

**Human Trafficking Youth Prevention Education (HTYPE) Demonstration Grant Program
Process Evaluation Year 3**

Training Implementation Interview/Focus Group Guide

SITE/SCHOOL: _____

Respondent(s): _____

Date: _____

RTI Interviewer: _____

RTI Notetaker: _____

NOTE:

This guide includes questions for four different types of participant roles:

- Implementers of human trafficking training for educators and other staff
- Implementer of human trafficking training for students
- Implementers of the training of trainers
- Educators and other staff who received human trafficking training

Based on the varying implementation models being used by different grant recipients and schools, participants may fit one or more of these roles. As such, the questions for all of these types of participants are included in this guide. Focus groups will be scheduled to group participants within similar role(s). However, this single guide is adaptable to the varying implementation approaches used by different schools and allows all relevant questions to be asked efficiently to those participants who have multiple roles. The interviewer/facilitator will be informed, prior to the start of the interview/focus group, which sections are likely to be relevant.

Introduction (All)

Thank you for taking the time to talk with us today about your Human Trafficking Youth Prevention Education (HTYPE) Demonstration Grant.

This [interview/focus group] is part of the data collection activities for the HTYPE cross-site process evaluation that aims to:

- (1) document how projects approach and accomplish the implementations of the HTYPE Demonstration Grant Program;
- (2) inform the Administration for Children and Families' (ACF) efforts to support human trafficking prevention education in schools; and
- (3) inform future evaluation and HTYPE program development.

The HTYPE Demonstration Grant Program evaluation is overseen by the Office of Planning, Research, and Evaluation (OPRE), in collaboration with the Office on Trafficking in Persons (OTIP), in ACF. The evaluation is being conducted by RTI International, a non-profit, independent research institute.

This [interview/focus group] is part of data collection activities that will be conducted with educators and implementers this year in 2 schools per HTYPE Demonstration Grant site. We developed a semi-structured [interview/focus group] protocol so that we will ask each [participant/group] a similar set of questions. We refined those questions based on what we have learned about your school district's project. These [interviews/focus groups] will serve as a helpful way to learn more about project implementation, engagement, successes, challenges you have encountered, and recommendations for improvement. Because the focus of these [interviews/focus groups] is to learn about project implementation, you should not provide information about individual students or information that may identify a student, nor should you provide specific information about any suspected or confirmed exploitation of the student. We will not ask you any questions that may identify a student's identity, such as their name.

This [interview/focus group] is designed to be inclusive and to help make sure we capture your perspective on a variety of topics. Please note there may be differing experiences, so there may be questions/scenarios that do not apply to you; that is fine and please know that you can skip those questions.

Privacy Information

[Do you/Did anyone] have any questions about the information in the email I sent regarding your participation in this [interview/focus group]? *Review below.*

- Participation in this [interview/focus group] is completely voluntary.
- [IF INDIVIDUAL INTERVIEW: The information we collect from you is private to the extent permitted by law. We keep your interview answers on a secure network.]
- [IF FOCUS GROUP: We will take every precaution to maintain privacy of the information we collect from you to the extent permitted by law. However, the nature of a group interview prevents us from guaranteeing this. (Please remember to respect the privacy of their fellow participants and not repeat what is said in the discussion to others.)]
- In the future, de-identified information from this evaluation may be securely shared with qualified researchers to help understand activities that occurred throughout the grant period.
- As part of our reporting, we may present quotes from this [interview/focus group]. If quotes are presented, all efforts will be made to remove all identifying information in the quote. Quotes will not include your name/title, any staff names identified during the [interview/focus group], or your organization's name. We may describe participants in general terms, like "trainer." If

there is information that you would prefer that we not quote, please let us know and we will exclude it from our notes.

- The questions that we will be asking you are probably topics that you would discuss with colleagues; however, you may choose to not answer certain questions or to not take part in the [interview/focus group] at any time.
- We expect this [interview/focus group] to take about 90 minutes.
- You will receive a \$30 gift card as a token of our appreciation.
- With your permission, we will be audio recording the [interview/focus group]. This recording will be a backup to our written notes and only shared with the evaluation team. After we clean up our notes, we will delete the audio.

Permission to Record

Ask each participant individually:

Do I have your permission to record the interview?

If all parties say yes, begin audio recording the interview.

Respondent Role/Background

Ask each participant questions 1 and 2 individually:

1. What is your job title and your primary role at your school?
2. Next, I would like to learn about how you have been involved in the HTYPE Demonstration Grant Program. What has your role been?
 - a. **Probe for the following:**
 - a. Implementing training to students
 - b. Implementing training to educators and other staff
 - c. Receiving human trafficking training (general training, not specific to training program implementation)
 - d. Implementing Training of Trainers
3. Think back to when you first became involved in the HTYPE program. How did you become involved with the program?
 - a. **Probes:**
 - i. Was your participation voluntary or were you assigned to participate?
 1. **If assigned:**
 - a. Why do you think you were assigned to participate? Do you have certain skills that made you a good candidate?

- b. At the time that you were assigned to participate, did your school have any major needs that you hoped the HTYPE program could help address?

2. If volunteered:

- a. What motivated you at that time to get involved with or participate in the program?
 - i. What were the top three needs you saw in your school that you hoped the HTYPE Program might help address?
 - ii. What appealed to you about being part of the HTYPE Program?

FOR RTI STAFF: Sections 1-4 should be included based on the role(s) of the individuals participating in the interview or focus group.

Section 1-Trainers of Educators and Other Staff (if applicable to respondent or group)

4. Can you describe the training you received in order to implement the training for educators and other school staff?
5. Did you feel that the training you received prepared you adequately to train others?
 - a. **Probe:** Were there specific topics that were easier for you to teach than others? Why?
6. Can you describe the settings in which you implemented or are implementing prevention education for educators and other school staff?
 - a. **Clarify if needed:** online, traditional classroom settings, as part of educator in-service trainings, etc.
7. How frequently is this training offered to educators and other school staff?
8. What were the roles of the educators and other staff you were training?
 - a. **Clarify if needed:** classroom teachers, other staff such as nurses, food service staff, bus drivers
9. Was the prevention education for educators and other staff integrated into existing activities or other staff training, and if so, how?
 - a. **Clarify if needed:** discussed at staff/faculty meetings, included in email or other written correspondence or materials
10. To what extent do you feel like the educators and other staff you trained were engaged in the curricula?
 - a. **Probes:**
 - i. How have educators and other staff responded to the content?
 - ii. Were there particular content areas or activities that participants were particularly engaged in?
 - iii. Were there particular content areas or activities that participants were particularly NOT engaged in?
11. In what ways, if any, did you adapt or tailor the human trafficking prevention curriculum when you were implementing it with educators and other staff?

- a. **Probes:**
 - i. What were some of the reasons you made these adaptations?
 - ii. What supplemental activities, if any, did you add?
 - iii. What was the effect or outcome of these adaptations and/or supplemental activities?
 - iv. Were there any topics or discussions that you chose not to cover? If so, why did you choose not to cover them?
12. What is working particularly well and helping to facilitate the delivery of the prevention education for educators and other staff?
13. What are the biggest challenges to implementing the prevention education for educators and other staff as written and intended?
 - a. **Probes:** time limitations, educator engagement, perceived relevance to educators, complications caused by COVID-19, pushback by educators/staff, competing demands for training for educators or other staff.
14. Do you think it is worth continuing the implementation of this human trafficking prevention education for educators and other school staff, even when the grant-funded project ends?
15. Are you aware of any plans to continue implementing this prevention education once the grant has ended?

Section 2-Trainers of Students (if applicable to respondent or group)

In this section, we'll discuss your experience delivering prevention education to students. Please remember to not provide identifying information about any students who receive the curricula.

16. Can you describe the different settings in which you implemented or are implementing the student curricula?
 - a. **Clarify if needed:** traditional classroom settings, specific classroom settings, after-school program settings, etc.
17. What were the grade levels of the students you were training?
18. To what extent were parents and caregivers notified about the prevention program?
 - a. **Probes:**
 - i. How were parents and caregivers notified?
 - ii. Did parents or caregivers have to actively approve their child's participation or just opt them out if they did not want them to participate?
 - iii. How did this impact student participation rates?
 - iv. How common was it for a student not to participate in the program because their parent or caregiver did not want them to?
 1. What specific concerns do you think those parents or caregivers had for not wanting their child to participate in the program?
19. How—if at all—is the student curricula integrated into existing school classes or programs?
20. To what extent are students engaged in the curricula?
 - a. **Probes:**

- i. How do students respond to the content? What were the discussions like?
 - ii. What impact do you think the curriculum has had on the students?
 - iii. Do any particular activities or discussions stand out in your memory as going really well? Which one(s)?
 - iv. Are there different parts of the curricula that seem to be more or less engaging?
 - v. How, if at all, do you think students' ages, grade levels, or other characteristics impact their engagement?
 - vi. Did you feel that the material was age-appropriate? Trauma-informed? Culturally and linguistically appropriate for your students?
21. How engaged do you feel with the curriculum material?
 - a. **Probes:**
 - i. How comfortable do you feel with the material?
 - ii. Is there any feedback you would like to provide about the material? For instance, do you have any ideas about how the material could be improved?
22. In what ways, if any, did you adapt or tailor the human trafficking prevention curriculum when you were implementing it with students?
 - a. **Probes:**
 - i. What were some of the reasons you made these adaptations?
 - ii. What supplemental activities, if any, did you add?
 - iii. How do you think students responded to these adaptations and/or supplemental activities?
 - iv. Were there any topics or discussion that you chose not to cover? If so, why did you choose not to cover them?
23. What is working particularly well and helping to facilitate the delivery of the prevention education for students?
24. What are the biggest challenges to implementing the curricula as written and intended?
 - a. **Probe** for time limitations, implementer adherence, student behavior/disruptions, relevance to students, complications caused by COVID-19, competing priorities (especially as it relates to other existing prevention programming).
25. What ongoing support have you received for implementing the prevention education?
 - a. **Clarify if needed:** booster trainings, check-ins with non-profit staff, support from those who train the trainer.
26. Do you think it is worth continuing the implementation of this human trafficking prevention education for students, even when the grant-funded project ends? Why?
27. Are you aware of any plans to continue implementing this student curriculum once the grant has ended?

Section 3-Training of Trainers (if applicable to respondent or group)

28. Can you describe the settings in which you are training trainers for the human trafficking prevention programming?

- a. **Clarify if needed:** online, traditional classroom settings, as part of educator in-service trainings, etc.
29. What is working particularly well and helping to facilitate the delivery of the train the trainer curriculum?
30. What are the biggest challenges to the success of the train the trainer curriculum?
- a. **Probe:** time limitations, educator engagement, perceived relevance to educators, complications caused by COVID-19.
31. What ongoing support, if any, have you been providing to curriculum implementers related to implementing the prevention education?
- a. **Clarify if needed:** booster trainings, check-ins, other support from those who train the trainer.
32. What plans are in place to ensure curriculum implementers continue to be trained in the future?
- a. **Probes:**
 - i. What are the biggest factors supporting sustainability of training and implementation over time?
 - ii. What are the biggest barriers to sustainability of training and implementation over time?

Section 4-Educators/ other school staff who received human trafficking training (if applicable to respondent or group)

33. Can you describe the setting(s) in which you received human trafficking prevention training?
- a. **Clarify if needed:** online, traditional classroom settings, as part of educator in-service trainings, etc.
34. How engaged did you feel in the content during the training?
- a. **Probes:**
 - i. Were there particular content areas or activities that you or other educators or school staff were particularly engaged in?
 - ii. Were there particular content areas or activities that you or other educators or school staff were particularly NOT engaged in?
35. How prepared do you feel to identify and respond to students who may be experiencing human trafficking?
36. What feedback do you want to provide about the material or the training?
37. What advice would you give to someone who was going to provide human trafficking prevention education to educators and staff at their school?
38. Are you interested in receiving continued training about human trafficking prevention and identification?
- a. **Probe:** Are there any topics that you would like to learn more about, or any topics that you think are worth revisiting through continued training?

Section 5-Awareness of the HTSSP (Ask all)

39. Are you aware of the Human Trafficking School Safety Protocol?
 - a. **Probe:** How familiar are you with its content?
40. Was the HTSSP discussed during the human trafficking staff training offered by your LEA? Have you received any additional training on it, and if so, can you tell us about that?
41. Do you know where to find the Human Trafficking School Safety Protocol if you want to reference it?
 - a. **Probe:** online, school handbook.
 - b. (if no) **Probe:** do you know who you could ask about where to find it?
42. How well do you feel like you know what to do if a student discloses or you suspect human trafficking?
 - a. **Probe:** What would your first steps be?

Section 6-Wrap up (Ask all)

43. What advice would you give to someone who was going to start providing human trafficking prevention education to students at their school?
44. If resources weren't an issue, how would you design a program to prevent human trafficking in your school?
45. Is there anything we haven't asked about that you want to make sure we know?

OMB Control Number: XXXX-XXXX
Expiration Date: XX/XX/XXXX

The described collection of information is voluntary and will be used to improve school-based human trafficking prevention programs. Public reporting burden for the collection of information is estimated to average 90 minutes per response, including the time for reviewing instructions, gathering, and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for the described collection are OMB #: XXXX-XXXX, Exp: XX/XX/XXXX. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Rebecca Pfeffer at rpfeffer@rti.org or 919-541-7116.