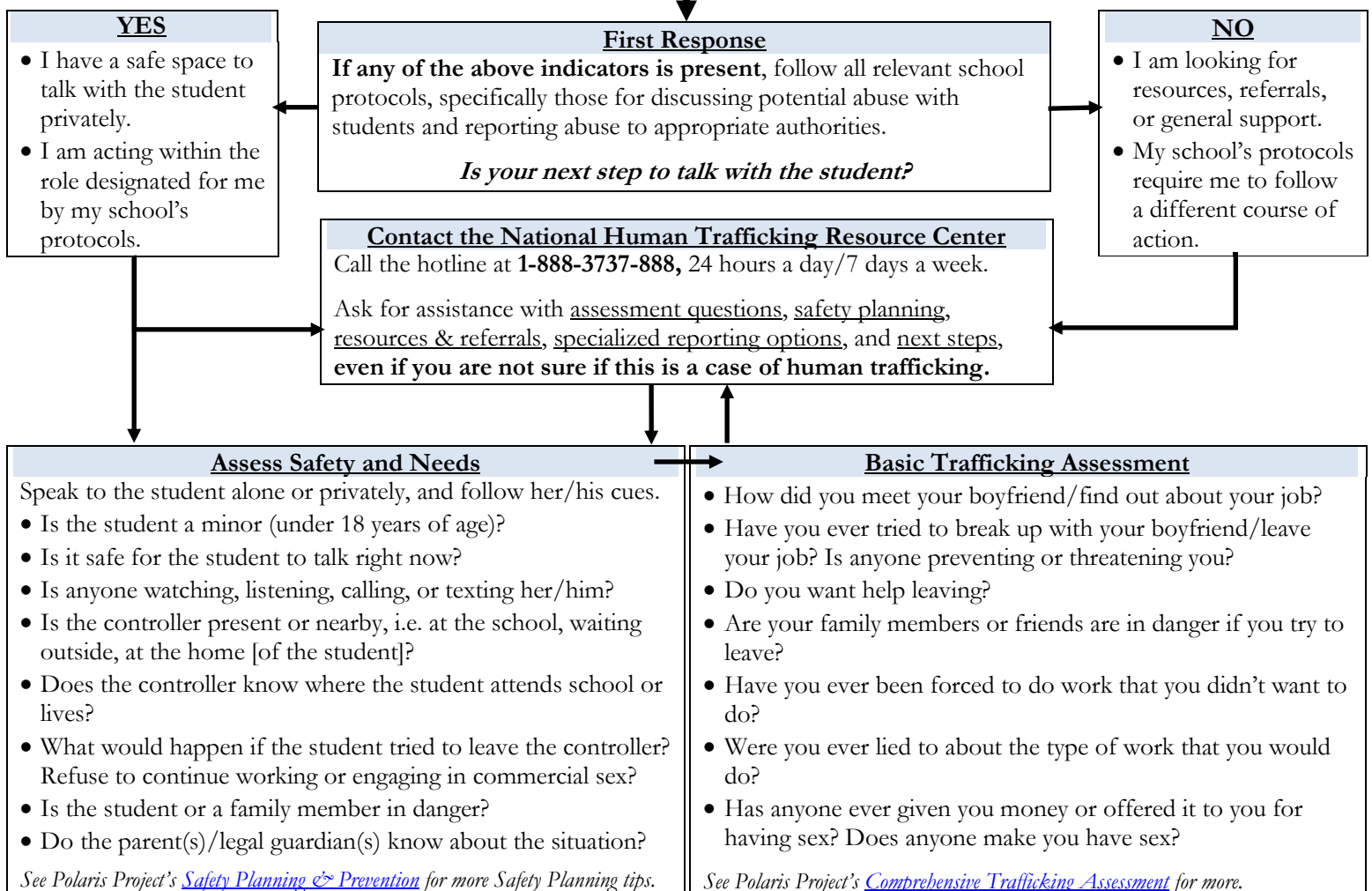
Tools for Educators | National Human Trafficking Resource Center

This tool is designed to help educators identify the risk factors and indicators of human trafficking in their students and to offer guidelines on how to respond and access resources. **Disclaimer: This protocol does not substitute for internal or mandated reporting requirements and does not guarantee safety. For emergencies, please contact 9-1-1.**

Red Flags & Indicators

- Exhibits changes in behaviors or school participation, i.e. spike in truancy; or performs severely under grade level.
- Student's family shows signs of frequent migration, periodic homelessness, disorientation, uncertainty of surroundings.
- History of homelessness or running away from home.
- Reveals signs of abusive or inattentive caregivers, such as untreated illness or injury, bruises, or scars.
- Displays heightened sense of duty or obligation to family, has unreasonable or inappropriate chores or duties.
- Works for little or no pay, or the employer keeps identification documents and/or confiscates wages.
- Accumulates debt to employer while at work or recruited for work with promises of easy money.
- Exhibits sexual behavior that is high risk and/or inappropriate for his/her age.
- Has an explicitly sexual online profile via internet community or social networking sites.
- Involved in relationship with an older man, receives frequent gifts, may be picked up from school by controller.
- Engages in sexual activity in exchange for money or anything of value (can include clothing, food, shelter, other goods and resources). No force, fraud, or coercion necessary if the student is under 18.
- Knowledge of the commercial sex industry. Uses lingo: "The Life," "The Game," "Daddy," for boyfriend, "Track" or "Stroll," refers to dates as "Johns" or "Tricks."

Consult Polaris Project's [Red Flags & Indicators](#) for a complete list.



This publication was made possible in part through Grant Number 90XR0012/02 from the Anti-Trafficking in Persons Division, Office of Refugee Resettlement, U.S. Department of Health and Human Services (HHS). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Anti-Trafficking in Persons Division, Office of Refugee Resettlement, or HHS.

Child Victims of Human Trafficking

What is human trafficking?

Right now in Ohio, more than 2,000 school-age children are potentially at risk of being forced into human trafficking through exploited labor, domestic servitude or prostitution. Children, especially those not living with their parents, are especially vulnerable. The average entry age into the commercial sex market is 12-14, although it is not unusual for the age to be younger.

Because the demand for young victims is large, traffickers find students through telephone chat lines, clubs, on the street through friends, and at malls. Traffickers may use girls to recruit other girls at schools and after-school programs, or involve school age boys in gaining and betraying the trust of potential victims. This means it is essential that youth see adults model healthy relationships and that schools create environments to support those students who are victims of violence and exploitation. Educators have an opportunity to help identify and guide youth who display risky behaviors to receive the appropriate community supports and services.

How can I identify a victim of human trafficking?

While not all of the behaviors listed below indicate that a child is a victim of human trafficking, educators should recognize that these red flags are cause for concern. Other causes may be teen dating violence, homelessness, domestic abuse and drug and alcohol abuse. This list is meant to be a guide to determine if further action is appropriate. It is not a comprehensive list of all signs of student trafficking.

- ✓ Does not attend school regularly;
- ✓ Runs away from home regularly;
- ✓ Has unexplained absences from school and is considered a truant;
- ✓ Talks about frequent travel to other cities;
- ✓ Has bruises or other physical trauma, is withdrawn and seems depressed or afraid;
- ✓ Doesn't seem to have control over her/his own schedule or identification documents;
- ✓ Is hungry, malnourished or dressed inappropriately for weather conditions or surroundings;
- ✓ Shows signs of drug addiction;
- ✓ Demonstrates a sudden change in clothing, behavior or has expensive items that a child usually cannot afford;
- ✓ Makes references to sexual situations that are unusual for a child of that age;
- ✓ Has a "boyfriend" who is noticeably older (10+ years);
- ✓ Uses language that is beyond his/her normal age or terms that are used in the commercial sex industry; engages in promiscuous behavior; and may be labeled "fast" by peers.

What should I do as an educator if I suspect a child is a victim?

- ✓ Recognize the red flags students may exhibit;
- ✓ Make the appropriate referral to school personnel and community contacts.

How do I report suspected human trafficking?

- ✓ In cases of immediate emergencies, it is best to call your local police department or emergency access number.
- ✓ If you suspect someone is a victim of human trafficking, please call the National Resource Center hot line toll-free at (888) 373-7888, or easy-to-remember – 888.3737.888.
- ✓ <http://www.polarisproject.org/what-we-do/national-human-trafficking-hotline/the-nhtrc/overview>.





Human Trafficking: Ohio's Tragic Reality

NO ONE SHOULD BE SOLD FOR SEX

HUMAN SEX TRAFFICKING:

HOW TO RECOGNIZE THE SIGNS

- Appearance of physical/sexual abuse (Polaris)
- Scripted/rehearsed answers to casual questions(AG)
- He or she appears very young and fearful/overly submissive(AG)
- An older male at a hotel with a younger female whom she calls "daddy."
Look for tattoos of man's name or slang name(AG)
- Someone not allowed going into public alone or speaking for themselves. (AG)
- Is fearful, anxious, depressed, submissive, tense, or nervous/paranoid (Polaris)
- Fearful or anxious about topic of law enforcement (Polaris)
- Person is "just visiting" and won't tell anyone a permanent address (Polaris)
- Person is unsure where they are or able to say where they have been recently (Polaris)
- You see a young person at a truck stop. Children generally don't go to truck stops (PCAR)

HOW TO REPORT HUMAN TRAFFICKING

- National Human Trafficking Resource Center hotline at **1-888-3737-888**
- Text **BeFree (233733)** for specialized victim services referrals or to report the situation.
- Confidential Online Reporting Form-Polaris Project
www.polarisproject.org/what-we-do/national-human-trafficking-hotline/report-a-tip
- Call local police department
- Call 1-866-347-2423 (Homeland Security)
- Report online at www.ice.gov/tips

THINGS TO KNOW WHEN REPORTING

- Describe details of the situation that led you to believe human sex trafficking was happening
- How do you know it's by force, fraud or coercion?
- Names, addresses, phone number, license plate, demographics and physical description of controller or victim

DIRECTING VICTIMS TO TREATMENT AND SUPPORT

Call Victim Support Service's 24-hour hotline at 1-800-346-7555 or visit www.polarisproject.org.



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Human Trafficking: Ohio's Tragic Reality

FORCED LABOR IS MODERN DAY SLAVERY

HUMAN LABOR TRAFFICKING:

HOW TO RECOGNIZE THE SIGNS

- Sleeping bag/cot at business where workers appear to be given a ride together at one time (AG)
- Scripted/rehearsed answers to casual questions(AG)
- Workers appear very young and fearful/overly submissive(AG)
- Small children serving in family restaurant(AG)
- Security measures are used to keep people in i.e. barbed wire, bars on windows, etc. (AG)
- Someone not allowed going into public alone or speaking for themselves. (AG)
- They seem fearful, anxious, depressed, submissive, tense, or nervous/paranoid (Polaris)
- Looks malnourished (Polaris)
- Appearance of physical abuse (Polaris)

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- Scripted/rehearsed answers to casual questions(AG)
- Workers appear very young and fearful/overly submissive(AG)
- Small children serving in family restaurant(AG)
- Security measures are used to keep people in i.e. barbed wire, bars on windows, etc. (AG)
- Someone not allowed going into public alone or speaking for themselves. (AG)
- They seem fearful, anxious, depressed, submissive, tense, or nervous/paranoid (Polaris)
- Looks malnourished (Polaris)
- Appearance of physical abuse (Polaris)

HOW TO REPORT HUMAN TRAFFICKING

- National Human Trafficking Resource Center hotline at **1-888-3737-888**
- Text **BeFree (233733)** for specialized victim services referrals or to report the situation.
- Confidential Online Reporting Form-Polaris Project
www.polarisproject.org/what-we-do/national-human-trafficking-hotline/report-a-tip
- Call local police department
- Call 1-866-347-2423 (Homeland Security)
- Report online at www.ice.gov/tips

THINGS TO KNOW WHEN REPORTING

- Describe details of the situation that led you to believe human labor trafficking was happening
- How do you know it's by force, fraud or coercion?
- Names, addresses, phone number, license plate, demographics and physical description of controller or victim

DIRECTING VICTIMS TO TREATMENT AND SUPPORT

Call Victim Support Service's 24-hour hotline at **1-800-346-7555** or visit www.polarisproject.org.



CALL 911 or 888-3737-888
- or -
TEXT HELP to #233733



Human Trafficking: Ohio's Tragic Reality

FORCED LABOR IS MODERN DAY SLAVERY

HUMAN LABOR TRAFFICKING:

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NATIONAL HUMAN TRAFFICKING RESOURCE CENTER (NHTRC) DATA BREAKDOWN

Human Trafficking and Educators Report

1/1/2011-12/31/2014

SUBSTANTIVE CALL DATA

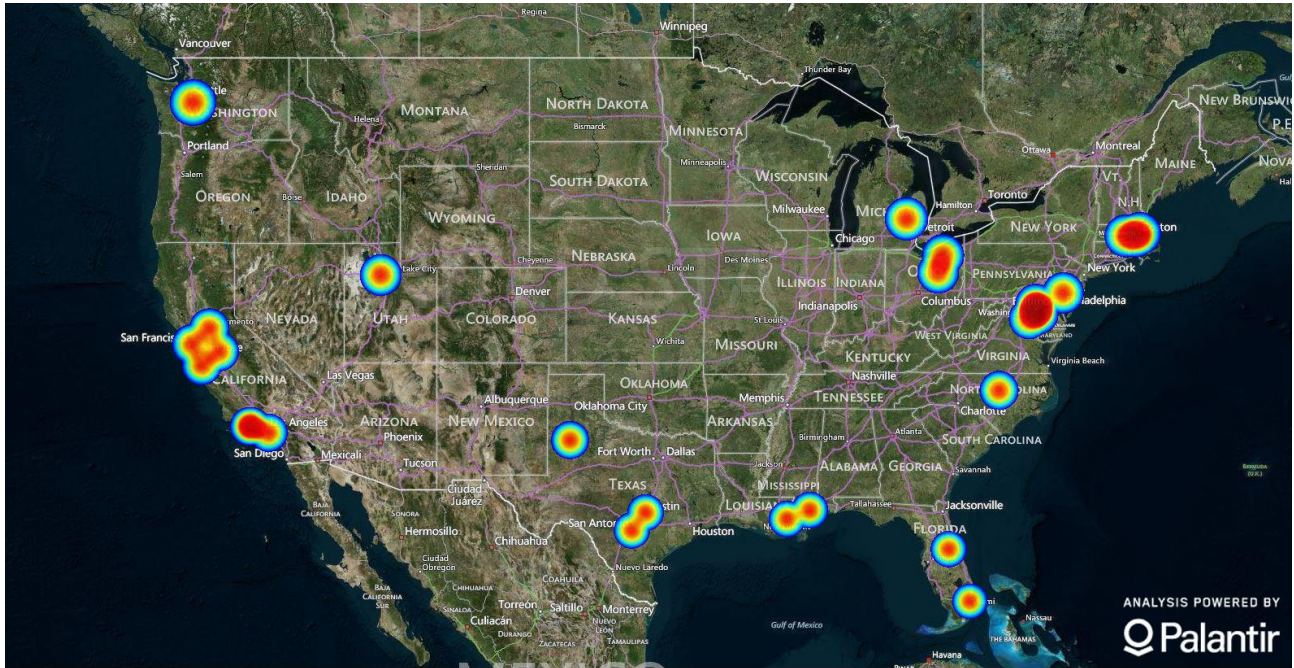
During a four-year period between **January 1, 2011 and December 31, 2014**, educators made a total of **605 substantive calls to the NHTRC regarding human trafficking and issues related to human trafficking**. The following information is based on these calls.

How Educators Learned about the NHTRC?	# of Calls	% of Calls
Internet-Web Search	59	9.8%
Referral from Other Organization	34	5.6%
Training/Presentation/Conference	29	4.8%
Polaris	20	3.3%
Word of Mouth	19	3.1%
Rescue and Restore Campaign	12	2.0%
Pamphlet/Brochure/Leaflet	11	1.8%
Television	7	1.2%
Other Media	4	0.7%
Current Public Awareness Campaign	4	0.7%
Film	3	0.5%
Newspaper-Magazine	3	0.5%
Department of State's Know Your Rights Pamphlet	2	0.3%
Department of Homeland Security's Blue Campaign	2	0.3%
Radio	2	0.3%
Poster	1	0.2%
Not Specified	393	64.9%
Total Number of Substantive Calls	605	100.0%

HUMAN TRAFFICKING CASE DATA

Each request submitted to the NHTRC hotline is evaluated for evidence of potential human trafficking. During a four-year period **between January 1, 2011 and December 31, 2014**, a total of **130 unique cases (incidents) of potential human trafficking** were reported to the NHTRC by educators through hotline calls, online tip reports, or emails. The following information is based on these cases.

LOCATION OF POTENTIAL TRAFFICKING CASES REPORTED BY EDUCATORS (WHERE KNOWN)*



* This map only reflects cases in which the location of the potential trafficking was known. Some cases may involve more than one location and are not reflected in this map. Hawaii and Alaska are not shown on this map because there were no cases reported by educators in those states.

VENUE/INDUSTRY OF POTENTIAL TRAFFICKING	# OF CASES	% OF CASES
Sex	99	76.2%
Commercial-Front Brothel	8	6.2%
Residential Brothel	7	5.4%
Online Ad, Venue Not Specified *	7	5.4%
Street-Based Commercial Sex	6	4.6%
Hotel/Motel-Based Commercial Sex	5	3.8%
Escort Service/Delivery Service	4	3.1%
Bar/Club-Based Commercial Sex	3	2.3%
Venue Referenced in Fewer than Three Cases **	3	2.3%
Other/Venue Not Specified	56	43.1
Labor	18	13.8%

Industry Referenced in Fewer than Three Cases **	13	10.0%
Domestic Work	3	2.3%
Industry Not Specified	2	1.5%
Sex and Labor	4	3.1%
Type of Potential Trafficking Not Specified **	9	6.9%
TOTAL # OF POTENTIAL TRAFFICKING CASES	130	100.0%

* These cases typically involve reports of sex trafficking in which an individual is advertised for commercial sex online but the venue of the sex act is unknown or not specified.

** To protect the identity of the people we serve, the NHTRC does not disclose exact statistics related to venues, industries, victim information or caller information referenced fewer than three times.

*** In these cases, this information was not reported to the NHTRC.

VICTIM DEMOGRAPHICS*	# OF CASES	% OF CASES
Minors	82	63.1%
Adults	49	37.7%
Females	109	83.9%
Males	18	13.9%
Transgender Males and/or Transgender Females**	<3	N/A
US Citizen/Legal Permanent Resident	52	40.0%
Foreign Nationals	35	26.9%
non-cumulative*		

* These statistics are non-cumulative. Cases may involve multiple victims and include female, male, and transgender individuals, foreign nationals and U.S. citizens, adults and minors. In some cases, demographic information is not reported. This table shows the number of cases referencing trafficking in which the listed populations were involved, not the total number of individuals involved in the trafficking situations.

** To protect the identity of the people we serve, the NHTRC does not disclose exact statistics related to venues, industries, victim information or caller information referenced fewer than three times.

VICTIM(S) COUNTRY OR COUNTRIES OF ORIGIN	# OF CASES	% OF CASES
U.S.A.	52	40.0%
Nationalities Referenced in Fewer than Three Cases *	21	16.2%
Guatemala	3	2.3%
Unknown/Not Specified **	54	41.5%
TOTAL # OF POTENTIAL TRAFFICKING CASES	130	100.0%

* To protect the confidentiality of the victims, the NHTRC does not disclose specific nationalities referenced in fewer than three cases.

** In some cases, demographic information is not reported to the NHTRC.

Important Note: The data displayed in this report was generated based on information communicated to the National Human Trafficking Resource Center hotline via phone, email, and online tip report. The NHTRC cannot verify the accuracy of the information reported. This is not a comprehensive report on the scale or scope of human trafficking within the state. These statistics may be subject to change as new information emerges.

JANUARY 2015

Human Trafficking in **AMERICA'S SCHOOLS**



This report was written under U.S. Department of Education Grant Number Q184L070139 by Jeneé Littrell of the Grossmont Union High School District. Eve Birge served as the grant monitor. This report was designed for the U.S. Department of Education under Contract Number EDESE12O0035 with American Institutes for Research, Inc. Rita Foy Moss served as the contracting officer's representative for the National Center on Safe Supportive Learning Environments technical assistance center (NCSSLE). The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the Department of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. For the reader's convenience, this publication contains information about and from outside organizations, including hyperlinks and URLs. Inclusion of such information does not constitute the Department's endorsement.

U.S. Department of Education

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Secretary

Office of Elementary and Secondary Education

Deb Delisle
Assistant Secretary

Office of Safe and Healthy Students

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Director

January 2015

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Our fight against human trafficking is one of the great human rights causes of our time, and the United States will continue to lead it—in partnership with you. The change we seek will not come easy, but we can draw strength from the movements of the past. For we know that every life saved—in the words of that great Proclamation—is ‘an act of justice,’ worthy of ‘the considerate judgment of mankind, and the gracious favor of Almighty God.’

—President Barack Obama, September 25, 2012

Introduction

Human trafficking is modern slavery. It involves exploiting a person through force, fraud, or coercion for the purpose of forced labor, commercial sex, or both. Victims of human trafficking include men, women, boys, girls, and transgender individuals lured by the promise of a better life in the United States and adults and children who were born and raised in the United States.

The International Labour Organization estimated, in 2012, that children represented 26 percent (or 5.5 million) of the 20.9 million victims worldwide.¹ Both U.S. citizen and foreign national children are trafficked for sex and labor in the United States.² In fact, many child victims of human trafficking are students in the American school system. School administrators and staff need to be aware that cases of child trafficking are being reported in communities throughout the nation. No community—urban, rural, or suburban—school, socioeconomic group, or student demographic is immune.

Few crimes are more abhorrent than child trafficking, and few crimes are more challenging for communities to recognize and address. For many people, the reality of trafficking in their community is difficult to comprehend, let alone confront. For educators and school personnel, the reality of these crimes and the severity of their impact are cause for a call to action.

Schools can and should be safe havens for students, and even more so for some students whose lives are otherwise characterized by instability and lack of safety or security. In these cases, school personnel are uniquely well positioned to identify and report suspected abuse and connect students to services—actions that can prevent trafficking and even save lives. Everyone who is part of the school community—administrators, teachers, bus drivers, maintenance personnel, food service staff, resource officers, and other school community members—has the potential to be an advocate for child victims of human trafficking, but, *first*, school community members must learn the indicators of the crime, its warning signs, and how to respond when a student is an apparent victim.

Though they play a crucial role, school personnel cannot, and should not, address these complex issues alone. Effectively responding to child trafficking demands increased awareness and a clearly defined course of action, supported by collaboration with child protective services, law enforcement, social services, and community-based service providers. This guide was developed to help school officials

- ▶ understand how human trafficking impacts schools
- ▶ recognize the indicators of possible child trafficking
- ▶ develop policies, protocols, and partnerships to address and prevent the exploitation of children

Child Sex Trafficking

When a child (a person under 18 years of age) is induced to perform a commercial sex act, proving force, fraud, or coercion against the child's pimp is not necessary for the offense to be characterized as human trafficking. There are no exceptions to this rule: No cultural or socioeconomic rationalizations may prevent the rescue of children from sexual servitude. The use of children in the commercial sex trade is prohibited both under U.S. law and by statute in most countries around the world. Sex trafficking has devastating consequences for minors, including long-lasting physical and psychological trauma, disease (including HIV/AIDS), drug addiction, unwanted pregnancy, malnutrition, social ostracism, and even death.

Each victim has a different experience, but experiences often share common threads due to the nature of the crime. Trafficking victims live under the control of their trafficker, subject to fear, abuse, and denial of their basic human rights.

ONE OUT OF EIGHT endangered runaway youths is likely a victim of human trafficking.

—National Center for Missing and Exploited Children



Child Labor Trafficking

Labor trafficking or forced labor can take many forms, which include bonded labor or debt bondage, where a child incurs a debt he or she is never able to pay off, or involuntary domestic servitude, where a child is forced to work in someone's home for long hours with little or no pay. Although children may legally engage in certain forms of work, there are legal prohibitions and widespread condemnation against forms of slavery or slavery-like practices, and yet these practices continue to exist as manifestations of human trafficking. A child can be a victim of labor trafficking, regardless of the location of the nonconsensual exploitation. Some indicators of possible forced labor of a child include situations

in which the child appears to be in the custody of a nonfamily member who requires the child to perform work that financially benefits someone outside the child's family and does not offer the child the option of leaving.

In the United States, labor trafficking often occurs in the context of domestic service, agricultural work, peddling, and hospitality industries (e.g., restaurants and hotels). Traffickers manipulate victims into working long hours in substandard conditions for little or no wages. Peddling is a prevalent yet lesser known form of child labor, where children sell cheap goods, such as candy, magazines, or other trinkets, often going door to door or standing on street corners or in parks, regardless of weather conditions and without access to food, water, or facilities.

Like victims of sex trafficking, labor trafficking victims are kept in bondage through a combination of fear, intimidation, abuse, and psychological controls.

It is important to remember that child victims of labor trafficking also may be sexually abused or simultaneously victims of sex trafficking.



Deconstructing Perceptions and a Victim-Centered Approach

Until recently, the trafficking of children in the United States has been clouded by a lack of awareness and exacerbated by stigma and denial. Now, communities are beginning to familiarize themselves with the nature of the crime and to train law enforcement and legal and social service providers on how to protect victims and serve their needs. *Child trafficking is child abuse, and properly understanding this reality allows educators and law enforcement and social service providers to minimize judgment, provide services, prevent revictimization, and focus on the safety and well-being of the boy, girl, or transgender individual.*

With the passage of the Trafficking Victims Protection Act (TVPA) of 2000 (Pub.L.106-386), the trafficking of children for sex and labor was criminalized, with the crucial caveat that anyone under age 18 who is induced to perform a commercial sex act is a victim of child sex trafficking, regardless of whether force, fraud, or coercion are involved. Unfortunately, local practice and policy sometimes treat the exploited minor in a human trafficking incident, where sex is *engaged in for profit*, as a perpetrator

Not all traffickers are adults: A suburban Minneapolis high school cheerleader was arrested for allegedly recruiting and pimping a younger student by creating an online ad and driving the victim to potential customers.

—Star Tribune

of the crime rather than as a victim. It is a contradiction that public outrage occurs when an eighth grader is molested by a family friend, and yet, if that same adolescent is sexually abused by a stranger who pays for the sex act, the community often wrongfully perceives the act as willing criminal prostitution. The law recognizes that children cannot give meaningful consent to such a crime. Educators must remember that a child involved in prostitution should *always* be treated as a victim and that criminal responsibility rests with the trafficker.

Risk Factors and Indicators

Though there is no standard profile of a child-trafficking victim, several risk factors make certain children more susceptible. Reports indicate that traffickers often target children and youths with a history of sexual abuse, dating violence, low self-esteem, and minimal social support.

Runaway and homeless youths—male, female, and transgender—are at particularly high risk for becoming victims, though some trafficked youths continue living at home and attending school. There is also a strong correlation between sexually exploited youths and childhood sexual abuse, chronic maltreatment and neglect, and otherwise unstable home environments. Research findings estimate that between 33 and 90 percent of victims of commercial child sexual exploitation have experienced these types of abuses.³ Evidence also suggests that lesbian, gay, bisexual, or transgender (LGBTQ) youths can be up to five times more likely than heterosexual youths to be victims of trafficking due to the increased susceptibility that comes with the feelings of rejection and alienation that are often experienced by LGBTQ youths.⁴

Possible risk factors associated with child trafficking include the following:

- ▶ lack of personal safety
- ▶ isolation
- ▶ emotional distress
- ▶ homelessness
- ▶ poverty
- ▶ family dysfunction
- ▶ substance abuse
- ▶ mental illness
- ▶ learning disabilities
- ▶ developmental delay
- ▶ childhood sexual abuse
- ▶ promotion of sexual exploitation by family members or peers
- ▶ lack of social support

Social workers who provide services to these victims indicate that feelings of isolation and abandonment are often reported but that the lack of a support network increases the vulnerability to trafficking. It is important to note that many teenage girls may be at risk of being recruited into the commercial sex

industry simply by virtue of their normal maturation process. Wanting to take risks, feeling misunderstood by parents, and seeking romantic relationships can increase girls' susceptibility to the recruitment tactics of sex traffickers or pimps. Findings also suggest that low self-esteem accompanies school failure for girls, and the resulting sense of a lack of self-worth may make them more vulnerable to recruitment.⁵

However, once a student is victimized, identifying him or her can prove difficult for a variety of reasons: (1) the student's reluctance to disclose the problem due to a sense of shame and fear; (2) the stigma associated with forced prostitution; (3) the power and control of the trafficker's seduction and manipulation; and (4) the student's inability to recognize that he or she is a victim and, therefore, is unwilling to seek help.

Possible behavioral indicators of a child sex trafficking victim include, but are not limited to, the following:

- ▶ an inability to attend school on a regular basis and/or unexplained absences
- ▶ frequently running away from home
- ▶ references made to frequent travel to other cities
- ▶ bruises or other signs of physical trauma, withdrawn behavior, depression, anxiety, or fear
- ▶ lack of control over a personal schedule and/or identification or travel documents
- ▶ hunger, malnourishment, or inappropriate dress (based on weather conditions or surroundings)
- ▶ signs of drug addiction
- ▶ coached or rehearsed responses to questions
- ▶ a sudden change in attire, behavior, relationships, or material possessions (e.g., expensive items)
- ▶ uncharacteristic promiscuity and/or references to sexual situations or terminology beyond age-specific norms
- ▶ a "boyfriend" or "girlfriend" who is noticeably older and/or controlling
- ▶ an attempt to conceal scars, tattoos, or bruises
- ▶ a sudden change in attention to personal hygiene
- ▶ tattoos (a form of branding) displaying the name or moniker of a trafficker, such as "daddy"
- ▶ hyperarousal or symptoms of anger, panic, phobia, irritability, hyperactivity, frequent crying, temper tantrums, regressive behavior, and/or clinging behavior
- ▶ hypoarousal or symptoms of daydreaming, inability to bond with others, inattention, forgetfulness, and/or shyness



Additional behavioral indicators for labor trafficking include the following:

- ▶ being unpaid, paid very little, or paid only through tips
- ▶ being employed but not having a school-authorized work permit
- ▶ being employed and having a work permit but clearly working outside the permitted hours for students
- ▶ owing a large debt and being unable to pay it off
- ▶ not being allowed breaks at work or being subjected to excessively long work hours
- ▶ being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- ▶ not being in control of his or her own money
- ▶ living with an employer or having an employer listed as a student's caregiver
- ▶ a desire to quit a job but not being allowed to do so

What to Do if You Suspect Trafficking

In order to build healthy learning environments, educators and school personnel must be knowledgeable about the signs and symptoms of trafficking, ways to support disclosure, and the steps to take if there is a strong suspicion of trafficking. If a school staff member—a teacher, bus driver, administrator, counselor,

or cafeteria worker—notices a student who shows signs of potential trafficking, the first rule is to always pay attention. Learn about the school's policies and protocols. If the school does not have clear policies and protocols, talk to the principal about instituting them. Share this information with school staff, administrators, school boards, and members of the community.

For more information, see "Sample Protocol for School Districts" on p. 10.

Recruitment

Traffickers, who may be male, female, or transgender, target vulnerable children and lure them into forced labor and prostitution and other forms of sexual exploitation. In fact, it is known that the vast majority of child victims in the commercial sex industry and in forced labor are recruited and controlled by traffickers.⁶ Understanding particular recruitment methods and how trafficking occurs in a community will greatly assist school personnel's abilities to identify potential victims.

A man from Millington, Tennessee, was accused of trafficking girls as young as 15. He reportedly used a boy under the age of 18 to help recruit girls from local high schools. The boy was paid \$20 for every \$100 the girls brought in.

—www.localmemphis.com

Traffickers may systematically target vulnerable children by frequenting locations where children congregate—malls, schools, bus and train stations, and group homes, among other locations. With the advent of social media, traffickers recruit through Facebook and other Internet sites. They also use peers or classmates, who befriend the target and slowly groom the child for the trafficker by bringing the child along to parties and other activities.

Often, traffickers will create a seemingly loving and caring relationship with their victim in order to establish trust, dependence, and allegiance, thus making their child target even more vulnerable. One of the most common variations of this is a romantic relationship. A trafficker often will spend time slowly isolating and convincing a child of his or her love before selling that child for sex.

Young victims also are lured into sexual exploitation and forced labor through psychological manipulation, drugs, and/or violence.

Impact on Learning Environment

The shared priorities and beliefs that motivate a school community have an effect on student learning, achievement, and behavior. A safe learning environment is proven to be imperative for overall student success, and this success is sacrificed on a campus where there is exploitation and violence.

Due to the abuse associated with child trafficking, many victims experience severe physical, emotional, and psychological trauma. The symptoms of trauma can impact the learning experience of students and may manifest as problematic behaviors, such as aggression and truancy. Bad behavior can be a key warning sign of an abusive background and may provide a clue about possible victimization. Of particular note for educators is research that has shown a correlation between the human trafficking of children and school-related problems, including learning disabilities.⁷

In order to build healthy learning environments, educators must be knowledgeable about the signs, such as signs of child trafficking, and the steps to take when behaviors at school are out of order. A best practice is when all members of a school campus, along with parents and community partners, have a shared commitment to work together to prevent crimes and protect victims. This collaboration is critically important to student success and will lead to a safer, healthier school culture.

I didn't care about school at all. In fact, I was so uncomfortable there...so afraid that people were talking about me and telling others about what I was doing...I was constantly getting into fights. This gave me a way to keep people scared of me and get myself a suspension so that I could leave school.

—Child trafficking survivor,
18 years old

I had a feeling that my teacher knew something was wrong in my life. I would notice her looking at me . . . almost like she wanted to say something to me. I wanted to open up to her, but I was afraid she would judge me. I was afraid that she wouldn't understand.

—Child sex trafficking survivor,
16 years old

Community Involvement

Child trafficking is not solely a school issue; it is a community issue that impacts schools. Therefore, it is recommended that all members of the community play a role in protecting students.

To prevent the trafficking of children, community members first need to admit the problem exists and then commit to educating other community members and increasing awareness of the impact of the problem. Standing up to child trafficking also means equipping leaders with the resources to have an authentic dialog about the issue—including demand—in their neighborhoods, jurisdictions, constituencies, or school districts and giving these leaders the tools to work toward solutions.

Historically, law enforcement and probation departments across the nation have been the primary systems addressing the complex needs of survivors of child sex trafficking. Through sting operations, crackdowns on gangs, and curfew sweeps, a law enforcement agency may be the first agency to interact with a sex trafficking victim. Today, child welfare systems and runaway and homeless youth programs are increasingly elevating their responses to child trafficking. It is strongly recommended that each community develop cross-system mechanisms and infrastructure for collaboration among public agencies and other stakeholders, while building upon the structures, processes, and relationships already in place.

Schools should partner with their school boards, service providers, governmental agencies, and local law enforcement partners to identify the nature, scope, and prevalence of child trafficking in their communities. By getting other partners involved, schools will create safer campuses and increase the chances for academic, social, and psychological student success. These same partners should work collaboratively to develop a

comprehensive prevention awareness program targeted at students and parents, alerting them to the nature and danger of child trafficking, as well as to develop protocols for dealing with the crime and providing services to victims.

Some pragmatic concerns contribute to most communities' ambivalence in mounting an aggressive child trafficking prevention effort. Increased awareness and provision of services are invaluable, but there are limited resources to support child trafficking victims and other at-risk students. How should education, social services, and, above all, safety for a student who has been trafficked and safety for their friends, classmates, and community members be balanced? How should schools evaluate whether their responses are effective? These are questions that school districts need to confront as they develop responses to the crime. Although comprehensive solutions take time, educators need immediate options for students involved in child trafficking.

Trafficking statistics are often unreliable due to a variety of factors, including the clandestine nature of the industry and underreporting.

—United Nations
Population Fund

Awareness, Policies, and Protocols

Schools have several responsibilities regarding child trafficking. They must: (1) increase staff awareness and educate staff on the indicators and the nature of the crimes; (2) increase parent and student awareness of the risks and realities of trafficking; and (3) develop and clearly articulate district- or school-wide policies on and protocols for identifying a suspected victim or responding to a disclosure from a suspected victim.

Training on risk factors for vulnerable children, the signs and indicators of exploitation and trafficking, and the victim-centered approach should be provided to all staff working with students. It also is imperative that school personnel understand best practices for interacting with trafficking survivors, who often struggle with shame and embarrassment and too frequently believe their victimization is their fault. Suspending all judgments and remaining open minded are critical to creating a trusting, safe relationship in which vulnerable students feel safe to confide and seek support.

In order to be ready to assist a child victim, the school district should develop a procedure similar to the procedures used in cases of sexual assault or for reporting child abuse. Because trafficking of children is child abuse, the protocol may be an addendum to the existing child abuse reporting protocol.

An effective school policy should require that school administrators and/or authorities be notified immediately, while maintaining the student's confidentiality to the extent possible under the law. Once a child victim is identified, it is imperative that all responding providers coordinate intervention and support for the victim as well as ensure minimal impact on other students.

To have an effective anti-trafficking protocol, schools should, at a minimum

- ▶ develop, adopt, enforce, and implement a policy to address child trafficking;
- ▶ make sure all school personnel are properly trained on the policy;
- ▶ make certain campus security is in place so that all visitors are screened;
- ▶ provide programs and roles for parents and guardians to make them part of their children's safety and security, both at school and while going to and from school;
- ▶ assess the environmental structure and take every possible step to help make it safe;
- ▶ partner with local law enforcement experts to provide a parent awareness program on the dangers and warning signs of child sex trafficking; and
- ▶ partner with local law enforcement agencies to protect the routes that students use to travel to and from schools.

A 10th-grade student was identified by law enforcement as a victim of child sex trafficking when they arrested her pimp. The victim was referred for services with a case manager and therapist. The victim and her mother granted consent for her case manager to work with her high school counselor to transfer her to an alternative school. The new school provided her a fresh start as well as a safe location where her pimp and his associates could not locate her.

—Case Manager,
San Diego Youth Services

A Sample Protocol for School Districts

SITUATION AND PROTOCOL

■ Suspected Recruitment or Actual Exploitation by Student



■ Suspected Victim of Commercial Sexual Exploitation of Children



■ Confirmed Victim of Commercial Sexual Exploitation of Children



U.S. Government Entities Combating Human Trafficking

The U.S. government supports a victim-centered, whole government approach that brings together federal departments and agencies to address all aspects of human trafficking—enforcement of criminal and labor law, victim identification and protection, education and public awareness, international trade and development, enhanced partnerships and research opportunities, and international engagement and diplomacy. The U.S. government also funds numerous civil society organizations to conduct anti-trafficking efforts according to the *3 Ps* (prosecution, protection, and prevention) both domestically and around the world.

The following federal departments are involved in this effort:

- ▶ Department of Education
- ▶ Department of Health and Human Services
- ▶ Department of Homeland Security
- ▶ Department of Justice
- ▶ Department of Labor
- ▶ Department of State

Publications and Resources

Some of the best ways to help combat human trafficking are to raise awareness, learn more, and help school staff, administrators, and the community at large learn about how to identify victims. Information about human trafficking can be found at the following websites:

- ▶ U.S. Department of Health and Human Services, Administration for Children and Families
www.acf.hhs.gov/endtrafficking
- ▶ U.S. Department of Homeland Security Blue Campaign
<http://www.dhs.gov/blue-campaign/share-resources>
- ▶ Institute of Medicine
<http://www.iom.edu/~media/Files/Resources/guideforhealthcaresector.pdf>
- ▶ National Center on Homeless Education
<http://center.serve.org/nche/downloads/briefs/trafficking.pdf>
- ▶ National Center for Missing and Exploited Children
<http://www.ncmec.org>
- ▶ National Human Trafficking Resource Center
<http://www.polarisproject.org/what-we-do/national-human-trafficking-hotline/the-nhtrc/overview>
- ▶ Runaway and Homeless Youth Training and Technical Assistance Center
<http://www.rhyttac.net/resources/document/human-trafficking-resource-list>
- ▶ United Nations Office on Drugs and Crime
<http://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html>

Trainings

- ▶ U.S. Department of Health and Human Services, Anti-Trafficking in Persons Division, Office of Refugee Resettlement, National Human Trafficking Resource Center, *“Safe Harbor” Laws: A Systemic Approach to Addressing Child Sex Trafficking*
<http://polarisproject.adobeconnect.com/safeharbor/>
- ▶ U.S. Department of Homeland Security, Blue Campaign, Human Trafficking Awareness Training
<http://www.dhs.gov/blue-campaign/awareness-training>

Services

- ▶ U.S. Department of Health and Human Services, *Services Available to Victims of Human Trafficking: A Resource Guide for Social Service Providers*
<http://www.acf.hhs.gov/programs/orr/resource/services-available-to-victims-of-human-trafficking>
- ▶ U.S. Department of Homeland Security, Blue Campaign, *Victim Assistance Resources*
<http://www.dhs.gov/blue-campaign/victim-centered-approach>
- ▶ U.S. Department of Justice, Office for Victims of Crime, *Initiatives to Expand Services to Human Trafficking Victims*
http://www.ojp.usdoj.gov/ovc/news/human_trafficking.html
- ▶ International Labour Organization, *International Programme on the Elimination of Child Labour, Combating Trafficking in Children for Labour Exploitation: A Resource Kit for Policymakers and Practitioners*
<http://www.ilo.org/ipeinfo/product/viewProduct.do?productId=9130>

Terms and Definitions

Child (minor, juvenile, youth) Persons under the age of 18 unless, under the law applicable to the child, majority is attained earlier.⁸

Exploitation Unfair, if not illegal, treatment or use of somebody or something, usually for personal gain.

Labor trafficking The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.



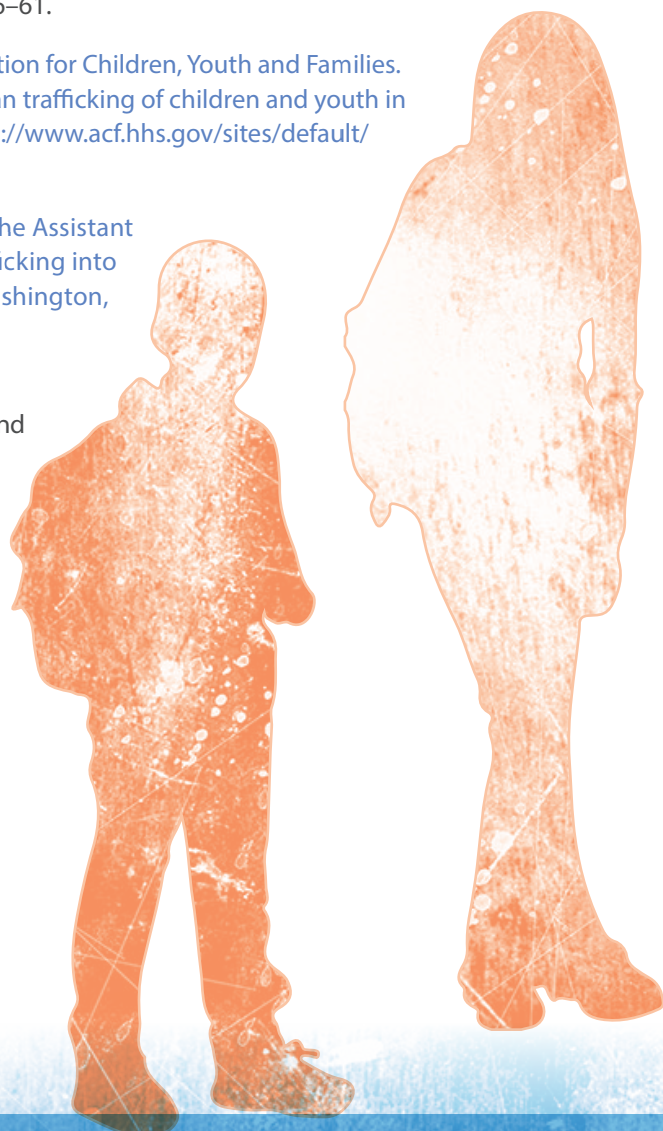
Pimp Any person who participates in the transporting, harboring, or selling of a person for a commercial sex act. This term can be interchangeable with *sex trafficker*.

Sex trafficking The recruitment, harboring, transportation, provision, or obtaining of a person for a commercial sex act in which that act is induced by force, fraud, or coercion or in which the person induced to perform such act has not attained 18 years of age.

Endnotes

1. International Labour Organization. (2012). ILO global estimate of forced labour: Results and methodology. Geneva, Switzerland: Author. Available at http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_182004.pdf
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6. Reid, J. A., & Jones, S. (2011). Exploited vulnerability: Legal and psychological perspectives on child sex trafficking victims. *Victims & Offenders*, 6(2), 207–231.
7. U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. (2009). Human trafficking into and within the United States: A review of the literature. Washington, DC: Author. Available at <http://aspe.hhs.gov/hsp/07/humantrafficking/litrev/>
8. UNICEF. (n.d.). Fact Sheet: A summary of the rights under the Convention on the Rights of the Child. Available at http://www.unicef.org/crc/files/Rights_overview.pdf/

Note: All references listed were last accessed on August 12, 2014.



The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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Educators and Human Trafficking: In-Depth Review

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Introduction

Educators and other school-based professionals have a critical role to play in recognizing potential human trafficking and in helping potential victims access specialized services.

Educators are in a unique position to identify foreign national and U.S. citizen youth in diverse situations of both sex and labor trafficking. It is not uncommon for youth to continue attending school while they are still in the trafficking situation, and the school setting can provide an opportunity to interact with a potential victim without a controller present. Educators are trained to look out for potentially dangerous behaviors, changes in behavior and emotional state, and signs of abuse and neglect, all of which are likely to be present in victims of human trafficking. In addition to intervention, educators are well-positioned to engage in direct prevention work with their students. Schools and extra-curricular and recreational venues frequented by young people may be targeted by controllers who wish to recruit for both sex and labor trafficking, and it is important that students learn the signs and risk factors and how to reach out for help.

The following document is a tool created specifically for educators and school-based professionals to help recognize, respond, and prevent human trafficking in an educational context.

Human Trafficking Defined: The Trafficking Victims Protection Act (TVPA)

Human trafficking is a form of modern-day slavery. The Trafficking Victims Protection Act (TVPA) of 2000 was the first comprehensive federal act to combat human trafficking in the US. As defined under U.S. federal law, victims of human trafficking include minors induced into commercial sex, adults age 18 or over involved in commercial sex through force, fraud, or coercion, and adults and minors in forced labor, services or involuntary servitude via force, fraud, or coercion.

- Sex Trafficking is defined as the recruitment, harboring, transportation, providing, or obtaining of a person for a commercial sex act, 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 yet attained 18 years of age.¹
- Labor Trafficking is defined as the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.²

¹ 22 U.S.C. § 7102.

² *ibid*



Sex and labor trafficking involve patterns of exploitation and control. Minors may be particularly vulnerable to exploitation in both labor and sex trafficking, however it is important to note that control, exploitation, and vulnerability do not end after a person turns 18. Educators may observe indicators of potential trafficking in students over the age of 18. Educators may also observe potential indicators of human trafficking in the parents, family members, and care-givers of their students.

NOTE: The term “minor” refers to an individual who has not yet attained 18 years of age. “Minors” and “children” are used interchangeably throughout the document to indicate a person under 18 years old.

National Human Trafficking Resource Center (NHTRC) Hotline Vignette

The following vignette is based on calls received by the National Human Trafficking Resource Center. Identifying details have been changed to protect confidentiality.

A teacher became concerned after one of her 14-year-old students failed to show up to classes for several weeks. The teacher spoke with several of the student's high school friends who indicated that the student had an older boyfriend who sometimes picked her up from school. The friends also directed the teacher to multiple postings advertising the student for commercial sex on Backpage.com, Craigslist.org, and a local dating website. The teacher noticed that several ads featuring different young girls listed the same phone number, and she suspected that this number belonged to a pimp. The teacher reported the information to the National Human Trafficking Resource Center (NHTRC) hotline after speaking with the student's father, who indicated that the student had recently run away and was believed to be staying with her boyfriend. The NHTRC connected the father and the teacher with a specialized task force who began investigation into the case.

Human Trafficking Controllers & Networks

Educators may encounter minor and young adult victims in all forms of sex and/or labor trafficking. There is no single profile of a controller or a victim. Controllers may be males or females, adults or other minors, friends, family members, intimate partners (husband/wife, boyfriend/girlfriend), acquaintances, or persons unknown to the potential victim prior to recruitment. Victims may be males or females, U.S. citizens or foreign nationals, adults or minors. Each situation is unique and the following types of controllers, networks, and venues have been highlighted as particularly high-risk for students. Please note that this is not an exhaustive list.

Pimp-Controlled Sex Trafficking: Pimp-controlled sex trafficking involves a complex relationship between a typically male controller, or “pimp”, and one or more women and/or girls. In this relationship, the pimp wields complete control and domination and induces commercial sex acts in order to make money. The pimp attains authoritative levels of control and obedience through a combination of intense manipulation and feigned affection, violence, and verbal, psychological, and/or emotional abuse.

In the pimp relationship, the pimp is motivated primarily by the pursuit of money. Pimps engage in a systematic process of recruitment and “breaking-down” of a victim to ultimately induce commercial sex with strangers. They aim to achieve complete control over their victim's sense of identity and self, and they maintain control over their victims through physical force, branding, sexual assault, confinement, torture, document confiscation, strictly and violently



enforced rules, creating dependencies, quotas, and debt, among other means.³ Common locations of pimp-controlled sex trafficking include streets, clubs, hotels or motels, and truckstops. Pimps often recruit and advertise their victims online. Other methods of advertisement may include word of mouth, business cards, and as escort services. Pimps recruiting victims to engage in commercial sex may first present themselves as a boyfriend, and victims often continue to see the pimp as a boyfriend long after the exploitation and abuse have begun, and even when the pimp has multiple women or girls under his control.

Familial and Intimate Partner Trafficking: Sex and labor trafficking can occur within familial and intimate partner relationships. Labor trafficking within the family unit or an intimate partner relationship can be very difficult to identify, particularly when occurring simultaneously with other forms of abuse such as domestic violence and child abuse. As a result, familial or intimate-partner labor trafficking of adults and minors is often overlooked by practitioners and law enforcement. It is important to remember that any form of labor or services compelled through force, fraud, or coercion, regardless of the relationship between the victim and the controller, is considered labor trafficking. Victims of labor trafficking are frequently forced to work in the home as domestic servants, in small businesses or restaurants (which may or may not be owned or managed by the family), in agriculture, or in factories, among others.

Sex trafficking may be easier to identify within a family or intimate partner relationship because it involves a key component that distinguishes it from other forms of abuse – the presence of a commercial sex act. Intimate partners may force victims to engage in commercial sex acts with friends or strangers as an act of humiliation, punishment, or in exchange for assorted favors. In other cases, intimate partners as well as family members may coerce their victims to engage in commercial sex to make money for the controller or the family.

The unique and complex dynamic of any familial or intimate partner relationship can make it particularly difficult for the victim to leave the situation or involve law enforcement due to love, loyalty, dependence, shame, fear of repercussions within the family unit, and lack of a familial support network.

Gangs: Gang involvement in human trafficking can take diverse forms. Gang members may force new members, girlfriends, and family members, such as siblings, into prostitution. Gangs may be involved in various sex trafficking networks, including pimp-controlled street prostitution and escort services, residential brothels, and commercial-front brothels. The culture of gangs often enforces a low status for female gang members or female associates of gang members, which heightens the risk of sexual violence and/or sexual exploitation for women and girls with proximity to gang members. Women and girls who approach gangs for membership or protection are frequently forced to have sex or perform sexual acts, often without consent. Gangs may also use force, fraud, or coercion to compel male and female youth to engage in transporting or selling drugs. Involvement with or proximity to gangs may also mask that an individual is a trafficking victim, since indicators of trafficking or trauma may be perceived as delinquent or gang-related behaviors. Victims often do not reach out for help and report abuse for fear of retaliation by the gang, as well as fear of arrest due to their involvement in gang-related and other criminal activities.

Sales crews: Victims work long hours each day soliciting money or selling products such as magazine subscriptions, candy, cleaning products, and other diverse items. Sales crews may employ financial restrictions or manipulation, including debts and daily quotas. The controller or manager confiscates all or most of the victim's earnings and the

³ This is an excerpt from “Domestic Sex Trafficking: The Criminal Operations of the American Pimp” written by Polaris Project. To access the complete document visit our *Resources* page at www.traffickingresourcecenter.org or click [here](#).



victims may be dependent on the controller for transportation, housing and daily food allotments. Youth involved in sales crews often experience isolation as they are removed from familiar surroundings and frequently transported to new locations. Crew leaders and employers often recruit young people into sales crews by making false promises about travel and income opportunities. Other methods of control include sexual harassment, limited food/meals, and facilitated access to addictive substances. Youth involved in sales crew networks have reported document confiscation, threats, physical and sexual abuse, and abandonment. Sales crews may include any age or nationality of victim though they predominantly recruit young adult U.S. citizens over the age of 18.

Domestic Servitude: Domestic workers perform work within a household, such as cooking, cleaning, childcare, elder care, gardening and other household work. Domestic workers may or may not live in their employer's homes. Victims of domestic servitude commonly work 12 to 20 hours a day or more for little to no pay. A situation becomes trafficking when the employer uses force, fraud and/or coercion to maintain control over the worker and to cause the worker to believe that he or she has no other choice but to continue with the work. Domestic workers may be U.S. citizens, undocumented immigrants, or foreign nationals with specific visas types. While many are adults, minors, particularly foreign national minors, may also be domestic workers, often in the homes of family members or acquaintances. Traffickers may exert control over their victims through threats of deportation or other harm to the victim or the victim's family, physical abuse, deprivation and denial of proper nutrition and medical care, document confiscation, debt, and/or restrictions on movement and communication. Traffickers often exploit a foreign national domestic worker's unfamiliarity with the language, laws and customs of the U.S., and use physical, verbal and/or sexual abuse to create a climate of fear and helplessness. Youth may have come to the U.S. with the expectation that they would attend school, obtain an education, and have other opportunities.

Risk Factors and Victim Vulnerability

Vulnerability to human trafficking is far-reaching, spanning multiple demographic characteristics such as age, socio-economic status, nationality, education-level, or gender. Controllers often prey on people who are hoping for a better life, lack employment opportunities, have an unstable home life, or have a history of physical or sexual abuse. The methods of recruitment and control may vary by type of trafficking, controller, and network, but the common link is the exploitation of the unique vulnerabilities of each victim.

While anyone may be at risk, certain populations experience heightened vulnerability to human trafficking. Educators should pay attention to general indicators of vulnerability, isolation, abuse, or other at-risk behaviors.

Individual Factors

- Sexual, physical, emotional abuse, and/or trauma
 - Youth with existing trauma may have become desensitized to violence, sexual and/or emotional abuse, may lack a safe support system, and may have come to believe that they deserve or are responsible for abuse.
- Unstable, abusive, or neglectful home environment
 - Youth living in an unstable or abusive home environment may seek to run away or move in with a potential controller in an attempt to escape the abuse.
 - An abusive home environment may also be an indicator of familial trafficking if the abuse is used as a means of control for the purpose of commercial sex or labor.
 - Youth who have been removed from an abusive home and are now in foster care or in the custody of child protective services are also at high risk and often targeted by controllers.
- History of or plans to runaway/homeless



- Runaways and at-risk youth are targeted by pimps and traffickers for exploitation in the commercial sex industry or different labor or services industries. Pimps and sex traffickers are skilled at manipulating child victims and maintaining control through a combination of deception, lies, feigned affection, gifts, threats, and violence.
- Runaway and homeless youth may also choose to or be forced to engage in sex in order to meet their basic needs such as food and shelter.
- Lack of basic needs which may include inadequate sleep, nutrition, or clothing that is dirty or inappropriate for age or weather conditions.
- Low self-esteem, highly sensitive to peer ridicule
- Isolation from peers
- History of truancy, delinquency, criminal activity
- Mental illness/mental health issues
- Developmental/learning disabilities
- Low level of school engagement, abilities are markedly under grade level
- Gang affiliation
- Language barriers
- Immigration Status
 - Undocumented immigrants in the U.S. are highly vulnerable due to a combination of factors, including limited employment options, poverty and immigration-related debts, and fear of deportation.

Social/Societal Factors

- Racism/racial inequality
 - Racial stereotypes regarding the sexuality of women of color; concentration of specific races, ethnicities, or nationalities in lower wage labor sectors; acceptance of violence against racial minority groups.
- Sexism/gender inequality
 - High prevalence of sexual and physical violence against women and girls; hyper-sexualization of women and girls; concentration of females in lower wage labor sectors.
- Homophobia and Transphobia
 - Peer violence and bullying; acceptance of violence against Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) youth; disproportional representation in runaway and homeless youth population; abandonment and rejection by family/guardians.
- Glorification of pimp culture, and hyper-sexualization and violence against women in the media and popular culture.
- Mistrust of law enforcement or the legal system
 - Particularly for undocumented immigrants who may fear deportation, lack certain legal protections and status, and/or may not have access to information about the legal system and their legal rights.

Methods of Recruitment

Controllers are skilled at using victims' unique vulnerabilities, and often target their recruitment efforts at high-risk populations. For example, youth with a history of familial abuse or neglect are at high risk for running away from home, and therefore, more likely to be approached by a pimp. LGBTQ youth may face unsupportive home environments and peer groups, and they are also more likely to run away or be abandoned or disowned by parents.



Methods of recruitment vary by trafficking network, but early initial parallels across sex and labor trafficking include:

- Appealing to promises of a better life;
- Using congeniality to appeal to a missing relationship or vulnerability in a youth's life.
 - For example, absent or abusive parental figures; low self-esteem or need for approval; untreated past or ongoing trauma at home, among peers, or perpetrated by acquaintance or stranger.
- Unmet needs including shelter, food, clothing, and employment
- Using peers or other victims to recruit
- Manipulating a sense of duty to help provide for others, such as family members; manipulating a sense of shame or gratitude
- Exploiting debt or other economic vulnerabilities
- Internet enticement through chat rooms, profile-sharing, and popular social networking sites.
- Violence, threats, and force

Internet-Facilitated Recruitment & Trafficking

The internet has been identified as a leading venue used by pimps, traffickers, and johns for buying and selling adults and minors for sex and labor in the U.S. Victims trafficked through pimp-controlled sex trafficking, escort services, in-call and out-call services, chat rooms, pornography, and brothels disguised as massage parlors are commonly marketed on websites such as Backpage.com, Craigslist.com, Myredbook.com, Eros.com, and others. Labor trafficking is also facilitated through online venues – frequently manifesting in fraudulent job opportunities. The internet can also play an important role in providing access for victims to reach out for help.

Sex Trafficking

Pimps and other controllers in sex trafficking situations use a variety of recruitment techniques.

- Pimps manipulate their victims beginning with an initial period of false love and feigned affection. This initial period is critical to attaining long-term mind-control. This period often includes:
 - Warmth, gifts, compliments, and sexual and physical intimacy
 - Elaborate promises of a better life, fast money, and future luxuries
 - Promises of love and marriage, posing as a boyfriend figure.⁴
- Pimps may utilize an initial “grooming” period to prepare a potential victim to engage in commercial sex, including desensitizing the potential victim to sex acts and sexual violence; this may include rape and other forced sexual activity.
- Purposeful and pre-meditated targeting at specific locations including:
 - Bus stations, parks, and youth shelters.
 - Juvenile courts and juvenile justice facilities.
 - Family court and foster care facilities.
 - Outside of junior high and high schools, in shopping center, parks, and other popular sites.
- Purposeful targeting of youth who have just turned 18 and are legally considered adults, but who may not be developmentally capable of or prepared to make adult decisions

⁴ This is an excerpt from “Domestic Sex Trafficking: The Criminal Operations of the American Pimp” written by Polaris Project. To access the complete document visit our *Resources* page at www.traffickingresourcecenter.org or click [here](#).



Labor Trafficking

Controllers in labor trafficking situations use a variety of recruitment techniques.

- False promises of a better life, easy ways to earn money, and educational opportunities.
- Controllers in domestic servitude situations may promise the family members of the minor victim that he or she will attend school and have access to economic resources the family cannot provide.
- Traveling sales crews recruit throughout the country through a wide variety of avenues, including alluring advertisements in newspapers and magazines, direct in-person solicitation, and word of mouth.
- Typical “too good to be true” advertisements offer a range of false promises. Examples of these promises include:
 - Earning lots of quick money
 - “Fun, Money, Travel!”
 - Opportunities to travel throughout the U.S. and take trips to fun vacation destinations
 - Opportunities to stay in nice hotels
 - Opportunities to make new friends and meet peers
 - Award schemes, contests, and competitions for youth based on who can sell the most
- Employers may also target and recruit the children of their employees, i.e. within agriculture, small businesses, or factories.

Identifying Victims of Human Trafficking:

The following is a list of potential red flags and indicators that can be useful in recognizing a potential victim of sex or labor trafficking. It is important to note that this is not an exhaustive list. Each indicator taken individually may not imply a trafficking situation and not all victims of human trafficking will exhibit these signs. However, recognition of several indicators may point towards the need for further investigation. Educators will likely be familiar with many of the indicators below as potential red flags for child abuse and neglect.

Important: Any minor induced to engage in commercial sex is considered a victim of human trafficking under federal law.

Physical Indicators

- Exhibits signs of physical abuse and/or sexual abuse, physical restraint, or confinement, including:
 - Bruises
 - Black eyes
 - Burns
 - Cuts
 - Broken bones
 - Broken teeth
 - Multiple scars
 - Evidence of a prolonged infection that could easily be treated through a routine physical/check up
- Appears to lack basic or necessary medical care for an illness or injury
- Reflexively resists being touched, shies away when approached
- Exhibits signs of a drug addiction or alcohol addiction (e.g. red or glassy eyes, shivers, inappropriately cold)
- Appears hungry or malnourished, frequently has no lunch or money for food
- Displays signs of neglect or lack of basic necessities including not having adequate food, shelter, clothes (e.g. revealing, dirty, or inappropriate clothing, no winter coat, no bra, etc.)



- Falls asleep in class or displays an unusual lack of energy or fatigue
- Has a visible tattoo that student is reluctant to explain, i.e. a tattoo of the trafficker's name which can be a form of "branding"; exhibits other signs of potential branding, i.e. burn marks
- Has one or more untreated sexually transmitted diseases/infections
- Has had to terminate one or more pregnancies over a period of time. If pregnant, hesitates to answer who the father may be or seems unsure of who the father is.

Psychological/Behavioral/Developmental Indicators

- Is under 18 years of age and engaging in commercial sex
- Is in the commercial sex industry and has a controller (boyfriend, pimp, manager, or "daddy") or mentions having to meet a nightly quota
- Presence of an overly controlling or abusive boyfriend
- Uses language of "the life" or the commercial sex industry, such as referring to a boyfriend as a "daddy" or the streets as "the track"
- Inability to look in the eyes or face of people, especially her boyfriend
- Carries large amounts of cash, shows off to friends; sudden increase in material possessions and ability to access money
- Shows signs of oppositional, high risk, or self-injurious behaviors
- Exhibits sudden changes in behavior (e.g. a student who was outgoing and social becomes withdrawn)
- Refuses to participate in physical education, overly shy about changing clothes
- Displays unusually fearful, anxious, depressed, submissive, tense, angry, or nervous/paranoid behavior
- Reacts with unusually fearful, anxious or angry behavior at any references to "law enforcement"
- Displays detailed knowledge of drug use or activities
- Exhibits sexual behavior that is high risk and/or inappropriate for his/her age and/or has developmentally inappropriate knowledge about sexual acts and behaviors
- Has an explicitly sexual online profile via internet community or social networking sites, such as MySpace.com, Facebook.com, Google+, BlackPlanet.com, etc.
- Familiarity with places for selling commercial sex, such as Backpage.com, Craigslist.org, Myredbook.com, etc.
- Reports an excessive amount of sexual partners during a health check-up
- Has knowledge of the commercial sex industry
- Has developmentally inappropriate knowledge of drugs and/or alcohol
- References suspicious job offers or situations (i.e. unusually high wages, unusually long hours, inappropriate work tasks, quotas)

Academic/School-Specific Indicators

- Frequent, unexcused absences, truancy, or inability to regularly attend school/classes
- Misses many school days at the beginning or end of year (planting or harvesting seasons)
- Has attended a large number of schools, frequently transferring, or with large gaps of missing time
- References unreasonable work or "chore" expectations at home (i.e. spending excessive hours on chores, doing all household work, performing tasks without appropriate equipment or to unreasonable standards)
- Indicates that meals/food is limited or controlled



- Frequently travels or references frequent travel
- Exhibits sudden changes in academic performance
- Has numerous inconsistencies in his/her story when accounting for his/her life outside of school

Responding to Potential Victims of Human Trafficking

As an educational professional, you are in a unique position to recognize, identify, and reach out to victims. Exercise caution so as to minimize risk of harm to the potential victim or yourself. Follow all school protocols/policies and/or mandatory reporting laws pertaining to your specific profession or relationship to a minor for reporting potential child abuse, child endangerment, or criminal activity. Before questioning a minor about a potential trafficking situation, consult your school or profession's policies regarding whether or not the presence a parent or guardian is required. If you are a mandated reporter, you must follow existing protocols for reporting in addition to any steps listed below.

Where appropriate, consider the following tips for interacting with victims and reporting a potential trafficking situation.

- **Call the National Human Trafficking Resource Center (NHTRC) to get help in assessing the situation, to report the incident, or to locate local victims' services: 1-888-373-7888;**
- If you believe that someone is in immediate danger call 911 or local law enforcement.
- If you suspect that child abuse is occurring, report to Child Protective Services (CPS).
- Foreign national minor victims of trafficking are eligible for benefits through the Department of Health and Human Services. To connect with a Child Protection Specialist in the HHS Office of Refugee Resettlement (ORR), call 202-205-4582, email ChildTrafficking@acf.hhs.gov or fax 202-401-5487. The NHTRC can also assist in connecting with a Child Protection Specialist. Click [here](#) for more information about requesting assistance or view the HHS *Child Victim Fact Sheet* [here](#). For additional information, contact the NHTRC hotline at 1-888-3737-888.
- Visit the NHTRC website for more information on human trafficking, including red flags and human trafficking indicators, victim assessment tools, and safety planning materials: www.TraffickingResourceCenter.org.
- Be sensitive to the victim's specific circumstances - every incident of human trafficking is different.
- Make sure you are not putting yourself or a victim in danger (e.g., take care to notice who is around when you are asking questions or providing resources).
- Try to record as much information about the situation as possible, being careful not to put yourself or the potential victim in any danger.
- Present outreach cards and/or hotline numbers for local anti-trafficking service providers to victims. Give this information directly to the victim and only when he/she is alone. Make sure that victim understands who he/she is calling and help assess when it is safe to call.
- Provide the victim with the NHTRC hotline number and encourage him/her to call if he/she needs help or would like to talk to someone.



SAFETY CHECK

If you are speaking with a potential victim of trafficking or a student discloses information that leads you to suspect that he or she may be a victim, it is important to conduct a safety check before proceeding. Below are a few considerations to keep in mind and you can access the NHTRC's full Safety Planning tool [here](#).

- Is it safe for you to talk with me right now?
- Is there anything that would help you to feel safer while we talk?

If speaking with the individual over the phone:

- Are you in a safe place? Can you tell me where you are?
- Are you injured? Would you like for me to call 911/an ambulance?
- If someone comes on the line, what would you like for me to do? Hang up? Identify myself as someone else, a certain company/person/friend?
- How can we communicate if we get disconnected? Would I be able to call you back/leave a message?
- Would you prefer to call me back when you are in a safe place?





INTRODUCTION TO HUMAN TRAFFICKING: A GUIDE FOR TEXAS EDUCATION PROFESSIONALS

Texas Human Trafficking Prevention Task Force
July 2014

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AN INTRODUCTION TO HUMAN TRAFFICKING

"Every student in Texas deserves an effective and safe learning environment."

Texas Commissioner of Education Michael Williams¹

Human trafficking is a crime that is difficult to detect and the misconception is that it is only found in shady corners of city streets or dark motel rooms. Victims of this heinous crime can be found living among us. These abused women, men, and children can be found shopping in our grocery stores, riding next to us on the bus, and even attending our schools.

Human trafficking destroys a person's dignity and strips away an individual's humanity. Traffickers hold men, women, and children against their will and, through force, fraud, or coercion, make them work – many times in the sex industry – for little or no income. Victims are faced with severe and constant abuse – in some cases leading to death – and are deprived of their self-determination. At its core, human trafficking reduces humans to property and erodes the value of human life.

Under Texas and federal law, human trafficking is the recruitment, harboring, transporting, or procurement of a person for labor or services for the purpose of involuntary servitude, slavery, or forced commercial sex acts. Simply put, trafficking is the buying and selling of people for forced labor or sexual exploitation. It shares similarities to the slave trade of antiquity – being just as dangerous and damaging – but has become more hidden and more widespread. The lucrative business of human trafficking has made the crime more alluring to traffickers and the growth of everyday uses of technology has made the crime more far-reaching than ever before. A 2014 International Labour Office report estimates 18.7 million people across the globe are victims of human trafficking.² From the exploitation of those individuals, traffickers reap illegal profits in excess of \$150 billion annually.³

Texas has taken on the challenge to fight human traffickers with full force, and we have made great strides in addressing the needs of victims who are trapped and exploited in the underworld of sex and labor trafficking. Through collaborative efforts across disciplines and jurisdictions, law enforcement, policy makers, educators, non-governmental organizations, and concerned citizens have developed laws, tools, and procedures to identify, rescue, and support victims, as well as apprehend and prosecute traffickers.

In 2013, the Texas Legislature made human trafficking training for educators and other school-based personnel a priority for Texas. This manual, prepared especially for education professionals, affirms the important role school personnel play in Texas' statewide, cross-disciplinary anti-trafficking efforts. Specifically, this manual is designed to help education professionals **recognize** and **report** instances of suspected human trafficking. When you successfully **recognize** and **report**, Texas children reap the rewards.

While this crime negatively impacts society and various populations within it, this manual specifically focuses on Texas school-aged children. Each year, nearly 5,000,000 students attend Texas public or charter schools.⁴ These students are served by over 600,000 teachers, administrators, and other staff.⁵ The nearly 5 million Texas students, along with the 600,000 plus education professionals deserve safe, productive learning environments free from the influences of those who may exploit our children. Within this large student population, certain children are more at risk than others.⁶ Unfortunately, there are students who are being victimized by labor or sex traffickers in and outside of our schools. These students represent innocent children – sons, daughters, grandsons, granddaughters, nieces and nephews – yet traffickers see these children as a commodity to exploit for profit.

A well-informed professional is a tremendous ally in the efforts across Texas to protect children and can play a part in reducing the negative impact of this crime. Education professionals and school districts of all sizes have long been champions in providing safer schools for our children. Most schools are equipped to handle various security issues; however, human trafficking is an emerging threat to our schools. Schools must meet this new challenge by proactively addressing human trafficking. Just by being aware and taking added steps to **report**, members of the education profession can serve a special role in the fight against human trafficking.

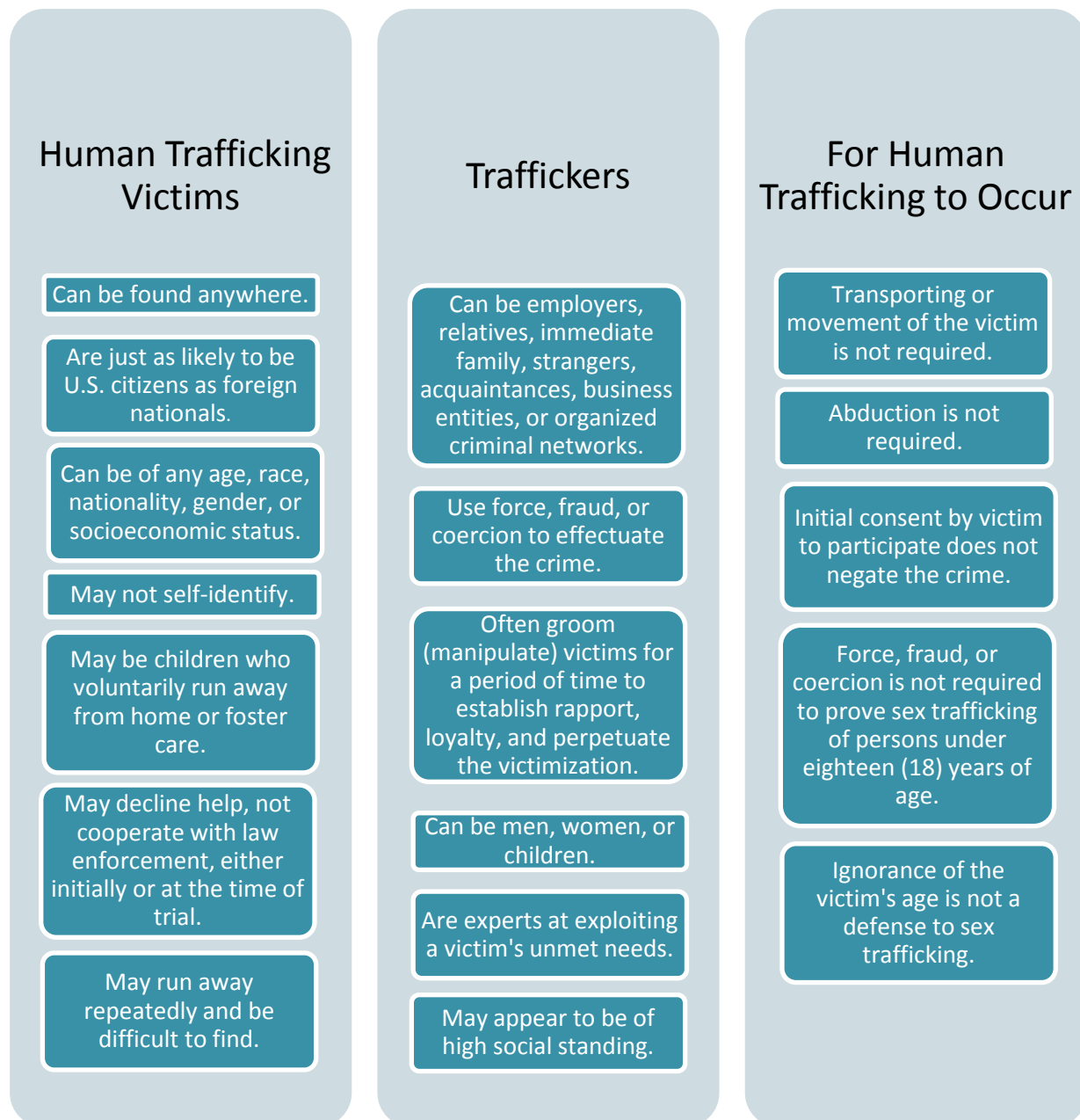
The purpose of this manual is to equip you with the knowledge you need to understand human trafficking, **recognize** how it might look for children in your school, realize why this pervasive crime must be **reported**, and take the proper steps when reporting the crime. While the topic of human trafficking may be a new subject, education professionals are well trained in identifying and reporting child abuse. Human trafficking is a form of child abuse under Section 261.001, Texas Family Code, and it must be reported to law enforcement or the Texas Department of Family and Protective Services (DFPS) within 48 hours of suspected abuse. While the indicators of human trafficking may be different – though not markedly – from the abuse and neglect indicators you are trained to identify, the reporting mechanism will likely be identical. This means the reporting framework is already in place to help you create a more secure learning environment that will counter the efforts of traffickers. As an educator, administrator, counselor, law enforcement officer, or other staff member in a Texas school, we ask you to **recognize and report** human trafficking when you suspect it.

In this manual you will be provided with information on:

- The realities of human trafficking,
- Federal and state laws defining and prohibiting human trafficking,
- Human trafficking as a form of abuse,
- Risk factors for school-aged children,
- Indicators of human trafficking,
- Approaches to responding to an outcry,
- How to report human trafficking,
- Proactive approaches for school districts, and
- Resources for further information.

REALITIES OF HUMAN TRAFFICKING

Using this specifically prepared educators' manual, you will be able to recognize common risk factors and indicators related to trafficking and understand how to report suspected trafficking. However, there are several common misconceptions about the crime that must first be countered. The chart below highlights several realities of human trafficking which counter those misconceptions and provides you with a broad foundation to guide you as you read through this manual. Understanding these realities is the first step in **recognizing** and **reporting** human trafficking.



TYPES OF HUMAN TRAFFICKING

Human trafficking can be difficult to identify, which is why it is important to understand the types of trafficking so you can **recognize** and subsequently **report** the crime. Human trafficking is classified as either labor or sex trafficking – with some individuals exploited for both labor and sexual services.

Texas has seen many human trafficking cases involving labor and sex, with men, women, boys, and girls being victimized. It can occur anywhere and to anyone. While it may be easy to assume your community is immune from the occurrence of human trafficking, individuals have been recruited, victimized, and rescued from all across the state.

LABOR TRAFFICKING

Labor trafficking may be present in many settings – examples from Texas cases include forced labor in door-to-door sales, domestic servitude, magazine sales, agriculture, beauty salons, restaurants, and bars. Victims are required to work long hours in often inhumane conditions. Labor trafficking victims may speak of working long hours, appear malnourished, wear dirty clothing, or lack even minimal amounts of sleep.

Texas' geography and economic environment makes it an attractive location for labor trafficking. In addition to the examples listed above, labor trafficking can be found in factories, manufacturing, construction, or the hospitality industry. Workers may be fraudulently offered legitimate work; however, it becomes trafficking when the trafficker withholds pay or requires the workers to pay exorbitant fees for food and housing – essentially sending the person into debt bondage. Instances of labor trafficking are complex and may not be obvious.

SEX TRAFFICKING

Commercial sex trafficking is generally managed by a trafficker often referred to as a “pimp.” Pimps are not the flamboyant hustler as portrayed in a Hollywood movie. Pimps in the sex trafficking trade are violent, ruthless, and view trafficking victims as property – inanimate objects to be sold over and over.

Sex trafficking victims may be lured into the commercial sex business by a trafficker who pretends to befriend them and appears to be willing to meet all of a victim's needs only to later repeatedly brutalize him or her. Every aspect of the victim's life is controlled by the trafficker. Traffickers often use alcohol or drugs to develop the victim's dependency as a form of control and/or to desensitize the victim to the exploitation.

Sex trafficking victims also rarely self-identify. They may not see themselves as a victim, or they may see themselves as worthless. They typically fear retribution from their trafficker. Many

are taught to distrust law enforcement, further hindering their desire to report their victimization or to ask for help.

CHILD SEX TRAFFICKING

Traffickers are motivated to exploit children through the trading or buying of illegal sexual acts for profit. Traffickers target vulnerable children and lure them into prostitution through psychological manipulation, drugs, and/or violence. Traffickers create seemingly loving and caring relationships with their victim in order to establish their trust and allegiance. The bond the trafficker creates with the child victim ensures the child remains loyal to the trafficker even after the child is rescued.

Children are at an inherent risk of being sought out and recruited by traffickers. In its report, *The National Report on Domestic Minor Sex Trafficking: America's Prostituted Children*, Shared Hope International reported the average age a child is first exploited is as young as 12 to 14.⁷ Once the child is indoctrinated into the life of prostitution, they accept the fact that a lifetime of sexual exploitation is what is expected.

HUMAN TRAFFICKING AND HUMAN SMUGGLING: KNOW THE DIFFERENCE

It is important to note there is a difference between human trafficking and human smuggling. Some individuals who are smuggled do become victims of human trafficking; however, not all victims of trafficking have been smuggled. The chart below lays out the important distinctions between the two crimes.⁸

Human Trafficking	Human Smuggling
Traffickers use force, fraud, or coercion to recruit and manipulate victims. The initial consent of victims who might agree or appear to agree to forced labor or sex acts does not negate the crime.	Individuals agree to be smuggled.
Human trafficking is a crime committed against an individual.	Human smuggling is a crime committed against a country.
A victim of trafficking does not have to be moved or transported.	Human smuggling requires being transported across an international border.

FEDERAL AND STATE HUMAN TRAFFICKING LAWS

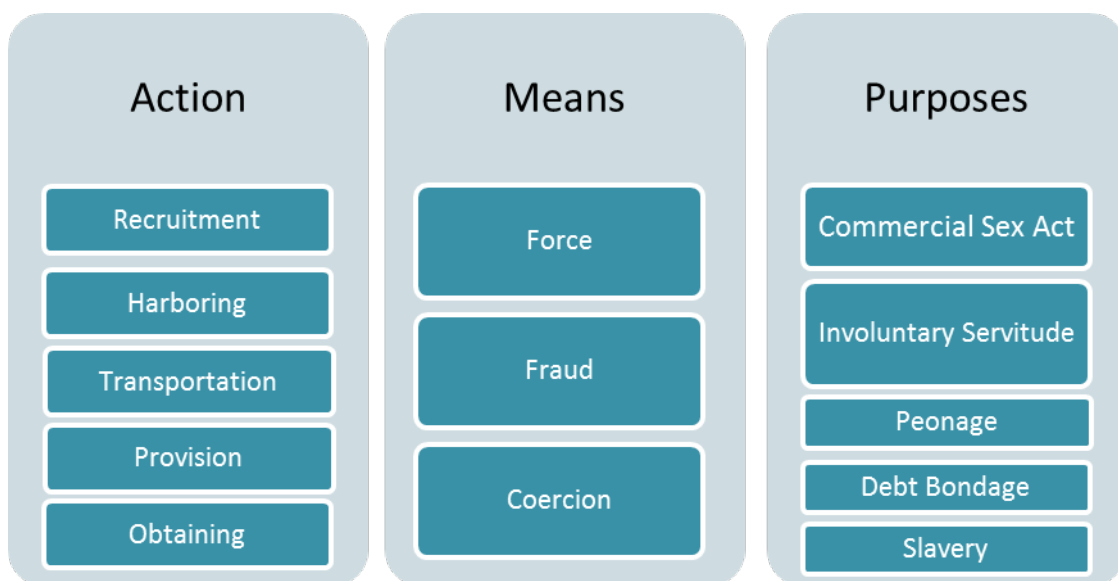
Human trafficking is a serious crime under both federal and Texas state law. While it is not your role as an education professional to investigate human trafficking, your understanding of these statutes is necessary to appropriately recognize and report human trafficking, thus increasing the likelihood of victim identification.

FEDERAL LAW

The federal human trafficking law, known as the Trafficking Victims Protection Act (TVPA)⁹ defines human trafficking as:

- the recruitment, harboring, transportation, provision, or obtaining of a person for the purposes of a commercial sex act, in which a commercial sex act is induced by force, fraud, or coercion, or ***in which the person induced to perform such act has not attained 18 years of age***; or
- labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

Traffickers may employ emotional or psychological manipulation, physical violence, sexual assault as a means of force. Fraud may occur with traffickers enticing children or adults with employment opportunities, only to end up performing other forced labor. Traffickers may also use blackmail or threats against victims or their families as coercive methods to force individuals to work for them. **When the victim of sex trafficking is a child, proof of force, fraud, or coercion is *not* required.**



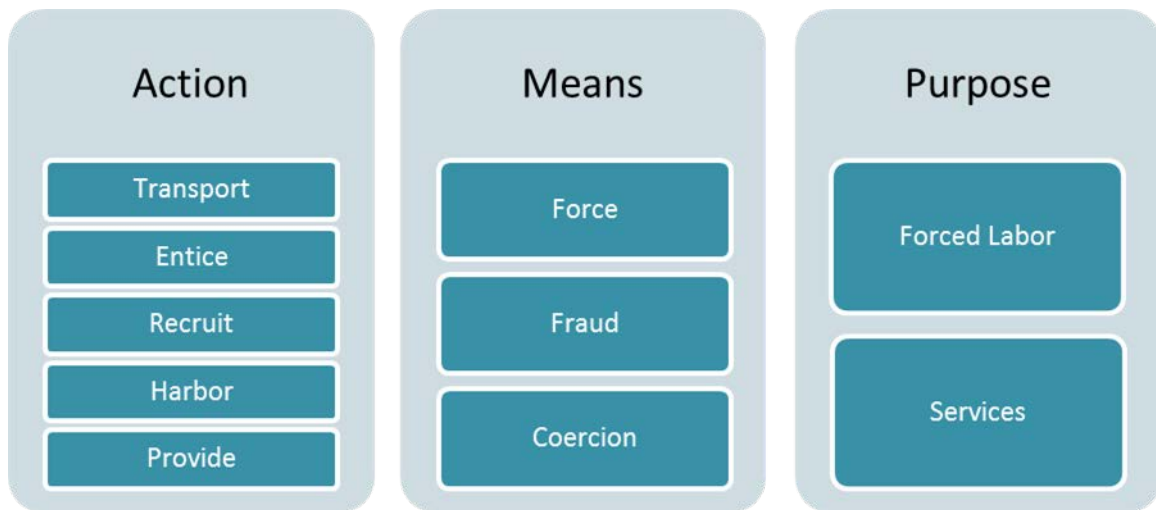
STATE LAW

The Texas Penal Code defines the crime of trafficking of persons as the use of force, fraud, or coercion against an individual to receive or benefit from labor or commercial sex acts.¹⁰ Human trafficking is divided into four categories. There are two main categories – sex and labor – with separate subcategories within each for children and adults. Texas recognizes the seriousness of the crime, and those accused of trafficking may be tried and punished as felons.

LABOR TRAFFICKING

Under Texas law, labor trafficking occurs when a person:

- knowingly traffics another person (transports, entices, recruits, harbors, **or** provides)
- **with the intent** that the trafficked person engage in forced labor or services
- utilizing force, fraud, or coercion in cases involving both adults and children¹¹



SEX TRAFFICKING: ADULTS

While it is less likely educational professionals will encounter adult victims in an educational setting, unless a student is over the age of 18, you may encounter adult sex trafficking in your work with families or in other settings. Since one of the goals of this manual is to increase your overall understanding of this issue, the inclusion of adult victim is important. As it appears in the Texas law, sex trafficking occurs when a person:

- knowingly traffics another person (transports, entices, recruits, harbors, or provides)
- utilizing force, fraud, or coercion in cases involving adults
- causes the person to engage in prostitution, promotion of prostitution, aggravated promotion of prostitution, or compelling prostitution¹²

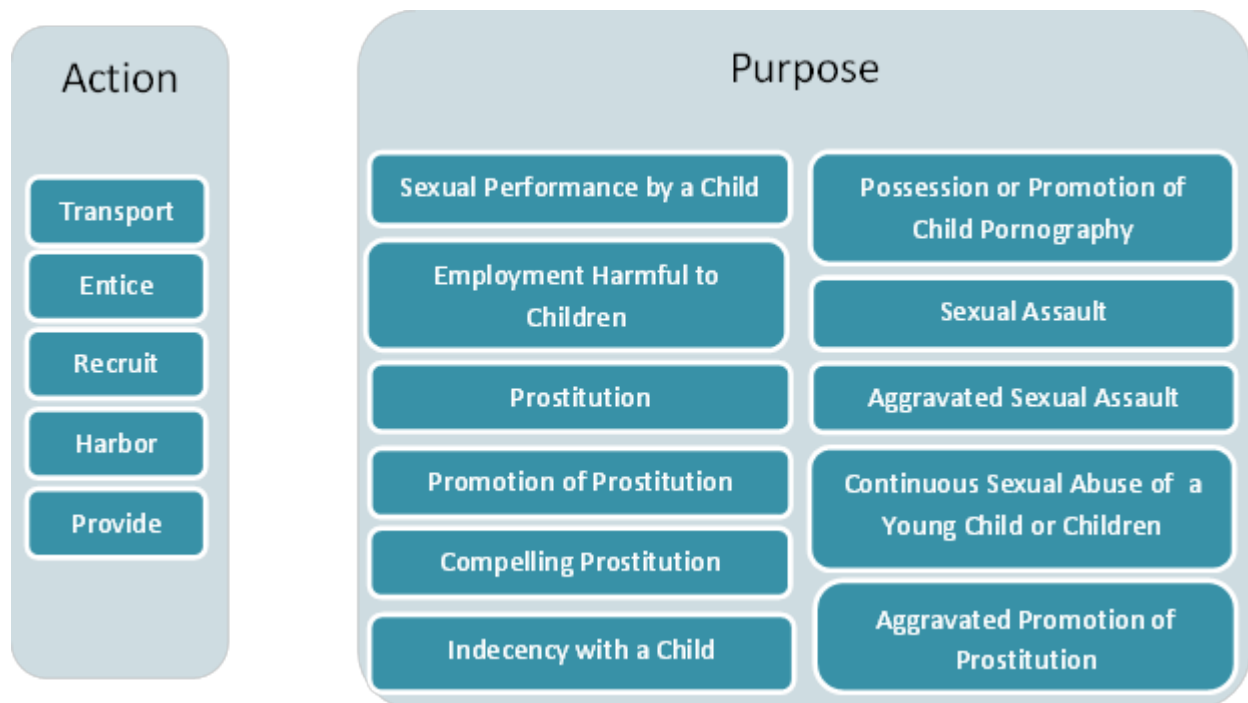
Again, the traffickers use force, fraud, or coercive means to make victims perform sexual services. Victims who were forced to sell sex have been found in bars, massage parlors, other sexually oriented businesses, and on the Internet.

SEX TRAFFICKING: CHILDREN

Texas provides the laws to help respond to child sex trafficking. In part, the law applies when a person:

- traffics a child (transports, entices, recruits, harbors, or provides) under the age of 18
- and causes by any means
- the child to engage in or become the victim of: continuous sexual abuse, indecency with a child, sexual assault, aggravated sexual assault, prostitution, promotion of prostitution, aggravated promotion of prostitution, compelling prostitution, sexual performance of child, employment harmful to children, or possession/promotion of child pornography¹³

The primary difference between adult and child sex trafficking is child sex trafficking does *not* require force, fraud, or coercion. The chart below illustrates the legal requirements of child sex trafficking through the use of “Action” and “Purpose.” Notice that unlike adult trafficking, “Means” are not required for child sex trafficking to occur. **Note that a child under 17 cannot consent to engage in a sex act. This means even a victim who is perceived to be a willing participant in sex acts is still a victim under the law.**



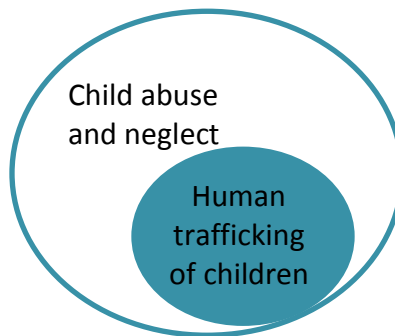
HUMAN TRAFFICKING: A FORM OF ABUSE

Since 2003, Texans have put forth a tremendous effort to strengthen our laws and provide protection for trafficking victims. Your ability to **recognize** and **report** suspected trafficking plays a significant role in helping child victims. With an understanding and working knowledge of child abuse and mandatory reporting, education professionals are already equipped to **recognize** a victim of human trafficking and make a **report** to the proper authorities.

As depicted in Figure 1 below,¹⁴ sex and labor trafficking of children are included within Texas Family Code, Section 261.001, which defines abuse to include – among others – the following human trafficking-related acts or omissions by a person:

- compelling or encouraging the child to engage in sexual conduct, including conduct that constitutes an offense of trafficking of persons, prostitution, or compelling prostitution;¹⁵ or
- knowingly causing, permitting, encouraging, engaging in, or allowing a child to be trafficked or the failure to make a reasonable effort to prevent a child from being trafficked.¹⁶

FIGURE 1: HUMAN TRAFFICKING AS A FORM OF CHILD ABUSE



The Texas Family Code also addresses the mandatory **reporting** of child abuse, including human trafficking. The law provides any person who has reason to believe that a child has been abused or neglected shall make a **report** to law enforcement or DFPS.¹⁷ As you may already be aware, for teachers and other certain education professionals, the duties for **reporting** are more stringent – requiring **reports** to be made not later than the 48th hour after the professional has suspected the abuse.¹⁸ The law also prohibits the delegation of the child abuse **report**. For example, if a teacher suspects child abuse or neglect, then he or she may not delegate the **report** to the school principal regardless of school policy.

Once a **report** has been made, the investigative process commences. Those cases involving abuse or neglect at the hands of a traditional caretaker will be investigated by DFPS. All other cases must be handled by a law enforcement agency. In some regions, these instances of suspected trafficking may be forwarded to law enforcement personnel who specialize in human trafficking cases. Your **reporting** is crucial to providing a timely and appropriate response that can benefit potential victims.

TRAFFICKING OF OUR YOUTH

While it is difficult to list all of the ways in which individuals can be exploited by traffickers, the charts below provide some guidance.¹⁹ It provides examples of the services youth are forced to provide by traffickers, and the places the victims are often found. Thinking about trafficking in these contexts may provide you with additional ways to **recognize** victims.

TRAFFICKING OF OUR YOUTH: Forced Services

Sex Trafficking

Street Prostitution

Brothel Prostitution

Escort Services

Exotic Dancing, Stripping

Pornography

Labor Trafficking

Domestic Servitude

Agriculture, Forestry, Fishing

Construction, Service Industry, Manual Labor

Peddling and Begging (Sales Crews)

TRAFFICKING OF OUR YOUTH: Places

Sex Trafficking

Streets

Commercial—Front Brothels

Residential Brothels

Online

Hotels, Motels

Truck Stops

Hostess Clubs, Bars

Massage Parlors

Sexually Oriented Businesses

Small Businesses

Labor Trafficking

Homes

Farms, Ranches

Construction Sites, Factories

Neighborhoods, Public Places

Hotels, Restaurants

SCHOOLS: LOCATIONS OF OPPORTUNITY

Human trafficking is not an abstract concept that occurs in a faraway land. It occurs in Texas, and most often to our most vulnerable children – those who are missing, in foster care, have run away from home, or have been abused and neglected.²⁰ Traffickers may not hold their victims captive, but rather employ physical, psychological, and emotional controls over them. When out of the trafficker’s presence, the child may participate in normal social activities during the day and interact with people in their community.²¹ Many trafficking victims continue to attend school even during their victimization, which is why your ability to **recognize** and **report** is important. In some cases, victims are also recruited or manipulated while on school grounds. In many ways, schools are the ultimate location of opportunity for traffickers, similar to other child offenders, as schools are populated by vulnerable students. However, schools also provide an opportunity for individuals to notice risk factors and indicators related to trafficking, which may assist in the prevention of human trafficking or facilitate the rescue of a victim by law enforcement. Your role as an education professional should not be overlooked as Texas continues its efforts to combat human trafficking.

Victim Considerations: School-based Trafficking

Traffickers assert control over every aspect of a victim’s life. Because of this, school personnel should be aware that individuals seen with students may be responsible for their continued exploitation. Children may be dropped off or picked up at school by their traffickers – to include parents, relatives, boyfriends or girlfriends, other students, or community members. Students may also be contacted while in school by their traffickers through in-person appearances, mobile or Internet-based technology, or other means.

TRAFFICKERS RECRUIT AND PROFIT

Often times the victimization of children by human traffickers is a crime of opportunity driven by the motivation for profit. Traffickers commit this crime to earn money for themselves or the criminal networks for which they are a part. Children in general, and specifically at-risk children, are susceptible to the lure of a better life (material goods, attention and/or affection) that the trafficker represents. The concentration of children in the vicinity of schools provides the trafficker ample opportunities to target children and offer the facade of happiness. This phenomenon highlights the important role education professionals play in the **recognition** and **reporting** of trafficked children. This role is of such importance to the future of our children that efforts are underway across Texas to train educational professionals on the issue.

Schools have been and will continue to be recruiting grounds for those who exploit school-aged children. Because traffickers prey on the vulnerabilities of potential victims, school settings provide an environment where those vulnerabilities can be readily identified by those who could do harm to children. Traffickers may be adults, parents, gang members, and,

unfortunately, even fellow students. Traffickers may recruit the victim themselves, or use other victims who attend the school to serve as recruiters.²²

Cases exist where victims have been recruited during recess, and others were victims have been forced to provide commercial sex acts during lunch breaks.²³ Other examples of traffickers preying upon children at schools are listed below.

- An Irving, Texas, teenager was charged with human trafficking, compelling prostitution, and sexual performance by a child after it was discovered he had drugged a 15-year-old classmate, held her against her will for three days, and sold her for money and drugs. She was repeatedly forced into illegal sexual acts with men over the three-day period.²⁴
- In League City, Texas, a teenage student was charged with compelling prostitution related to a case in which the 17-year-old student drove fellow students as young as 14-years-old to the house of a man who then paid them for sex.²⁵ At least nine girls ages 14-17 are believed to have been lured into the prostitution ring.²⁶
- In Minneapolis, Minnesota, a female high school student was charged with human trafficking and promoting prostitution for posting ads for sexual services on Backpage.com and forcing a 16-year-old classmate to provide the advertised acts.²⁷
- In Fairfax, Virginia, a 26-year-old male and several associates forced multiple teenage girls into prostitution. The gang-operated sex trafficking ring forced at least eight 16-17-year-old girls into prostitution by sedating them with alcohol and drugs and repeatedly choking, beating, and sexually assaulting them to assert control. The girls were recruited at several locations, including schools.²⁸

Traffickers are increasingly using technology to facilitate their crimes. Due to the proliferation of smart phones and an internet-savvy population, through the course of the day, children can be contacted by traffickers whom they have never met. According to the Pew Research Internet Project 2010 report on social media and youth, 93% of 12-17-year-olds go online, and 63% of them do so every day.²⁹ Additionally, 75% of 12-17-year-olds now possess cell phones.³⁰ Sixty-four percent of 12-17-year-olds who own phones report being able to text while in class, and 25% report having made or received a call during class.³¹ Finally, 54% of teens have received unwanted texts or spam, 26% have been bullied or harassed via texts and phone calls, and 15% have received sexually suggestive texts, including nude images.³²

A 2012 study by the University of Southern California Annenberg Center on Communication and Policy confirms the link between trafficking and technology, saying,

“Digital and networked technologies impact visibility, coordination, transaction, exchange, and organization. These technologies therefore can impact various aspects of trafficking, from grooming, recruitment, and control of victims, to advertising, movement, and financial transactions.”³³

In other words, the nearly ubiquitous nature of the Internet and the availability of mobile technology to children make them vulnerable to all facets of a trafficking operation even if the students are considered safe within the walls of a school classroom.

Schools provide an environment heavily populated by vulnerable individuals – all of whom are subject to possible exploitation, and traffickers know this. Through technology, traffickers also have the ability to communicate with almost any student in any district. This means students in your classroom may be actively trafficked during class, or that you may be able to identify potential trafficking as it occurs.

OPPORTUNITIES FOR EDUCATION PROFESSIONALS

School settings also provide education professionals with unique opportunities to **recognize** potential trafficking victims. Because students spend a large amount of time at school, teachers, administrators, counselors, school-based law enforcement, and other staff members are in positions to observe students over long periods of time. In some instances, the observations education professionals make regarding behavioral and social changes in a child may serve as key indicators something is wrong. These observations can produce opportunities for school personnel to make difficult, yet life-altering, decisions on behalf of students by **reporting** instances of suspected abuse or neglect. In 2013, the Texas Commissioner of Education highlighted the important role the public education system plays in abuse reporting, noting that the 35,100 investigations of suspected child abuse and neglect completed by DFPS in 2012 were a result of **reports** from school personnel.³⁴ In fact, school personnel “represent the largest professional resource for reporting suspected child abuse and neglect in Texas.”³⁵

The National Human Trafficking Resource Center (NHTRC) has identified school personnel as a source of “highly valuable information on trafficking trends and potential human trafficking cases” because many victims still attend school, and educators are trained to observe changes in a child’s emotional, physical, and social well-being.³⁶ One of the goals of this manual is to leverage the important role education professionals play in enhancing our children’s futures.

Success Story

A middle school teacher in Richmond, Virginia, helped facilitate the rescue of two sisters who were being trafficked by their parents. The girls – ages 13 and 14 – were in front of a local movie theater when the teacher saw them. It was 30 degrees, and the girls were dressed in revealing clothing the teacher felt was inappropriate. The teacher also overheard a man ask the girls’ father “how much he wanted for both of them?” She called local authorities. The police investigated and found the parents had been forcing the girls to provide sexual services to men in exchange for money, food, and clothing.³⁷

It is essential for the future of Texas that children – not traffickers – have the opportunity to thrive in schools. For this to occur, it is important education professionals are knowledgeable of the risk factors and indicators related to human trafficking and on the appropriate responses to possible incidents of trafficking.

RISK FACTORS FOR SCHOOL-AGED CHILDREN

As an education professional, you should be aware that any child can be vulnerable to human traffickers. Victims are even recruited and lured from families who assume trafficking is too dark a crime to happen to them and from communities that consider trafficking to be too harsh an offense to occur in their neighborhoods. Human trafficking victims can be of any age, sex, race, religion, socioeconomic status, or country of origin. They can be found in inner-cities, suburbs, rural areas, and even schools.

While there is no definitive victim type, research shows there are certain factors that can place an individual at a higher risk of being trafficked. For example, according to the National Center for Missing and Exploited Children, from January 1, 2004, to June 30, 2012, 59.7% of over 7,000 missing children cases – which include runaways – involving possible sex trafficking nationwide involved children in foster care or group home settings, suggesting foster children are especially at risk for becoming a victim of trafficking.⁴² In 2013, Texas had 30,740 kids in foster care – a sizeable population of at risk youth.⁴³

Texas also has a large runaway population that is at risk. In 2012, the Texas Youth and Runaway Hotline received 9,011 calls.⁴⁴ Additionally, according to the Texas Department of Public Safety, Texas law enforcement officers took into custody 10,254 juvenile runaways in the same year.⁴⁵ Because children who are runaways typically lack resources, they are vulnerable to many forms of exploitation, including trafficking.⁴⁶ Additionally, those children who frequently runaway may be at even greater risk of being recruited and lured into trafficking.⁴⁷

Relatedly, in Texas during the state fiscal year 2013, Child Protective Services completed 160,240 investigations of child abuse or neglect with 66,398 confirmed victims of child abuse or neglect.⁴⁸ These children may end up in foster or group homes or choose to runaway to escape the abuse and neglect they are suffering at the hands of their caretakers. This, too, makes them a target for traffickers.

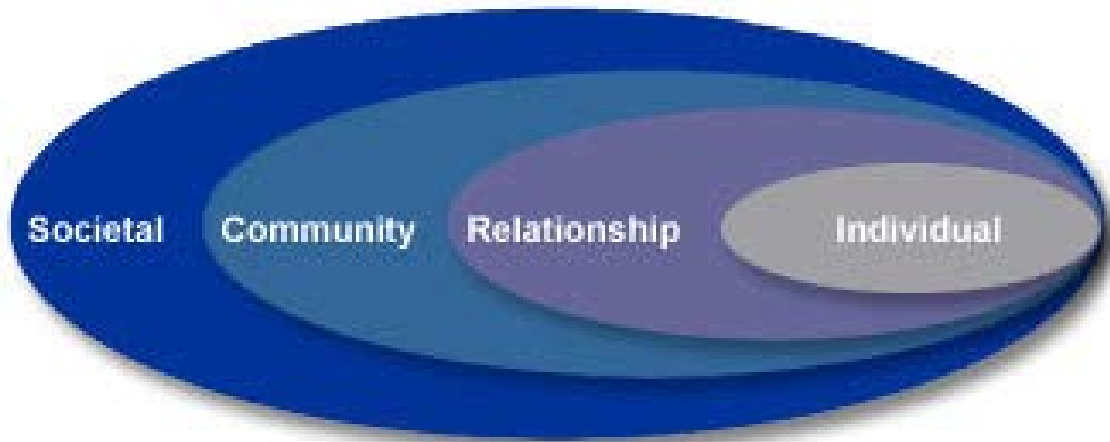
Foster Care in Focus

According to the Texas Education Agency, “On any given day, there are approximately 16,000 school-aged children and youth in Texas schools who are in foster care”.³⁸ These children may have come from “chaotic home environments” and move frequently, causing them to have lagging emotional or academic development.³⁹ Students in foster care are also almost twice as likely as other students to receive in-school suspensions and three times as likely to receive out-of-school suspensions.⁴⁰ Because these factors are similar to those that are often exploited by traffickers, school personnel should work to address the needs of foster children in their district. One way to do this is by partnering with your district’s Foster Care Liaison. The Foster Care Liaison is a statutorily mandated employee who works with DFPS to facilitate the enrollment and transfer of records of children in DFPS custody.⁴¹ For more information on the role of the Foster Care Liaison or on foster children in Texas schools, please see [Foster Care & Student Success Resource Guide](#) published by the Texas Education Agency.

All of these children are at a higher risk of being exploited by traffickers due to the compounding effects of several at-risk variables, such as but not limited to: physical, emotional, or sexual abuse, neglect, and their presence in the foster care system.⁴⁹

Figure 2 depicts risk factors traffickers identify and use to manipulate potential victims.⁵⁰ The risk factors included are not all-inclusive, nor must a student possess a certain number of risk factors. Anyone can become a victim of trafficking, but the figure provided below may help you to identify those students at the highest-risk of becoming exploited by traffickers.

FIGURE 2: HUMAN TRAFFICKING RISK FACTORS FOR SCHOOL-AGED CHILDREN



Societal Risk Factors	Community Risk Factors	Relationship Risk Factors	Individual Risk Factors
<ul style="list-style-type: none"> • Lack of awareness of trafficking • Sexualization of children • Lack of Resources 	<ul style="list-style-type: none"> • Social norms • Gang involvement • Under resourced schools, neighborhoods, and communities • Lack of willingness to address trafficking 	<ul style="list-style-type: none"> • Family conflict, disruption, or dysfunction • Peer pressure • Unhealthy relationships • Social isolation 	<ul style="list-style-type: none"> • History of child abuse, neglect, or maltreatment • Homeless, runaway, or “thrown-away” • Stigma and discrimination • History of being systems involved (e.g., juvenile justice, criminal justice, foster care) • LGBT • Truant • Delinquency • Substance abuse • Adolescent development • Disability • Poverty • Mental health • Low self esteem

TRAFFICKERS EXPLOIT RISK FACTORS

Traffickers prey upon vulnerabilities they can exploit to maintain control, and at-risk populations, by definition, are susceptible to this type of manipulation. Therefore, school personnel need to be sensitive to possible exploitation and conditions lucrative to trafficking within these groups. While most cases involve at-risk populations, many individuals not necessarily considered to be part of an at-risk population may also become victims.

Just like trafficking may occur in many different places and under many different circumstances, traffickers are also not the same. For example, pimp-controlled sex trafficking can be at the hands of a pimp who acts as a boyfriend, father-figure, or a manager.⁵¹ The pimp gains and maintains control through false love, brutal beatings, or a combination of the two.⁵²

Sex traffickers also exploit vulnerabilities. Child sex traffickers will use false love, false affection, flattery, gifts, violence, threats, lies, or false promises as a form of manipulation, then control to ensure the child is successfully recruited into and remains involved in the commercial sex

Victim Considerations: Vulnerabilities and Recruitment

Whether for labor or sex trafficking, no child is immune from the threats posed by traffickers. Traffickers prey on the vulnerabilities of individuals, and as such, children from all backgrounds may become vulnerable to the recruitment and grooming techniques of traffickers. Even students lacking perceived vulnerabilities could become susceptible to traffickers due to unforeseen circumstances – like the death of a family member, issues with their parents, loss of economic support, sexual or physical abuse, unmet emotional needs, low self-esteem, or other variables. Once the child has been exploited, many acquiesce to their trafficker because they feel helpless, do not believe they have options, and may believe they are not worthy of better treatment.

industry. Furthermore, the conditions a victim may suffer at the hands of a trafficker may be perceived to be better than the conditions the victim suffered at home. For example, a child victim may choose to run away from physical, sexual, and emotional abuse at home only to suffer an alternative sexual exploitation by a pimp.

When an individual is trafficked by their parent, guardian, extended family member, or spouse, it is referred to as familial trafficking.⁵³ Just like other traffickers, this type of trafficker exploits victims for labor or sexual services.⁵⁴

Some labor traffickers force victims into begging or peddling. Often times, they prey on homeless youth or foreign

nationals.⁵⁵ Many times, they recruit their victims by promising love, safety, and economic security, and they control them through physical, sexual, and verbal abuse.⁵⁶

Finally, it is worth noting that traveling sales crews may be run by traffickers posing as managers.⁵⁷ Like other labor traffickers, they recruit victims by promising them good-paying work.⁵⁸ Once recruited, the victims are forced to work long hours for little or no pay, and are controlled through physical, sexual, or verbal abuse.⁵⁹

Often, victims are lured by the trafficker with promises of a better life, money, or love. This exploitation of risk factors may be similar for labor and sex trafficking victims. For example, an international victim of labor trafficking may have come to Texas under the false promise of a high-paying job only to be forced into domestic servitude. Similarly, a teenager who was living on the streets may have agreed to sell magazines door-to-door for what he understood to be a livable wage, only to find out he was being charged an exorbitant amount for rent and food costs, thereby relegating him to debt bondage.

Traffickers are professional manipulators. They frequently create bonds with their victims that may make the victim not contemplate escape, or have no desire to be rescued. Additionally, many victims who are rescued suffer from “trauma bonding” meaning they have positively identified with their trafficker and view the abuse they have suffered as love.⁶⁰ This “trauma bonding” means some trafficking victims may return or seek to return to their trafficker after rescue.⁶¹ It is important to realize this behavior is a result of the exploitative actions – and often physical, sexual, and mental abuse – of the trafficker and should not be a reason to invalidate the seriousness of the crime or create negative perceptions of the victims. It also underscores the need for victims receive the appropriate services.

Child sex trafficking victims may display certain characteristics and vulnerabilities that differ from adult victims. Making accurate and early assessments of this vulnerable population is critical. The table on page 20 highlights some of the risk factors for children and the means by which traffickers manipulate them.

Child Victim Backgrounds

Troubled youth looking for a sense of belonging

Insufficient attention and affection in the home

Lack of supervision in the home

Unstable or lack of family structure

Drugs or alcohol abuse in the home

History of physical or sexual abuse in the home

Exposure to the juvenile justice system

Placement in foster care

Peer pressure

Child Sex Trafficking Recruiting Grounds

Schools (word of mouth through other students)

Youth sports events

Social networking

Shopping malls

Concerts

Group foster care homes

Juvenile detention centers

Shelters

Bus stops, train stations, or subway system

Courthouses

Common Methods of Child Manipulation

Promise of love or a relationship

Sexual contact and sexual assaults to desensitize child to commercial sex

Transport child to new town

Abandon child with other victims to provide instruction

Violent beatings of other victims in child's presence (intimidation)

Threats to harm child's family

Blackmail child with pornographic images

Branding or tattooing pimp's name on child

HUMAN TRAFFICKING INDICATORS

School personnel are especially situated to **recognize** children who are victims of human trafficking. Specifically, counselors and teachers already monitor the academic, physical, social, and emotional progress of students through the duration of the school year. If education personnel and school staff understand the indicators of human trafficking, they are more likely to **recognize** victims and **report** appropriately. Below are some indicators of human trafficking.⁶² No one indicator or combination of indicators necessarily signals trafficking is occurring; however, these indicators may serve as warning signs, especially if the indicator represents a significant change in the child.

Academic

- Academically unengaged
- Performs noticeably under grade level
- Exhibits sudden changes in academic performance

Behavioral

- Avoids eye contact
- Inconsistencies in story
- Gaps in memory
- Paranoid
- Unexplained or regular absences from school
- Resists being touched

Physical

- Branded / tattoos, scars, or bruises they cannot explain or are hesitant to explain
- Appears malnourished or dehydrated
- Burns
- Shows signs of drug or alcohol addiction or abuse
- Has a sexually transmitted infection or disease
- Pregnancy – especially if they hesitate to mention who the father is
- Shows signs of physical abuse
- Sudden change of attire or material possessions (i.e. has clothing or items they cannot likely afford)
- Appears to lack basic medical attention

Emotional

- Low self-esteem
- Exhibits depression, anxiety, or fear, mood swings, erratic or defiant behavior

Social

- Has a “boyfriend” or “girlfriend” significantly older than them
- Lives in unstable or abusive home environments
- History of running away or homelessness
- Inability to look people in the eyes when speaking with them
- Has overtly sexual online profile
- Possesses sexual knowledge beyond what is normal for their age group
- Tells inconsistent stories or provides scripted answers
- Hesitant to change clothes in front of others
- Uses terms relating to prostitution such as “daddy,” “John,” “trick,” or “the life”
- Teased by other students for being sexually active or being associated with commercial sex
- Has expressed need to pay off debt
- Sudden changes in interests or friend groups
- Changes in the way the child treats others

Other

- Gang affiliation
- Has a history of living in many locations
- Does not have control over their schedule
- Possesses large amounts of cash
- Possesses hotel keys
- Possesses fake identification or no identification

As an education professional, you may notice many of the human trafficking indicators are similar to those indicators of child abuse or neglect. By familiarizing yourself with these indicators and understanding each in the context of human trafficking, you may be able to positively influence the life of a Texas school-aged child through your **recognition** and **reporting** efforts.

Please remember the role of school personnel is not to investigate human trafficking or rescue victims, but to recognize and report suspected trafficking to the appropriate authorities.

Human traffickers are likely dangerous; therefore, it is important to focus on the safety of yourself and the child. The best solution is to immediately **report** any incident to law enforcement or DFPS as required by law.⁶³ With these reports, law enforcement and DFPS can initiate the appropriate investigations into whether abuse has occurred and the child is being exploited by a trafficker.

SCHOOL PERSONNEL: MAKING A DIFFERENCE

There are many roles within an education system. Each is unique, but as a whole, the system is designed to serve the best interests of the students. Teachers, administrators, counselors, staff members, and school-based law enforcement all play major parts in providing a positive and successful learning environment. Members of each group may also personally encounter or suspect human trafficking as it relates to students. Your ability to **recognize** and **report** suspected human trafficking is essential to protecting the integrity of our classrooms and the innocence of our children.

TEACHERS

To students, classroom instructors are the face of most schools. Teachers interact the most with students, teaching them and witnessing their development over the course of the school year. Teachers may also have the most firsthand knowledge of students' relationships, family life, stressors, and successes. It should be no surprise, then, that teachers may be able to most easily identify possible victims of human trafficking in schools.

When applying trafficking indicators to the classroom, teachers would most likely notice several indicators. The student's academic performance may drop and their anxiety and fear over going home, to work, or what they will do after school may increase. Bruises, scarring, and tattoos may also be noticeable. These are especially significant if the student cannot or refuses to explain their origin. A dramatic shift in the way the child dresses – perhaps wearing clothes they would not typically be able to afford – could signal they are being groomed by a trafficker.

ADMINISTRATORS

Even though they are mostly removed from the classroom, administrators also have a significant role to play in anti-trafficking efforts. Administrators by definition have a “big picture view” of the school and its surroundings. Administrators likely know of any types of threats, gangs, or individuals who may be lingering around the school who should not be. Additionally, administrators may be more familiar with those students who are part of an at-risk population. By observing the major trends of students who are part of an at-risk population and understanding the surroundings of the school, administrators may be able to **recognize** trafficking recruitment efforts, potential trafficking victims, or possible offenders before the child is harmed.

COUNSELORS

Unlike teachers who may have a view of students in the classroom and halls, school counselors may be able to recognize student trends across all aspects of their academic, social, and emotional development. This broad view of a student's performance may provide school counselors with additional information that could serve as indicators of human trafficking. For example, a student who has a sudden drop in grades in one class may not be as troubling as the student whose academic performance has dropped across all classes. The former may be a problematic outlier, but the latter may be evidence of a larger issue in the life of the child.

School counselors are also often responsible for guiding students through difficult personal or emotional stressors and finding unique ways to engage students or build relationships with and between students. Since part of their job function is relational, school counselors may be presented with information other school personnel would not. For example, a student may be called into the counselor's office to discuss their poor performance in class only to tell the counselor they are spending a lot of time with their new boyfriend or have moved in with this boyfriend. Further questioning may reveal the boyfriend to be much older, leading the counselor to suspect something possibly harmful could be occurring in the life of the child.

SCHOOL-BASED LAW ENFORCEMENT

Many schools now have been assigned full-time law enforcement officers whose duty is to serve and protect those individuals in or around the school. School-based law enforcement personnel are unique in that they have arrest and investigatory powers other school personnel do not. In September 2013, the [Texas Office of the Attorney General](#) published a human trafficking manual specific to law enforcement officers. The [Introduction to Human Trafficking: A Guide for Criminal Justice Professionals](#) will provide you with the information necessary to identify victims of human trafficking, understand the unique needs of victims, interact with victims of human trafficking, and create a Response Plan to quickly address the needs of victims and begin the investigative process. A list of resources is also enclosed.

SUPPORT STAFF

Other members of the education community may also be in a position to identify and report a possible victim of human trafficking. Librarians, janitors, bus drivers, school nurses, maintenance workers, and other school staff may be faced with situations in which they noticed possible indicators of human trafficking. Any of these staff may overhear conversation that is overly sexualized in nature and not age appropriate, find a lost cell phone with explicit pictures or text messages, notice physical signs like bruises or tattoos, or even take note of older individuals loitering around the school waiting to pick up school children to whom they are not related. Like other education professionals, support staff can play an important role in identifying possible victims of human trafficking and reporting them to the appropriate authorities.

TRAFFICKING SCENARIOS

Human trafficking can manifest itself in many ways. Each instance is full of different indicators, victim characteristics, and offender types. Below are a few scenarios that represent possible ways trafficking may occur in schools or with school-aged children. These scenarios do not represent the entire universe of trafficking. Instead, they are used here solely as examples. Education professionals will need to rely on their training, ability to **recognize** trafficking, and methods of **reporting** to best serve Texas' children.

SCENARIO ONE: TEACHER

Chris is a 12-year-old boy who recently moved to the area and enrolled in the local middle school. After a few weeks in his new school, his teacher realizes he is performing well below grade level and his attendance is spotty. He misses class at least twice a week, but never provides an explanation. When Chris is in class, his clothes are always dirty; he is exhausted, and appears malnourished.

One day, Chris was caught by his teacher sneaking some extra snacks from the cafeteria into his bag. While the teacher had compassion for Chris' situation, other students had also seen his attempt to steal the food, and he had to face disciplinary action. The teacher gave him after-school detention. Chris became very agitated – insisting that he had to get home right after school. Through the multiple conversations between Chris and his teacher, the fear of not getting home on time was evident. Chris never elaborated on why he could not be late, and in tears, stated he had to get home to work. After the exchange, his teacher let him go home instead of serving detention.

Chris' teacher was unable to get information from Chris on his work, but the teacher was concerned by his very real fear coupled with his general appearance and the high number of absences. In addition, he was 12, and he was working at a job he would not elaborate upon. She immediately called DFPS to **report** what she believed to be a case of possible abuse or neglect. DFPS referred to the case to law enforcement after it was determined the agency did not have jurisdiction because the abuse and neglect was not at the hands of a parent, guardian, or caretaker. After a law enforcement investigation, it was determined that Chris was a victim of labor trafficking along with his two brothers and their mother. The four of them were required to work in a field for most of the night or face physical beatings. Food and water was also withheld as a tool for forcing the victims to work.

SCENARIO TWO: ADMINISTRATOR

A high school principal had reoccurring meetings to discuss academic progress with a 15-year-old sophomore named Lexi. Lexi was an average student, but in the last couple of months, her academic performance started to drop. In addition, her attitude towards teachers and other

administrators had turned to one of rebellion. Being a well-seasoned administrator, the principal assumed the issue was likely related to typical teenage behavior. But, the principal's concern increased when he realized Lexi was dating an older man – a student who was in the same high school at least 10 years ago.

The principal also began hearing rumors from students and faculty regarding Lexi's sexual behavior – specifically that she would have sex with anyone who would pay for it. The administrator did not believe the rumors. He assumed other students were bullying Lexi. One day, another student was caught looking at sexually explicit pictures on his phone, and he was sent to the office. The principal realized the student was looking at an online profile of Lexi. Lexi had taken provocative pictures of herself and posted them on Backpage.com and other social networking sites advertising what the principal interpreted to be sexual favors in exchange for money.

When the principal asked Lexi if the pictures were of her, she unapologetically said yes. She said her boyfriend wanted her to post those pictures, so she did. She also said the online responses from men made her feel beautiful and wanted. She added that she liked making money for her boyfriend. Lexi showed no signs of physical distress. Even given her outward demeanor, the principal felt Lexi was being exploited – and he knew this type of exploitation was a form of abuse.

Following state law, the administrator contacted DFPS to **report** that Lexi may be a victim of some sort of abuse. DFPS determined the case did not fall under their jurisdiction as it did not involve a parent, guardian, or caretaker and referred it to local law enforcement. After law enforcement's investigation, it was determined that Lexi was a victim of child sex trafficking, including child pornography. The administrator's intuition was correct. Lexi's boyfriend – who was almost 25 years old – had used false affection to lure her into the sex trade. While Lexi may have **appeared** to willingly engage in commercial sex acts, as an individual under 17 years of age, she cannot legally consent to such actions nor should her behavior be viewed as voluntary since she is a child who was manipulated by an offender. The "boyfriend" was ultimately arrested on charges of human trafficking, promotion of prostitution, and possession and promotion of child pornography.

SCENARIO THREE: COUNSELOR

Michelle had a troubled background that was widely known at school. She began running away from home at the age of 10. She had been in and out of DFPS custody and had been detained several times at the local juvenile detention center. Now 17, she was living in a group home and back in the foster care system. Her academic record was checkered with multiple absences, failed classes, and several alternative education programs. The guidance counselor met with Michelle frequently to try to keep her in school and to help minimize the impact of being in foster care. One day, Michelle came into the counselor's office beaming. She had just gotten a new job. When the counselor inquired where she would be working, Michelle simply replied the job was with a man she had recently met in her neighborhood. Michelle did not

seem to have a lot of information on the job – perhaps because she had not yet started– but the counselor was glad to see Michelle taking on more adult responsibilities.

Hoping the job would help provide some stability for Michelle, the counselor was troubled when Michelle began to miss school for days at a time. It had also been reported to the counselor that Michelle had left class multiple times after receiving text messages and not returned. The counselor called her into her office to check on her. Michelle was visibly upset about the questioning and only stated that she was working – providing the names of several cities to which she had traveled in the last few weeks for work. Not only was Michelle irritable, she was borderline hostile toward the counselor. When the counselor asked if there was anything she could do for Michelle, Michelle’s response was that she was not worth helping. Then, Michelle promptly left.

Michelle’s counselor was concerned for her. Though she had a history of academic disruptions, the teacher was worried something more serious was at play – Michelle just was not herself. Michelle’s foster care status also raised concerns with the counselor given the fact that she was traveling to different cities and away from the group home. She called DFPS and made a **report**. DFPS began its investigation – bringing in the case manager and the regional investigator. The facts indicated that Michelle was likely being exploited, so the team worked with the local regional human trafficking task force to investigate further. The law enforcement investigation yielded evidence that Michelle was a victim of labor trafficking. The job she had secured from the man in her neighborhood was selling magazines door-to-door in cities across the state. She worked long hours with no pay. She was also beaten and had food withheld when she failed to obey her trafficker’s commands or produce enough revenue.

SCENARIO FOUR: SCHOOL RESOURCE OFFICER

Reserved, with a lack of self-confidence, Teresa – at 14-years-old – seemed like most high school freshman. However, unlike most high school freshman, within a matter of weeks after the start of school, Teresa had become known to a group of juniors and seniors. A school resource officer noticed Teresa had made friends, but he was concerned because the older students had been suspected of having gang affiliations. Every day, Teresa would leave school with two of the older students – one male and one female – both known around school for their disruptive behavior. Teresa never appeared to enjoy her time with the two, but she also never complained about them to anyone and appeared to go willingly.

As the officer began to observe Teresa over a series of weeks, he began to wonder about her safety. Teresa’s long-sleeved clothing seemed out of place for the warm weather conditions, and she was hanging around a rough crowd, but never engaging with them. When the officer mentioned his concerns to the girls’ basketball coach, it was brought to her attention that lately she has always been the last student in and out of the dressing room and she has become very physical with the other girls during practice. It was as though she feared being seen changing, but was very aggressive when given the opportunity. The coach had also overheard students questioning if she was pregnant, but was unsure if it was true.

The police officer's instincts about Teresa's situation were only validated after speaking with the coach. The officer spoke with his supervisor, and he began to look into the matter. After speaking with several other school personnel and other law enforcement officers familiar with the older students involved in the gang, he uncovered information suggesting Teresa was a victim of child sex trafficking. He immediately contacted local law enforcement to handle the investigation. Thanks to officer's quick actions, Teresa was rescued from the traffickers – her fellow students. At trial, it was shown that Teresa was forced into prostitution on a daily basis by the older students as a way for the gang to make money. She was subjected to multiple sexual assaults a day and beatings if she did not make as much money as required by the gang.

SCENARIO FIVE: SCHOOL NURSE

Mrs. Johnston was a school nurse at a small, suburban school. Although she didn't know all of the students, she knew most of them fairly well. During her career, Mrs. Johnston had seen almost everything from abdominal pain to vertigo. Most of the ailments she addressed were minor and routine; however, one incident in her school stood out as different from the rest.

As school began for the new academic year, Mrs. Johnston noticed a 12-year-old seventh grader named Amanda. Amanda had only moved to town and started school there near the end of the previous academic year. While Mrs. Johnston did not know a lot about Amanda, she did notice her appearance. She consistently looked very tired and emotionally beleaguered. Other faculty and staff had also noticed the same things and had discussed whether or not she might be having a tough time transitioning into her new school.

A couple of weeks into the new school year, Amanda came to Mrs. Johnston's office. Amanda was clearly in pain. She was complaining of nausea and pain in her lower abdomen. Mrs. Johnston asked Amanda several questions to help figure out what may be ailing her. During their discussion, Mrs. Johnston felt Amanda may be suffering from the effects of pregnancy and possibly a sexually transmitted infection. Mrs. Johnston thought she was misreading symptoms given Amanda's young age, but felt obligated to ask if she was sexually active so she could take the proper next steps.

Responding to the question, Amanda began to cry and kept saying "This wasn't supposed to happen. It was just supposed to be a couple of times". Unsure as to what she was referring, Mrs. Johnston asked Amanda what she was talking about. At that point, Amanda confided that since she was 9-years-old, her mother had been forcing her into prostitution to support her drug habit and help pay the bills.

Recognizing the seriousness of the situation, and her obligation to report, Mrs. Johnston immediately called the DFPS abuse hotline where she repeated her story to intake personnel. DFPS promptly began investigating the claim, and, in consultation with local law enforcement, determined Amanda was a victim of child sex trafficking. The crime was facilitated by her mother and had been occurring for over three years in two different towns.

RESPONDING TO AN OUTCRY

As an education professional, you may be the first – and only – person a victim of trafficking confides in regarding their victimization. If you are the first person a child complains to of abuse or neglect, including trafficking, you may be interviewed by law enforcement and called as an “outcry witness” in courtroom proceedings.⁶⁴ This means (1) you may be called to testify, and (2) the information you gather from the child is exceedingly important. While the outcry or abuse disclosure may not last more than a few minutes, the actions taken by professionals can make a tremendous difference for the child. The 33,146 DFPS investigations of suspected abuse and neglect which were initiated by a **report** from school personnel in 2013 represent 33,146 instances in which education professionals rose to the occasion to make a positive difference on behalf of a child.⁶⁵

TIPS FOR RESPONDING TO OUTCRY

1. **Make sure you and victim are safe.** While the chances of being harmed by the trafficker at school are small, attempt to ensure the safety of yourself and the victim. This may be done by simply asking the victim if anyone is waiting on them or if they are currently in danger. You might also contact your campus security. Always call 911 and follow your local policy and procedure if immediate danger is identified.
2. **Remain calm.**⁶⁶ The bravery a victim of human trafficking must exhibit to ask for help and the trust placed in you by the victim is often tenuous. By remaining calm, you send the message that you are supportive, present, and dependable. This will encourage the child to continue with the outcry and increase the likelihood that the child would confide in you later.
3. **Assure the child they did the right thing by telling you.**⁶⁷ Let the child know they are doing the right thing by speaking with you. The child likely is saddled with self-doubt and uncertainties. Your reinforcement may be key in preventing further victimization.
4. **Do not make promises.**⁶⁸ Your role is to listen to the outcry, then report it. It is very tempting to tell a child that everything is going to be okay, but you cannot assure this. It is appropriate to tell the child that you care about their safety and want to help them.
5. **Let the child tell their story, but leave the questioning to the professionals.**⁶⁹ You should never put words into a child’s mouth or lead them to respond a certain way. Let the child tell their story the way they feel most comfortable and allow them to share what they have to say without interruptions. Only ask questions if you do not have enough information to make a report. Human trafficking victims have every aspect of their lives dictated by their trafficker. Allowing a victim to tell their story on their own terms with their own words empowers them and helps with recovery.

6. **Never confront the suspected trafficker.** Traffickers have little respect for life. Individuals are replaceable, and their victims are mere commodities bought and sold at bargain prices. Confronting a trafficker may put you and the student's life in immediate danger. ***If you believe you or the child is in immediate danger, follow your local policy – either to call 911, local law enforcement, or your campus police.***
7. **Report as required by law.**⁷⁰ After an outcry has been made, report the information to the appropriate authorities within the required 48 hour-time frame.

REPORTING SUSPECTED HUMAN TRAFFICKING

Educators are mandated reporters of suspected abuse and neglect under Texas law.⁷¹ As stated earlier, human trafficking is a form of child abuse under the Texas Family Code, meaning your requirement to **report** abuse or neglect within 48 hours of suspecting it also includes incidents of human trafficking. It is also important to note, this duty cannot be delegated to anyone else.

REPORTING MISCONCEPTIONS AND PROTECTIONS

While reporting suspected abuse or neglect is mandatory under state law, it is not necessarily easy due to misconceptions about reporting. Some people fear reporting will make the situation worse for the victim.⁷² However, victims of trafficking may be in extreme danger and often have a short life expectancy – seven years for females – once their exploitation begins, so reporting suspected abuse may save a child’s life, not make it worse.⁷³ Others fail to report because they believe such matters are private or that if the victim is really concerned, they will self-report.⁷⁴ Because of the methods of control used by traffickers, human trafficking victims rarely self-report their victimization, and many do not even self-identify as victims after their rescue, so your role as reporter is crucial to that child.⁷⁵ Finally, others may fail to report suspected abuse because they fear personal criminal or civil repercussions, especially if they are unsure if abuse has really occurred.⁷⁶ Texas law provides you with immunity from civil or criminal liability if your report was made in good faith.⁷⁷ This immunity extends even to instances in which the abuse was unfounded, but the report was made in good faith. These misconceptions about reporting serve as barriers to ending the cycle of exploitation that must be overcome.

Education professionals make important decisions every day. They train students to be productive members of the community, teach life lessons, and provide mentoring services to children entrusted to them over the course of a school year. While educators, administrators, counselors, law enforcement officers, and other school personnel take pride in their professional skills and abilities, the most influential and life-changing action they may take on behalf of a child may be to report suspected abuse. In Fiscal Year 2013, school personnel were the reporting source for 33,146 (17.5%) completed investigations of possible abuse or neglect.⁷⁸ This number was second only to medical personnel who make up 17.6% of all reports.⁷⁹

Traffickers use selfish financial interests as a basis for exploitation; however, Texas is fortunate to have a multitude of selfless, dedicated education professionals who consistently work to enhance the lives of Texas’ children. While your role as educator and mentor to Texas school children will have a lasting impact on the state, your function as a reporter of suspected abuse in the form of human trafficking will have an immediate impact on the lives of those children who are unable to defend themselves. Regardless of your initial apprehensions to report, or

your uncertainty as to whether trafficking has definitively occurred, your proactive responses to suspected incidents of trafficking will help provide for the safety of Texas children.

HOW TO REPORT TO DFPS⁸⁰

By law, all reports – including those directly to law enforcement – involving abuse or neglect in which the suspect is a “person responsible for the care, custody, or welfare of the child” must be referred to DFPS.⁸¹ While it may sound unlikely, many victims of trafficking are abused by their caretakers. Texas law also requires law enforcement to immediately inform DFPS of alleged incidents of abuse or neglect that involve the person responsible for their child’s care, custody, or welfare.⁸² To report suspected incidents of human trafficking – or another abuse and neglect to DFPS – you must use one of two reporting options.

To report by telephone, call the **Texas Abuse Hotline at 1-800-252-5400**. The hotline operates 24 hours a day, 365 days a year. During the phone call, you will be asked to provide your name and contact information, explain your concerns, and answer questions regarding the situation being reported.

The Texas Abuse Hotline operates a secure website located at <http://www.txabusehotline.org>. When reporting via the Internet, you will be asked to provide your name and a valid email address. After your report has been submitted, an email will be sent to the email address you provided. The email will contain a confirmation number indicating the report was received in the system. A second email will be sent when the report has been processed by Hotline staff. This email will indicate whether or not the report was forwarded to the local DFPS office for further investigation. It will also contain a Call Identification Number for your records, to verify your report.

It is important to note that the Internet reporting option is for non-urgent situations *only*. Reporting through the Internet should ***not*** be used in emergency situations, including but not limited to:

- Injuries to a child age 5 or under or serious injuries to any age child
- Immediate need for medical care (including suicidal child)
- Sexual abuse where the perpetrator has access or will have access to the child in the near future (including human trafficking)
- A child age 5 or under who is alone or is likely to be left alone in the next 24 hours
- Any other situation you feel requires a response within 24 hours

If you suspect human trafficking, the chances the situation is urgent is likely high. Trafficking victims suffer major injuries and often need extensive medical and psychological care. While some injuries are obvious (e.g. bruises, scarring, etc.), other injuries are more hidden, and more deadly. Injuries related to human trafficking can include sexually transmitted diseases or infections, untreated yet normal illnesses that develop into life-threatening infections (e.g. dental problems or ear infections), and the progression or complications of pre-existing illnesses and diseases through the withholding of medication by the trafficker (e.g. diabetes).

Additionally, sex trafficking victims are likely required to spend nights working for their trafficker or pimp. They may be repeatedly sexually assaulted or work in unsafe conditions, thus meeting the requirement of urgency. Finally, **if you believe the student is in imminent danger, follow the appropriate safety policy or contact local law enforcement immediately.**

DFPS REPORTS

When making a report to DFPS, you may be asked to provide additional information. Your responses will help determine if there is enough information to open an investigation. You will likely be asked to provide information including, but not limited to the following:

- The names of household members living in the child's home
- The name of the suspected offender
- The names of other individuals who may have pertinent information
- Birth dates, addresses, and telephone numbers for individuals listed above⁸³

You should also expect to be asked questions about why you think some form of abuse or neglect has occurred. Your knowledge of the indicators of human trafficking and your ability to apply those indicators to the students you interact with should provide you with the tools necessary to make an informed report.

REPORTS TO LAW ENFORCEMENT

As an education professional, if you do not report to DFPS, you are mandated to report the suspected human trafficking of children to law enforcement. Such reporting done within 48 hours of suspecting trafficking will meet the statutory reporting requirements for those in the education profession. Reports to law enforcement may occur when you believe the student or yourself are in immediate danger due to the trafficking, or if you believe the trafficker is not the person responsible for the care, custody, or welfare of the child.⁸⁴

There are numerous agencies in Texas that investigate allegations of human trafficking. Some local law enforcement agencies may have human trafficking units or be part of an anti-trafficking regional task force or coalition. Furthermore, many school districts have independent police departments on-site that can quickly respond to and investigate any reported crimes. These school-based law enforcement agencies can serve as an immediate resource for reporting and investigating allegations of possible human trafficking. Many of the entities that investigate human trafficking are listed on the Resources page of this document, but contacting your local or school-based law enforcement agency would likely be the most effective and efficient course of immediate action.

OTHER AVAILABLE ASSISTANCE

Additionally, many law enforcement agencies and non-profit organizations can provide further resources and training for those seeking more information related to human trafficking. One such entity is the National Human Trafficking Resource Center (NHTRC) Hotline. This national

hotline is dedicated solely to human trafficking issues. It provides information and can connect callers with anti-trafficking services in their area. It also provides referral services for law enforcement and collects data on calls to help track the prevalence of human trafficking throughout the nation. The NHTRC Hotline can be reached by phone at **(888) 373-7888** or by **texting BeFree (233733)** 24 hours a day, 365 days a year. It should be noted, that **contacting the NHTRC Hotline will NOT meet the qualification of reporting under Texas state law. If you suspect human trafficking, please notify local law enforcement or DFPS first.**

THE ESSENTIAL ROLE OF SCHOOL PERSONNEL

School personnel play a pivotal role in promoting the well-being of Texas' school-aged children. Educators are trained to identify potential abuse and neglect even when the victims do not come forward on their own. Similarly, victims of human trafficking rarely self-identify as victims – and further may not attempt to escape their trafficker for many reasons. Victims may:

- fear retaliation from the trafficker,
- fear their family members may be harmed by the trafficker,
- fear or distrust law enforcement,
- have psychologically bonded to the trafficker despite repeated abuse, and
- have trafficker-induced drug or alcohol dependencies.⁸⁵

As with other forms of abuse and neglect, when the child does not self-identify, your ability to **recognize** indicators and **report** suspected trafficking is crucial. With the **report**, the child has a far greater chance for rescue and an end to their exploitation.

Your **report** may also provide an opportunity for law enforcement to link the child to critical victim services. Victims of trafficking need various types of services – many of which victims may not have access to until after their rescue – such as, but not limited to:

- Counseling and mental health services,
- Medical care,
- Immigration services,
- Safety planning,
- Education and training,
- Legal services.

Without your efforts to **recognize** and **report**, victims may be unable to seek and secure the services and resources they need to end the cycle of exploitation and to build a better life. Your actions may be the first stage in a multi-step, multi-agency effort to assist victims.

PROACTIVE APPROACHES FOR SCHOOL DISTRICTS

"School safety is the key to establishing a positive school environment where teaching and learning can occur."

Texas School Safety Center Director Dr. Victoria Calder⁸⁶

Many school systems around the country have taken proactive approaches to addressing human trafficking of school-aged youth. These approaches can range from a simple posting of awareness posters in schools, to training of personnel by human trafficking experts, providing training to at-risk students, and developing response plans for when trafficking is suspected or reported. Whatever the strategy, a proactive approach can help districts know how to best handle possible instances of human trafficking to preserve the welfare of students and the security of all individuals within a school system.

AWARENESS AND TRAINING

- The Alamo Area Coalition Against Trafficking (AACAT) developed presentations and brochures specific to school personnel on the issue of domestic minor sex trafficking. The program uses real stories of children in the Bexar County area to emphasize the need for awareness and early intervention. It is estimated between 750-1000 school counselors, social workers, and teachers from the 18 school districts in Bexar County have been trained on human trafficking by the AACAT.
- The National Center for Missing and Exploited Children (NCMEC) Texas Regional Office provides free presentations and training to educators, school administrators, counselors and other professionals to help them identify indicators and initiate conversations with youth about human trafficking. Their presentations recognize that school-based law enforcement, educators, and counselors are often the first line of defense in identifying children and teens with known risk factors or early signs of grooming by traffickers. Materials focus on age-appropriate stories and activities to share with students, including real teen stories for the secondary age groups.
- Traffick911, based out of the Dallas-Fort Worth area, developed a training and awareness program for many professions and interested groups. These include educators, parents, and at-risk youth. Traffick911's efforts to combat Human Trafficking have yielded documented instances of victim identifications and rescues.
- Florida's Miami-Dade County Public Schools developed a website dedicated to human trafficking awareness for their district. The website contains a fact sheet for schools on trafficked children in the United States, resources for the prevention of human trafficking, and a human trafficking awareness poster.⁸⁷
- Ohio's Department of Education developed a human trafficking prevention website specifically for educators with PowerPoint presentations for various populations within schools, a fact sheet on human trafficking, and other resources.⁸⁸ Additionally, in 2013, Ohio mandated human trafficking as a required topic in its Safety and Violence Prevention Curriculum in-service training.⁸⁹

- Idaho’s Department of Education has realized the unique and dangerous role technology plays in trafficking. In an effort to address this challenge, the Idaho Department of Education has asked schools to establish protocols addressing computer and cell phone usage on campus.⁹⁰

In addition, in Texas there are several regional human trafficking prevention coalitions, government agencies, and non-governmental organizations that may be willing to assist with training or informational requests regarding human trafficking. A list of some, but not all, of those entities is on the Resources page at the end of this manual.

RESPONSE PLANNING

Developing policies and procedures related to how to respond to suspected human trafficking may be a key step schools and school districts can take. While school personnel are mandated by state law to **report** suspected trafficking, school districts may also need to have in place policies related to such **reporting**. Those policies and procedures may be similar to those already in place for instances in which abuse or neglect are suspected, but should be considered in the context of human trafficking to ensure the best possible response by all school personnel.

Additionally, school districts should consider creating or modifying a current safety plan to include possible trafficking incidents. Developing a safety plan which takes into context human trafficking will help districts protect students and staff. Traffickers are manipulative and often violent, and many have recruited on school grounds. Having an appropriate safety plan in place can help prevent trafficking and protect those on school grounds in the event a suspected trafficker arrives at a school to recruit, threaten, or coerce students or staff.

Given the vicious nature of human trafficking, when crafting such policies, procedures, and safety plans, school districts may wish to consult law enforcement or other partners who may be able to provide their expertise. To best do this, school personnel should familiarize themselves with the resources available to them in their area. A list of resources is available at the end of this manual, but it is not all-inclusive. School personnel may benefit from engaging other members of their community to fully determine what resources can be brought to bear to help them in their efforts to protect and serve students and staff.

Knowing, understanding, and **recognizing** the indicators of human trafficking – and how to take appropriate follow-up steps for **reporting** – are key to the safety of school students in Texas. School boards, administrators, teachers, counselors, school-based law enforcement, and even students and parents can play an important role in developing a district-wide awareness, prevention, reporting, and response strategies that will best serve Texas children.

CONCLUSION

Your role as an education professional places you in a unique position to positively influence the lives of Texas children. While you already do that through educating and mentoring students, you also have an opportunity to serve children by **recognizing** and **reporting** any suspected instances of abuse or neglect – including human trafficking. Sadly, human trafficking does occur in schools and to Texas’ school children. Your role as a teacher, administrator, counselor, law enforcement officer, or staff member can prove pivotal in Texas’ fight against human trafficking.

As you go through your work day, you may personally come into contact with dozens or hundreds of students. As part of your day-to-day duties, you are observing students develop socially, academically, and emotionally. You are familiar with the reporting requirements related to abuse and neglect; and since human trafficking falls under the definition of abuse, you are already equipped with the knowledge and training needed to understand how to address suspected instances of trafficking.

While your role is not easy, your partnership with other agencies who serve to protect children, your knowledge of human trafficking indicators, and your follow-through in **reporting** are necessary and relevant in Texas’ fight to eradicate human trafficking from our state. Only through your efforts to **recognize** and **report** suspected trafficking will Texas be able to provide the strongest deterrent against those who wish to harm its children.

RESOURCES

TO REPORT ABUSE OR NEGLECT, INCLUDING HUMAN TRAFFICKING

Contact:

- Local law enforcement
- If situation is urgent or there is immediate danger: **9-1-1**
- Texas Department of Family and Protective Services:
 - Texas Abuse Hotline: **1-800-252-5400** (24 hours a day, 365 days a year)
 - Online: [Texas Abuse e-Report Hotline](#) (only for use during *non-urgent* or *non-emergency* situations)

GUIDANCE ON IDENTIFYING AND REPORTING ABUSE OR NEGLECT

Texas Department of Family and Protective Services:

- [Online Training for Reporting Suspected Abuse or Neglect of a Child Training](#)
- [Reporting Abuse/Neglect: A Guide for School Professionals](#)
- [Reporting Suspected Abuse or Neglect of a Child in Texas: Reporting Basics](#)
- [Frequently Asked Questions about Reporting Abuse](#)

Texas Education Agency:

- [Child Abuse Prevention Overview](#)
- [Foster Care & Student Success](#)
- [Foster Care & Student Success Resource Guide](#)

U.S. Department of Health & Human Services:

- [Sexual Abuse Prevention Programs](#)
- [Study of HHS Programs Serving Human Trafficking Victims: Final Report](#)

American Humane Association

- [Reporting Child Abuse and Neglect](#)

EDUCATION AGENCY GUIDANCE ON HUMAN TRAFFICKING

U.S. Department of Education:

- [Human Trafficking of Children in the United States: A Fact Sheet for Schools](#)
- [Human Trafficking of Children in the United States: A Fact Sheet for Schools](#) (pdf)
- [The Commercial Sexual Exploitation of Children and Forced Child Labor or Human Trafficking](#)

Ohio Department of Education:

- [Human Trafficking Prevention](#)
- [Fact Sheet for Child Victims of Human Trafficking](#)
- [Safety and Violence Prevention Training Now Required of K-12 Professionals](#) (Module 4)

Virginia Department of Education:

- [Human Trafficking](#)

Idaho Department of Education:

- [Human Trafficking: Protecting Idaho's Youth](#)

Miami-Dade County Public Schools

- [Human Trafficking awareness](#)

OTHER RESOURCES

[Children's Advocacy Centers of Texas](#)

Texas Office of the Attorney General:

- [Introduction to Human Trafficking: A Guide for Criminal Justice Professionals](#)

[Polaris Project](#)

- [Student Toolkit](#)
- [Educators and Human Trafficking: In-Depth Review](#)
- [Tools for Educators](#)
- [Gang Involved Sex Trafficking](#)

[National Human Trafficking Resource Center](#)

1-800-373-7888 or text BeFree (233733)

[National Center for Missing and Exploited Children – Texas Regional Office](#)

- [NetSmartz® Workshop](#)

Department of Homeland Security:

- [Blue Campaign](#)
- [Human Trafficking 101 for School Administrators and Staff](#)

[Shared Hope International](#)

LOCAL AND REGIONAL RESOURCES

Several locations around the state have regional human trafficking task forces, coalitions, and service providers that may be able to assist you with regards to human trafficking. Please consider proactively contacting those resources.

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¹¹ Texas Penal Code chapter 20A (trafficking of persons).

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- ¹⁵ Texas Family Code section 261.001 (1)(G)(definitions).
- ¹⁶ Texas Family Code section 261.001 (1)(L)(definitions).
- ¹⁷ Texas Family Code section 261.101 (persons required to report; time to report).
- ¹⁸ Texas Family Code section 261.101 (persons required to report; time to report).
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- ⁵³ Ibid., PowerPoint Slide 32.
- ⁵⁴ Ibid.
- ⁵⁵ Ibid., PowerPoint Slide 24.
- ⁵⁶ Ibid.
- ⁵⁷ Ibid., PowerPoint Slide 27.
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⁸⁵ United States Department of Health and Human Services, supra note 54.

⁸⁶ KVEO. October 19, 2013. “TEA, Texas School Safety Center Partner for Oct. 20-26 Safe Schools Week.” Retrieved June 23, 2014, from <http://www.kveo.com/news/tea-texas-school-safety-center-partner-oct-20-26-safe-schools-week>.

⁸⁷ Miami-Dade County Public Schools. Division of Student Services. No Date. *Human Trafficking Awareness*. Retrieved June 23, 2014, from <http://studentservices.dadeschools.net/HTAC/>.

⁸⁸ Ohio Department of Education. Last Modified January 8, 2014. *Human Trafficking Prevention*. Retrieved June 23, 2014, from <http://education.ohio.gov/Topics/Other-Resources/School-Safety/Safe-and-Supportive-Learning/Human-Trafficking-Prevention>.

⁸⁹ Ohio Department of Education. Last Modified March 19, 2014. "Safety and Violence Prevention Training Now Required of K-12 Professionals." Retrieved June 23, 2014, from <http://education.ohio.gov/Topics/Other-Resources/School-Safety/Safe-and-Supportive-Learning/Safety-and-Violence-Prevention-Training-Now-Require>.

⁹⁰ Idaho State Department of Education, *supra* note 8, PowerPoint Slide 51.

Ohio Attorney General's Website:

<http://www.ohioattorneygeneral.gov/HumanTrafficking.aspx/?from=nav>

State Coalitions to Fight Human Trafficking:

<http://www.publicsafety.ohio.gov/ht/coalitions.html>

End Slavery Cincinnati (Coalition of which Butler County is a part)

<http://www.endslaverycincinnati.org/>

Summary of Ohio Anti-Trafficking Laws

<http://www.publicsafety.ohio.gov/ht/links/Anti-Trafficking-Laws.pdf>

Ohio Human Trafficking Task Force

<http://humantrafficking.ohio.gov/>

At-Risk Homeless Youth & Trafficking

<https://www.covenanthouse.org/homeless-teen-issues/human-trafficking>

Ohio Department of Education & Human Trafficking

<http://education.ohio.gov/Topics/Other-Resources/School-Safety/Safe-and-Supportive-Learning/Ohio-Governors-Human-Trafficking-Task-Force>

Safe Schools Training

https://saferschools.ohio.gov/content/k_12_schools_training

2015 Ohio Human Trafficking Task Force Report

<http://humantrafficking.ohio.gov/OhioHumanTraffickingTaskForceReport-July2015.pdf>

National Human Trafficking Hotline Center Data for Ohio

<http://traffickingresourcecenter.org/state/ohio>

50-minute Human Trafficking Training Video

<https://www.apps.das.ohio.gov/HT/>

National Anti Human Trafficking Organization

<https://polarisproject.org/>