



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**  
Office on Trafficking in Persons



NATIONAL HUMAN TRAFFICKING  
**TRAINING AND TECHNICAL  
ASSISTANCE CENTER**



# Human Trafficking Leadership Academy Class 3 Recommendations

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## ABOUT THIS DOCUMENT

This document was developed by fellows of the 2018 Human Trafficking Leadership Academy (HTLA) organized through the National Human Trafficking Training and Technical Assistance Center (NHTTAC) and Coro Northern California. Fellows with diverse professional backgrounds and expertise, including survivor leaders, worked together to develop recommendations on how to enhance service provision to survivors of human trafficking or those at risk of human trafficking using trauma-informed practices and survivor-informed principles. The fellowship is funded by the Office on Trafficking in Persons (OTIP) and the Office on Women's Health (OWH) at the U.S. Department of Health and Human Services (HHS). The recommendations and content of this document are those of the authors and do not necessarily represent the views of OTIP, OWH, or HHS.

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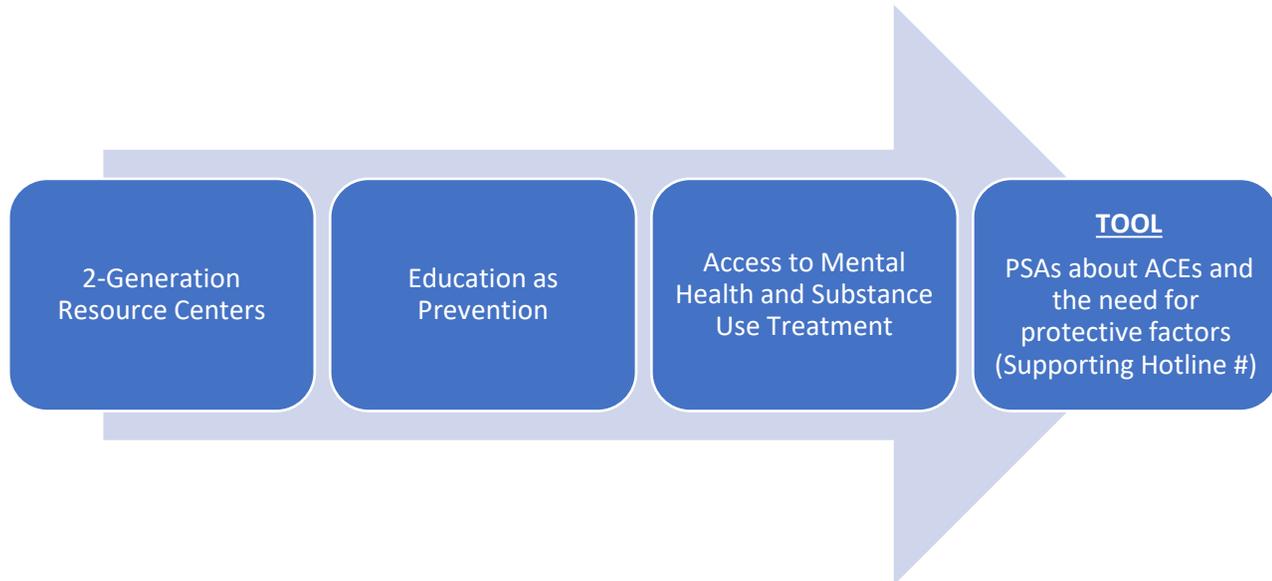
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## PROJECT QUESTIONS

HTLA Class 3 fellows were asked to provide recommendations based on the following questions:

*Using trauma-informed principles and survivor-informed practices, what strategies could reduce risk factors and increase protective factors within families that prevent the trafficking of minors? How can anti-trafficking efforts incorporate 2-generation and whole family approaches to programs and policies?*

Fellows developed recommendations based on three subject areas and provided guidance on developing a supporting tool, as illustrated in the following graphic:



## 2-GENERATION RESOURCE CENTERS

2-generation approaches suggest that children succeed when parents succeed and vice versa; therefore, supportive services require a response to the family unit and their interwoven need. The Aspen Institute identifies five key components of a 2-generation approach: (1) early childhood education; (2) adult and postsecondary education and workforce pathways; (3) economic supports and assets; (4) health and well-being; and (5) social capital. Easily accessible 2-generation resource centers embrace and support this approach by providing families with protective factors needed to build resiliency and succeed.

Protective factors are conditions in families and communities that act as buffers to help parents and children build capacity, foster resilience, and reduce risk. Minor victims of human trafficking and their families often do not have these buffers and have been exposed to abusive situations. Building protective factors among families is key to preventing human trafficking of minors.

The Center for the Study of Social Policy's Strengthening Families Program (see Appendix A) lists five protective factors that strengthen families:

- Parental resilience
- Social connections
- Knowledge of parenting and child development

- Concrete support in times of need
- Social and emotional competence of children

## Recommendations

Create easily accessible 2-generation resource centers that are considered a safe place for identified neighborhoods with the purpose of assisting families and children develop and strengthen their protective factors. The resource centers should provide healthy social connections, education on parenting skills and child development, job skill development, and connections to much needed resources in time of need. Here are the steps to implement this recommendation:

1. Review existing 2-generation programs such as FAST, Promise Neighborhood, Judith P. Hoyer Early Child Care and Education Enhancement Program, the Community School concept, and more (see Appendix B). Choose programs that best apply to the 2-generation resource center concept.
2. Identify neighborhoods that would benefit from a 2-generation resource center. Use data that shows the targeted community and its families lack capacity among their protective factors. Examples of this include low graduation rates, homelessness, unemployment, and high incidents of child abuse and juvenile crimes.
3. Use a “collective impact” model and partner with government agencies, nongovernmental organizations (NGOs), and nonprofits to minimize cost and expand the resource center’s programs. Suggested partners include the Department of Education (ED), Healthy Start/4 Cs, health departments, hospitals, housing authorities, child advocacy centers, Department of Corrections, Office of Juvenile Justice and Delinquency Prevention (OJJDP), work force programs (e.g., Chicago Neighborhood Initiative), Urban League, community colleges/ universities, employers, faith-based organizations, and child protective services. Many of these agencies already have programs that provide specific resources to families. By combining them into one center and including additional evidence-based programs, service providers will largely increase their scale and scope—not only by sharing resources to reduce costs but by extending the reach of all services to provide families with safe, friendly, and easily accessible locations.
4. Structure and outline “The Five Conditions of Collected Impact” (see chart below) to encourage collaboration and support from partner government agencies, NGOs, and nonprofits and current grant programs that may meet the criteria. The 2-generation resource center should have a common agenda through a collaborative model that provides connections and education for adults and children and strengthens and develops family and community protective factors and resiliency, which consequently will buffer abuse, neglect, and the trafficking of children.

## The Five Conditions of Collective Impact

<b>Common Agenda</b>	All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
<b>Shared Measurement</b>	Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
<b>Mutually Reinforcing Activities</b>	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
<b>Continuous Communication</b>	Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.
<b>Backbone Support</b>	Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

Hanleybrown, F., Kania, J., & Kramer, M. (2012). Channeling change: Making collective impact work. Stanford Social Innovation Review. [https://ssir.org/articles/entry/channeling\\_change\\_making\\_collective\\_impact\\_work](https://ssir.org/articles/entry/channeling_change_making_collective_impact_work)

5. Identify a “backbone agency” that provides a professional staffed navigator who schedules ongoing programs, guest speakers, group sessions, and workshops to meet the surrounding community’s needs and assists members with navigating systems, filling out applications, using a computer safely, tutoring children, teaching English for speakers of other languages, and so on.

## EDUCATION AS PREVENTION

Education as prevention is anchored in a 2-generation/whole family framework and is another way to combat human trafficking within *all* families. Although some communities and factors may be at a higher risk than others, the complexity of human trafficking requires a wider approach in battling it. The recommendations outlined below are pieces of a large puzzle ensuring an equitable and inclusive solution to preventing trafficking.

### Recommendations

1. Partner with ED to fund an evaluation that assesses the effectiveness of existing abuse prevention and human trafficking prevention programs, including but not limited to the programs suggested below.
2. Require effective programs to be used in all schools, nationwide. Open communication with school administrators, teachers, noninstructive personnel, parents, and students will facilitate awareness of human trafficking and the risk factors that make people (especially children) vulnerable. The measures listed below are recommendations about how education as prevention may exhibit in a school setting:

- a. Elementary schools (K–5): Preventive factors would focus primarily on all types of child abuse—physical, sexual, emotional/psychological—and neglect as well as bullying and cyberbullying.
  - i. The Child Safety Matters Program is a primary prevention education program available to public and private schools to educate and empower elementary students (K–8), school personnel, and adults with information and strategies to prevent bullying, cyberbullying, digital abuse, and all types of child abuse.
- b. Middle and high schools (grades 6–12): Prevention would focus primarily on sexual abuse, teen dating violence, and aspects of human trafficking using appropriate, tactful language that children understand.
  - i. The Not a Number Program (*Not a #Number*) is an interactive, five-module prevention curriculum designed to teach youth how to protect themselves from human trafficking and exploitation through information, critical thinking, and skill development. *Not a #Number* uses a holistic approach focusing on respect, empathy, individual strengths, and the relationship between personal and societal pressures that create or increase vulnerabilities.
3. Use the education as prevention model with youth outside a formal school setting (e.g., immigrant children, migrant families) and with at-risk youth at juvenile justice facilities, child welfare system, and/or additional youth programs (e.g., after school programs, HOST, Boys and Girls Club), including paraprofessionals and staff working with these youth. The goal is to make this information accessible and infiltrate places where children and families spend most of their time. Building awareness on risk and preventive factors to families should not be cumbersome—and these suggestions alleviate that.
4. Ensure prevention programs are available at the developed 2-generation resource centers.
5. Create a public service announcement (PSA) as part of a national prevention campaign to raise awareness (see Tool Recommendation below for more details).

## Additional Suggestions

Families and their children come into contact with various institutions, environments, and establishments that need to be well-versed in how to look for signs of possible human trafficking cases and equipped to intervene and prevent further abuse/harm to affected individuals.

1. Require all health care providers, first responders, social workers, mental health workers, psychologists, and so on to be trained in identifying and responding to human trafficking. One approach to implementing such an initiative would be to include this training in their curriculum while they are still in school and/or the training facilities where they become official public servants.
2. Train health care providers such as nurses, OB-GYNs, and pediatricians to identify survivors or people at high risk so that they may provide assistance and resources. They can distribute booklets, pamphlets, and other information on child abuse prevention and human trafficking prevention to parents.

# ACCESS TO MENTAL HEALTH AND SUBSTANCE USE TREATMENT

A strong and clear nexus exists between mental health and substance use and child trafficking. According to the Centers for Disease Control and Prevention, individual risk factors for victimization of children younger than age 4 include mental health issues that may increase caregiver burden. Intimate partner violence, violence, and stress are identified as family risk factors of victimization. In addition, family risk factors for perpetration include a parental history of neglect or abuse, or unprocessed trauma, and substance use and/or mental health issues, including depression in the family.

In addition, the [ACEs study](#) findings repeatedly revealed a correlation between childhood trauma—such as physical/sexual/emotional abuse, parental mental health, and substance use problems—and a greater risk of victimization.

Anecdotal evidence supports countless narratives of caregivers trading or selling their children to support drug habits while children are simultaneously using drugs to cope with the trauma of being trafficked.

While protective factors have not been studied as extensively as risk factors, scientific evidence suggests that access to mental health and substance use treatment by caregivers and youth buffer children from being abused or neglected (<https://www.cdc.gov/violenceprevention/childabuseandneglect/riskprotectivefactors.html>).

Whether by means or by choice, the reality is that children and caregivers are not accessing mental health and substance use treatment services that could prevent child trafficking. Although all victims of juvenile human trafficking do not come from families with mental illness or substance use, ample evidence indicates that a significant number of children do. As such, the following recommendations should be implemented as part of a comprehensive, long-term strategy to increase access to mental health and substance use treatment options as a means of building the resilience of families who experience these vulnerabilities.

## Recommendations

### Macro Level

Given the prevalence of mental health and substance use issues among families where child trafficking occurs, we recommend that the Senior Policy Operating Group create a time-specific subcommittee that will:

1. Assess the current behavioral health landscape to:
  - a. Identify what initiatives already exist that work to increase access to mental health and substance use treatment as a means of preventing child trafficking
  - b. Identify current gaps in funding, training, and service provision focused on identifying and treating male minor victims of human trafficking and other forms of trauma
  - c. Conduct a cost-benefit analysis of the costs of funding incentive programs that encourage people to voluntarily be screened for mental health and substance use disorders compared to the costs of victimization when child trafficking occurs as a result of substance use and/or mental health disorders

2. Create funding opportunities (e.g., grants) for states to develop 2-generation programs focused on:
  - a. Preventing children at risk of human trafficking to enter the foster care system
  - b. Destigmatizing male victimization while incentivizing current and planned programs that aim to specialize in male minor victims of various forms of trauma
  - c. Creating and funding a demonstration project that seeks to innovate existing child abuse prevention frameworks by including human trafficking as a form of child abuse
3. Modify current and planned child abuse prevention grant solicitations to include human trafficking prevention of boys and girls
4. Increase behavioral health share of overall federal budget
5. Advocate for legislation that prohibits states from slashing mental health or substance use treatment budgets
6. Launch a national campaign targeting minorities and males that seeks to change the negative attitudes and behaviors around mental health and substance use disorders

## Mezzo and Micro Level

Invest in PSA campaigns and social marketing that:

1. Address the negative stigma attached to substance use and/or co-occurring mental health disorders
2. Communicate the value of receiving treatment and potential consequences of not receiving treatment; for example, a caregiver who sells their child to support a drug habit

Increase identification of youth and caregivers with mental health and/or substance abuse issues by:

1. Requiring all recipients of any federal housing, education, justice, and juvenile justice grants to screen all clients for mental health and substance use challenges and referring those with identified disorders for services
2. Implementing [ACE screening](#) in schools and public health settings to identify children exposed to various forms of trauma, parental mental health issues, and parental substance use issues
3. Implementing [Screening, Brief Intervention and Referral to Treatment \(SBIRT\) screening](#) in 2-generation resource centers, schools, public health settings, and community-based programs to identify the presence and severity of substance use and/or mental health challenges

Incentivize youth and caregivers to undergo substance use and mental health screening:

1. Caregivers
  - a. Tax credit
  - b. Cash incentive

- c. One-time TANF or SNAP allocation increase with the amount based on the number of children in a household

## 2. Youth

- a. Attendance at special school function/party
- b. Gift cards from retailers such as Amazon, Walmart, Target, and others for music, clothing, shoes, and other items

Create block grants that fund technical assistance to substance use providers to invest in revamping substance use treatment field to address underlying trauma, including male and LGBTQ trauma, as a driver of the addiction, instead of just treating the symptom: drug use.

## TOOL RECOMMENDATION: PUBLIC SERVICE ANNOUNCEMENTS

Children are exposed to and experience different levels and severity of trauma throughout their childhood, and how their families and/or significant adults in their life respond shapes the protective factors among families and children. A lack of healthy protective factors can lead to victimization; therefore, strengthening protective factors among children and families will reduce their risk of victimization of human trafficking.

[The National Child Traumatic Stress Network](https://www.nctsn.org/) (NCTSN) offers excellent information and resources on its website, and they highlight the 12 types of trauma.

## Recommendations

This HTLA class recommends that NCTSN and its supporters collaborate with OTIP and OWH to create PSAs that highlight the 12 types of trauma. Supporters include the Center for Mental Health Services (CMHS), Substance Abuse and Mental Health Services Administration (SAMHSA), and HHS. These 30- or 60-second PSAs should air on TV and post to social media, and each should open with the following message:

*A traumatic event is a frightening, dangerous, or violent event that poses a threat to a child's life or bodily integrity, and these experiences can initiate strong emotions and physical reactions that can persist long after the event—even into adulthood.*

And end with a statement that reflects:

*How we, as caregivers, respond makes a difference in our own, our child's, and our family's life. Visit (website <https://www.nctsn.org/>) or call XXXXXXXXXXXX for support.*

NCTSN does not have a hotline, but this HTLA class recommends a single-digit hotline, preferably "0," that can be tied to an existing hotline to provide immediate referrals to the caller, possibly using the SAMHSA Disaster Distress Helpline (800-985-5990), which provides immediate crisis counseling. If a single-digit number is impossible, then the next best thing would be something very short and easily remembered.

## ABOUT STRENGTHENING FAMILIES™ AND THE PROTECTIVE FACTORS FRAMEWORK

Strengthening Families™ is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs and communities in building five key protective factors:

**Parental resilience:** Managing stress and functioning well when faced with challenges, adversity and trauma

**Social connections:** Positive relationships that provide emotional, informational, instrumental and spiritual support

**Knowledge of parenting and child development:** Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development

**Concrete support in times of need:** Access to concrete support and services that address a family's needs and help minimize stress caused by challenges

**Social and emotional competence of children:** Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships

At its heart, Strengthening Families is about how families are supported to build key protective factors that enable children to thrive. The five protective factors at the foundation of Strengthening Families also offer a framework for changes at the systems, policy and practice level – locally, statewide and nationally.

Using the Strengthening Families framework, more than 30 states are shifting policy and practice to help programs and providers working with children and families to take everyday actions that support parents to build their protective factors. States apply the Strengthening Families approach in early childhood, child welfare, child abuse prevention and other child and family serving systems.

The “Pathway to Improved Outcomes for Children and Families” on the next page articulates the core functions of Strengthening Families implementation which drive changes in program and worker practice to support families to build protective factors and improve outcomes. The lower graphic shows the everyday actions that can help families build each of the protective factors.

### What is the Protective Factors Framework?

Protective factors are characteristics or strengths of individuals, families, communities or societies that act to mitigate risks and promote positive well-being and healthy development. Most often, we see them as attributes that help families to successfully navigate difficult situations.

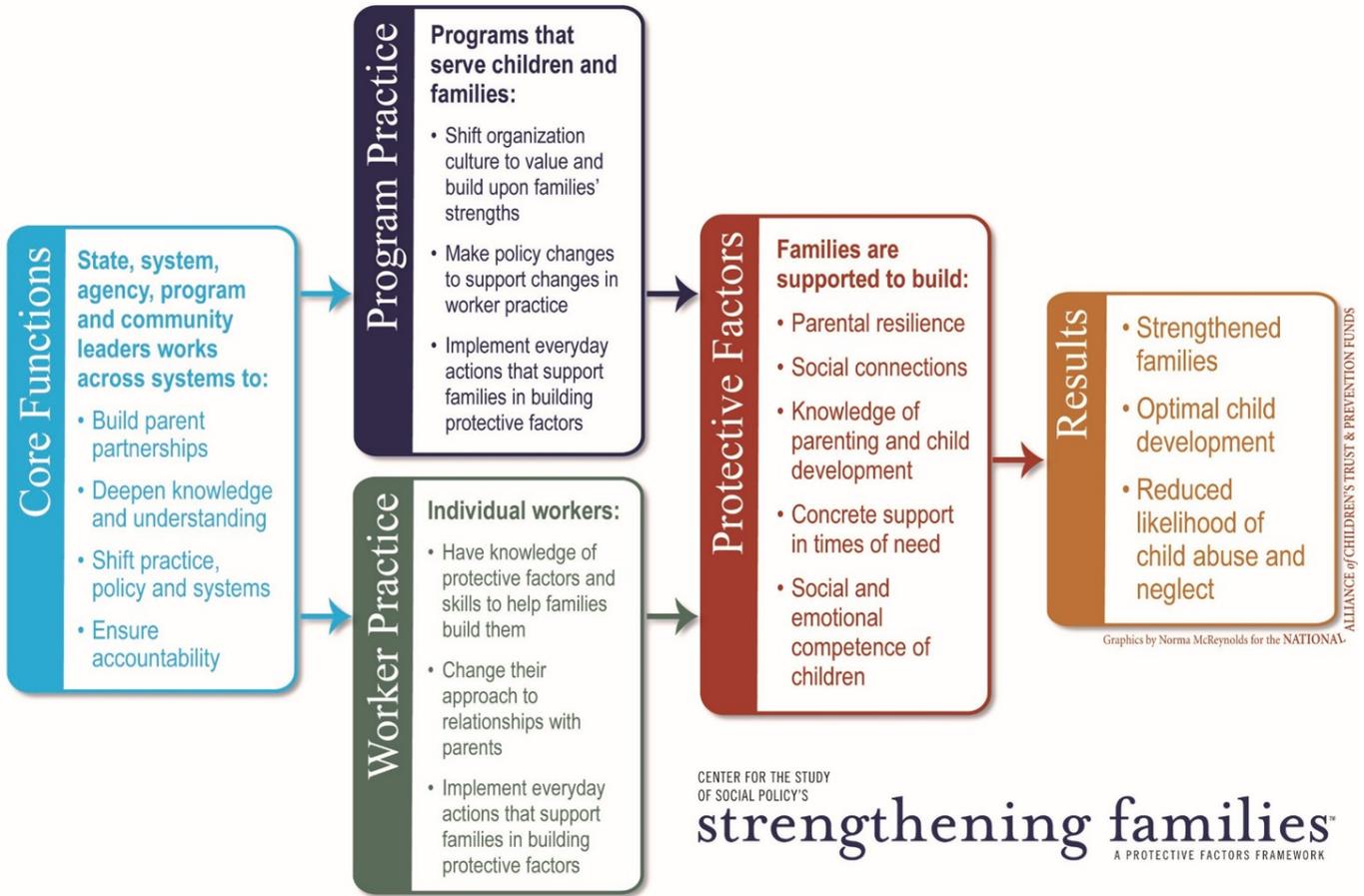
A protective factors framework is an organized set of strengths-based ideas that are used to guide programs, services, supports and interventions aimed at preventing child maltreatment and promoting healthy outcomes.

The Strengthening Families Protective Factors Framework from the Center for the Study of Social Policy distills extensive research in child and family development into a core set of five protective factors that everyone can understand and recognize in their own lives.

For more information, visit  
[www.strengtheningfamilies.net](http://www.strengtheningfamilies.net)

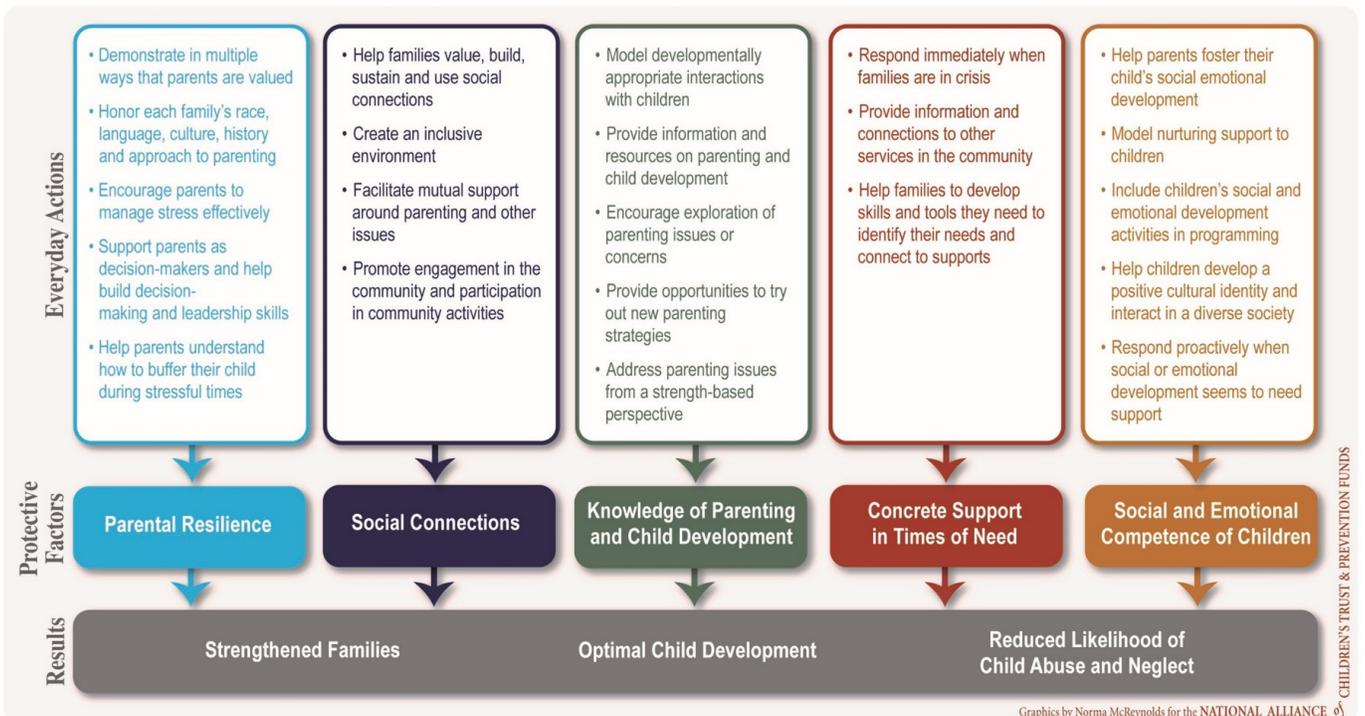
# The Pathway to Improved Outcomes for Children and Families

## Strengthening Families™ Protective Factors Framework Logic Model



# The Pathway to Improved Outcomes for Children and Families

## Everyday Actions That Help Build Protective Factors



## APPENDIX B: EXISTING 2-GENERATION PROGRAMS

Below is a list of resources to review in connection with recommendations on building a 2-generation resource center.

1. Child and Parent Voices on a Community-Based Prevention Program (FAST)
2. The Judith P. Hoyer Early Care and Education Enhancement Program
3. The Promise Neighborhoods Movement: Creating Communities of Opportunity from Cradle to Career
4. South Bay Community Services
5. Coalition for Community Schools, "Scaling Up School and Community Partnerships: The Community Schools Strategy"
6. Children's Bureau: Promoting Protective Factors for In-Risk Families and Youth: A Brief for Researchers