



Human Trafficking
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Analyses Project



Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program: Year 2 Reflections



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Overview

Researchers, practitioners, and policymakers have increasingly emphasized the importance of a proactive, multidisciplinary approach to human trafficking—one that involves all systems responsible for protecting children and youth, including schools.

Introduction

In 2020, the Administration for Children and Families' Office on Trafficking in Persons (OTIP) established the Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program. The purpose of the HTYPE Demonstration Program is to fund local educational agencies to partner with a nonprofit or nongovernmental organization to create, implement, and build the capacity of schools to deliver prevention education and skills-based training to educators and other school staff and students. The grant recipients are also required to establish a Human Trafficking School Safety Protocol (HTSSP, or "protocol") that addresses the safety, security, and well-being of staff and students. Eight HTYPE Demonstration Program projects were awarded in September 2020, with a performance period of 36 months. In partnership with OTIP, the Office of Planning, Research, and Evaluation is overseeing a process evaluation of the HTYPE Demonstration Program, with RTI International as the evaluator.

This report summarizes the Year 2 project planning and startup activities conducted by the eight HTYPE demonstration grant recipients and outlines their plans for Year 3 of project completion.

Primary Research Questions

- What were the main activities, accomplishments, and challenges of HTYPE projects during Year 2 of project implementation?
- What are the main goals for each of the eight HTYPE projects in Year 3, the final year of the Demonstration Grant Program?

Purpose

The purpose of this report is to describe Year 2 (2021–2022 school year) project activities conducted by the eight HTYPE projects. Specifically, this report provides

- a cross-project synthesis describing Year 2 project activities and accomplishments, including prevention education delivery, HTSSP usage, and partnership maintenance and development; and
- a cross-project synthesis of project goals for Year 3 and beyond.

Key Findings and Highlights

- All projects made progress in delivering their human trafficking prevention education curricula in Year 2 after spending Year 1 revising their curricula and responding to challenges related to the COVID-19 pandemic.
- Respondents consistently described five key activities and accomplishments related to project implementation:
 - delivering prevention education to students,
 - delivering prevention education to educators and school staff,
 - training qualified staff to deliver project activities,
 - using the HTSSP, and
 - maintaining and developing new partnerships.

Methods

The information in this report is informed by semi-structured interviews with 23 HTYPE project staff and partners, including 15 project directors and coordinators and 8 nonprofit subaward recipients.

Executive Summary

The purpose of the Human Trafficking Youth Prevention Education (HTYPE) Demonstration Grant Program is to fund local educational agencies to partner with a nonprofit or nongovernmental organization to build the capacity of selected schools to provide skills-based human trafficking prevention education for educators, other staff, and students. The grant recipients are also required to establish a Human Trafficking School Safety Protocol (HTSSP) that addresses the safety, security, and well-being of staff and students.

The HTYPE Demonstration Grant Program comprises four project objectives that contribute to a comprehensive, whole-school response to prevent human trafficking and provide age-appropriate responses to reported risks and incidents of human trafficking. When implemented together, the four project objectives will build individual students' skills and resiliency to human trafficking and prepare educators and other staff to recognize and respond to signs of human trafficking or students who may be at increased risk of experiencing human trafficking.

Under the HTYPE Demonstration Grant Program, the following activities are required:

- Provide human trafficking prevention education to educators and other staff.
- Deliver human trafficking prevention education to students.

- Train qualified individuals employed by the local educational agency to implement and replicate project activities throughout the school district or one or more identified target areas.
- In consultation with local law enforcement, develop and implement the HTSSP for reporting trafficking concerns and referring individuals to supportive information and services.

The purpose of this report is to summarize the efforts across HTYPE projects during Year 2 of project implementation. Specifically, this report provides a summary of cross-project activities and accomplishments and a summary of cross-project goals for the last year of the program in Year 3.

The findings in this report are informed by 23 semi-structured interviews with project staff and project partners representing nonprofit subaward recipients.

All projects reported beginning to implement their prevention education programs within participating schools in Year 2. Projects reported five key achievements during Year 2: delivering prevention education to students, delivering prevention education to educators and school staff, training qualified staff to deliver project activities, using the HTSSP, and maintaining and developing new project partnerships. Variation in programs and practices across the eight sites led to many implementation insights that arise when instructors are interfacing with students and school staff.

The Human Trafficking Youth Prevention Education Demonstration Grant Program (HTYPE)

Established by the Administration for Children and Families' Office on Trafficking in Persons (OTIP) in 2020, HTYPE funds eight local education agencies to

- create, implement, and build the capacity of schools to deliver prevention education and skills-based training to educators and other school staff and students; and
- establish a Human Trafficking School Safety Protocol (HTSSP) that addresses the safety, security, and well-being of staff and students.

In partnership with OTIP, the Office of Planning, Research, and Evaluation (OPRE) is overseeing a process evaluation of the HTYPE Demonstration Program, which is being conducted by RTI International.

For more information on the background of the HTYPE program, its program objectives, and the eight participating sites, please see [HTYPE Demonstration Program: Year 1 Reflections](#).



Introduction

This report describes Year 2 (2021–2022 school year) activities conducted by the eight projects in the Human Trafficking Youth Prevention Education (HTYPE) Demonstration Grant Program (**Table 1**). In Year 1, projects focused on their initial startup and the challenges of creating a new school-based intervention program and recruiting participating schools. In Year 2, all projects began implementing their prevention education programs within schools (**Table 2**). The variation in program implementation across all eight projects led to many lessons learned in implementing school-based human trafficking prevention education, as well as strategies to overcome challenges that often do not arise until instructors are in the classrooms interfacing with students and school staff.

Findings in this report come from an ongoing process evaluation of the HTYPE Demonstration Program, conducted by RTI International and overseen by a partnership between the Office on Trafficking in Persons (OTIP) and the Office of Planning, Research, and Evaluation (OPRE). The goals of the evaluation are to investigate and document how HTYPE projects approach and accomplish program objectives and inform the refinement of future implementation and evaluation strategies. Findings from this report come from semi-structured interviews conducted during Year 2 of the project with 23 project staff and partners, including 8 project directors and 7 project coordinators representing the 8 funded local education agencies (LEAs) and 8 nonprofit subaward recipients (hereafter, nonprofit partners).

Table 1. HTYPE Demonstration Program Projects in Year 2

Education Agency	Location	Nonprofit Subaward Recipient(s)	Student Curricula
Brentwood Union Free School District	Brentwood, NY (New York metro area)	ECPAT-USA	Y-ACT
DeKalb County School District	Stone Mountain, GA (Atlanta metro area)	Love146	Not a Number
Fort Worth Independent School District	Fort Worth, TX	Unbound Fort Worth; 3Strands Global Foundation (3SGF)*	PROTECT
Granite School District	Salt Lake City, UT	3SGF*	PROTECT
Kent Intermediate School District (regional agency)	Grand Rapids, MI	Solutions to End Exploitation; Wedgewood Christian Services; 3SGF*	PROTECT
Los Angeles County Office of Education (LACOE) (regional agency)	Downey, CA	iEmpathize	Empower Youth Program
Oakland Unified School District (OUSD)	Oakland, CA	MISSEY, Inc.	Let's Talk About It
San Diego County Office of Education (SDCOE) (regional agency)	San Diego, CA	Global Communities; 3SGF	PROTECT

* 3SGF is a national organization that developed the human trafficking prevention curriculum PROTECT. 3SGF partnered with multiple education agencies for their HTYPE projects. Three of the four HTYPE projects that partnered with 3SGF also partnered with local nonprofits.

Table 2. HTYPE Programs Overview

Program Type	Description
Educator and staff prevention education	Equip educators and school staff to identify and respond to students who are experiencing human trafficking or are at high risk, to report concerns, and to respond to student disclosures. Central to this program is the HTSSP, which guides educator/staff response to human trafficking concerns.
Student prevention education	Educate students about human trafficking risk factors and build student resilience to labor and sex trafficking by strengthening students' knowledge and skills, increasing their perception of risk, and encouraging the adoption of healthy behaviors.
Training of trainers	Train qualified individuals employed by the local education agency to implement and replicate project activities throughout the school district or identified target area(s).
Human Trafficking School Safety Protocol	In consultation with local law enforcement, develop and implement an HTSSP that outlines procedures for reporting trafficking concerns to the appropriate authorities (e.g., child welfare, law enforcement); notifying parents, guardians, and caregivers, when appropriate; and referring students to supportive, person-centered, trauma-informed, culturally responsive, and linguistically appropriate services.



Looking Back: Year 2 Activities and Accomplishments

In Year 2, HTYPE projects began delivering human trafficking prevention education and training qualified individuals to deliver project activities (**Table 3**). Although projects conceived of student and educator/staff prevention curricula as complementary and often developed them in tandem, they delivered these curricula in ways that

varied by audience, instructor, and program goals. The following sections of this report outline the diverse approaches and implementation models used by HTYPE projects, as well as initial lessons learned and strategies to overcome implementation challenges.

Table 3. HTYPE Major Accomplishments in Years 1 and 2

Year 1	Year 2
<ul style="list-style-type: none"> • Hiring key project staff • Establishing and enhancing partnerships • Revising student and educator/staff prevention education programs • Developing and revising HTSSPs 	<ul style="list-style-type: none"> • Delivering prevention education to students • Delivering prevention education to educators/staff • Training qualified staff to deliver project activities • Using the HTSSP • Maintaining and developing new partnerships

Educator and School Staff Prevention Education

Human trafficking prevention education for educators and school staff equips participants with an understanding of human trafficking fundamentals, victimization warning signs, and protocols for responding to suspected human trafficking cases involving students (see the *Using the Human Trafficking School Safety Protocol [HTSSP]* section). In this section, we summarize curricula implementation models, including projects' intended recipients, recruitment practices, prevention education delivery, and participant feedback.

Intended Recipients

HTYPE projects and their participating districts and schools varied in which educators and staff completed prevention education. Some projects delivered prevention education to those for whom the human trafficking prevention information was most

pertinent (e.g., school psychologists, counselors, and social workers). One district prioritized the training of bilingual educators in one high school, where they perceived the greatest need for prevention education. Other sites sought universal prevention education for all educators and school staff in their school district. As a result, there was a wide range of total curricula recipients in Year 2. Districts that relied on voluntary staff participation or chose specific types of school staff to participate typically reported fewer total participants (approximately 100–200) compared to those that mandated participation (several thousand).

Educators and staff who completed prevention education could also complete Train the Trainer (ToT) activities and ultimately teach the student curricula themselves. See the *Training Instructors* subsection under the *Student Prevention Education* section below.

Recruiting Educators and Staff

Project staff and partners reported pervasive challenges in recruiting educators and school staff to participate in prevention education—challenges they acknowledged as understandable due to the pressures teachers face in their regular responsibilities, in addition to making up for lost instructional time during the pandemic. School and district employees, who are already mandated to complete required trainings annually, saw human trafficking prevention as another training to complete within their busy schedules. Teachers' union contracts in some districts also prohibited the addition of a mandatory HTYPE training, meaning in these districts teacher and staff participation was voluntarily.

Consequently, districts used many strategies to secure staff participation in prevention education. Many offered incentives to staff, which project staff and partners believed successfully increased participation. Incentives included monetary stipends, continuing education credits, and “flex credit” (i.e., completing the training outside of regular school hours in exchange for time off on teacher workdays or scheduled “flex days”).

Three projects mandated human trafficking prevention education for all staff. One district had its legal department contact noncompliant staff, a strategy this project found to be very effective for securing a 90% participation rate.



ADDRESSING CHALLENGES

Challenge: Almost all projects reported challenges in recruiting educators and school staff to participate in non-mandatory prevention education.

Solutions: Projects used many strategies to recruit and accommodate staff, including the following practices:

- Provide appropriate incentives.
- Secure buy-in from school and district leadership.
- Offer training in multiple modalities (virtual and in-person options; synchronous and asynchronous formats) and times of year (professional development days; summer/winter breaks).
- Split trainings into multiple sessions.



ON RECRUITING
EDUCATORS AND
STAFF:

Getting in front of teachers for training is very, very difficult because you can imagine that there are hundreds of initiatives taking place in a public school district, and everybody wants to get in front of the teachers and there are only two days of training a year for teachers.

—PROJECT DIRECTOR

What we learned was, that by providing a stipend, which is what we did during the summer, we just had a greater return. We had more people signing up.

—PROJECT DIRECTOR

Delivering Prevention Education to Educators and Other Staff

Across HTYPE projects, project staff and partners often co-delivered prevention education curricula for educators and school staff that varied in length (from 1.5 to 3 hours) and format (in-person and virtual live trainings or pre-recorded, asynchronous virtual sessions with self-guided modules). Projects also incorporated large group discussions, small group activities, and scenario-based exercises. Several project staff reported using pre- and post-curriculum surveys to measure recipients' comprehension of materials and solicit feedback about the content.

Feedback from Educators and Staff

According to project staff and partners, participants provided positive feedback in both informal and formal ways. Many participants had little previous knowledge of human trafficking and found the information both compelling and helpful for

informing, and sometimes challenging, their understanding of a complex topic. For example, many educators and school staff did not initially understand the local and national extent of human trafficking. The prevention curricula helped participants realize they had previously seen warning signs in their students and were grateful to now have the tools to respond to future concerns.

Project staff and partners who did not teach the prevention education themselves commended facilitators' curriculum delivery, including their ability to establish rapport with recipients, create an environment conducive to questions and discussion, and tailor the training to a school's local context (e.g., sharing data about trafficking in the school's city or county). These techniques were essential for keeping staff engaged and receptive to the information. Staff were especially engaged during interactive portions of the training when they had the chance to participate in discussions or apply what they had learned in scenario-based exercises.

Student Prevention Education

Human trafficking prevention education for students equips youth with foundational knowledge of human trafficking, including both sex and labor trafficking. Each project's curriculum (or curricula) incorporates both informational and interactive content that encourages students to recognize signs of human trafficking, to know which trusted adults to turn to for help, and to practice healthy protective behaviors. All projects' curricula are multi-module and vary by length, time commitment, and delivery cadence, but typically take multiple weeks to deliver. In this section, we summarize the HTYPE projects' curricula implementation practices, including which students received prevention education, how instructors were trained to deliver curricula to students, feedback instructors received from students, and how project staff and partners monitored program implementation and provided instructor support.



ADDRESSING CHALLENGES

Challenge: Projects reported challenges in obtaining parent and guardian permission for students to participate in prevention education for a topic as serious and sensitive as human trafficking.

Solutions: Projects used the following practices:

- Incorporate parents and guardians into human trafficking awareness and education efforts.
- Use less burdensome methods to solicit permission (e.g., passive permission, online platforms).

Intended Recipients

Projects varied in the students they selected to receive prevention education, such as by grade (e.g., ninth grade only) or school levels (e.g., middle and/or high school). Intended grade levels often corresponded to curricula delivery settings. For example, some projects delivered curricula in health and violence prevention classes, topics that were offered in high schools and related to human trafficking prevention (**Table 4**).

Other projects prioritized prevention education to students who may disproportionately experience human trafficking. These students included those with interrupted education, special education students, and students for whom English was their second language, many of whom had recently arrived in the United States. One project developed a longer, more in-depth version of their curriculum specifically for youth who may disproportionately experience trafficking.

Instructors of Student Prevention Education

Projects varied in the types of instructors and classroom contexts for student prevention education (**Table 4**). Non-project staff who taught student curricula were typically school personnel who had already completed the broader, foundational human

trafficking prevention education for educators and staff (see the *Educator and School Staff Prevention Education* section above).



PROJECT SPOTLIGHT

Granite School District (Salt Lake City, UT) features an activity on the second day of the curriculum where 11th grade students examine a job posting. Students decide if the job posting is for a legitimate job and look for “red flags” for labor exploitation and trafficking.

Although challenges recruiting non-project staff to teach the student curricula mirrored those in recruiting staff to participate in educator/staff prevention education, school staff who ultimately taught students did so voluntarily. Projects often provided a stipend and/or continuing education credits to compensate non-project staff instructors for their time in training and delivering the student curricula. The number of staff trained to implement the student curriculum varied across projects, ranging from a small handful to over 100.

Table 4. Student Curricula Instructors and Classroom Contexts

Instructor Types	Classroom Context Example
Non-teaching staff	Counselors and social workers “push in” to regular classrooms to teach student curricula
Teachers of specialized classes	Health teachers integrate student curricula into existing reproductive health classes
Teachers of core subjects	Core subject teachers integrate student curricula into their regular classes
Nonprofit partners	Nonprofit partners co-teach student curricula in collaboration with school-based staff

Training Instructors

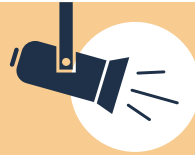
Projects' ToT activities in Year 2 focused on preparing non-project school staff to teach the student prevention curricula. A few project staff and partners also described a multi-tiered sustainability plan involving other ToT activities, such as training select staff to lead the foundational human trafficking prevention education for future staff.

Project staff and partners typically co-trained staff to teach student curricula in person (the preferred setting when possible) over several days. Trainings often incorporated people who have experienced human trafficking and therefore could help trainees understand the urgency and relevance of human trafficking prevention education for students, especially in their local community and school contexts.

The training involved section-by-section walkthroughs of the student curriculum (sometimes split into smaller groups organized by grade level) and covered learning principles and best practices for teaching this type of curriculum to young people. Participants also reviewed scenarios or scripts detailing potential questions from students and appropriate responses.

All project staff and partners reported that ToT sessions went well overall and that the recipients were engaged and left excited to teach the prevention curricula. Many recipients had teaching experience that prepared them to feel comfortable leading the

curriculum in the classroom and integrating it into existing classroom content. They were also confident delivering student prevention education knowing they had access to ongoing support from project staff and partners.



PROJECT SPOTLIGHT

Fort Worth Independent School District (Fort Worth, TX) instructors, as part of ToT activities, received a “toolkit bag” with all materials they needed to teach the student curriculum, including a thumb-drive of curriculum materials, a physical printout of the facilitator’s guide in case of technology issues, and QR codes for the pre-and post-session surveys.

Feedback from Students

Student participants provided feedback on the curricula in both formal and informal ways.



Pre- and
post-curricula
surveys



Informal
discussions
during and
after class



Informal written
feedback
(e.g., anonymous
index cards)



ON STUDENT
FEEDBACK:

[The students] were like “can [the instructor] come back? One more lesson? We want more!” I think that’s the goal. When you have the ability to turn a topic that can be looked upon as being serious, you can make it enjoyable, so therefore they look forward for more. I think that’s the key.

–NONPROFIT PARTNER

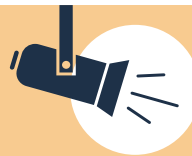
Project staff and partners reported receiving generally positive feedback from students. Students felt the topic was important and they had meaningful in-class conversations applying curricula content to their lives. Some even made post-class disclosures to trusted adults about issues affecting their lives, including issues unrelated to human trafficking. The curricula helped build trust between students and instructors and helped students have difficult conversations with adults in their schools.

Of course, students varied in their receptiveness to and engagement with the curricula content. For example, one project partner shared how some high school students expressed that the content was “too elementary” and repeated foundational information they already knew.

Monitoring and Support

In schools where school staff delivered prevention education to students, HTYPE project staff and partners monitored delivery and provided additional support. Project staff and partners checked whether curricula were being delivered as intended (i.e., program fidelity) through direct observations and pre- and post-curricula surveys of student recipients. Some project staff and partners tracked curricula sessions and student attendance via their own systems, and others planned to develop fidelity checklists that would ensure instructors were delivering key curricula components.

Project staff and partners also provided ongoing support for instructors, including those who were concerned about their ability to effectively teach the curricula due to their comfort with the material or the curricula’s length. Support for instructors included co-facilitating sessions and shadowing curricula delivery, coaching instructors, checking-in with instructors throughout delivery, helping make minor adaptations, and troubleshooting issues via focus groups and debrief sessions. A few projects also described plans to conduct regular meetings with instructors to receive delivery updates and offer an annual refresher course for staff who needed or desired extra support.



PROJECT SPOTLIGHT

Oakland Unified School District (Oakland, CA) used a model where school staff co-facilitated the student curriculum with their nonprofit partner MISSEY over a 6-week period.

- First 2 weeks: Nonprofit led instruction.
- Second 2 weeks: Nonprofit and staff co-taught instruction.
- Third 2 weeks: Staff led instruction.

This model gave newly trained staff the opportunity to observe the implementation of the curriculum and practice leading the modules under the guidance of the nonprofit partner.



Some of the other teachers were making connections with other curriculum they've taught. We remind [them] this is really about healthy and unhealthy relationships. You just have very specific material, but that's really the foundation of what [the curriculum] is.

**ON DELIVERING
STUDENT PREVENTION
EDUCATION:**

—PROGRAM COORDINATOR

Using the Human Trafficking School Safety Protocol (HTSSP)

All projects incorporated HTSSP training into the human trafficking prevention education for educators and school staff. These trainings gave an overview of the protocol, where to access it, how it works (e.g., what happens when a referral is made), who should be contacted, the roles of various staff members when the protocol is activated, and scenarios in which staff should use it.

Nearly every project reported that since HTSSP adoption at least one participating school had used their HTSSP at least once. Some schools reported immediate upticks in both trafficking-related referrals and non-trafficking-related referrals (e.g., neglect, maltreatment, and academic-related service needs). Instances in which school staff used the HTSSP went very smoothly, reinforcing the strength of their protocols and the careful attention they paid to its development in Year 1. However, using the HTSSP had also been a learning experience. For example, there was confusion amongst staff in one school regarding who to contact first for a student referral. This confusion prompted the project to add explicit language in the protocol detailing the first line of communication.

Project staff and partners highlighted several HTSSP successes during Year 2, particularly conducting trainings for counselors, social workers, and other school staff on HTSSP procedures and helping staff feel comfortable with these new protocols. Respondents were proud that schools were now using the HTSSP to guide their response to

suspected or confirmed human trafficking incidents, whereas before the HTSSP there had been more informal or less robust processes for handling such incidents.

Because the prevention education curricula for educators and staff already comprehensively covered significant amounts of new material, staff engagement in the HTSSP portion was sometimes difficult. This was particularly true of some staff who did not think the information applied to them. Additionally, some staff were not comfortable activating the HTSSP in response to real-world situations shortly after training. For example, staff in one school opted to contact a district counselor rather than first using the rapid indicator checklist in their protocol. Some HTSSPs also required the use of new technology or added additional procedures that staff questioned or avoided (e.g., contacting a state human trafficking hotline or law enforcement agency).



People are just keeping an eye out more for kids. [The HTSSP training] puts kids on a radar for someone who would not have had them on a radar [before].

—PROJECT COORDINATOR

**ON THE SUCCESSES OF
THE HTSSP:**

People are following [the HTSSP] on their own. We've had more cases that have been reported after the [start of the] grant than we have ever had before.

—PROJECT DIRECTOR

Innovative HTSSP Training Practices

- Incorporating scenario-based exercises to facilitate staff understanding of the protocol and how to use it under a variety of circumstances
- Creating HTSSP quick-tip cards and one-page guides that staff can quickly reference without having to re-familiarize themselves with the entire protocol
- Simplifying the HTSSP into a few key steps and emphasizing its similarities to existing school policies and protocols (e.g., child abuse-reporting procedures)
- Developing a short video that succinctly summarizes HTSSP procedures if school staff suspect a student is a victim of human trafficking

Maintaining Ongoing Collaboration and Developing Partnerships

Maintaining Existing Partnerships

There was consensus among respondents that program partnerships had evolved between the first and second years of their HTYPE demonstration programs. Whereas Year 1 was devoted to establishing and negotiating partnerships, Year 2 involved more active collaboration.

Project staff described factors that were especially helpful in fostering collaboration between project partners. In addition to having open and trusted communication, one important factor was respecting the expertise of others involved in project

leadership. Several respondents described the benefits of combining subject matter experts from human trafficking-focused nonprofits with seasoned educators as a critical aspect of putting together a curriculum that is appropriate and engaging for specific student groups. Nonprofit partners know how to talk about the topic of human trafficking, while educators know how to structure lessons in meaningful ways that help students learn. It was a bonus when partners had experience with both the subject matter and education; in these cases, there was inherent understanding between local education agencies and nonprofit staff.



ON MAINTAINING PARTNERSHIPS:

[Our relationships] have not changed, but the actual work of partnership and the collaboration has materialized. Whereas previously we had things on paper and now we've utilized and leveraged those partnerships to support students and families in the district who either are dealing with or at risk of trafficking dynamics. We've operationalized those partnerships.

—PROJECT DIRECTOR

Having a strong partnership matters. Our success, I think, has come in our relationship with [the LEA] and [Project Director] just being such a great partner as far as having systems into place, or us realizing we need a system and her being really on top of the development and her organizational skills are great, because that's really helpful for that. It's also what we've learned is just like having a conversation very early on about sustainability is really important, because it just matters how you're setting up the trainings and facilitators' expectations.

—NONPROFIT PARTNER

One partnership challenge in Year 2 was varying prioritization of HTYPE. For some nonprofit partners for whom anti-human trafficking work is central to their organizations, it was challenging when their LEA counterparts could not prioritize HTYPE in the same way. However, nonprofit partners expressed a great deal of understanding about the other critical issues facing schools and districts, particularly in light of the COVID-19 pandemic and the effects it continued to have on both students and staff. As one nonprofit partner explained, “[The HTYPE grant] is just one more thing that [the LEAs] do, and this is something that is part of a requirement for them to do. And for us, it’s our passion. It’s what we do.” This particular partner felt that the success or failure of the grant program mattered much more to them than to their partner LEA.

Project staff at LEAs were at times frustrated when their nonprofit partners did not have expertise on topics that went beyond their project’s initial scope or design. For example, some nonprofit partners focused specifically on sex trafficking and had less capacity to support their program’s needs related to labor trafficking that emerged in response to both necessary curricula revisions and their local student population.



Partnering with People Who Have Experienced Human Trafficking

People who have experienced human trafficking were involved across several projects in a range of ways, including participating in regular project meetings and being employed as part-time project staff. Most frequently, project staff and partners described engaging people who have experienced human trafficking to revise and finalize prevention education curricula and HTSSPs. A few projects asked people who have experienced human trafficking to share their trafficking experiences as part of the curricula. Project staff and partners briefly described how they compensated people who have experienced human trafficking for their involvement, namely setting aside portions of their demonstration grant funding to these experts for their work via consultancies.

Promising Partnership Practices

Between project staff and nonprofit partners:

- Clearly define roles and responsibilities.
- Acknowledge and respond to limitations.

Between HTYPE programs and people who have experienced human trafficking:

- Create standards for meaningful and ethical engagement.
- Establish minimum compensation practices and amounts.



ON PARTNERING WITH PEOPLE WHO HAVE EXPERIENCED HUMAN TRAFFICKING:

We had about 12 survivors and went over the curriculum but also created it alongside them. We didn’t want to say, “This is our curriculum. We created it. What do you think?” We went through and said, “What do you think is the most important component that we need to add?”

—NONPROFIT PARTNER

Looking Ahead: Project Goals for Year 3

In Year 2 of the HTYPE Demonstration Grant Program, project staff and partners made significant progress in implementing prevention education. As Year 3 is the last year of the HTYPE Demonstration Grant Program, project staff and partners plan on expanding these successes and accomplishing four major goals.

Goal 1: Continue Implementation of Student and Educator/Staff Prevention Education

In Year 3, projects will continue implementing the student and educator prevention education curricula:

- **Expand training for both students and educators/ staff.** Many projects' curricula delivery was delayed by 1 year due to COVID-19 and the curricula and HTSSP development process. Year 2 was the first year in which projects began teaching their prevention education curricula. As a result, projects plan to expand implementation efforts in Year 3 to meet their initial goals.
- **Schedule curricula sessions early.** Schools consistently expressed a lack of time for staff to receive and deliver curricula. In Year 3, projects plan to work with school and district administrators to schedule curricula implementation early (e.g., during the summer before Year 3 begins). The earlier project staff and partners are able to coordinate implementation scheduling with schools, the more likely they will be able to administer trainings to their intended number of staff and students.
- **Solidify and streamline curricula classrooms.** In Year 2, there were several classrooms in which human trafficking prevention education was well suited (e.g., reproductive health). In Year 3, several projects plan to identify specific classroom

settings in which the curricula can be best incorporated.

- **Refresh prevention education for educators and school staff and training for staff teaching the student curricula.** To ensure that content, knowledge, and application are not lost during periods of nonuse, several projects plan to offer refresher courses to educators and adults who have completed prevention education and those who have completed ToT and are teaching prevention education to students.

Goal 2: Incorporate Feedback and Continue Monitoring Curricula Implementation

As previously discussed, project staff and partners monitor curricula implementation through observations and surveys. They also solicit recipient feedback from both students and educators/school staff. Project staff and partners plan to integrate participant feedback into Year 3 administration of both curricula, as well as ToT for instructors of the student curricula.

Goal 3: Expand Training of Educators and School Staff

Although some projects made significant progress in providing ToT to school staff, most did not implement ToT as robustly as they did the prevention education curricula for students and educators/staff. Several projects also plan to expand ToT to non-school personnel, such as law enforcement agencies and other nonprofit organizations that work with schools or are experts in human trafficking. Project staff and partners commonly considered expanding ToT to both internal and external qualified adults as part of sustainability planning for the HTYPE program.

Goal 4: Plan for Program Sustainability After the Demonstration Grant Period Ends

Because Year 3 is the last year of the HTYPE Demonstration Grant Program, project staff and partners in several projects plan to develop and implement a sustainability plan that will build and maintain their existing human trafficking prevention and education programs. Potential activities include the following:

- Sustain program staffing needs by permanently hiring project staff into related roles or

incorporating HTYPE activities into existing staff's roles.

- Maintain or purchase access to prevention curricula.
- Integrate student prevention education curricula permanently into classrooms by having it taught by core or special subject area teachers.
- Tie prevention education efforts into other local anti-human trafficking efforts, including those at the city, county, and state levels and those led by community-based organizations.



This report was developed as part of the process evaluation of the HTYPE Demonstration Grant Program. Broadly, the goals of the evaluation are to investigate and document how projects approach and accomplish the goals of the HTYPE Demonstration Grant Program and to inform the refinement of future implementation and evaluation strategies.

The evaluation is part of the [Human Trafficking Policy and Research Analyses Project](#), which aims to advance the scope of knowledge and data around human trafficking by identifying priority areas for learning and conducting a series of studies that can immediately impact practice. All studies are overseen by the Administration for Children and Families' Office of Planning, Research, and Evaluation (OPRE) in collaboration with OTIP, and conducted by RTI International.

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