ADMINISTRATION FOR CHILDREN & FAMILIES
Office on Trafficking in Persons

Office on Trafficking In Persons (OTIP) - Human Trafficking Youth Prevention Education (HTYPE) Demonstration Grant Program

Grant Recipient Reporting Reference Guide:

Data Elements, Definitions, and Guidance

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The primary purpose of the HTYPE Demonstration Grant Program is to fund local educational agencies (LEA) to develop and implement programs to prevent human trafficking victimization through the provision of skills-based human trafficking training and education for school staff and students. Each training and education curriculum is to be tailored to the specific needs of its audience. The HTYPE Demonstration Grant Program will fund LEAs to establish a cohesive strategy, with the support of a partnered nonprofit or nongovernmental organization (NGO), to build the capacity to provide all aspects of human trafficking prevention education to students and school staff.

Grant recipients are expected to conduct ongoing evaluations of the human trafficking prevention education curriculum, administering pre/post-tests to every student, educator, and other staff member who participates in the training. Results from these evaluations will be reported to OTIP as program performance data, among other indicators.

Grant recipients are required to protect the privacy and confidentiality of student and staff information, complying with all applicable Department of Education statutes and regulations (e.g., the Protection of Pupil Rights Amendment), especially personally identifiable information (PII), at all times and take the necessary measures to securely store student and staff records and to encrypt and/or password protect the electronic transmission of student and staff information to referral agencies and other organizations.

Definitions:

At-Risk[1,2] individuals may be a part of one or many different marginalized groups. Traffickers disproportionately target at-risk populations including individuals who have experienced or been exposed to other forms of violence (child abuse and maltreatment, interpersonal violence and sexual assault, community and gang violence) and individuals disconnected from stable support networks (runaway and homeless youth, unaccompanied minors, persons displaced during natural disasters). The following individuals are especially vulnerable to exploitation:

- Individuals who have experienced childhood abuse or neglect
- Children and youth involved in the foster care and juvenile justice systems
- People experiencing homelessness
- American Indians, Alaska Natives, Native Hawaiians, and Pacific Islanders
- Survivors of violence
- Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) individuals
- Migrant workers
- Undocumented immigrants
- Racial and ethnic minorities
- People with disabilities
- People with low incomes
- People with a history of substance abuse
- Communities exposed to intergenerational trauma

Culturally Responsive is the ability to learn from and relate respectfully with people of your own culture and those from other cultures in order to effectively, equitably, and respectfully provide services that are responsive to diverse cultural beliefs and practices.

Curriculum is a course of study that enables the learner, or student, to acquire new knowledge and skills.

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[1] Department of Health and Human Services. Office on Trafficking in Persons. https://www.acf.hhs.gov/otip/about/what-is-human-trafficking

[2] Department of Health and Human Services. Office on Trafficking in Persons. https://www.acf.hhs.gov/otip/resource/fshumantrafficking.

Identified Victims are those individuals who self-identify as victims of a severe form of trafficking in persons, individuals who have been identified by law enforcement as having been subjected to a severe form of trafficking in persons, or individuals who have been screened by victim assistance providers trained on human trafficking and found to be a victim of trafficking.

Linguistically Appropriate[3] refers to the provision of services that are responsive to diverse preferred languages, literacy, and other communication needs.

Local Educational Agency (LEA)[4] is a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that are recognized in a state as an administrative agency for its public elementary schools or secondary schools.

Non-Governmental Organization (NGO)[5] is any non-profit, voluntary citizens' group which is organized on a local, national or international level.

Person-Centered[6] approach promotes the safety and well-being of individuals and minimizes potential re-traumatization associated with criminal justice and other intervening processes. For the anti-trafficking response system, this can include providing support through victim advocates and service providers, empowering survivors as engaged participants, and providing survivors an opportunity to play a role in seeing their traffickers brought to justice. The person-centered approach plays a critical role in supporting a victim's rights, dignity, autonomy, and self-determination, while simultaneously advancing the government's and society's interest in prosecuting traffickers and protecting and assisting victims.

Potential Victim of Human Trafficking is any individual who is reported or suspected as being a victim of a severe form of trafficking in persons as defined in the Trafficking Victims Protection Act.

Primary Prevention[7] stops violence before it occurs. Primary prevention strategies include strengthening and creating healthy relationships, reducing risks within the individual's environment, and increasing buffers to violence.

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[3] Department of Health and Human Services. Office of Minority Health. https://thinkculturalhealth.hhs.gov/assets/pdfs/EnhancedNationalCLASStandards.pdf

[4] Section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA) (20 U.S.C. 7801). https://www2.ed.gov/documents/essa-act-of-1965.pdf

[5] United Nations. Civil Society Unit. https://outreach.un.org/ngorelations/content/about-us-0

[6] Department of Justice. Office for Victims of Crimes. https://www.ovcttac.gov/taskforceguide/eguide/1-understanding-human-trafficking/13-victim-centered-approach/

[7] Department of Health and Human Services. Office on Trafficking in Persons. https://www.acf.hhs.gov/sites/default/files/otip/im_definitions_and_principles_of_human_trafficking_prevention.pdf

Self-disclosure occurs when person identifies themselves as potentially at-risk of human trafficking, as a victim of human trafficking, or other related form of violence.

Training[8] is the planning, development, delivery and evaluation of activities designed to achieve specific learning. The learning objectives may be achieved using a variety of instructional strategies such as lecture, group discussion, demonstration role play, and other methods of group and individual integration. Training may include onsite instruction, classroom training, webinars, online or virtual training, self-directed learning, and workshops.

Trauma-Informed[9] approach includes an understanding of the physical, social, and emotional impact of trauma on individuals, as well as on the professionals who help them. A trauma-informed approach includes person-centered practices. A program, organization, or system that is trauma-informed realizes the widespread impact of traumatic events experienced by the victim; recognizes the signs and symptoms of vicarious trauma in staff, clients, and others involved in the anti-trafficking response system; identifies paths for support and healing; and responds by fully integrating knowledge about trauma into policies, procedures, practices, and settings. Like a person-centered approach, a trauma-informed approach prioritizes the safety and security of victims, including safeguarding against policies and practices that may inadvertently re-traumatize victims.

Human Trafficking Prevention Education for Educators and Other Staff

HTYPE Demonstration Grant Program grant recipients must identify and implement a skills-based human trafficking prevention education curriculum for all educators and other staff on an annual basis. Additional staff, such as school nurses and school resource officers, may also be trained as part of this project. The selected curriculum

[8] Department of Justice. Office of Victims of Crimes Training and Technical Assistance Center. https://www.ovcttac.gov/views/TrainingMaterials/dspTrainingByRequest.cfm?tab=3
[9] Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf

must emphasize strengthening individual knowledge and skills and provide time for staff to practice new skills. The following learning objectives are required:

- Understand the federal definition of severe forms of trafficking in persons;
- Identify possible indicators of sex and labor trafficking;
- Identify strategies commonly used by traffickers to groom and recruit children and youth for sex and labor trafficking;
- Identify student risk and protective factors;
- Respond to disclosures in a culturally responsive, linguistically appropriate, and trauma-informed manner;
- Engage students who have experienced human trafficking;
- Identify critical procedures in the HTSSP for referring students to information on trafficking and services available for victims of trafficking, as appropriate;
- Identify the legal obligations of mandated reporters and who within the LEA qualifies as a mandated reporter under state law;
- Identify available information, programs, and services to enhance student well-being; and
- Identify how and when to communicate concerns about student safety and human trafficking to parents, guardians, and caregivers.

The HTYPE surveys for educators will measure their interest in human trafficking prevention education and their comfort in engaging with students on the topic of human trafficking. Pre- and post-surveys will enable trainers to gauge the success of reaching basic educational goals in providing human trafficking prevention education to educators. Other post-survey questions will measure educators' confidence in implementing the Human Trafficking School Safety Protocol (HTSSP).

Key Performance Measures:

- Increase the number of educators and other staff receiving human trafficking prevention education

Reporting Expectations:

The grant recipient is expected to submit data on aggregate survey results on a quarterly and annual schedule.

Data Element	Response Options	Operational Guidance
Grant Recipient	(text)	Record name of the organization submitting the grant report.
Reporting Period Start Date	mm/dd/yyyy	Record month, day, and year of the first day in the reporting period.

Reporting Period End Date	mm/dd/yyyy	Record month, day, and year of the last day in the reporting period.
Report Type	• Quarterly • Annual	Select type of report based upon frequency of submission.
How many schools are implementing HTYPE for Educators and Other Staff?	Number	Record the number of schools implementing human trafficking youth prevention education for educators and other staff.
Schools Implementing HTYPE for Educators and Other Staff	• School Name • City • State • Zip Code	Record the name, city, state, and zip code of each school implementing human trafficking youth prevention education for educators and other staff through the grant program.
How many Educators and Other Staff have been trained to recognize and respond to human trafficking?	Number	Record the number of educators and staff trained to respond to human trafficking.
Percentage of Educators and Other Staff Report	• A high level of interest (**Very Interested**) in learning more about human trafficking • **Agree** or **Strongly Agree** that they are comfortable talking with students about human trafficking • **Agree** or **Strongly Agree** that they have a role to play in helping students who may be at risk or experiencing human trafficking • A high level of confidence (**Agree** or **Strongly Agree**) in being able to implement aspects of the Human Trafficking School Safety Protocol (HTSSP) that are relevant and appropriate for their professional role	Record the percentage of educators and other staff who reported affirmatively to the following indicators based off of survey results.
Percentage of Educators and Other Staff Agree That The Program Taught Them Something Useful	• To identify students who may be at risk or experiencing trafficking (**Agree** or **Strongly Agree**) • Provide assistance to students identified as victims or at risk for trafficking (**Agree** or **Strongly Agree**) • Understand their obligations and responsibilities for reporting potential cases of	Record the percentage of educators and other staff who agreed with the provided statements based off of survey results.

	human trafficking (**Agree** or **Strongly Agree**)	



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Human Trafficking Prevention Education for Students

HTYPE Demonstration Grant Program grant recipients must implement a skills-based human trafficking prevention education curriculum for students that is research-based and theory-driven. The LEA will determine the grade level(s) or age(s) of students who will receive prevention education on an annual basis. The selected curriculum must emphasize strengthening individual knowledge and skills and provide time for students to practice new skills to build resilience to all forms of human trafficking. LEAs must select a student curriculum that aligns with each of the Center for Disease Control and Prevention's (CDC) Characteristics of an Effective Health Education Curriculum.

Data elements for the **Elementary** and **Middle+** Students are both contained in the table on the following page. If the performance indicator is specific to only one of the age groups/curricula, it will be specified in the 'Data Element' column.

Key Performance Measures:

- Increase the number of students receiving human trafficking prevention education; and
- Increase student knowledge of how to seek help when at risk of experiencing human trafficking and other related forms of violence.

Reporting Expectations:

The grant recipient is expected to submit data on aggregate survey results on a quarterly and annual schedule.

Definitions:

Adult refers to any individual who is 18 years of age or older.

Help-Seeking Behaviors[10] are any action or activity carried out by an adolescent who perceives herself/himself as needing personal, psychological, affective assistance or health or social services, with the purpose of meeting this need in a positive way. This includes seeking help from formal services – for example, clinic services, counselors, psychologists, medical staff, traditional healers, religious leaders or youth programs – as well as informal sources, which includes peer groups and friends, family members or kinship groups and/or other adults in the community. The "help" provided might consist of a service (e.g. a medical consultation, clinical care, medical treatment or a counselling session), a referral for a service provided elsewhere or for follow-up care or talking to another person informally about the need in question. We emphasize addressing the need in a positive way to distinguish help-seeking behavior from behaviors such as association with anti-social peers, or substance use in a group setting, which a young person might define as help-seeking or coping, but which would not be considered positive from a health and well-being perspective.

Hotline refers to a toll-free telephone number that operates with trained and experienced volunteers or personnel capable of providing services and assistance to the caller. Services provided by hotline personnel should reflect the needs expressed by the caller.

Organization refers to a not-for-profit or nongovernmental organization (NGO) capable of receiving disclosures of concerns of human trafficking and providing the appropriate supportive services.

[10] Barker, Gary. "Adolescents, social support and help-seeking behaviour". *World Health Organization.* 2007. https://apps.who.int/iris/handle/10665/43778

Data Element	Response Options	Operational Guidance
Grant Recipient	(text)	Record name of the organization submitting the grant report.
Reporting Period Start Date	mm/dd/yyyy	Record month, day, and year of the first day in the reporting period.
Reporting Period End Date	mm/dd/yyyy	Record month, day, and year of the last day in the reporting period.
Report Type	• Quarterly • Annual	Select type of report based upon frequency of submission.
How many schools are implementing HTYPE for Students?	Number	Record the number of schools implementing human trafficking youth prevention education for students.
How many Students have completed HTYPE?	Number	Record the number of students who completed the human trafficking youth prevention education curriculum.
Percentage of Students Demonstrate **(Middle School and above)**	Percentage • Increased knowledge about human trafficking - Correctly identified that people can be exploited for labor or commercial sex in any city or town, including where they live (**True**) - Correctly identified that men and boys can be exploited for labor or commercial sex (**True**) • Ability to identify at least one trusted adult they can talk to if they think someone is being trafficked for labor or sex (**Yes**) • Ability to identify a hotline to contact if they think someone is being trafficked for labor or sex (**Yes**) • Increased intent to seek help if they were being trafficked for labor or sex - **Agree** or **Strongly Agree** that they would ask a trusted adult for help if they were being trafficked for labor or sex - **Agree** or **Strongly Agree** that they would contact a hotline if they were being trafficked for labor or sex - **Agree** or **Strongly Agree** that they	Record the percentage of students and other staff who demonstrated the indicators based off of survey results.

	would ask a friend for help if they were being trafficked for labor or sex • Ability to identify at least one example of how they can use what they learned in their everyday life (**Yes**)	
Percentage of Students Agree That The Program Taught Them Something Useful **(Middle school students and above)**	Percentage • **Agree** or **Strongly Agree** that the program taught them something they believe will help keep them safe	Record the percentage of students who agreed with the provided statement based off of survey results.
Percentage of Students Demonstrate **(Elementary school students)**	Percentage • Ability to identify at least one trusted adult they can talk to if someone they know is being hurt or doing something that is not safe (**Yes**) • Ability to identify a hotline they can call or text if someone they know is being forced to do something they do not want to do (**Yes**) • Increased intent to seek help if they were afraid someone might hurt them - **Agree** or **Strongly Agree** that they would ask a trusted adult for help - **Agree** or **Strongly Agree** that they would call or text a hotline - **Agree** or **Strongly Agree** that they would reach out to a friend for help • Ability to provide at least one example of something they learned (**Yes**)	Record the percentage of students and other staff who demonstrated the indicators based off of survey results.
Percentage of Students Agree That They Learned Something to Stay Safe **(Elementary school students)**	Percentage • **Agree** that they learned something they can do to stay safe	Record the percentage of students who agreed with the provided statement based off of survey results.

Trainings of Trainers

HTYPE Demonstration Grant Program grant recipients must train qualified trainers to:

- Facilitate human trafficking youth prevention education for educators and other staff;

- Facilitate human trafficking youth prevention education for students; and
- Provide trainings for additional trainers.

Trainers that conduct trainings for additional trainers are to provide ongoing support to ensure continued compliance with training goals and learning objectives. The primary goals of these trainings are to support program development, sustainability, and expansion, and to prepare trainers to implement each curriculum in a manner that supports achievement of the stated performance metrics. Health teachers, school counselors, school nurses, or other staff with similar roles or experience may be best suited to conduct this activity.

Key Performance Measures:

- Increase the number individuals capable of facilitating human trafficking prevention education for educators and staff;
- Increase the number of individuals capable of facilitating human trafficking prevention education for student; and
- Increase the number of trainers capable of providing trainings for additional trainers.

Reporting Expectations:

The grant recipient is expected to submit data on aggregate survey results on a quarterly and annual schedule.

Definitions:

Training of Trainers is the internal training of consultants to ensure high-quality delivery of training modules or other standardized training.

Data Element	Response Options	Operational Guidance
Grant Recipient	(text)	Record name of the organization submitting the grant report.
Reporting Period Start Date	mm/dd/yyyy	Record month, day, and year of the first day in the reporting period.
Reporting Period End Date	mm/dd/yyyy	Record month, day, and year of the last day in the reporting period.
Report Type	• Quarterly • Annual	Select type of report based upon frequency of submission.
How many trainers have been trained to implement HTYPE for Educators and Other Staff?	Number	Record the number of schools implementing human trafficking prevention education for educators and other staff.
How many trainers have been trained to implement HTYPE for Students?	Number	Record the number of schools implementing human trafficking prevention education for students.
How many individuals have been trained to train new trainers to provide HTYPE to Educators, Other Staff, and Students?	• Number ToT for Educators and Other Staff • Number ToT for Students	Record the number of individuals taught specifically to train other trainers on how to implement HTYPE for educators, other staff, and students.
Percentage of Trainers Report	• A very high level of confidence (**Very Confident** or **Moderately Confident**) they have the skills needed to train their respective audiences • **Very Satisfied** or **Moderately Satisfied** with the information they gained from the training	Record the percentage of educators and other staff who reported affirmatively to the following indicators based off of survey results.
Percentage of Trainers **Agree** or **Strongly Agree**	• **Agree** or **Strongly Agree** the training was well-organized • **Agree** or **Strongly Agree** the presenters/trainers were well-prepared • **Agree** or **Strongly Agree** the training was useful	Record the percentage of educators and other staff who agreed with the provided statements based off of survey results.



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Human Trafficking School Safety Protocol

The LEA, in consultation with local law enforcement agencies and with support from their nonprofit or NGO partner, is required to develop and implement a human trafficking school safety protocol (HTSSP) in all applicable schools. The HTSSP may also be informed by discussions with community resource and service providers, health and mental health care professionals, and child welfare personnel. The HTSSP is intended to ensure the safety of students, educators, and other staff reporting human trafficking and other forms of violence; ensure that educators and other staff comply with state mandatory reporting laws; and ensure that students are connected with service providers and/or programs that will reduce further exposure to violence and victimization.

Key Performance Measures:

- Number of schools implementing the HTSSP;
- Number of students identified as at-risk, or as potential victims of human trafficking; and
- Number of students referred to community resource or service providers due to potential trafficking concerns

Reporting Expectations:

The grant recipient is expected to submit data on aggregate survey results on a quarterly and annual schedule.

Definitions:

Child Welfare[11] is a continuum of services designed to ensure that children are safe and that families have the necessary support to care for their children successfully. Child welfare agencies typically:

- Support or coordinate services to prevent child abuse and neglect;
- Provide services to families that need help protecting and caring for their children;
- Receive and investigate reports of possible child abuse and neglect; assess child and family needs, strengths, and resources;
- Arrange for children to live with kin (i.e., relatives) or with foster families when safety cannot be ensured at home;
- Support the well-being of children living with relatives or foster families, including ensuring that their educational needs are addressed; and
- Work with the children, youth, and families to achieve family reunification, adoption, or other permanent family connections for children and youth leaving foster care.

Each State or locality has a public child welfare agency responsible for receiving and investigating reports of child abuse and neglect and assessing child and family needs; however, the child welfare system is not a single entity. Public child welfare agencies often collaborate with private child welfare agencies, community-based organizations, and other public agencies to ensure that families receive the services they need, such as supportive child care, parenting classes, in-home family preservation services, mental health services, and substance abuse treatment.

Human Trafficking School Safety Protocol (HTSSP) is a guide for educators and other school staff that is used to ensure the safety of students, educators, and other staff reporting human trafficking; ensure that educators and other staff comply with state mandatory reporting laws; and ensure that students are connected with service providers and/or programs that will reduce further exposure to violence and victimization.

Law Enforcement[12] describes the individuals and agencies responsible for enforcing laws and maintaining public order and public safety. Law enforcement includes the prevention, detection, and investigation of crime, and the apprehension and detention of individuals suspected of law violation.

Other Forms of Violence and Exploitation refers to adverse experiences that are not considered human trafficking, but may increase an individual's risk to human trafficking. Other forms of violence and exploitation includes, but is not limited to, the following:

[11] Department of Health and Human Services. Child Welfare Information Gateway. Retrieved from: https://www.childwelfare.gov/pubPDFs/cw_educators.pdf
[12] United States Department of Justice. Bureau of Justice Statistics. Retrieved from: https://www.bjs.gov/index.cfm?ty=tp&tid=7

- Physical and emotional abuse, or neglect
- Witnessing violence in the home or community
- Substance misuse, or abuse
- Domestic violence
- Sexual assault
- Intimate partner violence

Partnership Development[13] is the process by which individuals or organizations identify and recruit representatives of communities or organizations to enter into referral, information sharing, or joint service programming partnerships for the purposes of: increasing their capacity to identify and/or serve victims, increasing their clients' access to a range of services, increasing awareness of the issue of human trafficking, and/or increasing the sharing of professional expertise. This includes efforts to develop relationships with representatives that culminate in formal or informal partnerships that may be one-way or reciprocal in nature.

Types of Partnerships:

Referral Partnerships are a type of relationship between at least two organizations in which one organization, or more, has agreed to serve clients from another organization.

Information Sharing Partnerships are a type of relationship between at least two organizations in which one organization, or more, has agreed to share its professional expertise. This may take place through training or technical assistance.

Joint Service Programming Partnerships are a type of relationship between at least two organizations in which one organization, or more, has agreed to share its financial resources to conduct a program with another organization (e.g. subrecipients).

Service Provider is a nonprofit, organization or nongovernmental organization (NGO) that proactively aids individuals in need of specific supports. The support given to individuals by the organization is aligned with the organization's overall mission statement and goals.

Data Element	Response Options	Operational Guidance
Grant Recipient	(text)	Record name of the organization submitting the grant report.

[13] Bunger, A. C., Doogan, N. J., & Cao, Y. (2014). Building Service Delivery Networks: Partnership Evolution Among Children's Behavioral Health Agencies in Response to New Funding. Journal of the Society for Social Work and Research, 5(4), 513–538. http://doi.org/10.1086/679224

Reporting Period Start Date	mm/dd/yyyy	Record month, day, and year of the first day in the reporting period.
Reporting Period End Date	mm/dd/yyyy	Record month, day, and year of the last day in the reporting period.
Report Type	• Quarterly • Annual	Select type of report based upon frequency of submission.
Schools Implementing a HTSSP	Number	Record the number of schools implementing a human trafficking school safety protocol.
Educators and Caregivers Trained	Number	
Students Identified as Potential Victims of Human Trafficking	Number	Record the number of students identified as potential victims of human trafficking in accordance with the HTSSP.
Potential Human Trafficking Cases Reported to Child Welfare	Number	Record the number of potential human trafficking cases reported to child welfare in accordance with the HTSSP.
Potential Human Trafficking Cases Reported to Law Enforcement	Number	Record the number of potential human trafficking cases reported to law enforcement in accordance with the HTSSP.
Students Referred to Community Resource and Service Providers Due to Potential Human Trafficking Concerns	Number	Record the number of students referred to community resources and service providers due to concerns related to potential human trafficking in accordance with the HTSSP.