



# STOP SCHOOL TRAFFICKING OUTREACH PROGRAM

December 2017





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## ACKNOWLEDGEMENTS

We would like to thank all the people who were involved to make this program possible. You all are an essential resource to Abolition Ohio and to ending modern-day slavery.

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A special thanks to our core team members:

Adie Lewis, STOP Coordinator  
Gabriella Cipriani, Anti-Trafficking Coordinator  
Tony Talbott, Director of Abolition Ohio

And thank you to all the teachers, staff, and students who made STOP become a reality.



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## OVERVIEW

### Executive Summary

The School Trafficking Outreach Program (STOP) has been successful in educating and equipping students, educators, and community members in the Miami Valley to combat modern-day slavery. Awarded an Ohio Children's Trust Fund Human Trafficking Prevention grant, support from the Free to Run Foundation, and the University of Dayton, Abolition Ohio has conducted 80 trainings which have trained 1,706 people. We have trained 579 adults and 1,127 youth from February to June 2017. In addition to the success of our trafficking prevention trainings, many regional schools and structured youth programs have requested and/or accepted the Abolition Ohio packets of prevention education materials. During the grant period 27 schools and 8 youth programs accepted the materials. As of the end of the 2016-2017 school year, an additional 11 schools were reviewing the materials.

### Why This Is Important

Human trafficking is a form of modern-day slavery. There are an estimated 40.3 million victims of modern-day slavery globally<sup>1</sup>. This crime isn't just happening in other countries, human trafficking is happening in the United States.

There were 36,270 human trafficking cases identified on the National Human Trafficking Hotline<sup>2</sup>. Each year, an estimated 1,078 Ohio children are victims of commercial sexual exploitation and over 3,000 are at-risk for human trafficking in the state of Ohio<sup>3</sup>.

One-third of all cases reported to the National Human Trafficking Hotline involve minor victims. The US Department of Education and the Ohio Department of Education both recognize human trafficking as a form of violence against children that needs to be addressed in school settings<sup>4</sup>. In August 2016 the Prevention, Education, and Awareness Subcommittee of the Ohio Attorney General's Human Trafficking Commission specifically put together guidelines to assist with the development of anti-human trafficking youth education and outreach<sup>5</sup>. STOP follows those guidelines as closely as possible. It is necessary we start at a young age to educate about human trafficking prevention and awareness.

**1,706 people educated and equipped to combat human trafficking**

**1/3 of all cases reported to the National Human Trafficking Hotline involve minor victims**

### Abolition Ohio

Abolition Ohio, the Miami Valley Anti-Human Trafficking Coalition works in partnership with concerned community members and partner organizations in the Miami Valley and across the state and county to prevent human trafficking, protect victims and survivors, and help prosecute the criminals through awareness-raising, advocacy, education, and research. Our mission is "To stir society's conscience to action against all forms of trafficking and slavery."

### The University of Dayton Human Rights Center

The University of Dayton's Human Rights Center creates positive change through research, education, and dialogue. As a leader in the global human rights community, we search for transformative solutions to systemic patterns of injustice that will bring about real change. We are committed to addressing the gap between theory and practice, between scholars and practitioners.

<sup>1</sup> International Labour Organization. <http://www.ilo.org/global/topics/forced-labour/lang--en/index.html>  
<sup>2</sup> Polaris Project, 2017. [www.polarisproject.org](http://www.polarisproject.org)

<sup>3</sup> Ohio Trafficking in Persons Study Commission, Research and Analysis Sub-Committee Report on the Prevalence of Human Trafficking in Ohio [http://www.centralohiorecueandrestore.org/uploads/Ohio\\_Trafficking\\_in\\_Persons\\_Research\\_Sub-Committee\\_Report\\_2010\\_2-8\\_Final.pdf](http://www.centralohiorecueandrestore.org/uploads/Ohio_Trafficking_in_Persons_Research_Sub-Committee_Report_2010_2-8_Final.pdf)

<sup>4</sup> & <sup>5</sup> Human Trafficking Prevention Education: Guidance for Implementation of Youth Programs 2016.



## STOP

STOP's objective is to distribute free human trafficking materials to each public, private, and community middle and high school in the five county regions of the Miami Valley.

STOP initially started in September, 2016 with the distribution of educational packets to area high schools. The program includes general awareness-raising, prevention of perpetration, and risk reduction. The topics covered through the program include: risk factors, indicators, sexualization of culture, healthy relationships, self-esteem, personal and internet/social media safety, and recruitment methods; as well as definitions, scope, scale, and local models/types of human trafficking.

STOP focuses on school-age youth (12-18) through their schools or programs. The project is a holistic approach that engages the student body, school faculty, and staff in preventing, identifying, and responding to trafficking. The students to be reached include both the general and at-risk populations.

### Packets

The packets were assembled by student workers, graduate assistants, and volunteers. Each packet included two books. ***Slavery in the Land of the Free: A Student's Guide to Modern Day Slavery*** by Theresa Flores and Peggysue Wells is a textbook educators can use in their classrooms. The textbook covers statistics, how and why human trafficking happens, and how we can get involved to end modern day slavery. The other book in the packet is ***The Slave Across the Street: The True Story of How an American Teen Survived the World of Human Trafficking*** also written by Theresa Flores. This is her personal account of how she was trafficked as a teenager living in Michigan.

"Human Trafficking is the Modern-Day Slave Trade," a curriculum written by Tony and Katie Talbott is also featured in the packet. This human trafficking awareness curriculum is aligned with Common Core standards and can fit into any 7-12th grade classrooms. It contains a lesson plan, PowerPoint, prevention protocol, after school and club guidelines, and discussion guide. Along with the curriculum, there is "Human Trafficking Prevention Education: Guidance for Implementation of Youth Programs," by the Ohio Attorney General's Trafficking Commission and the University of Dayton Human Rights Center. This is a guidance document that covers recommended procedures, tools, resources, and training materials to implement human trafficking prevention and awareness materials into classrooms.

### ACCESSING PACKET CONTENT

Both books are available online

Human Trafficking is the Modern Day Slave Trade:

[www.teacherspayteachers.com](http://www.teacherspayteachers.com)

Human Trafficking Prevention Education: Guidance for Implementation of Youth Programs:

[abolitionohio.org](http://abolitionohio.org) (Under Youth Outreach and Education/STOP)

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# PROCESS OF STOP

## Step 1

The first thing that needs to be done is “training the trainers.” In order to have the correct and appropriate information given to educators, community members, and students, we want to ensure that the people giving the training are able to do so in a knowledgeable and effective manner. This training includes human trafficking information and statistics, what resources are offered in the packets, and how to present sensitive material.

## Step 2

Next comes a community readiness assessment. This consists of a survey of seven questions and three subset questions (see Image 1). We score schools and programs from one to ten (ten being best) based on their responses. We use this assessment to evaluate the schools’ infrastructure and policies in responding to cases of human trafficking. The goal is to complete an initial assessment in order to establish a baseline of readiness and then to work with schools to increase their readiness to respond to human trafficking.

## Step 3

We then prepare an assessment plan to track the impact of the project. Assessment measures are tracked (assessment data is presented in “Results” below).

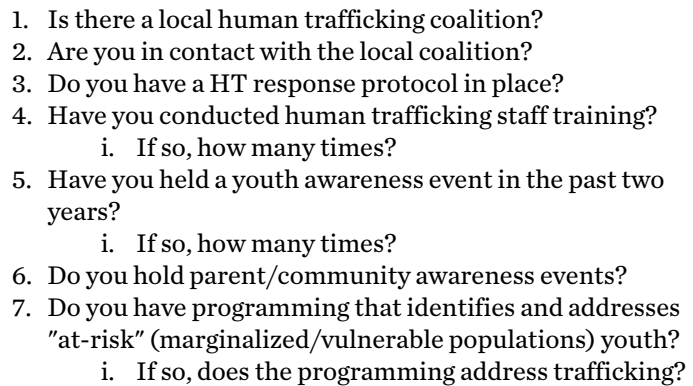
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1. Is there a local human trafficking coalition?
  2. Are you in contact with the local coalition?
  3. Do you have a HT response protocol in place?
  4. Have you conducted human trafficking staff training?
    - i. If so, how many times?
  5. Have you held a youth awareness event in the past two years?
    - i. If so, how many times?
  6. Do you hold parent/community awareness events?
  7. Do you have programming that identifies and addresses “at-risk” (marginalized/vulnerable populations) youth?
    - i. If so, does the programming address trafficking?

Image 1

## Step 4

Educating school personnel and parents is essential to the program. Key school/program personnel are trained as point persons to act as resources to help identify, respond, and report potential cases of trafficking. Response protocols and guidelines must be put in place early in the process. It is very important to train and prepare staff prior to educating students to ensure that students who self-identify or report concerns about classmates know whom to report to and those staff know how to respond.

## Step 5

It is important to identify at-risk populations of students. Many factors, such as drug addiction, LGBTQ orientation, repeated runways, and students whose first language is not English are each potential vulnerabilities. Teachers and staff identify at-risk students based on the risk factors we provide.

## Step 6

Educate at risk-youth. Training must take place in such a way that it is not obvious the students are being treated differently than the general population of students, such as during an English as a Second Language class or with after school programming. Education for at-risk youth consists of culturally-competent, in depth, ongoing education sessions that take into account the unique needs of the target population.

## Step 7

Educate general student population. The purpose of this educational component is threefold: to promote general awareness, identify at-risk youth who were previously unidentified, and to promote prevention and bystander outreach.

## RESULTS

Twenty-seven schools and youth programs accepted the materials, meaning materials are either accessible to students and staff in the library, or are being accepted for course or workshop curriculum for the upcoming academic year. At the end of the 2016-2017 school year, the administrators of another 11 schools were reviewing the materials for acceptance. Additionally, 8 youth programs accepted the curriculum for structured workshops with their youth.

STOP has been extremely successful in educating and equipping the Miami Valley to combat human trafficking. Through STOP, Abolition Ohio has conducted a total of 83 free trainings which have trained 1,706 people. We have trained 579 adults and 1,127 youth.

Of the 81 total trainings, 19 trainings were open to community members. Each of the trainings were geared toward parents, educators, professionals working with youth, and community members. These trainings educated and equipped attendees to understand the realities of trafficking, how staff may incorporate human trafficking prevention in their lessons/programming, and how to recognize and respond to cases of trafficking.

Demographic	Number Trained
Adults	579
Youth	1,127
Total	1,706

Type of Training	Number of Sessions
Educator Staff	19
Parent and Community	16
Youth	38
Train the Trainer	8
Total	81

Through these trainings, we trained 99 educators and 230 staff members of organizations working with at-risk populations. STOP also has engaged 37 University of Dayton students in the “train the trainer” process. We work closely with the anti-human trafficking student organization at the University of Dayton, the New Abolitionist Movement (NAM). NAM students perform “near-peer” introductory human trafficking presentations at local schools and community events through STOP. In order to make these presentations to students, they must get trained. All NAM students who want to be trained go through a three hour training process, ensuring they are equipped and knowledgeable about human trafficking and how to present sensitive information to minors. They also complete the university’s mandatory minors policy training. In addition to the students training to become STOP presenters, another 68 University of Dayton students requested training through the UD Law School and the Phi Sigma Kappa fraternity.

Schools Accepting Material	27
Youth Programs Accepting Materials	9
Schools Reviewing Materials	11
Total	46



### STOP 2017-2018

STOP is continuing to gain attention from school districts and teachers interested in having the materials in their classrooms. After the end of the 2016-2017 school year, we conducted 7 additional “train the trainer” sessions along with 5 youth trainings. This has resulted in an additional 70 adults and 435 youth being trained. We have also been informed that Piqua County School District has ordered Slavery in the Land of the Free and The Slave Across the Street to be used in their 12th grade classrooms.

**We have trained a total of 2,212 people in 2016 and 2017! Which includes 649 adults and 1,562 youth!**

# SCHOOL READINESS ASSESSMENT RESULTS

## MIDDLE SCHOOLS

School/Program	Total Score	Human trafficking response protocol	Human trafficking point person	Human trafficking staff trainings	Human trafficking awareness event in the past 2 years	Programming identifying "at-risk" youth?	Programming addressing human trafficking
Adventure Central	5	No	No	<50%	No	Yes	No
Ascension School	6	No	Yes	<50%	1	No	No
Church of the Ascension Parish	7	No	Yes	<50%	2+	No	No
Daybreak	6	Yes	Yes	<50%	No	Yes	No
Dayton Early College Academy (DECA) Middle School	4	No	No	<50%	No	Yes	No
Dayton Horizon Science Academy	4	No	No	<50%	No	Yes	No
Dayton Downtown Stivers School for the Arts	8	Yes	Yes	<50%	1	Yes	No
University of Dayton School of Education	4	No	No	<50%	No	Yes	No
West Carrollton Middle School	5	Yes	No	<50%	No	Yes	No
Youth Empowerment Center	4	No	No	<50%	No	Yes	No

All middle schools serve grades 6-8

# SCHOOL READINESS ASSESSMENT RESULTS

## HIGH SCHOOLS

School/Program	Total Score	Human trafficking response protocol	Human trafficking point person	Human trafficking staff trainings	Human trafficking awareness event in the past 2 years	Programming identifying "at-risk" youth?	Programming addressing human trafficking
Adventure Central	5	No	No	<50%	No	Yes	No
Bethel High School	5	Yes	No	<50%	1	No	No
Centerville High School	4	No	No	<50%	No	Yes	No
Chaminade Julianne	10	Yes	Yes	<50%	2+	Yes	Yes
Church of the Ascension Parish	7	No	Yes	<50%	2+	No	No
Daybreak	6	Yes	Yes	<50%	No	Yes	No
Dayton Business Technology High School	5	No	Yes	<50%	No	Yes	No
DECA	5	Yes	Yes	<50%	No	No	No
Fairmont High School	9	No	Yes	<50%	2+	Yes	Yes
Fenwick High School	3	No	No	<50%	No	No	No
Kettering Alternative Program	4	No	No	<50%	No	Yes	No
Miami East High School	4	No	No	<50%	No	Yes	No
Miamisburg High School	6	Yes	Yes	<50%	No	Yes	No
Miamisburg Secondary Academy	5	Yes	Yes	<50%	No	Yes	No
Northmont High School	6	Yes	Yes	>50%	No	Yes	No
Ponitz	5	No	No	>50%	No	Yes	No
Stivers School for the Arts	8	Yes	Yes	<50%	1	Yes	No
West Carrollton High School	5	Yes	No	<50%	No	Yes	No
West Carrollton Secondary Academy	5	Yes	No	<50%	No	Yes	No
Youth Empowerment Center	4	No	No	<50%	No	Yes	No

All high schools serve grades 9-12; If school is listed on both tables they serve both populations



# SCHOOL READINESS ASSESSMENT RESULTS

## PROGRAMS 18+

Program/School	Total Score	Human trafficking response protocol	Human trafficking point person	Human trafficking staff trainings	Human trafficking awareness event in the past 2 years	Programming identifying “at-risk” youth	Programming addressing human trafficking
Preble County YWCA	6	Yes	No	<50%	No	Yes	Yes
University of Dayton School of Education	4	No	No	<50%	No	Yes	No

Preble County YWCA serves women 18+ & their children

## RESULTS EXPLAINED

School readiness assessment scores range from 0 (totally unprepared) to 10 (very prepared). The average score of the 26 schools we assessed was 5.4 out of 10. This means that most area schools are adequately prepared to respond to human trafficking (see Step 2). The only school to receive a full score of 10 out of 10 was Chaminade Julianne. They have been working on anti-human trafficking education and response for several years.

Our analysis revealed a possible gap between identification and response for most schools. We found that although 79.3% of the schools have programming and training to identify at-risk and marginalized youth, only 19% of the schools have programming specifically addressing human trafficking.

The readiness assessment allowed us to focus on what the schools and educators need in regards to human trafficking training. 55% of the schools do not have human trafficking response protocol in place and 57% do not have a key point person in the school that people can reach out to if someone suspects a case of human trafficking.

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# CHALLENGES & LESSONS LEARNED

## Difficult to Contact Schools

It was incredibly difficult to contact schools through phone calls or emails. Initially, we tried to obtain the information through mass email, which resulted in zero responses. After that experience, we obtained the information by phone call and in-person meetings. Phone calls were not ideal because it took a multiple messages and missed calls to reach an administrative person who could answer the required questions. We found that in-person meetings were the best way to fully explain our program and answer any questions that arose. We also found it more beneficial and productive to show the school personnel in person what the packets of materials looked like. Having personal connections with teachers/staff greatly helped with getting an initial meeting. If a teacher was interested in the program, then he/she would put us in contact with the right people or just take on the role of point-person and set up a training.

## Long Lead Time Required

Due to initial funding delays and administrative concerns, by the time STOP was fully “up and running,” it was more than halfway through the school year and school personnel’s schedules were already full. It took a lot of flexibility and eagerness on the part of teachers and administrators to get our program into the schools. We found that many schools wanted us to come in and give trainings on teacher in-service days, however, because of the time constraint we had to schedule for the following year. If we started sooner, we would have been able to get more done during the 2016-2017 academic year.

## Formal Review Required by Some

Before the packet was accepted by some schools it was necessary for the school’s principal, and sometimes even the superintendent, to review the material and approve it before allowing it in the middle and high schools’ libraries. Some librarians and teachers accepted it without going through the principals and superintendents, while some insisted on the packets being reviewed first.

## Following Guidelines

Following the guidelines laid out within the Human Trafficking Prevention Education: Guidance for Implementation of Youth Programs was not practical during the time frame we were working with. The majority of our implementation of STOP happened during the second school semester. To fully follow the guidelines, it is necessary to take place over at least a full school year.

## Every School is Different

Cities in Ohio can legally establish laws on matters of local self-government that may conflict with state law, otherwise known as Home Rule Authority. Municipalities and the school districts where they reside have authority to exercise all powers of local self-government. The Home Rule Authority means each school and each school district have established different laws. Because of The Home Rule Authority, it was necessary to be flexible. We could not make assumptions that because something worked in one school it would work in another. In these situations, we had to adapt and find the right approach to the school, staff, and teachers involved.

## Non-School-Based-Programs

Activity programs based outside of school, like Girls Inc. of YWCA Dayton, were a lot easier to work with. Girls Inc. is a program that focuses on helping girls between the ages of 11 to 19 celebrate their strengths, their voices, who they are today, and who they will become. Scheduling trainings for Girls Inc. was unproblematic. This had to do with the constant changing in their schedules. The programs didn’t have set curriculum or lesson plans, therefore the programs could really be shaped by who was running it. This made Fit much easier to get into the programs to train youth.

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# RECOMMENDATIONS

## Offer Resources & Trainings at No Cost to Schools

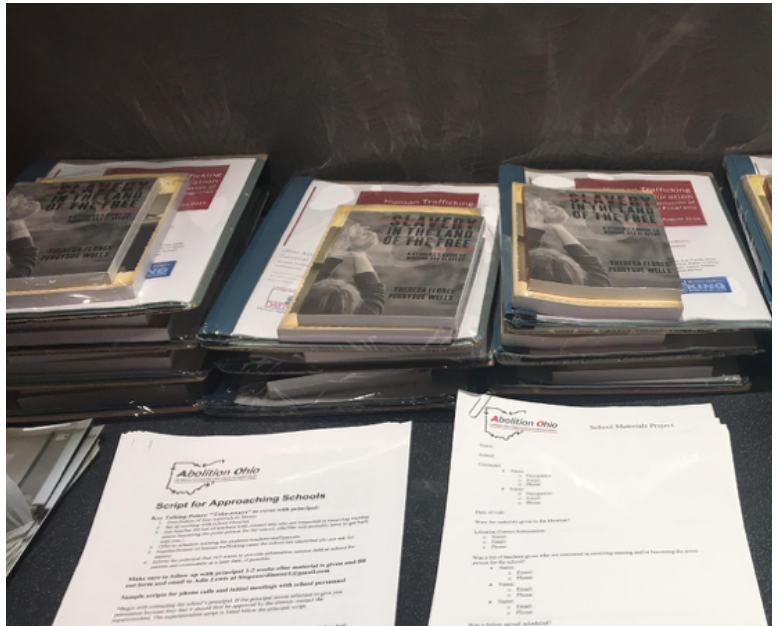
When offering trainings and our packets to schools, they would more likely always accept because they didn't have a cost. There was no damage or negative side of accepting them. If the resources and/or trainings would have cost money, then the packet and our trainings were less likely to get into that school. By offering free trainings, and being flexible when scheduling those trainings, it allowed for more school personnel to accept and allow us into their classrooms and schools.

## Recruit "Point-Persons"

It made a large difference when someone had a personal connection to the schools. The connection at the school was used as a "point-person" and it allowed us to get a foot in the door. It was easier to schedule the meetings and the trainings through the point-person, rather than guessing who we needed to contact. The point person also pushed things along faster in regards to the trainings.

## Plan Multi-Year Programs

The schools we did trainings in wished to have further trainings in the upcoming and following years. It is important to note that once trainings begin, it is likely that teachers and principals will want to continue the trainings in the years to come. It will also be beneficial to be aware of the school's academic schedules. There were times when we wished to plan trainings and the schools would be on Spring Break or a school holiday. Schools often are on different schedules from one another.



## Focus on Non-School-Based Programs

By focusing on non-school-based programs and working with at-risk youth, there is a higher cost to benefit ratio. It is beneficial to go into schools and train students on what human trafficking is and how to combat it, however, it does greater good to train at-risk youth and staff, because these are the people more likely to be directly affected by human trafficking.

## Contact Local Media

A lot of our promotion came from local media stations. When a news story came out about STOP, we would get contacted by more stations and have more people attending our trainings. We did reach some through social media, however, when local media picked up our trainings, resources, or events we got a better turnout.

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## THANK YOU!

We would like to thank Ohio Children's Trust Fund, University of Dayton Human Rights Center, Freedom to Run Foundation, and all of the Abolition Ohio volunteers and community members for generously funding this program. We could not have done it without all of you. You are making a difference to stop human trafficking.

*Free To Run Foundation*



**Ohio Children's Trust Fund**  
*Ohio's Prevent Child Abuse America Chapter*



**Ohio Human Trafficking  
Task Force**  
*Leading the Fight to End Human Trafficking*