

Empowering Schools, Protecting Students:

••••• *Human Trafficking Prevention at a Glance*

Presented By:

Arleen Marin, MPA
Education Manager
3Strands Global Foundation



Introduction



3Strands Global Foundation (3SGF) was founded in 2010 with a mission and vision focused on human trafficking **prevention**.

Our Impact:

- Students/Youth Educated: 1M
- Adults Trained: 150,000+
- Programs: 9



Discretion is Advised



Information in this training contains details about abuse, neglect, and exploitation, which may cause discomfort.

If at any time you need to step away, we encourage you to do so and return when you are ready.



*What do you think of when you hear
the term “**Human Trafficking**”?*





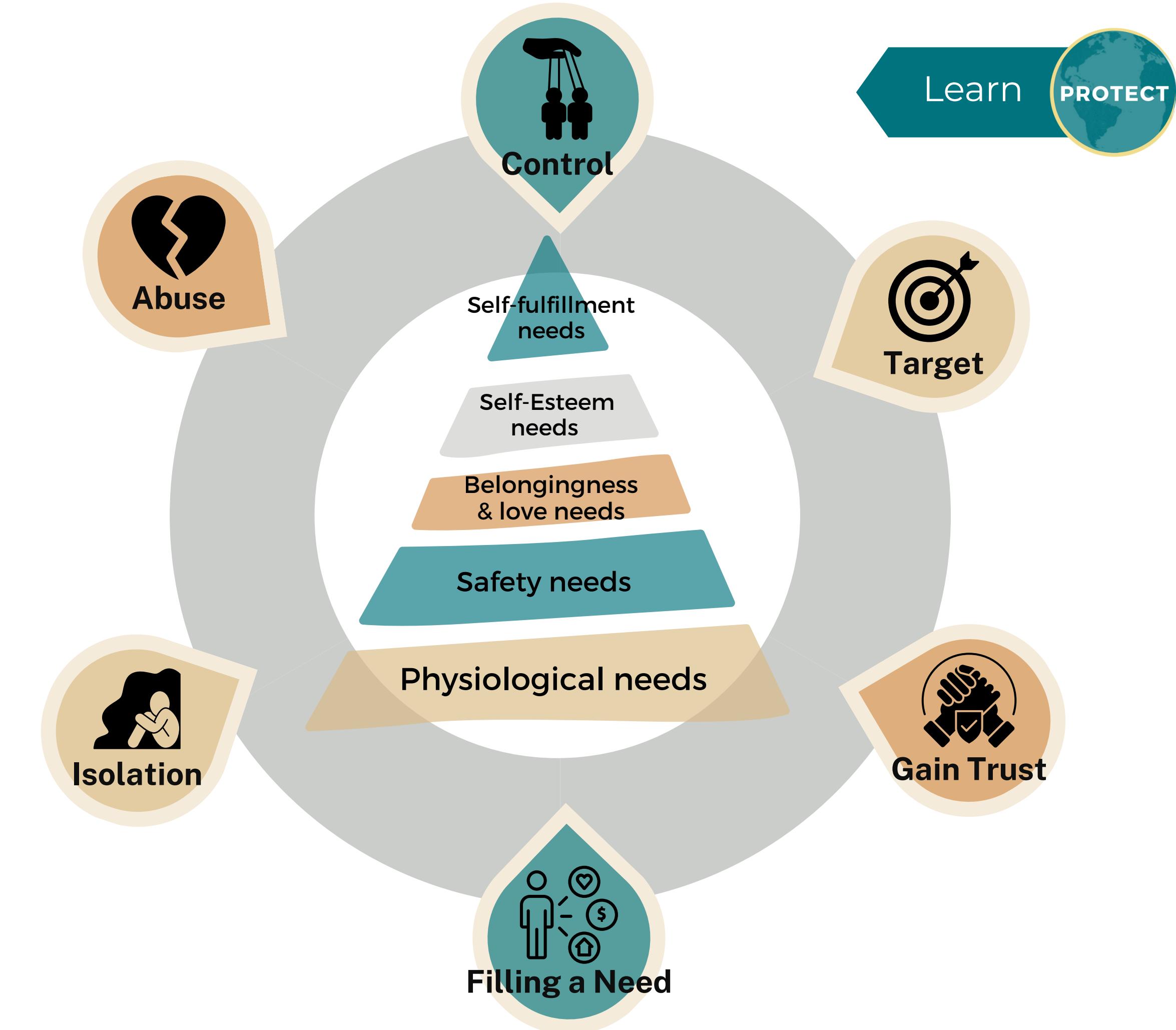
Human Trafficking

The **exploitation** of a person through **force, fraud, or coercion** for the purpose of **forced labor, commercial sex*, or both.**

**Exceptions for sex trafficking of minors (under 18)*



How does exploitation occur?



COMMON FORMS OF EXPLOITATION

Familial Trafficking

When a family member or guardian exploits a child for labor or commercial sex in exchange for money, goods, or services. This can be for basic needs, housing, drugs, or other favors.

Forced Criminality

When a person, often a youth, is forced, manipulated, or coerced into engaging in illegal activities for someone else's benefit. This can include theft, drug distribution, fraud, or other crimes. If a person is compelled to commit these acts through force, fraud, or coercion, or if they are under 18 and involved in commercial sex, it is considered human trafficking—even if they appear to be the one “doing wrong.”

“Survival Sex”

When someone engages in sex acts in exchange for basic needs, such as food, shelter, clothing, or safety, due to a lack of resources or support. While this may appear as a “choice,” it often results from extreme vulnerability and is considered trafficking if the person is under 18 or is being manipulated or coerced.

FINANCIAL SEXTORTION

A Growing Threat

What is Financial Sextortion?

Financial Sextortion is the manipulation through threats to share explicit content unless money or gift cards are sent.

Often involves **blackmail** after gaining trust or accessing images or videos.

Who is Targeted Most?

Primarily **teen boys**, often those who feel ashamed or afraid to tell someone

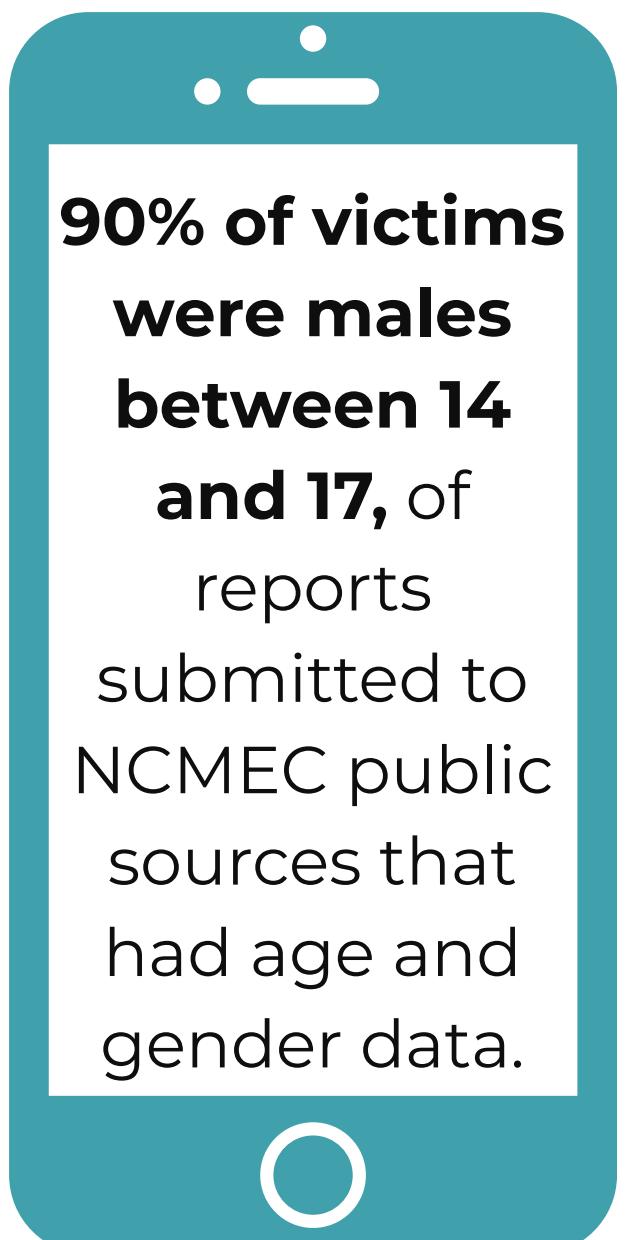
Exploited through **gaming platforms, DMs, or fake profiles**

Why it's Rising?

Quick profit motive for exploiters

Youth often don't realize they're victims – they feel **responsible or scared**

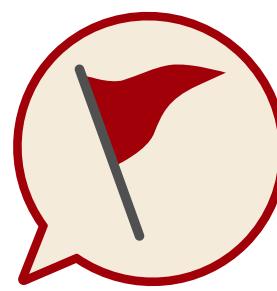
The use of **AI** and **Deepfakes** (Thorn, 2023)



NCMEC receives roughly, **556 financial sextortion reports** per week (explicitly or likely financial), over the last year of estimates.



2024 Thorn investigation of sextortion reports in NCMEC CyberTipline data, finds:



Health

- Unexplained bruises or injuries, e.g., broken bones, burns, or cuts
- Signs of prolonged, undiagnosed, or untreated illness or disease
- Signs of malnourishment or excessive hunger
- Signs of extreme fatigue or exhaustion
- Sexually transmitted infections
- Multiple Pregnancies
- Substance use
- Chronic dental problems

Appearance

- Inappropriately dressed for the weather, location, or age
- Branding or tattoos, e.g., boyfriend/girlfriend or friend's name, gang, or other symbol, as if indicating ownership
- New hairstyle, professional manicure, clothes, shoes, an electronic or other expensive gift
- Large amounts of cash, prepaid credit cards, hotel keys, or multiple cellphones
- Presence of an overtly controlling or concerned older male or female friend

Conduct

- Significant changes in behavior, e.g., falling asleep in school, overtly sexual, preoccupied with money
- Theft of necessities, e.g., food, clothing, hair products, or personal hygiene products
- Status offenses, e.g., truancy, unruly, underage drinking, drugs, or curfew violations
- Emotional extremes
- Hanging around much older men or women
- Gang affiliation

Home Life

- Homelessness
- Disconnected from family
- History of physical or sexual abuse or neglect
- History of domestic violence or family dysfunction
- Lives in a hotel or reports frequent travel to other cities
- Unsure or unwilling to give "home" address or identify other household members
- Family history of prostitution or solicitation

A photograph of a group of people, likely children, sitting on the floor in a classroom or workshop setting. In the foreground, the legs and feet of several children are visible, wearing various colorful clothing and shoes. In the background, a man with a beard and blue-rimmed glasses, wearing a green shirt, is smiling and looking towards the camera. The overall atmosphere is one of a positive, educational environment.

EQUIPPING ADULTS TO RESPOND

AS A MANDATED REPORTER

There is a legal obligation to follow your state laws to make a report if you reasonably suspect that a child is at risk of, or is currently being exploited



Report to:

- ***Child Welfare Services***
- ***Police Department***
- ***Sheriff's Department***
- ***Parish Probation Department***

**Please note that this is not an exhaustive list*

WHAT CAN YOU DO?

MAINTAIN

Maintain usual routines

GIVE

Give youth choices; avoid power struggles

INCREASE

Increase the level of support and encouragement to youth

CREATE

Create clear, firm limits and develop logical consequences

BE

Be sensitive to environmental cues that may trigger some individuals



A SURVIVOR'S STORY

COLORADO AT A GLANCE

Year 2024

2024 Colorado Human Trafficking Council Data

- 348 identified victims statewide
- Ages 13-17 most impacted
- 70% female | 30% male
- Majority identified through education & community reporting
- Rising online recruitment (social media, gaming platforms)

Statewide Mandates & Alignment

- HB22-1279 – Expands child welfare & youth protection requirements
- HB19-1110 – Requires training for youth-serving professionals
- Every Student Succeeds Act (ESSA) – “Safe and Supportive Schools” provisions
- Colorado Human Trafficking Council (2024 Report) – Calls education “a front-line prevention system”

80% of trafficked youth attended school

U.S. Department of Education (Human Trafficking in America's Schools, 2013)

Only 30% of educators are trained

Polaris Project and National Education Association surveys (2018)

Policy ≠ Practice

Why School & Communities Matter

- Students spend 35+ hours/week in school
- Educators notice early signs first
- Connection is a protective factor
- Community partnerships strengthen safety

“A teacher would have been the most helpful to either give me the number of the helpline or call for me”

A Survivor’s Response, Thorn (2016)

A National Demonstration Program (U.S.A)

Human Trafficking Youth Prevention Education (HTYPE)

Funded by the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018



PROTECT

What's involved in protecting students?



PROTOCOL



TRAINING



EDUCATION



RESEARCH

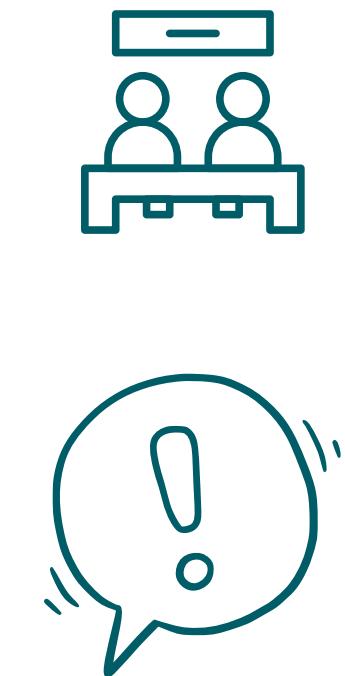
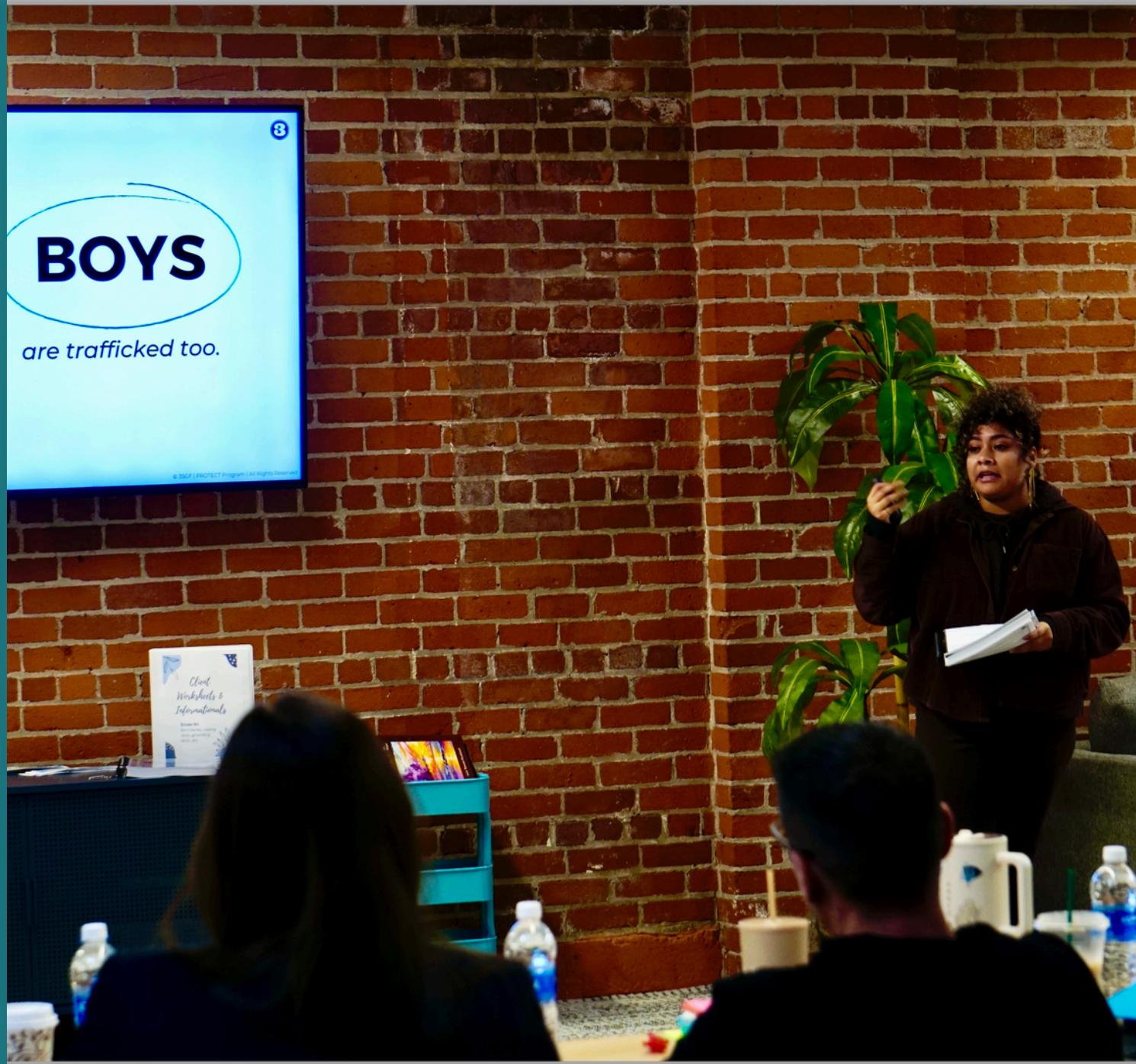
- Human Trafficking School Safety Protocols
- Training Staff & Families
- K-12 Curriculum (Primary-Secondary School)
- Program Measurement

Urban District Partnerships

More than **500 schools** were reported to have implemented a Human Trafficking School Safety Protocol (HTSSP) **over two years**, and as a result...

- **107 students were identified as potentially having experienced or experiencing human trafficking.**
- **55 potential human trafficking cases were reported to child welfare.**
- **41 potential human trafficking cases were reported to law enforcement.**
- **90 students were also referred to community resources due to safety concerns.**

Rural District Example



Students Educated:
421 6th graders (one school)

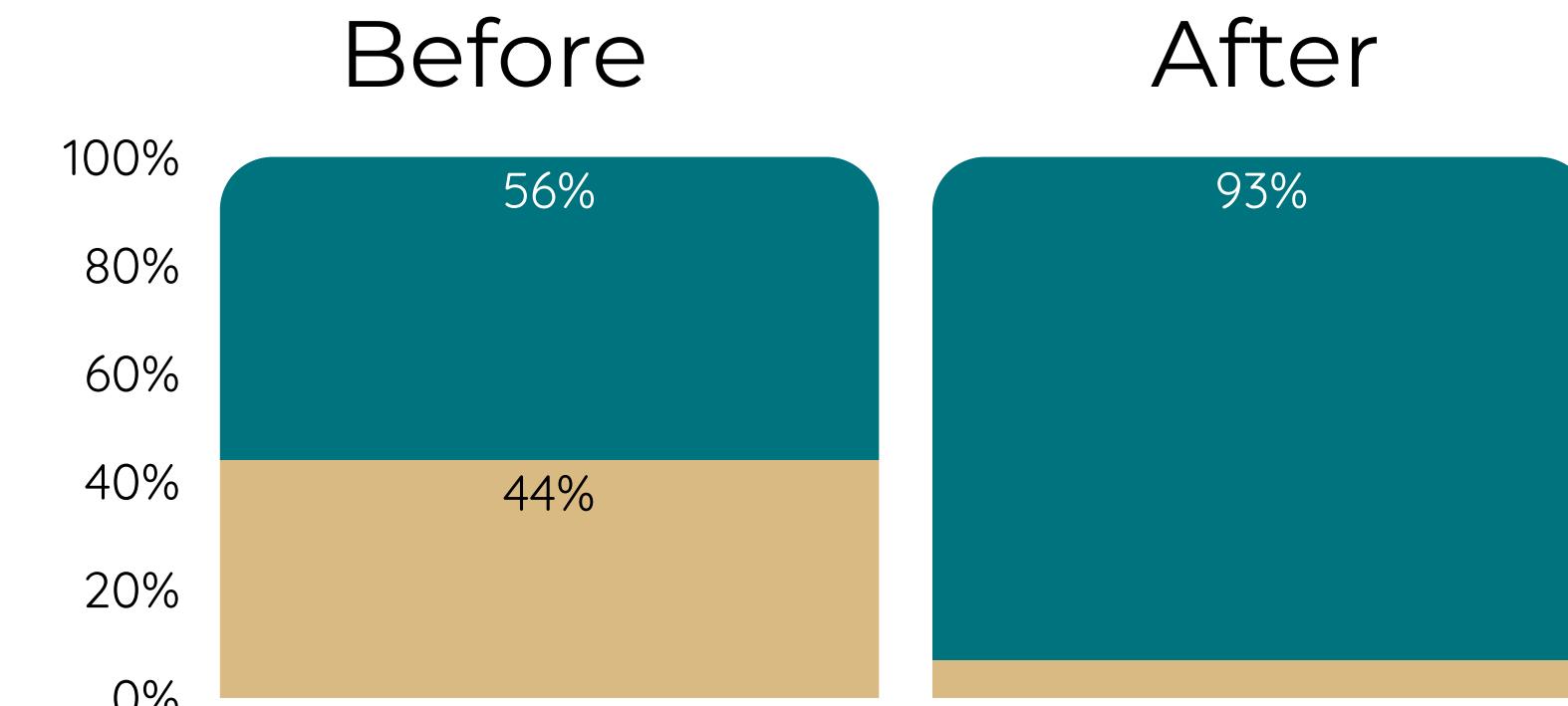
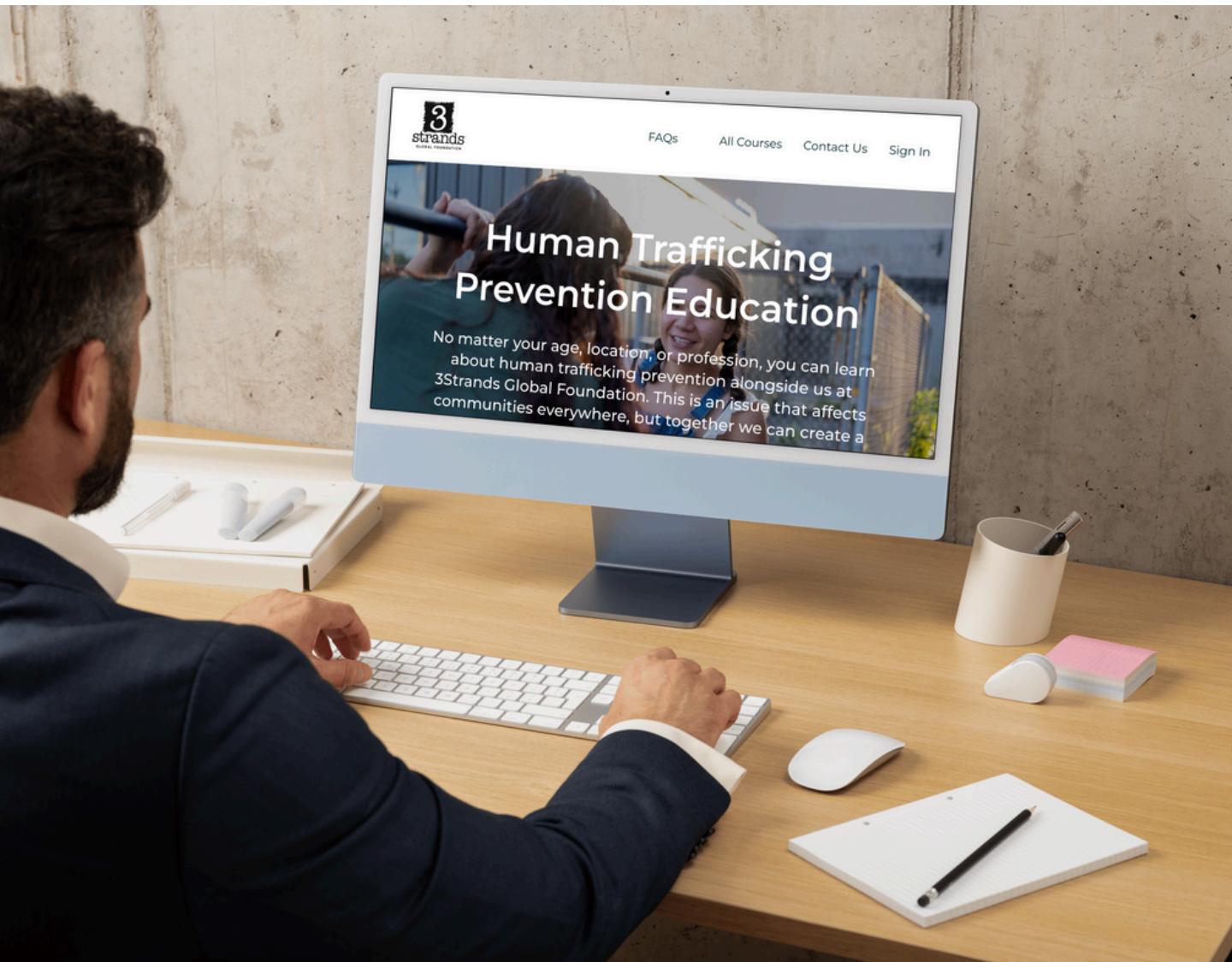
Mandated Reports:
5 disclosures directly following the curriculum

- **1** disclosure was made directly to the school counselor (who was present during the lessons)
- **4** were made directly to the PROTECT certified facilitator

What We've Learned

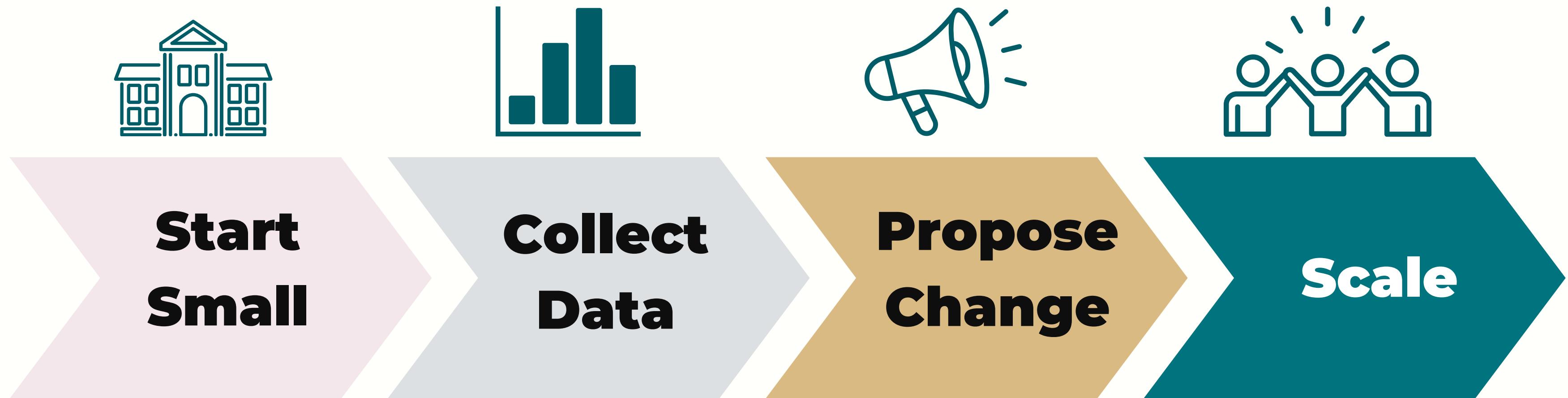


More often than not, students haven't had an opportunity to be taught about what human trafficking is, which negatively impacts their ability to report it.



“Do you know how to report human trafficking?”

From Pilot to Policy



*Don't underestimate what **one trained educator in one school** can spark*

Common pushback. . .

“We already talk
about safety in
health class”

“That doesn’t
happen in our
community.”

“It’s too much for
our students to
handle.”

*Prevention isn't about fear. It's about
skill-building, and it belongs everywhere.*

Turning Policy into PROTECTION



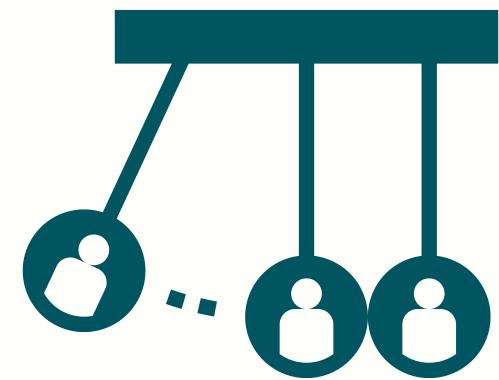
**Map
What
Exists**



**Gather
Real
Data**



**Empower
Your
Champions**



**Launch
with
Intention**

Map Your Community



What Exists



Training for Staff



Prevention Curriculum



Ongoing Data Collection



What's Missing

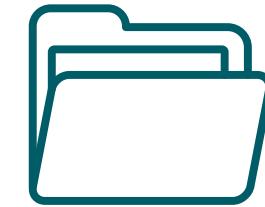
Reporting Protocols

Family Engagement

Implementation Plan

Your Digital Toolkit

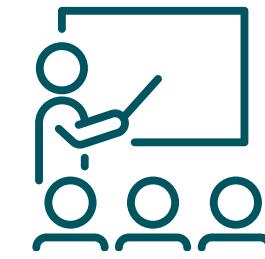
.....



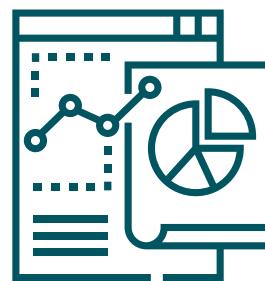
Editable Rollout Plans



Sample Policies



List of Learning Objectives



A Fillable Reporting Protocol

Your Digital Toolkit

.....



Community Readiness: Human Trafficking Prevention

Vision & Purpose:	<ul style="list-style-type: none"> Define your school/district prevention goals Align with state or federal policy Describe your WHY: Why prevention? Why now?
Training for Staff and Parents/Guardians	<ul style="list-style-type: none"> Required Staff Roles Preferred Training Format (Online, In-person, Hybrid) Frequency/deadlines Family Information Nights Multilingual Support
Student Curriculum	<ul style="list-style-type: none"> Grade levels Lesson timeline Facilitator Parent/Guardian Consent
Reporting Protocol	<ul style="list-style-type: none"> Existing Protocols and Procedures Flowchart/Guides Alignment with Disclosures
Evaluation	<ul style="list-style-type: none"> Data Collection method Metrics (reach, trained, disclosures) Improvement strategy

TOOLKIT: EDITABLE ROLL-OUT PLANS

© 3Strands Global Foundation | All Rights Reserved | www.3SGF.org

Implementation Timeline: Human Trafficking Prevention

Phase	Key Activities	Dates	Responsible Parties
Planning			
Training			
Rollout			
Debrief			

NOTES & LOCAL CUSTOMIZATION

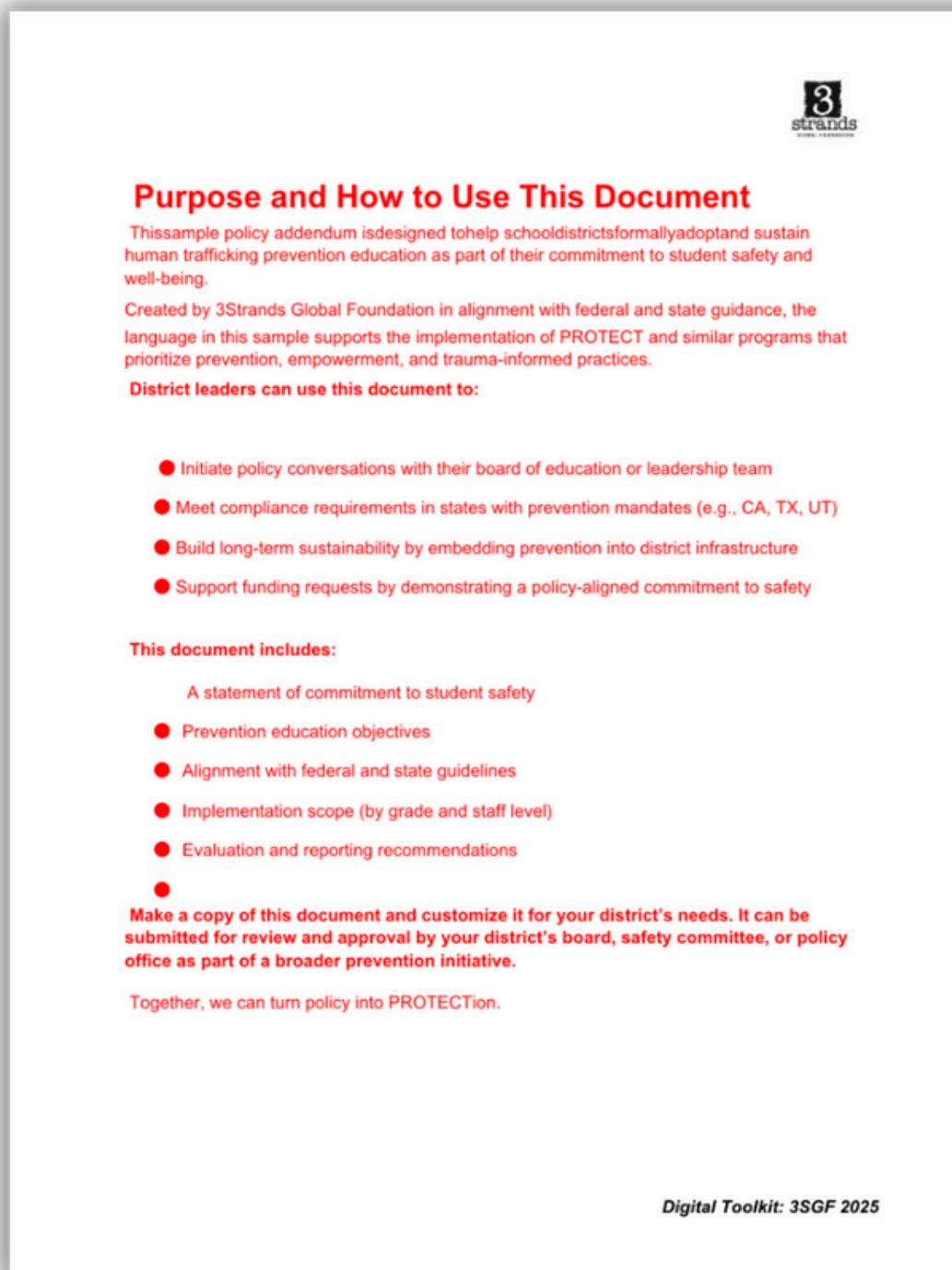
Examples: Site-specific needs, rural/urban setting considerations, district-specific info/contacts

TOOLKIT: EDITABLE ROLL-OUT PLANS

© 3Strands Global Foundation | All Rights Reserved | www.3SGF.org

Your Digital Toolkit

.....



Purpose and How to Use This Document

This sample policy addendum is designed to help school districts formally adopt and sustain human trafficking prevention education as part of their commitment to student safety and well-being.

Created by 3Strands Global Foundation in alignment with federal and state guidance, the language in this sample supports the implementation of PROTECT and similar programs that prioritize prevention, empowerment, and trauma-informed practices.

District leaders can use this document to:

- Initiate policy conversations with their board of education or leadership team
- Meet compliance requirements in states with prevention mandates (e.g., CA, TX, UT)
- Build long-term sustainability by embedding prevention into district infrastructure
- Support funding requests by demonstrating a policy-aligned commitment to safety

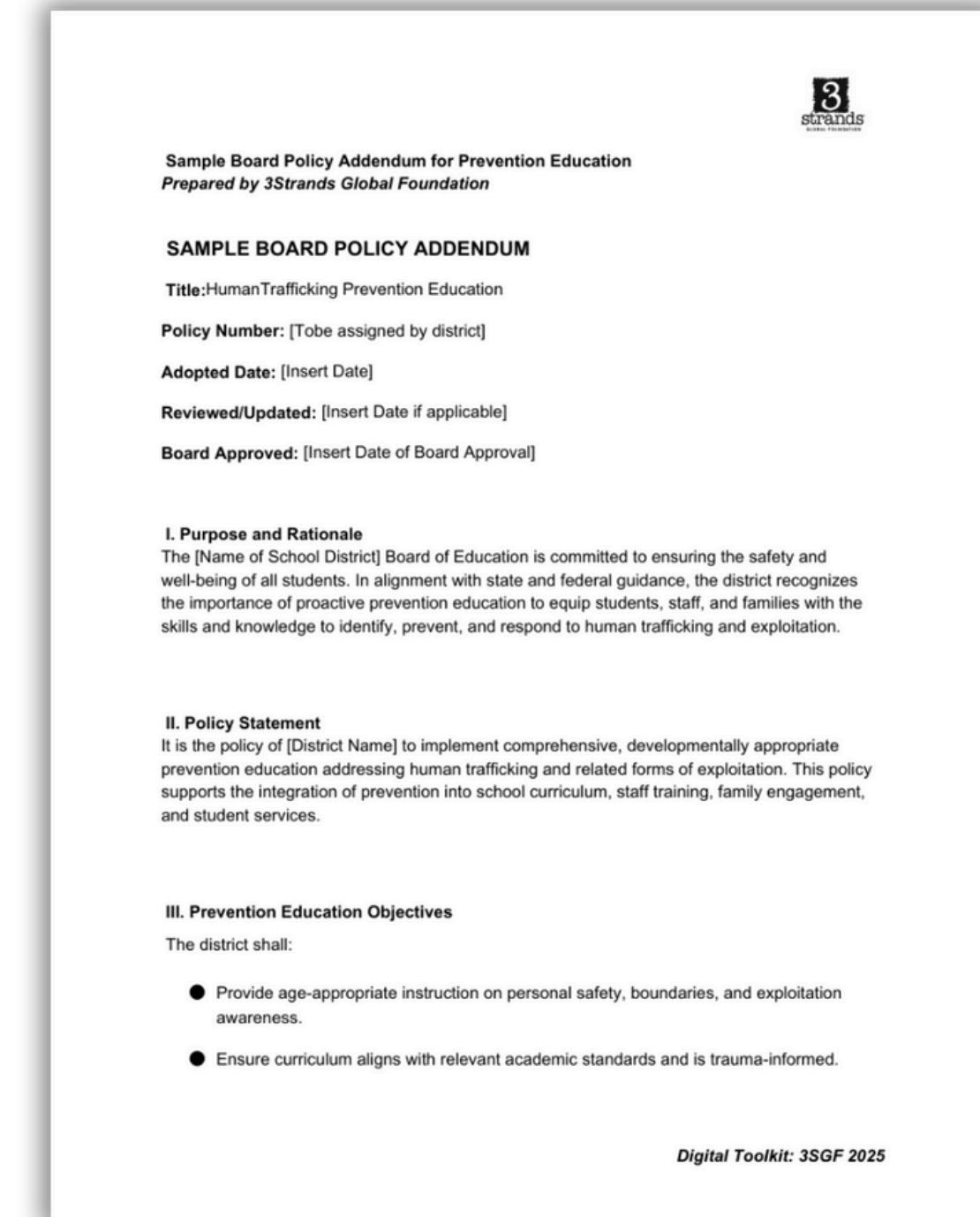
This document includes:

- A statement of commitment to student safety
- Prevention education objectives
- Alignment with federal and state guidelines
- Implementation scope (by grade and staff level)
- Evaluation and reporting recommendations
-

Make a copy of this document and customize it for your district's needs. It can be submitted for review and approval by your district's board, safety committee, or policy office as part of a broader prevention initiative.

Together, we can turn policy into PROTECTion.

Digital Toolkit: 3SGF 2025



Sample Board Policy Addendum for Prevention Education
Prepared by 3Strands Global Foundation

SAMPLE BOARD POLICY ADDENDUM

Title: Human Trafficking Prevention Education

Policy Number: [To be assigned by district]

Adopted Date: [Insert Date]

Reviewed/Updated: [Insert Date if applicable]

Board Approved: [Insert Date of Board Approval]

I. Purpose and Rationale
The [Name of School District] Board of Education is committed to ensuring the safety and well-being of all students. In alignment with state and federal guidance, the district recognizes the importance of proactive prevention education to equip students, staff, and families with the skills and knowledge to identify, prevent, and respond to human trafficking and exploitation.

II. Policy Statement
It is the policy of [District Name] to implement comprehensive, developmentally appropriate prevention education addressing human trafficking and related forms of exploitation. This policy supports the integration of prevention into school curriculum, staff training, family engagement, and student services.

III. Prevention Education Objectives
The district shall:

- Provide age-appropriate instruction on personal safety, boundaries, and exploitation awareness.
- Ensure curriculum aligns with relevant academic standards and is trauma-informed.

Digital Toolkit: 3SGF 2025

Your Digital Toolkit



Learning Objectives: Students

Indicators

- (Primary School) Recall the definitions for various forms of abuse and neglect, including, but not limited to, physical, verbal, psychological, and sexual abuse.
- (Primary School) Recognize situations and indicators that raise concern of abuse
- (Secondary School) Recall federal definitions of severe forms of trafficking in persons
- (Secondary School) Describe how sex and labor trafficking occur in the United States
- (Secondary School) Recognize situations and indicators that may raise concerns about sex and labor trafficking
- Provide examples of strategies commonly used by abusers to groom children

Avoiding Victimization

- Analyze personal risk factors
- List personal protective factors
- Practice health-enhancing behaviors
- Simulate interpersonal communication skills to avoid or reduce risk
- Construct and verbalize personal boundaries
- Write a safety plan
- (Secondary School) Use decision-making skills to enhance safety
- (Secondary School) Analyze the influence of family, peers, culture, media, technology, and other factors on risks

Informational Resources

- Identify positive peer and adult connections
- Demonstrate how to access programs and services to build protective factors
- Recall information on how to report abuse

CDC Characteristics

- Focuses on clear health goals and related behavioral outcomes
- Is research-based and theory-driven
- Addresses individual values, attitudes, and beliefs
- Addresses individual and group norms that support health-enhancing behaviors

U.S. Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program

Learning Objectives: School Staff

Indicators

- Recall the federal definition of severe forms of trafficking in persons.
- Describe how sex and labor trafficking occurs in the United States.
- Recognize situations and indicators that may raise concerns about sex and labor trafficking with a special emphasis on children and youth in school settings.
- Provide examples of strategies commonly used by traffickers to groom and recruit children and youth
- Recognize individual, communal, relational, environmental, and societal factors that increase risk to human trafficking

Avoid Victimization

- List protective factors that can decrease student risk.
- Examine the role of educators and other staff in building protective factors and decreasing student risk for human trafficking.
- Apply a trauma-informed and person-centered approach when addressing human trafficking in the school setting.
- Practice responding to disclosures in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner.

Understanding Procedures*

- Simulate how to support students who have been identified as at risk for or as having experienced human trafficking in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner.*
- Implement student screenings and coordinate referrals to information on trafficking and services available for individuals who may be at risk for or who have experienced human trafficking or another form of violence.*
- Identify culturally responsive, linguistically appropriate, trauma-informed, and person-centered information, programs, and services to enhance student well-being.*
- Identify how and when to communicate concerns about student safety and human trafficking to caregivers.*

Understand Mandatory & Nonmandatory Reporting

- Cite the legal obligations of mandated reporters and who within the LEA qualifies as a mandated reporter under state law.

U.S. Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program

Learning Objectives: Train-the-Trainers

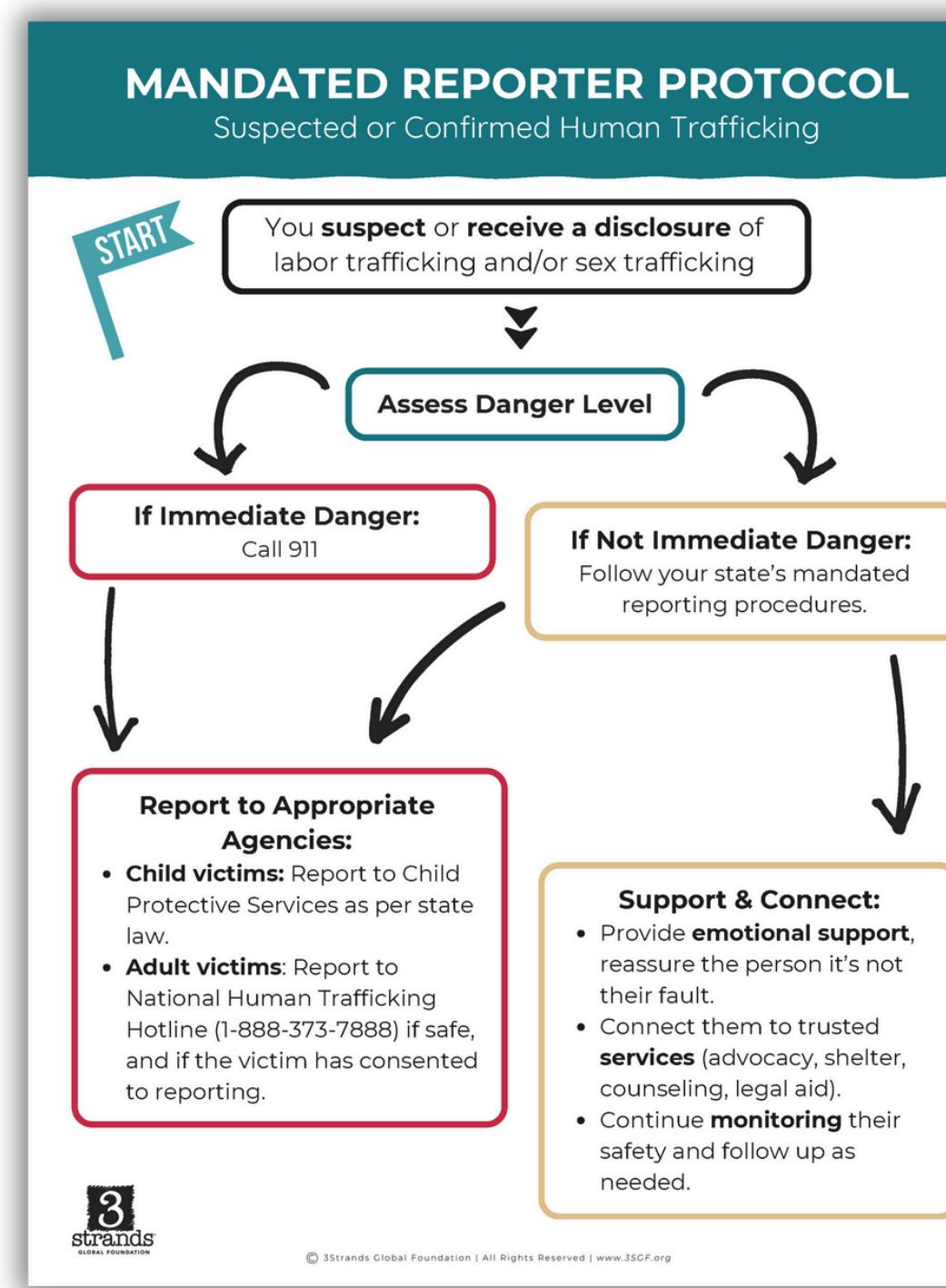
Indicators

- Recall the core content of the relevant prevention education and/or training curricula.
- Employ skills that promote learner engagement, critical thinking, and skill acquisition.
- Demonstrate active listening skills, including reflecting and reframing, during facilitation.
- Apply adult learning principles (for trainers implementing education and training with adult learners).
- Simulate activities from the relevant prevention education and/or training curricula.
- Illustrate how to respond to participant questions knowledgably.
- Practice managing difficult training situations, including disruptive learner behaviors.
- Simulate how to support students who have been identified as at risk for or as having experienced human trafficking in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner.
- Apply a trauma-informed and person-centered approach when addressing human trafficking in the school setting.
- Practice responding to disclosures in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner.
- Demonstrate how to direct participants to additional information and resources.

U.S. Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program

Your Digital Toolkit

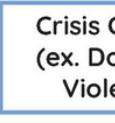
••••



COMMUNITY RESOURCE LIST
(Fill in with resources, names, phone numbers, and any notes)

Emergency Contacts

Local Law Enforcement: _____
Child Protective Services: _____
National Human Trafficking Hotline: 1-888-373-7888

Resource	Organization	Contact Info
 Shelter/ Housing		
 Crisis Centers (ex. Domestic Violence)		
 Legal Aid:		
 Substance Abuse Treatment:		
 Mental Health:		
 Mentorships/ Peer Support:		
 Other:		

© 3Strands Global Foundation | All Rights Reserved | www.3SGF.org



*The key to
sustainable change
is through
policy + education*



Questions?



Arleen J. Marin, MPA
Email: ArleenM@3sgf.org
956-532-4189

Want to keep learning?

empowerment.3sgf.org



*Learn more about our
prevention efforts:*

