Prevention Resource Guide To Address The Commercial Sexual Exploitation Of Children In Nevada



Assembly Committee: Health and Human Services
Exhibit: E Page 1 of 122 Date: 03/13/2019
Submitted by: Ross E. Armstrong

The Nevada Coalition To Prevent The Commercial Sexual Exploitation Of Children

#StopCSECinNV

Attachment B of the Nevada CSEC Strategic Plan

PREVENTION RESOURCE GUIDE TO ADDRESS THE COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN IN NEVADA (CSEC Prevention Resource Guide)

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Nevada's CSEC Strategic Plan, including Attachment A – the CSEC Model Coordinated Response Protocol and Toolkit and Attachment B – the CSEC Prevention Resource Guide, was developed by Sierra Mountain Behavior Consulting (SMBC) through an agreement with the Nevada Division of Children and Family Services (DCFS). While every effort has been made to provide accurate and complete information, SMBC, DCFS and the State of Nevada assume no responsibility for any errors or omissions in the information. Resources are included for reference purposes only.

The CSEC Strategic Plan's Attachments A and B are filled with electronic hyperlinks to websites and online resources that appear in blue underlined type. As a result, they are intended primarily for online viewing. The CSEC Strategic Plan and Attachments A and B are available at the DCFS CSEC Coalition webpage: http://dcfs.nv.gov/Programs/CWS/CSEC/CSEC/

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Recommended Citation:

Nevada Coalition to Prevent the Commercial Sexual Exploitation of Children. (2018). Resource guide to prevent the commercial sexual exploitation of children in Nevada. Nevada Division of Child and Family Services. Retrieved from: http://dcfs.nv.gov/Programs/CWS/CSEC/CSEC/

ACKNOWLEDGMENTS

On May 31, 2016, Governor Brian Sandoval signed Executive Order 2016-14 establishing the Nevada Coalition to Prevent the Commercial Sexual Exploitation of Children (CSEC Coalition).[1] Through the Executive Order, among other things, the CSEC Coalition was directed to develop public awareness campaigns to better inform communities across Nevada about the commercial sexual exploitation of children.

It is the intent and hope of the CSEC Coalition and its Prevention Subcommittee that communities will work collaboratively to prevent sex trafficking and protect Nevada's youth. The CSEC Coalition is grateful for the collective effort, dedication and expertise provided by those identified below who participated in developing and reviewing this Resource Guide to Prevent the Commercial Sexual Exploitation of Children in Nevada (Guide), which is a part of the Nevada CSEC Strategic Plan.

The CSEC Coalition's Prevention Subcommittee, under the able leadership of Mari Parlade of Clark County Department of Family Services and Jen Robinson of Awaken. The Prevention Subcommittee was tasked with reviewing national promising practices in CSEC prevention, engaging subject matter experts and producing toolkits that could be used across Nevada to implement efforts to protect Nevada's children. This Guide is the culmination of the Prevention Subcommittee's efforts and its members, along with the CSEC Coalition's, are identified on the following pages. Subcommittee members represented a broad cross-section of faith-based groups, local and state government agencies, law enforcement, private sector organizations, advocates and national industry associations. It met monthly, from November 2016 through August of 2018.

CSEC survivors and an advisory group of youth from STARS CDC who reviewed and provided input on the toolkits. CSEC survivors also shared their stories, some of which are quoted in this Guide, in hopes that others will understand the risks and experiences of child sex trafficking and prevent the trafficking of other children.

The technical and administrative support team for the CSEC Coalition provided by Sierra Mountain Behavior Consulting: Theresa M. Anderson, MEd, Joy L. Salmon, PhD and Sonya Giroux, MA. They coordinated meetings, developed and analyzed surveys, conducted research and wrote and incorporated input to this Guide.

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INTRODUCTION

This section of the CSEC Prevention Resource Guide lays a foundation for child sex trafficking prevention efforts in Nevada. While it may be tempting to bypass these chapters and proceed immediately to an area of interest, applying the information in these chapters will help your prevention efforts be more successful.

Chapter 1 lays out the need for child sex trafficking prevention efforts in Nevada by identifying risk factors and prevalence of CSEC in Nevada.

Chapter 2 describes a public health framework for the prevention of child sex trafficking and provides an overview of the characteristics of effective interventions and implementation efforts.

Chapter 3 provides guidance on how to prepare oneself to be effective while delivering prevention interventions, including how to educate oneself, how to communicate, and words of caution and encouragement.

Chapter 1

THE NEED TO PREVENT CHILD SEX TRAFFICKING IN NEVADA

Nevada is a major destination for those who seek to sexually exploit children. It is one of the states most affected by human trafficking[i] with reports of hundreds of calls to the national hotline annually. In 2017, Nevada ranked 10th in the nation for the number of human trafficking cases reported to the National Human Trafficking Hotline, up from 18th in 2012, and 12th in 2016.[2] At least 92% of the 199 cases involved sex trafficking, and 23% of the 199 involved minors.[3] The Federal Bureau of Investigation's (FBI)[ii] Innocence Lost Initiative identified Las Vegas as one of thirteen High Intensity Child Prostitution Areas.[4]

Child sexual exploitation and trafficking is child abuse.

The Nevada Online Commercial Sex Market study which examined advertising on Backpage.com in 2016 found that Nevada led the nation in the number of sex providers per capita. Based on descriptive language in ads, it estimated that 19% of Nevada's sex providers were likely younger than the 18 years of age required to advertise, putting Nevada among the top ten states in terms of the number of young sex providers. These young sex providers were more than twice as likely to have indicators of drug use than older sex providers and at higher risk of having been trafficked. Buyers paid more for young sex providers, suggesting a higher demand by both buyers and traffickers.[5]

> ***"I am most proud of the work that I am doing now. I see girls being trafficked every other day because I live near Tropicana (Las Vegas track). That's where minors are sold a lot. These babies have so much pain in their eyes. I do this for them."***
>
> ***~Anonymous, CSEC[iii] Survivor***

Risk Factors for Exploitation

A number of factors contribute to a youth's vulnerability to being recruited into commercial sexual exploitation. They include:[6]

- A history of child sexual abuse, neglect or exposure to domestic violence.
- A family background in commercial sex.
- Poverty or family economic strain.
- An unstable home life, e.g., parental absence/neglect, multiple foster homes.
- Being a part of an ostracized, undocumented or stateless group, e.g., gender minority

[i] The term, human trafficking, refers to both labor and sex trafficking. This Guide only addresses one type of human trafficking, child sex trafficking, which is also referred to as the commercial sexual exploitation of children.

[ii] A list of acronyms is included in Appendix A.

[iii] CSEC stands for commercially sexually exploited child(ren) or the commercial sexual exploitation of children, depending on the context.

(LGBTQ[iv]), racial minority (e.g., African American, American Indian/Alaska Native[v]), or migrants.
- Substance abuse by youth or parent/guardians.
- Running away or truancy.
- Disengagement from school, e.g., not completing high school.
- Having low self-esteem or self-worth; a need for belonging, love and affection.

According to Kids Count 2018,[7] Nevada ranks 47th nationally in terms of child well-being based on 16 indicators representing four areas of well-being: Economic (43rd), Education (49th), Health (43rd), and Family and Community (42nd). These rankings reflect risk to children, with some factors contributing to vulnerability to sex trafficking.

To illustrate this more concretely, the following factors contribute to vulnerability to sex trafficking. In Nevada:
- 19% of children (127,000) lived in poverty in 2016.
- 30% of children (201,000) had parents who lacked secure employment in 2016.
- 34% of children (233,000) lived in households with a high house cost burden in 2016.
- 12% of children (77,000) lived in high-poverty areas in 2012 - 2016.
- 69% of 4th graders and 73% of 8th graders were not proficient in reading and math, respectively, in 2017.
- 26% of high school students did not graduate on time in 2015 - 2016.
- 10% of teens (14,000) were not in school and not working in 2016.
- 5% (12,000) of teens abused alcohol or other drugs in 2015 - 2016.

Additionally, 7 of every 1000 children in Nevada, a total of 4,869 children, were confirmed victims of child maltreatment in 2016. Of these, 80% (3,920) were victims of neglect, 26% (1,273) were victims of physical abuse, 6% (269) were victims of sexual abuse, with the remaining being victims of medical neglect or emotional abuse. Some children were victims of multiple types of maltreatment. There were 4,251 children in foster care in Nevada in 2016.[8]

According to the National Center for Missing and Exploited Children, one in seven of the 25,000 runaways reported to them in 2017 were likely child sex trafficking victims; 88% of these likely trafficking victims were in the care of child welfare when they ran.[9]

This data exemplifies the need for wide-reaching prevention and intervention efforts throughout Nevada, including targeted prevention efforts for youth who are at greater risk of being enticed into sex trafficking and intervention for those who have already been victimized. To that end, the Nevada Strategic Plan was developed, which includes the CSEC Model Coordinated Response Protocol and Toolkit (CSEC Protocol), and this CSEC Prevention Resource Guide (Guide).[vi] The CSEC Protocol provides guidance to first responders and agencies for implementing a coordinated response to identify and serve CSEC based on promising practices. This Guide provides prevention strategies and resources that can be implemented by communities across Nevada.

[iv] LGBTQ – Lesbian, gay, bisexual, transgender or questioning.

[v] The formal legal designation of American Indian/Alaska Native (AI/AN) is used in this Protocol to represent Native communities in this country with the recognition there are numerous terms used to describe Native communities and differing comfort levels with various terms.

[vi] The CSEC Strategic Plan and Attachments A and B are available at the DCFS CSEC Coalition webpage: http://dcfs.nv.gov/Programs/CWS/CSEC/CSEC/

Chapter 2

A FRAMEWORK FOR IMPLEMENTING CSEC PREVENTION IN NEVADA

The Trafficking Victims Protection Act[10] identifies three strategies for addressing human trafficking, referred to as the 3 Ps: Prevention, protection and prosecution. More recently, the Federal Strategic Action Plan on Services for Victims of Human Trafficking in the United States added a fourth: Partnership.[11, 12]

The first strategy, the prevention of human trafficking – including the prevention of commercial sexual exploitation of children, can be addressed at any of three stages.

> "The **primary** stage of prevention seeks to *avert injury* before it has occurred…
>
> "The **secondary** stage of prevention seeks to *minimize the impact* of injury that has already occurred and *inhibit further injury…*
>
> "The **tertiary** stage of prevention seeks long term solutions to *help restore or comfort* those that have been severely injured. This is a stage of last resort…"[13]

Most responses to child sex trafficking to date have been tertiary in nature, i.e., reactive, intervening *after* significant harm has occurred. Primary and secondary approaches, i.e., those that are proactive in nature, that attempt to protect children *before* any/further harm occurs are receiving increased attention.[14]

The task of the Prevention Subcommittee of the Nevada Coalition to Prevent the Commercial Sexual Exploitation of Children (CSEC Coalition) is to recommend promising proactive approaches to CSEC prevention. While research on comprehensive and individual CSEC prevention programs is limited, national prevention experts and coalitions provide guidance on promising and recommended practices. The following is a recommended framework for implementing a comprehensive CSEC prevention program, grounded in collaborative partnerships.

A Public Health Approach to CSEC Prevention

Preventing child sexual exploitation *before* it occurs fits well with a public health model (PHM) which has the ultimate goal of eliminating a public health threat, such as child sexual abuse/violence, before it begins by engaging the population as a whole and at-risk populations.[15] It includes a four-level ecological approach to identifying causes and interventions for human trafficking, and focuses on *both* reducing *risk* and increasing *resilience/protective* factors.[16, 17, 18, 19, 20]

The ecological approach targets individual, relationship, community and societal factors that contribute to CSEC (see examples in *Figure 2.1*[21]). Interventions addressing these factors include:[22]

Universal interventions – for groups (e.g., schools, parents, faith-based, ethnicity) and the general population without regard to individual risk for victimization or perpetration.

Selected interventions – for specific populations (i.e., culturally relevant) at risk of either victimization or perpetration.

Indicated interventions – for those who are already victimized or have perpetrated.

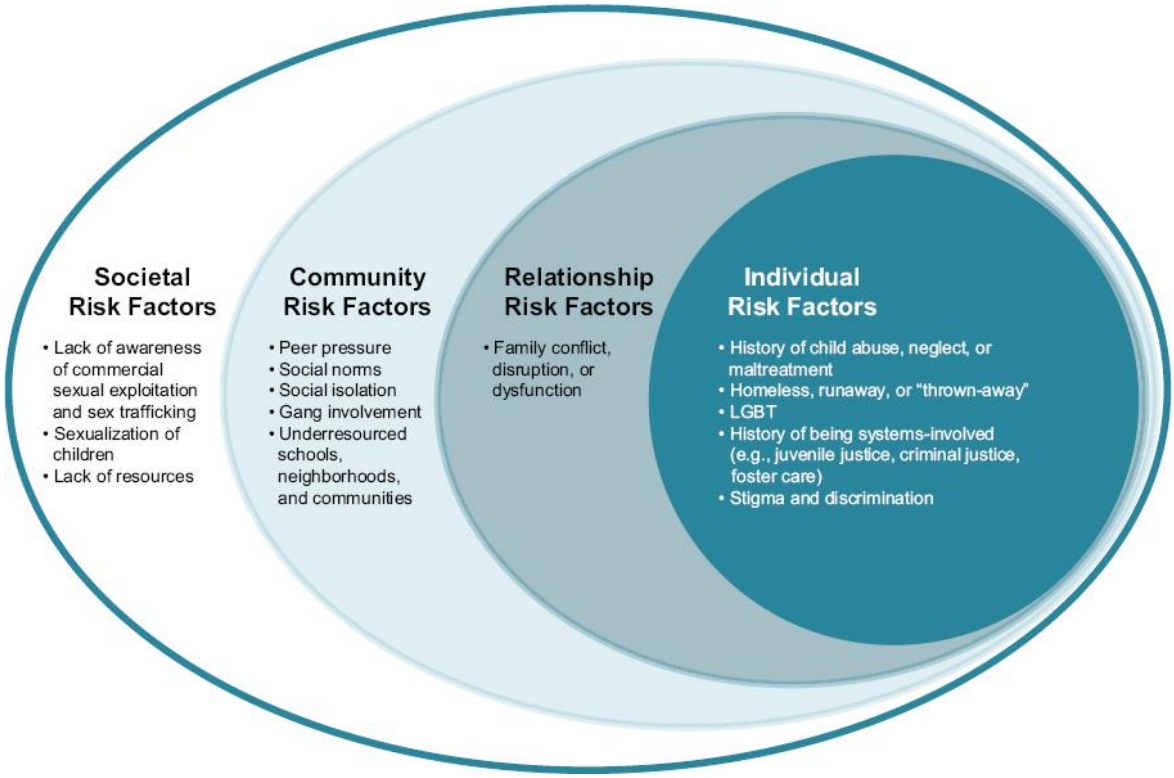


Figure 2.1: Ecological model adapted to illustrate the possible risk factors for commercial sexual exploitation and sex trafficking of minors. [23]

Proactive (primary and secondary) prevention efforts focus on universal and selected interventions that prevent first-time and/or new incidents, while indicated interventions typically address tertiary prevention efforts that address the consequences of victimization. Thus, the toolkits in this Guide focus on universal and selected interventions.

> ***"Our country needs to awaken – open their eyes and be the answer to our trafficking epidemic problem. WE ARE THE KEY. If we won't tolerate it, it will stop happening. It is only here because there is a demand. Therefore, the culture needs to shift their views on what sex trafficking really is and how it correlates directly to the sex industry and entertainment industry." ~Annie Lobert, Survivor***

The most common proactive interventions attempt to reduce risk to potential *victims,* reduce the likelihood of threat by possible *perpetrators,* and encourage appropriate intervention of *bystanders*.[24]

Within the context of the PHM, the National Plan to Prevent the Sexual Abuse and Exploitation of Children (National Plan) calls for **six action areas** for primary prevention:[25]

- Utilize research/data to guide prevention practices and social change.
- Increase public awareness of effective child sexual abuse/exploitation prevention strategies.
- Reduce demand for the sexual exploitation of children, and factors that enable individuals to cause or profit from such exploitation.
- Implement policies, practices, norms and beliefs that strengthen comprehensive primary CSEC prevention efforts.
- Encourage partnerships and coordination of resources in prevention efforts.
- Ensure funding for prevention efforts is comparable to the harm/costs of child sexual abuse/exploitation.

As a follow-up to the National Plan, the National Coalition to Prevent Child Sexual Abuse and Exploitation identified **six policy pillars** necessary for successful primary prevention efforts.[26]

- Strengthen sexual abuse/exploitation prevention policies and practices in youth-serving organizations.
- Support healthy development of children through early assessment and services.
- Promote healthy relationships and healthy sexuality for children and youth through universal interventions.
- End demand for children as sexual commodities/objects by interrupting activities that feed demand.
- Establish sustainable funding of child sexual abuse/exploitation prevention efforts that includes *both* programming and evaluation (e.g., at minimum, 1% of funding spent on criminal/juvenile justice and social services for "after-the-fact" CSEC services made available for prevention efforts).
- Prevent initial perpetration of child sexual abuse and exploitation.

Reflective of the PHM, these pillars assume that the development of policies will be research-informed and efforts will be evaluated for effectiveness.

Nevada CSEC prevention toolkits mapped to a public health model matrix

In *Table 2.1*, the toolkits in this Guide (see *Table of Contents*) are embedded in a PHM matrix that is adapted for the CSEC population[27] and reflects levels of an ecological approach and levels of intervention. Combined, the CSEC prevention strategies within these toolkits provide a comprehensive approach to proactive CSEC prevention efforts in Nevada. While additional strategies may be added to strengthen prevention efforts, those included in the toolkits are congruent with the recommended action areas and policy pillars.

Characteristics of Effective Prevention Interventions

Where research identifying effective CSEC prevention interventions is limited, prevention interventions can be guided by characteristics (referred to as "principles") of effective programs. These principles were identified through a meta-analysis of reviews (i.e., a review of reviews) of existing effective prevention programs addressing four public health issues (substance abuse, risky sexual behavior, school failure and juvenile delinquency and violence) using universal and selective prevention interventions.[28, 29] These principles can be used to review current and

proposed prevention interventions in Nevada. A checklist describing each principle is available – see endnote for reference.[30]

Principles related to *program* characteristics:

- Comprehensive – multiple interventions in multiple settings of influence.
- Varied teaching methods – e.g., information, interactive, skill-based.
- Sufficient dosage – session length, spacing and number, program duration, booster sessions.
- Theory-driven – theory-based interventions emerging from research.
- Opportunities for positive relationships – strong relationships with positive peer/adult models.

Table 2.1. Nevada CSEC Prevention Toolkits Mapped to a Public Health Model Matrix

Target	Individual	Relationship	Community	Societal
Universal Aimed at ***everyone*** in the population of interest, regardless of risk.	Designed to impact *individual factors* that increase the likelihood of victimization or perpetration. ***Toolkits:*** • Demand • Faith-based • Parent/caregiver • Social media • Youth	Designed to impact factors that increase the risk of CSEC as a result of *relationships* with peers/friends, intimate partners, family members. ***Toolkits:*** • Demand • Faith-based • Parent/caregiver • Social media • Youth	Designed to impact *community and social environments* that increase the risk of CSEC. ***Toolkits:*** • Communities • Demand • Faith-based • National Hotline • Social media	Designed to impact the *larger, macro-level factors* that influence CSEC, such as cultural, social or economic factors. ***Toolkits:*** • Communities • Demand • Social media
Selected Aimed at those in the population at ***heightened risk*** for CSEC victimization or perpetration.	Designed to impact *individual factors* that increase the likelihood of victimization or perpetration. ***Toolkits:*** • At-risk youth (homeless, runaway, foster care, LGBTQ) • AI/AN youth • Demand	Designed to impact factors that increase the risk of CSEC as a result of *relationships* with peers/friends, intimate partners, family members. ***Toolkits:*** • At-risk youth (homeless, runaway, foster care, LGBTQ) • AI/AN youth • Demand • Parent/caregiver	Designed to impact *community and social environments* that increase the risk of CSEC. ***Toolkits:*** • At-risk youth (homeless, runaway, foster care, LGBTQ) • AI/AN youth • National Hotline • Demand • Faith-based	Designed to impact the *larger, macro-level factors* that influence CSEC, such as cultural, social or economic factors. ***Toolkits:*** • Demand • Social media

Principles related to *matching* programs with target populations:

- Appropriately timed – early intervention and developmentally appropriate.
- Socio-culturally relevant – community norms, cultural beliefs/practices, individualized, participant-informed.

Principles related to *implementing and evaluating* prevention programs:

- Outcome evaluation – clear goals, continuous quality improvement, results documented.
- Well-trained staff – competent, trained, supervised staff who are champions for the cause.

Implementation Guide for Prevention Interventions

The Office of Juvenile Justice and Delinquency Prevention's Model Programs Implementation Guide suggests ten steps to take *prior to identifying or implementing* an evidence-based or promising intervention. These ten steps were gleaned from a review of studies of implementation efforts, as well as input from policymakers and those in the field. They provide a guide for practitioners and fall into three categories:[31]

Start – Build a solid foundation prior to implementing an evidence-based intervention.

- Establish clear intervention goals and outcomes and how these will be measured.
- Conduct a needs assessment.
- Learn about related research.
- Get stakeholders' buy-in.
- Identify specific jurisdictional issues.

Support – Put the intervention in place.

- Procure funding.
- Provide intervention training.
- Adapt, as needed.

Secure – Sustain the intervention.

- Anticipate challenges or setbacks.
- Ensure long-term sustainability.

In Summary

A public health approach to human trafficking prioritizes prevention and encourages collaborative efforts. Simply put, it involves:[32]

- Identifying the public health challenge – using data.
- Applying what works – identifying, adapting, implementing evidence-based or promising interventions.
- Assessing how well it worked – evaluating outcomes, key indicators.

This Guide is built on a public health approach that is proactive (with primary and secondary interventions) and addresses the root causes of human trafficking.[33] The Toolkits in this Guide address the three main types of proactive prevention interventions:

- General community awareness.
- Reduction of demand.
- Prevention education for at-risk populations.

Chapter 3

BEFORE YOU BEGIN

As mentioned previously, the acronym CSEC stands for commercially sexually exploited children or the commercial sexual exploitation of children, depending on the context.

Each chapter in this Guide includes an introduction, prevention strategies for the identified target group and resources that can assist in implementing each strategy.[vii] Other chapters are referenced when they provide related resources. The topics and groups targeted are outlined in the *Table of Contents.*

We encourage you to work collaboratively with others who have common goals and interests in addressing CSEC prevention as this has the potential to increase your influence and impact. A list of organizations and prevention efforts in Nevada can be found through a search of Nevada 2-1-1.[viii] Additionally, you'll find ideas of how you might partner with others in various chapters of this Guide.

Preventive education for children and teens should always be guided through discussions led by caring, knowledgeable adults. The term educator, as used in this Guide, refers to anyone in a teaching role with youth in church groups, youth clubs, mentoring programs, etc.

Before implementing prevention strategies, it is important to prepare oneself to ensure the greatest likelihood of success and to reduce the risk that prevention efforts might unintentionally further harm a CSEC.

> ***"Too many people who think they are 'helping' end up hurting people because good intentions are wonderful, but they aren't enough." ~Anonymous, CSEC Survivor***

Learn About Child Sex Trafficking

Anyone involved in prevention efforts must first educate themselves about child sex trafficking. It is important to recognize that child sex trafficking is child sexual abuse. The following online resources provide a place to begin in becoming knowledgeable about recruitment, risk factors, indicators and the impact of CSEC. You might review one or two, then come back at a later date to review others.

Sex Trafficking 101 – by Arizona State University School of Social Work. An online training module with information for the general public, school professionals, mental health providers and medical providers. Addresses what sex trafficking is, risk factors, recruitment strategies, warning signs. Includes survivor and expert interviews, downloadable and links to resources, and certificate of completion.
Online course: https://socialwork.asu.edu/stir/training

[vii] In the event a link no longer works, do an internet search by title and source of the resource.

[viii] Nevada 2-1-1 is a comprehensive online resource database which contains information about available community services (see *Appendix C*).

Scroll down for training tools: https://socialwork.asu.edu/stir/training
Spanish versions for some training tools: https://www.mccaininstitute.org/asu-office-of-sex-trafficking-intervention-research-brochures

A Guide for Parents and Caregivers: What You Can Do to Safeguard your Children and Others in Your Community – by Love146. Web-based or downloadable information with 5 units: Introduction to child trafficking and exploitation, myths and misconceptions, the power of words and perceptions, what makes us vulnerable and what you can do to protect your child. Includes information, examples, videos, questions for reflection and takeaways. While written for parents/caregivers, the information and reflective questions are appropriate for anyone pursuing prevention efforts.
https://love146.org/caregivers/guide/

Know the Language of Human Trafficking – by In Public Safety, American Military University. Defines the common terms used in trafficking culture.
https://inpublicsafety.com/2014/10/know-the-language-of-human-trafficking/

Child Sex Trafficking – by the National Center for Missing and Exploited Children. Webpage includes video and infographic about child sex trafficking. Scroll down page for links to handouts entitled, Child Sex Trafficking in America: Child Sex Trafficking Risk Factors & Identification Resource and A Guide for Parents and Guardians.
http://www.missingkids.com/theissues/cse/cstt

The 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families Adapted for Youth Who Are Trafficked – by the National Child Traumatic Stress Network (NCTSN). Handout that describes a range of points that should be considered when trying to understand and assist trauma-exposed children, families and communities in trauma-informed ways.
https://www.nctsn.org/resources/12-core-concepts-understanding-traumatic-stress-responses-children-and-families-adapted

Video: The Making of a Girl – by Jillian Buckley, Producer. The journey of a hypothetical preteen girl as she faces a life of sexual exploitation. Rachel Lloyd, founder of Girls Educational and Mentoring Services, describes the pain and trauma of sex trafficking, abuse and sexual exploitation.
https://www.youtube.com/watch?v=ZvnRYte3PAk

How to Communicate <u>with</u> and <u>About</u> CSEC

In addition to having the knowledge related to sex trafficking of children, individuals involved in prevention should understand how best to communicate *with* trafficked children should they disclose during prevention activities. This includes the manner one approaches a discussion and the do's and don'ts. It is also important to understand how to communicate *about* CSEC when you're providing prevention education.

First, do no harm.

As mentioned above, CSEC prevention education with youth should always be guided by caring, knowledgeable adults. It is essential that the teaching adult relate to each youth without

judgment, even if the youth discloses survival sex or other behaviors, such as trespassing or stealing.

Building a caring, trustworthy, reliable relationship is paramount to a CSEC feeling safe enough to disclose. Many who provide services to CSEC view such a relationship to be the primary intervention for healing.

It should also be noted that some CSEC may not see themselves as victims. A safe, caring, reliable relationship becomes a resource to which the CSEC can turn when ready.

Keeping in mind that CSEC are victims of sexual abuse and exploitation and have likely experienced numerous traumatic events will help you express the needed kindness and understanding – even when a CSEC's behavior may make this difficult. This is referred to as a victim-center and trauma-informed approach. The effects of abuse and trauma can show up in many ways, as described in the materials in the *Learn About Child Sex Trafficking* section above.

Learning about the circumstances that can lead to CSEC and hearing first-hand accounts can increase your understanding and compassion for the experiences of at-risk and victimized youth. Here are some stories of youth who have been or are at risk of being trafficked.

The Life Story. Videos highlighting the stories of female CSEC survivors and how survivors, service providers, funders, advocates and allies can make a difference for girls in the life,[ix] i.e., the different roads that can lead to CSEC and opportunities for change. Stories address: Child sexual abuse, foster care, early motherhood, entering the life, trauma and addiction, law enforcement, running away, school and exiting the life.
https://thelifestory.org/

Video: Kicked Out: LGBT Youth Experience Homelessness. Stories of LGBT youth who are kicked out of their homes. Demonstrates the success of LGBTQ youth who accepted community support and participated in programs geared toward the reduction of LGBTQ homelessness and CSEC.
https://youtu.be/TUhqodigPFk

Book: Runaway Girl: Escaping the Life on the Streets, One Helping Hand at a Time. The story of Carissa Phelps.
https://www.amazon.com/dp/B0072O02FK

Book: Walking Prey: How America's Youth are Vulnerable to Sex Slavery. The story of Holly Austin Smith.
https://www.amazon.com/Walking-Prey-Americas-Vulnerable-Slavery-ebook/dp/B00HY09X84

Workbook: Roadmap to Redemption. The story of Rebecca Bender.
https://smile.amazon.com/Roadmap-Redemption-Rebecca-Bender/dp/1482008106/

[ix] The term, the life, refers to involvement in the subculture of prostitution.

Communicating <u>with</u> a CSEC

Here are some resources to guide you in how to talk with a child about sex trafficking, especially if they disclose being recruited by a trafficker or being a victim of trafficking.

Talking with A Child – by Love146. Scroll down to Talking with A Child in Unit 5 (What You Can Do to Protect Your Child) of A Guide for Parents and Caregivers: What You Can Do to Safeguard your Children and Others in Your Community (mentioned above).
https://love146.org/caregivers/guide/ - five

Do's and Don'ts When Discussing Child Trafficking and When Working with Trafficking Survivors – by New York State Office of Children and Family Services and International Organization for Adolescents. Tips on what not to say, what to say instead and why.
http://ulstercountyny.gov/sites/default/files/Dos and Donts When Discussing Child Traffickcing.pdf

> ***"Be available, be sincere, be a support, be personal, be engaged, be reliable, be a role model. Listen."***
> ***~Jasmine, CSEC Survivor***

Communicating <u>About</u> CSEC Prevention

When you provide prevention education, how you talk about sex trafficking and victims of sex trafficking matters.

Language & Media Guide – by Love 146. Tips to guide how to talk about and present CSEC information. While written for the media, it is applicable to prevention efforts.
https://love146.org/slavery/language-media-guide/

A Word of Caution

Of particular importance is understanding the danger disclosure and reporting of sex trafficking poses for those being trafficked and potentially the "helpers." Adults and youth should not directly intervene on their own if they are concerned a youth they know is being trafficked. Direct intervention may lead to reprisals from traffickers that could lead to dangerous consequences, such as injury or death to themselves or the CSEC and should be left to the proper authorities. *Appendix B* provides information on what to do to report child sex trafficking.

A Word of Encouragement and Gratitude

You are not alone. Remember, child sexual exploitation (i.e., child sex trafficking) is child sexual abuse. There are many others willing to partner to prevent child sexual abuse.

The 2015 Nevada Public Opinion Survey on Child Sexual Abuse conducted by Prevent Child Abuse Nevada found that:[34]

- 9 out of 10 (92%) Nevadans believe child sexual abuse is preventable.
- 94.5% believe that community-wide efforts to raise awareness would help reduce child abuse and neglect.

- 93.3% believe adults and communities rather than children should take prime responsibility for preventing child sexual abuse.
- 91.7% agreed that there was a role in prevention for every person, neighborhood, group, organization, business and entity.
- 65.1% said they would be willing to participate in local trainings to learn about child sexual abuse and how to prevent it.

Further, your prevention efforts will be worthwhile. The above survey indicated that 43.5% of respondents admitted to knowing nothing or very little about child sexual abuse. You can be a part of transforming Nevada's culture into one in which children feel safe and protected.

> **Prevention of child abuse and neglect represents a transformation of culture, one in which families are strong and children thrive because they feel safe, stable, and nurtured.**[35]

There may be nothing more important than what you do for a single child who is prevented from being recruited into or continuing in a life of sexual exploitation. Preventing the exploitation of children is a meaningful endeavor that has lasting effects – literally, across generations. Thank you for being part of the effort to protect Nevada's children!

CSEC PREVENTION STRATEGIES AND RESOURCES

This section of the Guide provides strategies and online resources that can be used to implement CSEC prevention interventions.

The toolkits presented in Chapters 4 - 12 address prevention for the following groups:

- Communities as a whole.
- Businesses, including the hospitality, transportation and tourist industries.
- Buyers of sex from trafficked children.
- Communities of faith.
- Parents and caregivers.
- Youth.
- Youth at greater risk of being sex trafficked, including foster youth, youth who run away or are homeless, youth who identify as LGBTQ, and AI/AN youth

The strategies cover a variety of settings for sharing prevention messages, including public spaces and transportation, large-scale events, billboards, social media, youth clubs, churches, identity-based communities, and businesses.

Chapter 13 summarizes online resources presented in this Guide that are available in languages other than English.

Chapter 14 identifies potential funding sources for CSEC prevention.

The following recommendations, discussed in Chapter 3 and throughout the following chapters, are repeated here due to their importance:

- Preventive education with youth must be facilitated by nonjudgmental, caring, knowledgeable adults.

- Adults and youth should not directly intervene if they are concerned a youth is being trafficked. Direct intervention may lead to reprisals from traffickers that could lead to dangerous consequences, such as injury or death to themselves or the CSEC and should be left to the proper authorities. *Appendix B* provides information on what to do to report child sex trafficking.

Chapter 4

CSEC PREVENTION TOOLKIT FOR COMMUNITIES AND BUSINESSES[x]

Combating sex trafficking requires a multi-layered strategy of prevention within the community at large.[36] Examples of community members that can play a role in this strategy are parents, business owners and communities of faith. Each of these community members can assist in building awareness around the issue of the commercial sexual exploitation of children and providing services to CSEC. This chapter will focus on strategies that can be employed by businesses and the general community.

Businesses can be strong allies in the fight against the commercial sexual exploitation of children. Not only can businesses offer locations to advertise CSEC awareness campaigns, but they may also be able to provide resources and connections to further strengthen awareness campaigns. Community members may seek sponsorships or alliances with business owners to promote local initiatives or campaigns.

Promoting awareness of CSEC can have a major impact on the issue. Many of the following strategies focus on utilizing the strengths of various community members to promote awareness of CSEC and assist in the identification of CSEC. This heightened level of awareness about the issue may make it more difficult for sex traffickers to entrap potential victims.

> ***A word of caution:*** While it is important to note the warning signs of sex trafficking, direct intervention can lead to reprisals from traffickers leading to dangerous outcomes for both you and the CSEC. Examples of such outcomes may be as extreme as injury or death. Community members should attempt to gather as much information as possible about the CSEC or the situation and provide that information to the proper authorities (see Appendix B). The authorities can then coordinate the best response to reduce risk to the CSEC.

Strategy 4.1. Utilize local businesses to spread awareness and identify victims of CSEC.

Local businesses can partner with the community to promote awareness of CSEC. Local businesses may include, but are not limited to restaurants, gas stations and clothing stores. The following link provides tips on engaging with businesses:
https://engagetogether.com/product/engage-together-business-toolkit-digital/

Identify businesses that frequently come into contact with CSEC and train them to identify potential CSEC.

The Engage Together Toolkit – by the Alliance for Freedom, Restoration and Justice. Provides examples of how everyday employees can recognize the signs of CSEC and take steps to identify and get them assistance from the proper authorities.
Website: https://engagetogether.com/resources/ - occupational-profiles.
Barista: https://engagetogether.com/wp-content/uploads/2018/02/Barista.pdf

[x] While the general community includes parents and communities of faith, for additional resources, see the toolkits in this Guide that target these groups.

The Business Traveler: https://engagetogether.com/wp-content/uploads/2018/02/Business-Travel.pdf
Construction Foreman: https://engagetogether.com/wp-content/uploads/2018/02/Construction-Foreman.pdf
Counseling & Social Work: https://engagetogether.com/wp-content/uploads/2018/02/Counseling.pdf
Independent Sales Consultant: https://engagetogether.com/wp-content/uploads/2018/02/Independent-Sales.pdf
The Small Business Owner: https://engagetogether.com/wp-content/uploads/2018/02/Small-Business-Owner.pdf
Soup Kitchen Volunteer: https://engagetogether.com/wp-content/uploads/2018/02/Soup-Kitchen.pdf
Teacher: https://engagetogether.com/wp-content/uploads/2018/02/Teacher.pdf

While these profiles offer excellent examples of how business owners and employees can get involved in combating CSEC, it is not an exhaustive list. For example, the state of Ohio has passed legislation that requires licensed cosmetologists to complete an online training regarding human trafficking.[37] Hair, skin and nail care professionals have the opportunity to engage with their client and may be able to identify CSEC who are being groomed by a trafficker or are being brought in to change their appearance.

Train employees on the CSEC issue.

An Overview of Child Sex Trafficking – by the National Human Trafficking Hotline. Free online training that provides an overview of the CSEC issue. Free of charge and may be utilized to train employees on the CSEC issue.
https://humantraffickinghotline.org/resources/overview-child-sex-trafficking

Sex Trafficking Overview – by Shared Hope International. Handout that provides an overview of the sex trade and highlights the different aspects of the overall CSEC issue.
http://sharedhope.org/wp-content/uploads/2017/07/What-is-Sex-Trafficking-Printable-Handout.pdf

The informational resources in *Chapter 3, Before You Begin,* may also be appropriate.

Utilize businesses as a location for CSEC awareness campaigns.

CSEC awareness flyers or small cards could be placed in customers' bags at checkout, and/or posters or flyers could be placed on the walls or windows of business locations.

For further information on how businesses can promote the National Human Trafficking Hotline, see *Chapter 6*.

Strategy 4.2. Engage with transportation services to spread awareness of CSEC.

Transportation businesses provide an excellent opportunity to advertise human trafficking awareness and can assist in the identification of CSEC.[38] Taxi services, as well as ride sharing programs (e.g., Uber/Lyft) and buses, can promote awareness of CSEC by advertising the National Human Trafficking Hotline.

Uber has partnered with the National Human Trafficking Hotline to offer their drivers in-app resources to identify and report victims of human trafficking.[39] Local taxi companies or other ridesharing companies, such as Lyft, are other avenues for potential partnerships.

Encourage truck drivers to become certified with Truckers Against Trafficking.

The Truckers Against Trafficking (TAT) organization is a nonprofit organization that has partnered with the National Center for Missing and Exploited Children to promote awareness of CSEC and train truck drivers on identifying CSEC.

TAT offers certification courses for drivers to educate them on the sex trade and ways to report traffickers. TAT's certification has become mandatory in some jurisdictions of the United States. https://www.truckersagainsttrafficking.org/.

Partner with the Nevada Department of Motor Vehicles.

The Nevada Department of Motor Vehicles (DMV) has partnered with the U.S. Department of Homeland Security and the Blue Campaign. This partnership has led to the implementation of human trafficking information in the Driver's Handbook and is supported by the Truckers Against Trafficking organization.
https://www.reviewjournal.com/news/politics-and-government/nevada/nevada-dmv-partners-with-federal-agency-to-fight-human-trafficking/.

Partner with delivery companies to spread awareness of the CSEC issue.

Delivery companies, such as UPS, spend a large amount of time out in the community on a daily basis. While some of these companies have required their drivers to undergo the Truckers Against Trafficking curriculum,[40] their role can further be expanded to promote awareness about the CSEC issue. Their vehicles are highly visible and make excellent mobile billboards for awareness campaigns. In addition, drivers can be trained to identify the signs of a sex trafficking location or victim.

For further information on how businesses can promote the National Human Trafficking Hotline, see *Chapter 6*.

Pledge to the Transportation Leaders Against Human Trafficking Campaign.

The U.S. Department of Transportation's Transportation Leaders Against Human Trafficking (TLAHT) has pledged to train their employees on human trafficking awareness and make an impact on the issue. Transportation businesses may pledge to partner with the initiative and reduce human trafficking.
https://cms.dot.gov/TLAHT.

"We should be training public transportation workers. I was found by my trafficker at a bus stop and still see girls being trafficked by the use of public transportation at that same stop." ~Anonymous, CSEC Survivor

Resources for transportation businesses

The Taxi Industry Initiative Toolkit – by the Houston Area Council on Human Trafficking. Brief handout informs transportation employees of the signs of a trafficking victim. May be utilized to quickly train drivers on the common signs of sex trafficking.
http://humantraffickinghouston.org/toolkits/taxi-industry-initiative-toolkit/

The Transportation Leaders Against Human Trafficking Initiative – by the U.S. Department of Transportation. Webpage that provides information about the DOT's initiative against human trafficking and victimization. Offers ways for transportation businesses to get involved in prevention efforts.
https://cms.dot.gov/TLAHT/TakeAction

Truckers Against Trafficking Materials – by Truckers Against Trafficking. Free material for truck drivers to become more involved in CSEC prevention efforts. Includes wallet cards that may be carried by drivers that allow drivers to easily contact agencies that may assist CSEC.
https://www.truckersagainsttrafficking.org/get-our-materials/

Strategy 4.3. Engage with partners in the hospitality industry.

Sex traffickers often force their victims to work out of hotels and casinos. Nevada has a large hospitality network that can provide many opportunities to build awareness and identify victims. In addition to promoting awareness of CSEC through flyers and posters, hotel staff can be trained to spot evidence of CSEC. The hospitality industry affords a unique opportunity for CSEC awareness as they can recognize CSEC and evidence of sex trafficking occurring in hotel rooms.

Educate the hospitality industry on the CSEC issue.

Hospitality Toolkit – by the U.S. Department of Homeland Security. Highlights the signs of sex trafficking in hotel rooms and provides information on how the hospitality employees can report victimization.
https://www.dhs.gov/sites/default/files/publications/blue-campaign/toolkits/hospitality-toolkit-eng.pdf

The training resources offered in the above sections may also be utilized by employees in the hospitality industry to learn more about the CSEC issue.

Create a plan for CSEC prevention within hotels and casinos.

COMBAT Trafficking Toolkit – by Euro Chrie. Provides information to hospitality employees at different levels of management. Assists in the creation of CSEC response policies in hotels.
http://www.eurochrie.org/education/combat-human-trafficking-toolkit/

Human Trafficking and the Hotel Industry – by the Polaris Project. Provides statistics on CSEC in the hospitality industry and provides a plan that hospitality businesses may utilize to develop CSEC responses.
https://polarisproject.org/sites/default/files/human-trafficking-hotel-industry-recommendations.pdf

Hotel Outreach Toolkit: Preventing Human Trafficking at Major Sporting Events – by the Tri-State Coalition for Responsible Involvement. Outlines a method that may be utilized by the hospitality industry to coordinate with law enforcement and community officials to combat CSEC during major sporting events.
http://tricri.org/wp-content/uploads/Introduction-to-Toolkit.pdf

Obtain CSEC prevention certification from ECPAT (End Child Prostitution and Trafficking).

The Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism (The Code) was created by ECPAT to combat CSEC in the hospitality and travel industries. The Code offers certification for hospitality businesses and assists in developing a company plan that targets CSEC.
http://www.thecode.org/

Strategy 4.4. Inform the general community about CSEC and utilize the public to spread awareness about the issue.

There are many ways to involve the general public in preventing CSEC. Community-wide plans and prevention strategies can have a major impact on the CSEC issue in local communities. Also, consider who you may want to reach.

Assess the CSEC issue in local communities.

Engage Together Toolkit – by the Alliance for Freedom, Restoration and Justice (AFRJ). Toolkit that allows community members to participate in a community assessment that will highlight the needs and resources of the community.
https://engagetogether.com/courses/community-toolkit/

The AFRJ has also created toolkits that may be utilized by businesses, youth groups and communities of faith. Prevention strategies may incorporate all of these resources.
https://engagetogether.com/online-access/toolkits/

Create a prevention plan for local communities.

The Fight to End Human Trafficking: Toolkit for Local Initiatives – by the Office of the Indiana Attorney General. Provides an outline for local initiatives to develop community plans to combat CSEC. Incorporates prevention plans that target both human trafficking and CSEC. (While this guide utilizes the term "Human Trafficking," it provides strategies that can be utilized for CSEC.)
http://www.in.gov/attorneygeneral/files/Human_Trafficking_Toolkit(2).pdf

Ending Human Trafficking Podcast Toolkit – by the End Human Trafficking Organization. Recommends creating a Study the Issues group to brainstorm ideas of how the community can

get involved in combating CSEC. Provides free podcasts that can inform the group and assist them in brainstorming prevention techniques for their community. (This toolkit utilizes the term "human trafficking," but provides strategies for CSEC as well.)
http://endinghumantrafficking.org/resources/

For ideas on reducing CSEC demand in communities, see *Chapter 5*.

Raise awareness about the CSEC issue in local communities.

Video and Discussion Question Guides – by the Faith Alliance Against Slavery and Trafficking. Guides that may be utilized by community members to spread awareness of CSEC. Communities may hold viewing events to raise discussion about the CSEC issue.
https://s3.amazonaws.com/media.cloversites.com/33/336bad01-3ae4-41f0-aaab-dde25ca8746f/documents/Video_Clips_and_Discussion_Questions.pdf.

Hold fundraising events that benefit CSEC and organizations that assist CSEC.

Events, such as 5k races, benefit concerts and fundraisers, can be coordinated in the community to raise awareness around the issue and to provide funds to organizations that work towards the prevention of sex trafficking. These same organizations may also take donations of food, clothing or toiletries for organizations that serve CSEC. These donation drives are an excellent way to raise awareness and provide resources to CSEC.

Websites to create fundraisers

Eventbrite.com – Hosting website to promote community events.

Crowdrise.com – Website that allows the creation of online fundraisers.

Gofundme.com – Website that allows the creation of online fundraisers.

Other resources for communities to raise awareness about the CSEC issue

Sexual Exploitation Toolkit – by the Justice Institute of British Colombia. Provides community members with various resources to assist in developing awareness about CSEC. (While created in Canada, the resources provided offer ideas for community groups at large.)
http://host.jibc.ca/seytoolkit/index.htm

Guidelines on the Design of Direct Action Strategies to Combat Commercial Sexual Exploitation of Children – by the International Labour Office of Geneva. Provides tools to build awareness in at-risk communities or communities with a high CSEC demand.
http://www.ilo.org/ipecinfo/product/download.do?type=document&id=8270

30 Actions, 30 days – by ArtWorks for Freedom. A challenge to complete 30 actions in 30 days to address human trafficking as a whole.
30 actions: https://www.30actions30days.org/action-library/
How it Works: https://www.30actions30days.org/how-it-works/

To become better informed about the CSEC issue, community members may also participate in the trainings listed under the above section for businesses.

For information on reducing the demand for CSEC, see *Chapter 5*.

For more information on promoting awareness of the National Human Trafficking Hotline, see *Chapter 6*.

For more information on involving communities of faith in awareness events, see *Chapter 7*.

For more information on involving youth in CSEC prevention campaigns, see *Chapter 9*.

Strategy 4.5. Lobby for legislation that affects the commercial sexual exploitation of children.

Legislation at all levels of the government can have a major impact on CSEC. Informed communities can lobby their politicians for legislation that addresses the CSEC issue. Communities can band together and take trips to their state capital to lobby for bills related to the exploitation of children. Communities may also write their federal and state legislators to highlight the need for legislation that impacts CSEC. The following links can help communities identify their legislators.

> ***"I have worked with [trafficked] girls that have gotten pregnant by men as old as 48 and [the men] were never prosecuted due to the age of consent… [which] in Nevada is 16." ~Jessica Kay, CSEC Survivor***

Internet resources for identifying elected officials at the federal and state levels

House Representatives - https://www.house.gov/representatives/find-your-representative

United States Senators - https://www.senate.gov/general/contact_information/senators_cfm.cfm

State Legislators - http://mapserve1.leg.state.nv.us/whoru/

Information and tips for effective advocacy

Policy and Legislation – by the Polaris Project. Provides links that community members may follow to stay up to date on upcoming bills that address issues related to CSEC. These links allow community members to add their name and support to these bills.
Legislation: http://polarisproject.org/policy-legislation.

2017 Nevada Report Card – by Shared Hope International. Includes analysis and recommendations for improving Nevada laws related to criminalization of domestic minor sex trafficking, criminal provisions for demand, traffickers and facilitators, protective provisions for child victims, and criminal justice tools for investigation and prosecution.
https://sharedhope.org/what-we-do/bring-justice/reportcards/#reportcards

For ways to advocate to end demand for CSEC, see *Chapter 5*.

For tips on how to be an effective advocate and sample messages, see *Chapter 7, Communities of Faith*.

Chapter 5

TOOLKIT TO REDUCE DEMAND FOR CSEC

Commercial sexual exploitation of children is a revenue-generating business. Thus, anti-trafficking efforts can be addressed by reducing supply (the sexually exploited child); reducing demand (buyer/johns); or disrupting distribution (trafficker/pimp), i.e., disrupting the provision of the service or delivery of the "product" to consumers.

Anti-trafficking efforts have typically focused on reducing supply and disrupting distribution, with limited long-term impact.[41] Researchers and boots-on-the-ground professionals recommend an increased focus on demand. Studies show demand interventions to have significantly greater impact than supply and distribution interventions, though additional empirical studies are needed to confirm. Removing demand eliminates the market for "supply" and the need for a distribution system.[42] Anti-demand interventions work to dispel the myths that the purchase of sex is a victimless crime and hold buyers accountable for driving demand.[43]

> ***"How do you expect to uproot a tree when all you are doing is ripping at the leaves?" ~Rachel Moran, Survivor[44]***

A qualitative field assessment of successful strategies in responding to the demand for child victims of sexual exploitation was conducted in Arizona in 2015. Key findings included the need for:[45]

- Training – ongoing, regularly-scheduled training of stakeholders to maintain a knowledgeable workforce.
- Community awareness – shift from a culture of tolerance to one of buyer stigma by recognizing the victimization of the child.
- Buyer accountability – increase in accountability through enforcement and prosecution.
- Financial penalties and resources – use of stiff financial penalties to deter buyers and fund enforcement and victim services.

This chapter addresses the reduction in CSEC demand by targeting cultural and social norms (e.g., mass public awareness campaigns, preventive education regarding healthy relationships and gender-based violence prevention), training of and accountability for businesses that encounter demand, and holding buyers accountable.

Some strategies presented below seek to transform culture and norms through preventive education for all teens. Others target male teens and young adults, as the male population are the primary purchasers of CSEC. (Defendants in federal CSEC cases filed during the 1998-2004 period were primarily males, with 94% being white, and 52% having some college or being a college graduate.[46]) Although promoting healthy relationships and gender norm beliefs are important, belief systems that tolerate a culture of victimization and CSEC must also be transformed. This is accomplished through individual and broad-based community interventions. Ongoing and consistent mass awareness efforts are needed, while large events can be singled out to receive an additional focus.

In Nevada, the top five trafficking venues are hotel/motel-based, online ads (venue unknown), escort services, street-based and residential brothels.[47]

Legal businesses (e.g., hotels, taxi and ride companies) can be facilitators of child sexual exploitation, possibly without awareness.[48] Thus, strategies are also directed at educating and holding accountable businesses that operate within the hospitality and transportation spectrums.

Strategy 5.1. Understand the victimization of child sexual exploitation and the need and benefit of focusing on demand.

Consumers of pornography and the commercial sexual exploitation of children often do not acknowledge or recognize that these activities involve a victim – the children who were forced to participate or were unknowing victims of pornography.

> ***"I felt like I was getting raped over and over and over to the point where now I'm not attracted to any type of men." ~Anonymous, CSEC Survivor***

Video: Buyers Beware: Mobilizing to End Demand – by Shared Hope International. Discusses victimization, buyers and efforts to reduce demand.
https://vimeo.com/128370696

Video: Demand – by Shared Hope International. Documentary focused on demand factors for sex trafficking, one of the most significant being pornography, which is often considered the gateway to the purchasing of minors for sex.
43-min version: https://vimeo.com/70637039
15-min version: https://vimeo.com/70635973

Strategy 5.2. Provide preventive education to reduce demand.

Preventive education to reduce demand for CSEC is needed at both the universal and selected levels *(see Chapter 2, Framework)* – for groups and the general population without regard for risk, and for those at risk of becoming traffickers or buyers.

Engage male youth and adult males in education geared toward respect and equality.

Education is the stepping stone to increase understanding of healthy gender relations, masculinity, sexuality and the transformation of gender norms toward equality.

Getting Started – by Virtual Knowledge Centre to End Violence Against Women and Girls, UN Women. Provides a conceptual framework for educators and advocates for addressing issues regarding men, masculinities and gender relations. Includes diversity of male experiences and need to tailor programs, levels of, opportunities for and focus of interventions, and messengers.
http://www.endvawnow.org/en/articles/211-getting-started.html

Video: A Call to Men – by TEDWomen. Tony Porter makes a call to men: Break free of the "man box." Sharing from his own experience, he explains how this way of thinking, can lead men to disrespect, mistreat and abuse women and each other.
https://www.ted.com/talks/tony_porter_a_call_to_men

*LIVE**RESPECT**: Coaching Healthy and Respectful Manhood* – by a Call to Men. Curriculum for middle and high school boys. Promotes healthy, respectful relationships and making good decisions; decreases degrading language and actions toward women, girls and other marginalized groups, challenges harmful cultural and social norms, and decreases instances of dating violence, sexual assault, bullying and homophobia. Free online certification provides access to additional resources.
Free curriculum – Educator's Guide: http://www.liverespect.org/liverespect-curriculum/
Free online certification: http://www.acalltomen.org/news/2018/5/31/be-certified-to-teach-the-liverespect-curriculum
Toolkit: http://www.liverespect.org/liverespect-tool-kit/
Curriculum pilot report and data findings:
http://www.acalltomen.org/news/2016/3/8/ysfe5d2fo10vrgcghysxcrqr6a9fjx

Created in God's Image - From Hegemony to Partnership – A Church Manual on Men as Partners: Promoting Positive Masculinities – by World Communion of Reformed Churches and World Council of Churches. A training manual on men, gender and masculinity focused on developing a sense of positive masculinity to counter increasing levels of violence by men against women.
http://menengage.org/resources/created-gods-image-hegemony-partnership-church-manual-men-partners-promoting-positive-masculinities/

Provide education on healthy and safe dating for teens, young adults and parents.

Dating abuse is viewed as a public health crisis as one in three high school students experience either physical or sexual violence, or both, by someone they are dating.[49] Providing education on healthy and safe dating to both male and females can reduce the occurrence.

Safe Dates – by National Institute of Justice, Office of Justice programs. A middle and high school-based program to stop/prevent dating violence victimization and perpetration. Can stand alone or be included in a course (e.g., health education). Effective in preventing perpetration of psychological and sexual abuse; moderately effective for preventing physical violence victimization.
https://www.crimesolutions.gov/ProgramDetails.aspx?ID=142

Teen Dating Violence – by WEAVE. Information to help teenagers understand what teen dating violence is and what it looks likes. Also offers information on healthy dating, resources for teens and tips for parents.
https://www.weaveinc.org/teens

Building Healthy Relationships: A Facilitator's Guide for Teen Dating Violence Prevention – by Virginia Sexual and Domestic Violence Action Alliance. Curriculum for middle and high school ages with six units: Positive personal development; teen dating violence; sexual harassment with teens; sexual violence with teens; gender, sexuality and power; and healthy relationships. Curriculum includes information, facilitator notes, awareness and skill-building activities and handouts.
https://www.communitysolutionsva.org/index.php/resources/item/building-healthy-relationships-across-virginia

The Date Safe Project – by Mike Domitrz. Offers workshops/trainings for safe dating to teens, parents and college students. Promotes building a culture of respect. Training of

trainers/educators via workshops, curricula, online training and other materials. Fee for full curriculum.
https://www.datesafeproject.org/

Do You: Building Youth Resilience Through Creative Expression – by Virginia Sexual and Domestic Violence Action Alliance. Evidence-based curriculum for 13 - 16 year olds to promote healthy relationships and enhance protective factors (for a description of protective factors, see *Chapters 8 and 11*). Includes two phases: Do You – 10 sessions with interactive activities and creative expression; and Do Something, a community-based project.
Facilitator's Guide: http://www.teachconsent.org/resources/
Is it evidence-based?
http://storage.cloversites.com/virginiasexualdomesticviolenceactionallianc/documents/Is DO YOU Evidence Based.pdf

The Red Flag Campaign – by Virginia Sexual and Domestic Violence Action Alliance. Campus-level campaign to address dating violence, encourage bystander intervention and change social norms. Campaign package can be purchased; includes posters, planning guide and red flags.
http://www.theredflagcampaign.org/campaign/

Provide education about consent.

Help children learn how to ask for what they want and how to set limits.

Video: consent for kids [sic] – by Blue Seat Studios. Video (2:42 minutes) to help kids of all ages understand how to practice consent.
English: https://youtu.be/h3nhM9UlJjc
Spanish: https://youtu.be/qhKoCFQ3Yog
Korean: https://youtu.be/jHMO2XlcrRs

Video: Tea Consent – by Blue Seat Studios. Video (2:49 minutes) about consent. Captioned in several languages.
English: https://youtu.be/fGoWLWS4-kU
Spanish captions: https://youtu.be/NPD31qh2570
Spanish speaking: https://youtu.be/NXfcbrET9LA

Do You: Ask. Listen. Respect. – by Virginia Sexual and Domestic Violence Action Alliance. Video and facilitator discussion guide to initiate discussion on respectful relationships, and how to ask for and give consent with friends and dates.
Facilitator Guide: http://www.teachconsent.org/facilitators/
Parent Guide: http://www.teachconsent.org/parents/

The Healthy Sex Talk: Teaching Kids Consent, Ages 1 - 21 – by the Good Men Project. A list of parent action items to teach kids about consent and empowerment. Three sections: Preschool (ages 1 - 5), grade school (ages 5 - 12), and teens and young adults.
https://goodmenproject.com/families/the-healthy-sex-talk-teaching-kids-consent-ages-1-21/

Provide education on the risk of harm from pornography.

Pornography often includes the sharing of child images, which is a crime of child sexual exploitation.[50] It is often considered the gateway to the purchasing of minors for sex, i.e., CSEC is the visualization (pornography) becoming actualization (in-person exploitation). Every

purchase made that incorporates a sexual act with a child, including the purchasing of pornography, sustains the market for CSEC.[51] At this time, the research on the impact of pornography is primarily correlational; thus, taken as a whole, results are suggestive and not conclusive. However, research consistently links adolescent use of pornography that includes violence with increased sexually aggressive behavior.[52] It also suggests that the risks to children/youth from viewing porn can be mediated by protective factors (e.g., trusting relationship with parents, quality sex ed).[53]

Pornography – by Media Smarts, Canada's Centre for Digital and Media Literacy. Provides info to help children/teens develop critical thinking skills when interacting with media. Addresses potential impact of exposure to pornography on development of healthy sexuality and tips for protecting young children and educating older kids. Includes overview, impact on young people, tips for responding to online porn, and resources for parents and educators.
http://mediasmarts.ca/digital-media-literacy/digital-issues/pornography

The effects of pornography on children and young people: An evidence scan – by Australian Institute of Family Studies. Review of literature (December 2017) from seven countries, including the U.S. Includes key effects of pornography on children and young people, risk and protective factors, promising approaches to addressing the issue and key learnings.
https://aifs.gov.au/publications/effects-pornography-children-and-young-people

Video: Wired for Intimacy – by Dr. William Struthers, Wheaton College psychology professor and the author of Wired for Intimacy: How Pornography Hijacks the Male Brain. Describes how pornography impacts the male brain, using the latest brain science studies. Includes religious references. 24 minutes.
https://youtu.be/sWXqSFuIXSc

Video: Demand – by Shared Hope International. See links above.

Men's Journey to Freedom – by Change the Demand. 30-day, 3-part religious curriculum to help men be free from addiction to pornography and the commercial sex industry. Focuses on healing, boundaries, healthy relationships and effective leadership. Includes video lessons and worksheets or workbook.
http://changethedemand.com/journeys/mens-journey-to-freedom.html

The Conquer Series – by KingdomWorks Studios and Dr. Ted Roberts. Ten lessons for men over two DVD volumes with religious strategies and tools to learn to live free of porn. Addresses neurochemistry of addiction, strategies to prevent relapse and practical daily techniques to remain free.
https://conquerseries.com/

Strategy 5.3. Engage the tourism, hospitality, event and transportation sectors in reducing demand.

Encourage hospitality organizations to eliminate CSEC through self-monitoring mechanisms and promoting a code of conduct and training in the tourism sector.

While it is reported that half of hotels have received training on preventing sex trafficking, half have not and with staff turnover, the need for training is ongoing.

The Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism – by ECPAT and the tourism private sector. Provides awareness, tools and support to tourism industry to prevent CSEC. Includes a set of business principles to implement to prevent child sex tourism and trafficking of children. By becoming a member, businesses have access to a portal that provides a guide to implementation and interactive online training. Training is available in 10 languages and for a range of staff functions.
http://www.thecode.org/about/

Employers ACT – by the BEST (Businesses Ending Slavery and Trafficking) Alliance. The mission of the BEST Alliance is to align and equip leaders to use the power of business to prevent human trafficking of children, women and men. BEST provides Awareness, Consultation and Training (ACT) resources for hotels and other businesses. Includes self-assessment, online training, indicators, policies, forms and posters.
https://www.bestalliance.org/

The Guardian Seal® Training Program – by the Guardian Group. Provides consultation and online training regarding sex trafficking, templates for policies and procedures, indicator cards/posters and Certificates of Completion and Seal® decals. Partners include the California Hotel & Lodging Association and the Oregon Restaurant & Lodging Association.
https://theguardiangroup.org/seal/

Hotel Tools and Resources: Trafficking in the Hospitality Industry – by ECPAT-USA. Identifies tools and resources to combat trafficking in hotels, including posters for back and front of hotel, printable indicator card, anti-trafficking hotel checklist, guidelines for checking recruitment agencies and e-learning resources.
Resources: https://www.ecpatusa.org/hotel/
Video: #DoesYourHotelKnow? https://youtu.be/KllVVJ4seBA
No Vacancy for Child Sex Traffickers Impact Report – includes recommendations for private sector, governments and the public: https://www.ecpatusa.org/novacancy

See *Chapter 4, Community Toolkit,* for additional resources for the hospitality industry.

Partner with hospitality and transportation businesses, large event coordinators and government agencies to facilitate mass CSEC awareness campaigns – both year-round and targeted at major events.

Prior to and during large-scale events (e.g., conventions, concerts held at arena stadiums and sporting events), there is often an increase in sex advertisements.[54] An analysis of new-to-town sex advertising found spikes in ads around major events in various locales, e.g., Consumer Electronics Show.[55] However, 365-day and data-driven approaches are recommended to ensure the judicious use of resources, while focusing on buyers and emphasizing the victimization of children who are sexually exploited and the impact of sexual exploitation.[56]

Watch for Traffick Media Campaign – by the City of Houston Anti-Human Trafficking and Deutser. Provides a free human trafficking toolkit that includes ads for billboard, print and social media; public service announcements (PSA) for TV/radio and social media; and multi-lingual tri-fold cards, stickers and flyers. Logos may be added to billboard, taxi and bus ads. Includes radio spots addressing buyers.
Campaign: http://humantraffickinghouston.org/toolkits/watch-for-traffick-media-campaign/
Campaign Toolkit: http://humantraffickinghouston.org/watch-for-traffick-media-campaign-toolkit/
Social Media Toolkit: http://humantraffickinghouston.org/social-media-toolkit/

The Ugly Truth – by The Voices and Faces Project and End Demand Illinois. Variety of media focused on shifting social attitudes about sex trafficking by debunking myths and highlighting realities. Includes posters, ads and radio spots.
Link – click on End Demand Illinois: http://voicesandfaces.org/advocacy.html
Campaign mini-posters and radio spots: http://voicesandfaces.org/new/EDI.html
Print ads: http://voicesandfaces.org/new/EDI-GAllery.html

No Traffick Ahead: Super Bowl 50. Identifies multiple anti-trafficking strategies and accomplishments related to Super Bowl 50. Included increasing partners, centralized preparations, bill board campaign, media empowerment retreat for survivors, local government resolutions, hotel trainings, mass online open course, consistent messaging, etc.
Campaign: http://www.notraffickahead.com/campaigns/
Super Bowl 50 – scroll down to Notable Accomplishments: http://www.notraffickahead.com/

Demand an End – by Street Grace. A comprehensive campaign, available to all 50 states, to educate and create awareness regarding the issues and solutions to end CSEC by addressing demand.
https://www.streetgrace.org/demand-an-end/

Promising Practices in Combating Juvenile Sex Trafficking Surrounding Large Events and Beyond – by Shared Hope International. Provides anti-trafficking strategies used for the 2015 and 2016 Super Bowls, including awareness campaigns with planning beginning a year prior to the event and a focus on demand.
http://sharedhope.org/wp-content/uploads/2016/08/SHI_Case_Study_-_Super_Bowl_Outcome.pdf

See *Chapter 4, Community Toolkit,* and *Chapter 6, National Human Trafficking Hotline,* for additional strategies directed toward businesses (e.g., hotels, restaurants, cosmetologists) and transportation companies (e.g., taxi, Uber, Lyft) that often come in contact with CSEC, as well as strategies geared toward general community training and reporting information.

Strategy 5.4. Seek accountability for those who are purchasers of CSEC, as well as those who facilitate their purchase indirectly.

Strengthen advocacy efforts by joining existing prevention efforts and partnering with local community leaders and authorities. Those who purchase or support the purchase of sex with children can be held accountable in a number of ways, as outlined below.

Begin by learning about anti-demand efforts that target buyers in Nevada and your community.

DEMANDforum.net provides information on the tactics used in Nevada's two largest cities and the Protected Innocence Challenge provides a comprehensive study of state laws on child sex trafficking.

Tactics Used in Las Vegas – by DEMANDforum.net™.
http://www.demandforum.net/site/las-vegas-nv/

Tactics Used in Reno – by DEMANDforum.net™.
http://www.demandforum.net/site/reno-nv/

Protected Innocence Challenge: Nevada Report Card 2017 – by Shared Hope International. Scroll down web page to see the following: Report cards; legal analysis and recommendations; and key issues. See Nevada Report Card for criminal provisions for demand, traffickers and facilitators of CSEC; and analysis for recommendations for improving Nevada laws. https://sharedhope.org/what-we-do/bring-justice/reportcards/ - reportcards

Advocate for the enhancement of current anti-demand efforts and implementation of new tactics statewide and/or in your community.

In a review of over 1,380 cities, the DEMANDforum.net identified twelve major types of tactics used to discourage men from purchasing sex.[57] Each of the links below describe a tactic and provide information from jurisdictions implementing the tactic. (*Note:* The website went live in 2012 and was created through a U.S. Department of Justice grant; all information is not up-to-date.) Other strategies and examples are also introduced.

Arrest tactics – include the following:
Street-level reverse stings: http://www.demandforum.net/reverse-stings/
Web-based reverse stings: http://www.demandforum.net/web-stings/

Post-arrest tactics – include the following:
Shaming by publicizing arrestee identities: http://www.demandforum.net/shaming/
Auto seizure: http://www.demandforum.net/auto-seizure/
John school: http://www.demandforum.net/john-school/
Geographic exclusion zones through SOAP (i.e., **S**tay **O**ut of **A**reas with **P**rostitution) orders: http://www.demandforum.net/soap-orders/
Community service: http://www.demandforum.net/community-service/
Driver's license suspension: http://www.demandforum.net/license-suspension/

Other tactics – include the following:
Neighborhood action: http://www.demandforum.net/neighborhood-action/
Public education: http://www.demandforum.net/public-education/
Surveillance cameras and video evidence: http://www.demandforum.net/cameras/
"Dear John" letters: http://www.demandforum.net/letters/

Health Sector: STD Clinics. When needed, buyers typically go to anonymous STD clinics instead of their own healthcare provider. Educate healthcare providers to recognize and refer buyers to resources that can help them. Many buyers want to stop.
https://www.saferstdtesting.com/

Example: Stopping Sexual Exploitation: A Program for Men – by Organization for Prostitution Survivors. Participation is a condition of sentence (not diversion); purpose is to reduce recidivism. Described as "a nonjudgmental program… that's designed to help men understand their behavior and promote their own decisions to not buy sex." Ten weekly sessions: Two 60-minute individual and eight 2.5-hour group sessions. Fee.
Is buying sex a problem for you? http://seattleops.org/stopping-sexual-exploitation/
Information: http://seattleops.org/classes/stopping-sexual-exploitation-a-program-for-men/

Example: Demand Tracker™ – by youthSpark. The goal of the site is to educate men on the risks of sex buying, and to encourage accountability on the micro-level through shaming tactics. Enables phone number searches by the public (e.g., family, friends, work) to determine if a number has contacted one of the decoy prostitution ads for a young person. The website is

designed to not only deter prospective buyers, but also change how the community thinks about sex trafficking.
https://demandtracker.org/

Advocate for the enforcement and creation of laws that hold buyers accountable for sexually exploiting minors, and businesses accountable for preventing commercial sexual exploitation of minors.

Protected Innocence Challenge: Nevada Report Card 2017 – see above. Become familiar with Nevada's laws. Advocate for the enforcement of laws for buyers, including financial penalties that can be used to fund enforcement and victim services.

Improving Offender Accountability in CSEC Cases: Tools for Investigating and Prosecuting Adult Exploiters – by Barton Child Law and Policy Center and Emory Law. Advocate for training to improve prosecutorial efforts.
https://humantraffickinghotline.org/sites/default/files/Improving Offender Accountability in CSEC - Emory Law.pdf

Example: Connecticut moves toward eradicating human trafficking in hotels and motels with new law – by Shared Hope International. Connecticut law now mandates CSEC training for hotel/motel staff, tracking of all guest transactions and receipts, and posting of notices about human trafficking with the National Hotline's number.
https://polarisproject.org/blog/2016/08/05/connecticut-moves-toward-eradicating-human-trafficking-hotels-and-motels-new-law

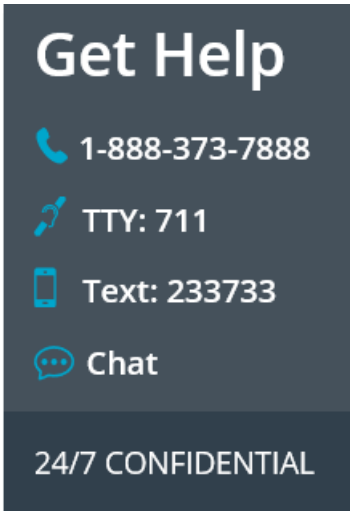
Example: San Diego Poster Program. California law requires specific businesses and other establishments to post a notice with hotline numbers to seek help or report unlawful activity. Downloadable signs in multiple languages.
http://theuglytruthsd.org/resources/ - 1465397614078-bbc66f74-6a4a

Chapter 6

TOOLKIT TO PROMOTE THE NATIONAL HUMAN TRAFFICKING HOTLINE[xi]

The National Human Trafficking Hotline (National Hotline) offers support and services to victims and survivors of human trafficking and accepts tips around the clock and year-round. It is toll-free with services offered in over 200 languages. It is operated by Polaris, a non-governmental nonprofit agency that also provides resources and statistics related to human trafficking for anti-trafficking efforts. Additional information is available at the National Hotline website: https://humantraffickinghotline.org/

Individuals may call, text, live chat or email the National Human Trafficking Hotline, or report a tip by filling out an anonymous form.
Phone: **1-888-373-7888**
TTY: **711**
Text: **233733**
Live Chat: https://humantraffickinghotline.org/get-help
Email: help@humantraffickinghotline.org
Anonymous form: https://humantraffickinghotline.org/report-trafficking.



The Federal Human Trafficking Strategic Plan on Services for Victims of Human Trafficking in the United States, 2013 - 2017[58] (Federal Plan) calls for outreach and awareness activities for the general public and targeted groups that may come in contact with human trafficking victims. While these activities and resources are highlighted each January during National Slavery and Human Trafficking Prevention Month, they are encouraged all year long. This includes providing resources on human trafficking in public venues (e.g., libraries, community centers, faith-based facilities, etc.) to bring awareness to the warning signs of human trafficking and promoting and disseminating the National Hotline number.

Human trafficking calls to the National Hotline increase 30% - 60% during public outreach campaigns, with an increase in calls from victims.[59]

The National Hotline asks to be informed when a public outreach campaign is planned so it can prepare for increased calls. They are also available for consultation to ensure the success of outreach campaigns. They can be reached at help@humantraffickinghotline.org

Training of employees often goes hand in hand with the posting of the National Hotline number in businesses and public agencies to ensure employees know how to respond to victims of sex trafficking who ask for help without putting the victims at greater risk.

[xi] Some youth prevention efforts are better served by using other hotlines, such as the National Runaway Safeline: 1-800-RUNAWAY. Clarify your target audience to determine which hotline to use in prevention messaging. A list of hotlines is available in *Chapter 11*, as well as here: https://love146.org/youth/

"Victims and survivors [are] everywhere and could be anyone." ~Anonymous, CSEC Survivor

Following are suggested strategies to promote the National Hotline, along with resources.

Strategy 6.1. Join the "Wear Blue" Campaign on Human Trafficking Awareness Day, January 11th.

Each year, collaborate with prevention partners (e.g., the DMV, universities, the Attorney General's Office, Southern Nevada Human Trafficking Task Force, New Hope Foundation International, Be-A-Voice, etc.) to promote a campaign that brings awareness to human trafficking, emphasizing child sex trafficking and the National Hotline.

Blue Campaign. Free downloadable materials include pamphlets, posters, and indicator, shoe, first responder and tear cards. In multiple languages.
Downloadable materials: https://www.dhs.gov/blue-campaign/share-resources
Blue Campaign PSAs: https://www.dvidshub.net/feature/BlueCampaign

Strategy 6.2. Partner with media and organizations to disseminate information that promotes the National Hotline number, including through PSAs.

PSAs in print and on websites, television, radio and social media bring awareness to child sex trafficking and direct viewers to the National Hotline. For example, Nevada DMV plays the Truckers Against Trafficking's PSA with the National Hotline number in waiting areas, the Teen Driver's Handbook includes information on avoiding recruitment, the Driver's Handbook for adults includes information on human trafficking and resources, and information is shared with every commercial driver's license application. The Truckers Against Trafficking's website includes the National Hotline number at the top of its Home page, along with a video about human trafficking.

The following 20-minute online training from the National Hotline entitled, Human Trafficking Public Outreach Campaigns – Effectively Reaching Your Audience, describes how to develop an effective outreach campaign and could be used to guide development of an effective PSA. https://humantraffickinghotline.org/resources/human-trafficking-public-outreach-campaigns

Examples of PSAs are available online in Spanish and English. The Blue Campaign includes PSAs (see above), as does the Truckers Against Trafficking website. The latest examples of PSAs can be identified through an internet search for "child sex trafficking PSA."

Strategy 6.3. Post fliers that highlight the National Hotline number in public places.

Polaris and the National Human Trafficking Resource Center Student Toolkit[60] encourage posting National Hotline flyers in places known for information-sharing, and areas with public access and traffic. These include places of transit and places where victims might be present, such as universities, high schools, middle schools, movie theaters, skate parks, skating rinks, restrooms in public parks and recreation centers, courthouses, police stations, community centers, stadiums, public restrooms, malls, grocery stores, convenience stores, fast food

restaurants, hair and nail salons, hotels/motels, hospitals, health clinics, bus stops, truck stops, Greyhound stations, rest stops, airports, train stations, advertising on taxis, domestic violence/sexual assault centers, strip clubs and bars. For example, McCarran International Airport posts the hotline number on the back of bathroom stall doors. This provides potentially life-saving information to victims and educates the general public.

The Student Toolkit referenced above provides these tips on posting National Hotline flyers:

- Be sure to ask for permission before posting.
- Be sensitive to the primary languages spoken in an area and post flyers in those languages.
- Post in locations that increase the chance of catching a person's attention.

National Hotline Flyer. Downloadable in multiple languages.
https://humantraffickinghotline.org/get-involved/outreach-and-awareness

Strategy 6.4. Promote the National Hotline number through billboard advertising.

Billboard advertising as a method of spreading the National Hotline number is used throughout the country, including Nevada. In 2013, Clear Channel sponsored billboards displaying the Hotline number; and in 2017, the FBI teamed with Clear Channel to display the Hotline number in Las Vegas and Reno. The messages are displayed in English, Spanish and Chinese.
Note: For electronic billboards, ensure the number and text is displayed long enough for readers to register and write down the number.

Strategy 6.5. Display a message and the National Hotline number on jumbotrons at sporting events and concerts.

For highly-attended events, displaying a brief message with the National Hotline number on the large screen would bring wide-spread attention and awareness to child sex trafficking. Examples of brief messages that could accompany the Hotline number are: No child for sale; or Stop child sex trafficking.

Strategy 6.6. Promote the National Hotline number on social media.

Brief educational messages or PSAs can also be posted on social media (e.g., Facebook, Twitter, Instagram, Snapchat) that include the National Hotline number. Include hashtags with the Hotline contact information (#call8883737888 or #txtBeFree),[61] as well as hashtags highlighting your message, such as #**StopCSECinNV**, #nochildforsale, #stopchildsextrafficking, and #notochildsextrafficking.

Strategy 6.7. Pass laws linking the posting of the National Hotline number to business licensing.

While it is hoped that businesses would be receptive to posting the National Hotline number, all will not. Another avenue is to advocate for statutes or ordinances that require businesses with public restrooms to post the National Hotline number (e.g., National Hotline flyers) in bathroom stalls in order to be in compliance with licensing requirements.

Chapter 7

CSEC PREVENTION TOOLKIT FOR COMMUNITIES OF FAITH[xii]

Communities of faith (CoF) are organizations whose members adhere to the teachings of particular religious and spiritual traditions, and varying interpretations of these traditions. Examples include Christianity (Protestant and Catholic), Buddhism, Hindu, Islam, Jewish and Baha'i. A community might be a congregation (whether church, temple or mosque), a women's or men's faith network or an interfaith coalition of like-minded anti-trafficking advocates. CoF provide moral guidance and a social structure through which spiritual principles are enacted.

Anti-trafficking organizations, such as the National Human Trafficking Hotline,[62] value the role of CoF in the fight to end human trafficking. The unique and integral role CoF have in their larger communities allows for the identification of trafficking situations and the reporting of tips to law enforcement, as well as the ability to connect with victims while serving their basic needs and providing rescue and restorative services. CoF have the potential to embrace CSEC in safe, holistic environments and provide healing support systems, both spiritually and socially.

Faith communities across the United States have launched initiatives that aid in the prevention of human trafficking by employing education and awareness of human trafficking dangers, victim identification and appropriate intervention techniques. Training, awareness and collaboration are integral components of prevention.[63] Training enables individuals to identify early trafficking indicators and be equipped to safely intervene. Awareness creates a call to action. Collaboration allows for resource sharing and strengthens the collective anti-trafficking message. A CoF can employ these components within their own community and with other CoF and/or the community at large.

Before you begin, the Engage Together Church Toolkit[64] suggests the following:

- Seek guidance through prayer and meditation.
- Learn about and develop relationships with the leaders of anti-trafficking efforts already underway in other CoF and the community at large.
- Review the resources you would like to use.
- Form a core group of members of your CoF who will identify and nurture your plan.

A word of caution: It is important to emphasize that adults and youth should not directly intervene on their own if they are concerned a youth they know is being trafficked. Direct intervention may lead to reprisals from traffickers, leading to potentially dangerous outcomes, such as injury or death to themselves or the victim. Direct intervention should be left to the proper authorities *(see Appendix B).*

The following strategies are ways you might address CSEC in your CoF. Included are resources to provide ideas and help implement these strategies.

[xii] Anti-trafficking organizations and some CoF have a comprehensive response to trafficking that includes a continuum from creating awareness to supporting justice and restoration, e.g., Alliance for Freedom, Restoration and Justice and Shared Hope International. In keeping with the intent of this Guide, this chapter addresses only the prevention aspects of a CoF's response to CSEC.

Strategy 7.1. Consider your approach to addressing CSEC prevention.

It is important to consider your approach to CSEC prevention. The following two resources offer aspects and perspectives to consider before initiating prevention efforts.

Congregational Justice Programs – by Unitarian Universalist Association. Suggests beginning steps: Get grounded in a spiritual model, build and focus your justice ministry, be in partnership, take action, and deepen engagement and connection.
https://www.uua.org/justice-programs

Code of Conduct for Religious Institutions, Faith Communities and Faith-based Organizations for Their work With Survivors of Forced Labour, Human Trafficking and Modern Slavery – from the Human Trafficking Center at the University of Denver. Presents five statements of conduct for CoF working with human trafficking.
Website: http://humantraffickingcenter.org/research/code-conduct/
Downloadable: http://humantraffickingcenter.org/wp-content/uploads/2011/01/CodeofConduct.pdf

What helped you rebuild after exiting the life? *"I gravitated towards my beginning as a child – church… Spirituality/faith was a huge influence for my recovery."*
~Annie Lobert, Survivor

Strategy 7.2. Raise awareness and inspire action through teaching and prayer.

Address the religious principles underlying CSEC prevention in sermons, group discussions and prayers. Here are some resources to generate ideas.

Interfaith Toolkit to End Trafficking – by UNICEF USA. Includes Buddhism, Christianity, Hinduism, Islam, Judaism and Unitarian Universalism.
https://www.unicefusa.org/sites/default/files/Interfaith Toolkit to End Trafficking- USA.2017.pdf.

Interfaith Toolkit on Human Trafficking – by the Washington Inter-Religious Staff Community. Includes Baha'I, Catholic, Jewish and Protestant.
https://www.umcjustice.org/documents/43

Faith in Action: Ending Slavery – by Free the Slaves. Includes Judaism, Christianity, Islam, Hinduism, Buddhism and Baha'i.
https://www.freetheslaves.net/take-action/faith-in-action-ending-slavery/
Judaism: https://www.freetheslaves.net/wp-content/uploads/2016/02/Next-Year-Free-2016.pdf
Baha'i: https://www.freetheslaves.net/wp-content/uploads/2016/08/Bahai-Resources-for-Ending-Slavery-July-2016.pdf

Faith in Action Kit and Slaying the Giant – by Shared Hope International.
https://sharedhope.org/product-category/faith-community-resources/

Anti-Trafficking Program – by U.S. Conference of Catholic Bishops.
Resources: http://www.usccb.org/about/anti-trafficking-program/index.cfm
Toolkit: http://www.usccb.org/about/anti-trafficking-program/upload/Anti-Trafficking-Toolkit-Final-2018-2.pdf

Perspectives on child protection in various religious traditions – by ECPAT. See pages 12 - 26. Includes Buddhism, Christian, Hindu, Islamic, Jewish, Sikh, Baha'i, Jainism, Confucianism, Taoism and AI/AN religions – Yamana Eskimo Initiation.
http://www.ecpat.org/wp-content/uploads/2017/11/FBO-Guide-for-Network-Members_ENG_16AUG2017.pdf.

Christian justice prayers regarding human trafficking – by Richmond Justice Initiative.
http://www.richmondjusticeinitiative.com/rji-justice-prayers/

Trafficking: A Personal Prayer Guide – by Initiative Against Sexual Trafficking.
https://s3.amazonaws.com/media.cloversites.com/33/336bad01-3ae4-41f0-aaab-dde25ca8746f/documents/TSA_trafficking_prayer_guide.pdf

Strategy 7.3. Provide CSEC awareness and prevention education to your CoF and the community at large.

Resources for prevention education are provided in *Chapter 4, Community Toolkit* and *Chapter 9, Youth Toolkit.* You might also consider how you'd like to share information as there are a variety of ways. Here are some ideas:

Share news stories that highlight the issue of CSEC.

These can be included in CoF newsletters and through social media accounts.

Provide education about risk factors, red flags and what to do.

As mentioned above, *Chapters 4 and 9* include resources for prevention education. Trustworthy information is also available through the following resources and organizations.

Child Sexual Exploitation – by the National Center for Missing and Exploited Children.
www.missingkids.com/theissues/cse.

An Overview of Child Sex Trafficking – by National Human Trafficking Hotline.
https://humantraffickinghotline.org/resources/overview-child-sex-trafficking

Sex Trafficking – by the National Human Trafficking Hotline.
https://humantraffickinghotline.org/type-trafficking/sex-trafficking

Sex Trafficking – by Polaris Project.
https://polarisproject.org/human-trafficking/sex-trafficking

Blue Campaign – by the U.S. Dept. of Homeland Security.
https://www.dhs.gov/blue-campaign/share-resources

Invite anti-trafficking experts to speak to your CoF or youth.

Knowledgeable experts can provide age-appropriate information and guide discussion.

Strategy 7.4. Address the risk factors leading to child sex trafficking.

Reducing the vulnerability of children and youth and the demand is foundational to prevention of CSEC and protection of children. Consider which protective and risk factors your CoF may have the heart, strengths and resources to address.

See *Chapters 8, 9, 10 and 11, the Parent, Youth, Social Media and At-Risk Youth Toolkits*, respectively, for ideas.

Strategy 7.5. Implement institution-wide policies to safeguard children.

Establish or refine policies and practices in your CoF related to screening, hiring and supervision of all individuals (paid and volunteer) who will work with children and youth.

Preventing Child Sexual Abuse Within Youth-Serving Organizations: Getting Started on Policies and Procedures – by US DHHS Centers for Disease Control and Prevention.
https://www.cdc.gov/violenceprevention/pdf/preventingchildsexualabuse-a.pdf

Background Checks: The Importance of Screening Volunteers – by The National Mentoring Partnership.
www.mentoring.org/program-resources/mentor-resources-and-publications/background-checks/#1445904425761-452fb0d3-bfb2

Strategy 7.6. Create trauma-informed congregations.

Those who understand trauma and know how to respond to those who have experienced trauma can create healing, nurturing and safe places for children and families.

> **What helped you exit the life? *"My granny, Awaken [a Christian nonprofit] & church." ~Anonymous, CSEC Survivor***

Seven Key Traits of a Trauma-Informed Congregation – by Institute for Collective Trauma and Growth.
www.ictg.org/blog/seven-key-traits-of-a-trauma-informed-congregation

Guidelines for Becoming a Trauma-Informed Congregation – Institute for Congregational Trauma and Growth. Includes downloadable best practice guidelines.
www.ictg.org/downloadable-guidelines.html

Creating Trauma-Informed Congregations – from U.S. DHHS, Office of Women's Health.
https://www.womenshealth.gov/blog/trauma-informed-congregations/

Webinar recording: How to Create Trauma-Informed Faith Communities – by Faith Trust Institute.
www.faithtrustinstitute.org/training/events/70112000000nxHVAAY

Strategy 7.7. Develop a prevention outreach ministry to help children and their families stabilize and thrive.

You could begin your own outreach ministry or partner with existing ministries and organizations. Below are some examples and resources from which to learn.

Safe Families for Children. Provide family-like supports for families in crisis.
Safe Families Churches: https://safe-families.org/churches/
Olive Crest Safe Families: https://www.olivecrest.org/safe-families/

MN – Connected Kids Initiative. Churches partnering with child welfare to help vulnerable kids thrive.
https://connectedkidsinitiative.org/

10 Ways to Support Kids in Foster Care – by Tapestry Family Ministry.
http://tapestryministry.org/10-ways-to-support-kids-in-foster-care-2/

Covenant House: More Than a Homeless Shelter.
https://www.covenanthouse.org/homeless-charity

Conquer Series – by Kingdom Works Studios. To help men overcome addiction to pornography.
https://conquerseries.com/
Sponsor your church: https://conquerseries.com/sponsor-your-church/
Start a Conquer Group: https://conquerseries.com/start-a-conquer-group/

Strategy 7.8. Engage boys, young men and mature men as allies in the fight against CSEC through a demand prevention curriculum.

By teaching young men about healthy relationships, violence prevention- and social and personal responsibility, they learn responsible decision-making. For strategies and resources for demand prevention, see *Chapter 5*.

Strategy 7.9. Join with other CoF to form partnerships or an interfaith coalition focused on preventing CSEC.

Find common ground with other CoF and religious traditions interested in preventing CSEC. (To explore areas of commonality of other religious traditions, see resources under Strategy 2 above). By joining together, prevention and anti-trafficking messages are strengthened and reach a wider audience. Nevada's existing CSEC prevention efforts can be identified through Nevada 2-1-1 (see *Appendix C*).

One example of this is the City of Las Vegas Mayor's Faith Initiative which has human trafficking as one of six priority areas; faith leaders, community volunteers, members of nonprofit organizations and government agencies work together on anti-trafficking. Another is the partnership among the Nevada Sex Trafficking Awareness Campaign, the Nevada Attorney General's Office and Clark County School District (CCSD) to produce and disseminate Trafficked No More booklets to approximately 6,000 CCSD students each semester. Similarly,

Awaken, Young Life and local school districts in Northern Nevada partner to provide prevention education in Washoe County, Virginia City and Carson City, reaching 1600 students in 2017.

Join existing partnerships.

Examples of these include:

Southern NV: Nevadans for the Common Good.
www.nevadansforthecommongood.org/issues.html

National: Muslims Against Human Trafficking – an initiative of MY Project USA.
http://www.myprojectusa.org/muslims-against-human-trafficking

National: The Passover Project – by Free the Slaves. Jewish communities against slavery.
https://www.freetheslaves.net/take-action/faith-in-action-ending-slavery/
Flyer: https://www.freetheslaves.net/wp-content/uploads/2016/03/PassoverProjectWebFlyer-2016.pdf

Consider having CoF partners adopt the Engage Together Church Toolkit.

The Engage Together Church Toolkit, or a similar one, can be adapted to interfaith CoF and supports a singular message among CoF partners.

Engage Together Church Toolkit – by Alliance for Freedom, Restoration and Justice.
https://engagetogether.com/toolkits/

Join CoF partners in sending a representative to CSEC prevention conferences for CoF.

This enables you to stay up to date with the latest trends and resources and builds and strengthens partnerships.

Strategy 7.10. Consider using an electronic platform to communicate or share information and resources.

Electronic platforms can assist in communicating and sharing information. Cost of an electronic platform could be shared by several partnering CoF. Some examples:

Google docs, sheets, slides and forms – Free creation and sharing of documents, spreadsheets, slide presentations and surveys.
https://www.google.com/docs/about/

Google G Suite – Productivity, collaboration and communication tools that include email, calendar, hangouts, docs, sheets, slides, forms and storage.
https://gsuite.google.com/features/

Basecamp – Centralized online platform for teams to communicate about projects. Includes to-dos, message boards, group chat/instant messaging, schedules, docs and files. Discount for nonprofits.
https://basecamp.com/how-it-works.

Wikispace – Enables collaboration through sharing of information and materials.
http://www.wikispaces.com/content/wiki

Strategy 7.11. Advocate for CSEC prevention and the protection of children.

Members of your CoF can raise both their individual and collective voices to call attention to CSEC and prevention efforts, as well as broader initiatives that reduce risk of harm to children. Speak about child protection concerns, needs and solutions with your elected officials, in person, at public meetings/hearings or through email/letter. Support laws and funding requests that make Nevada safer for children. For additional information, see *Chapter 4, Community Toolkit*.

Who's my legislator?

Senate, Assembly, Congressional and Regent information is found with the following link. To learn about your local representatives, check city, county and school district websites.
https://www.leg.state.nv.us/Division/Research/Library/FAQ/WhichLegislatorRepresents.html

Learn to be an effective advocate.

Effective Advocacy – from US Congressman Don Bacon. Knowing who to ask, how to ask, how to follow-up.
https://bacon.house.gov/services/effective-advocacy

Tips on Effective Advocacy – by Unitarian Universalist Association. Addresses visiting elected officials, letters, calls, petitions, postcards, emails and internet petitions.
https://www.uua.org/justice-programs/advocacy/26878.shtml

Advocacy Tips – by Unitarian Universalist Association. See topics related to legislation.
https://www.uua.org/justice-programs/advocacy

Write letters to the editor or post anti-trafficking messages on social media.

Advocacy Tips – by Unitarian Universalist Association. See topics related to media.
https://www.uua.org/justice-programs/advocacy

Letter to the Editor Tips, Sample Letters to the Editor and Social Media Samples – by Migration and Refugee Services, US Conference of Catholic Bishops. See pages 7 - 11.
www.usccb.org/about/anti-trafficking-program/upload/Anti-Trafficking-Toolkit-Final-2018-2.pdf

Chapter 8

CSEC PREVENTION TOOLKIT FOR PARENTS, GUARDIANS AND CAREGIVERS

The prevention of sex trafficking "takes a village," with the first line of defense being those closest to the child – their parents, whether biological, kinship guardians or caregivers of children in out-of-home care (e.g., foster care, group homes). This chapter addresses strategies to help parents, guardians and caregivers protect the children in their care (referred to as "parents and caregivers" throughout this chapter). Although out-of-home caregivers receive substantial training for their roles, the strategies and resources in this chapter may be a useful supplement.

While a child may have life experiences that increase the likelihood of victimization by contributing to the child's vulnerability, the child may also have life experiences that decrease the likelihood of victimization by strengthening their protective behaviors and skills. Even when children experience adverse events, protective factors can tip the scale toward positive outcomes for children.[65] These protective factors include supportive adult-child relationships; a sense of self-efficacy and perceived control; emotional, social and coping skills; and connections with meaningful spiritual and cultural traditions.[66] (See *Chapter 11, At-Risk Youth Toolkit,* for additional information on protective and risk factors.)

Research has found that "the single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver or other adult."[67] Strong, nurturing family relationships are a primary building block for children, with the quality and reliability of family relationships being foundational to their healthy development – from academic performance to resilience to interpersonal skills.[68] In healthy families, each person is valued and respected; there is open two-way communication; family members check in with each other, especially when making important decisions; and parenting is consistent and responsive to a child's developmental stage. Positive family relationships, especially with their caregiver, help children learn respect for themselves and others, positive coping skills, communication skills, how to give and receive positive affection, how to stand up for themselves, and how to make positive decisions. They also increase the probability children will sustain interest in their education.[69]

One of the primary risk factors for CSEC recruitment is child sexual abuse as it undermines a child's ability to develop healthy emotional well-being, social skills, life skills and social connections. One in ten children are sexually abused before they turn 18 years of age, 35% of child victims are 11 years old or younger, and 90% of child victims know their abuser.

Ninety percent of sex trafficked children are child sexual abuse victims.[70] Child sexual abuse can be prevented through the awareness and education of parents who, in turn, create a protective circle around their children.

The strategies in this chapter focus on developing protective factors by increasing a family's and child's resilience and life skills, and reducing risk factors by decreasing the likelihood of child sexual abuse and CSEC.

A word of caution: It is important to emphasize that adults and youth should not directly intervene on their own if they are concerned a youth they know is being trafficked. Direct intervention may lead to reprisals from traffickers, leading to potentially dangerous outcomes, such as injury or death to themselves or the victim. Direct intervention should be left to the proper authorities *(see Appendix B).*

Strategy 8.1. Help parents create a positive home environment and school success.

Build positive family bonds.

For all youth, whether in the home or in out-of-home placement, feeling they belong and have the support of their family is important and influences their behavior.

The Building Blocks of Healthy Family Relationships – by Kids Matter (Australia). An overview with steps to take to build healthy family relationships. Includes: Making relationships a priority, communicating effectively, working together as a family and providing support for each other. Applies to all types of families, including grandparents as caregivers and foster families. Can create a handout of the material by clicking on the pdf image at the top of the webpage.
https://www.kidsmatter.edu.au/mental-health-matters/family-relationships/building-blocks-healthy-family-relationships

Keeping Your Family Strong – from Child Welfare Information Gateway. One-page handout that identifies and explains six protective factors (i.e., strengths and resources families can draw on when life gets difficult) and ways to build them into family life.
https://www.childwelfare.gov/pubPDFs/strong_ts_2018.pdf

Attachment and Bonding with Your Child – from SCAN Virginia. One-page handout that addresses what bonding does for the child and parent, and keys to bonding with infants, toddlers, grade schoolers and teens.
English: https://www.scanva.org/wp-content/uploads/2013/06/AttachmentandBonding_English.pdf
Spanish: https://www.scanva.org/wp-content/uploads/2013/06/AttachmentandBonding_Spanish.pdf

Conversation Tools (Teens) – from HHS.gov. Tips on how to have a conversation with teens. Includes choosing your moment, conversation starters and conversation tips.
https://www.hhs.gov/ash/oah/resources-and-training/for-families/conversation-tools/index.html

Positive Parenting Program Online. A fee-based online parenting program that provides a toolbox of ideas of ways to build good relationships with their child, set boundaries and rules, and follow up with consequences that are not harmful. Appropriate for anyone who cares for children, including grandparents and foster parents. Each 30 to 60-minute module includes videos, worksheets, tips and activities. Evidence-based. Triple P Online – 8 modules for 0 - 12 years of age. Teen Triple P Online – 6 modules for 10 - 16 years of age.
https://www.triplep-parenting.com/us/triple-p/

Protective Factors: Promoting Healthy Families – by FRIENDS National Center for Community-Based Child Abuse Prevention. Free online introduction to how protective factors can be used to strengthen families and prevent child abuse/neglect, the difference between focusing on risk

factors and using protective factors, and protective factors that research has shown reduce risks of child abuse/neglect. For supervisors, program managers and coordinators who want to integrate protective factors into service provision.
https://friendsnrcelearning.remote-learner.net/

Know what to expect and how to respond at each stage of a child's growth.

What to Expect & When to Seek Help – by Bright Futures at Georgetown University. A guide to the different stages of child development, social and emotional milestones, and ways to identify child strengths and childrearing abilities. What to expect at different ages, along with checklists for when to seek help for the following stages: Infancy, early childhood, middle childhood and adolescence. In English and Spanish. Scroll down and click on the tab entitled, Download Tools for Single Use.
https://www.brightfutures.org/tools

Bright Futures Family Tip Sheets – by Bright Futures at Georgetown University. Tip sheets to help families promote health and safety of their children for the following stages: Infancy, early childhood, middle childhood and adolescent.
https://www.brightfutures.org/TipSheets/index.html

Positive Parenting Tips – by Centers for Disease Control. Downloadable tip sheets describing developmental milestones, parenting tips, safety and healthy bodies for the following stages: Infants, toddlers, preschoolers, middle childhood, young teens and teenagers.
https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html

Help children be successful in school.

10 Ways to Help Your Child Succeed in Elementary School – by Kids Health. Guidelines to assist parents and caregivers with ensuring children succeed in elementary school.
https://kidshealth.org/en/parents/school-help-elementary.html

Tips for Parents: Keeping Kids in School – by The Learning Community. Tip sheet for parents and caregivers on ways to reduce the risk of drop-outs for high school youth.
http://www.thelearningcommunity.us/Portals/0/Tips for Parents/Keeping_Kids_in_School.pdf

Encourage positive peer relationships to discourage school avoidance.

How Parents Can Cultivate Empathy in Children – by Making Caring Common Project. Empathy is the cornerstone of caring relationships and is key to preventing bullying. Five guideposts for growing empathy in children.
https://mcc.gse.harvard.edu/files/gse-mcc/files/empathy.pdf

Advice for Parents and Guardians – from Stop Bullying Now. Tips for positive actions parents can take to protect their child from mistreatment or trauma. Includes: How to raise a child who is strong and less likely to be hurt if bullied; what to do if your child has been mistreated; what to do if your child is mistreating others, and what to do if your child is distressed after witnessing mean peer behavior.
http://stopbullyingnow.com/advice-for-parents-and-guardians/
Cyberbullying Resources for Parents – see *Chapter 10, Social Media Toolkit*.

Help children learn how to make good decisions.

About good decision-making – by Kids Matter, Australia. Handout about helping children learn to make good decisions. Includes how decision-making skills develop, what's involved in making decisions, guiding decisions, what can get in the way of making good decisions, ways to help children make good decisions, and keys to supporting children's decision-making skills.
https://www.kidsmatter.edu.au/sites/default/files/public/KMP_C2_HCMD_AboutGoodDecisionMaking.pdf

Helping children to choose wisely – by Kids Matter, Australia. Handout about helping children learn to think ahead and make good decisions. Includes steps for decision-making, and how parents and caregivers can help.
https://www.kidsmatter.edu.au/sites/default/files/public/KMP_C2_HCMD_HelpingChildrenToChooseWisely.pdf

Learning to make good decisions and solve problems – by Kids Matter, Australia. Handout about developing decision-making skills from an early age. Includes skills and qualities for making decisions, what problem solving involves, how decision-making skills develop, children's brain development and thinking skills, helping children manage feelings and actions, and choices not to offer young children.
https://www.kidsmatter.edu.au/sites/default/files/public/03_KM 11-198 Learning to make good decisions.pdf

Video: Five tips to improve your critical thinking – from Samantha Agoos on TEDEd. Increasing the chances of making good decisions through critical thinking. Introduces a 5-step process.
https://youtu.be/dItUGF8GdTw

For more ways to build a child or youth's social and emotional well-being, see *Chapter 11, At-Risk Youth Toolkit*. Resources include Overcoming Obstacles Life Skills Education program (e.g., communicating effectively, making decisions, respect, addressing bullying, problem solving, confidence building, conflict resolution), speaking up and building confidence.

Encourage parental self-care.

Supporting parents and caregivers to look after themselves – by Kids Matter, Australia. The influence on children of family protective and risk factors, importance of parental well-being and supportive relationships; suggestions for self-care for parents of babies, toddlers and preschoolers; recognizing stress and its causes, ways to reduce stress, how managing stress benefits children, bouncing back after tough times. Create a handout of the material by clicking on the pdf image at the top of the webpage.
https://www.kidsmatter.edu.au/mental-health-matters/positive-mental-health-parents-and-carers/supporting-parents-and-carers

Self-Care for Parents – by SCAN Virginia. One-page handout about parental self-care as an important step to becoming a better parent. Includes ideas for physical, mental/emotional and creative/spiritual self-care.
English: https://www.scanva.org/wp-content/uploads/2013/06/SelfCare2016_English.pdf
Spanish: https://www.scanva.org/wp-content/uploads/2013/06/SelfCare2016_Spanish.pdf

Strategy 8.2. Help parents protect their children from child sexual abuse.

Share educational resources to keep children safe from child sexual abuse.

Enough Abuse Campaign Nevada – led by The Rape Crisis Center and Prevent Child Abuse Nevada. Free child abuse prevention information and presentations for parents, youth-serving organizations, and medical and mental health professionals.
Rape Crisis Center: http://rcclv.org/enough-abuse-campaign/
Prevent Child Abuse Nevada: http://nic.unlv.edu/pcan/CSA.html
Affiliated with: http://www.enoughabuse.org/
Brochure – English: http://nic.unlv.edu/pcan/files/Informational Brochure.pdf
Brochure – Spanish: http://nic.unlv.edu/pcan/files/CSAP Brochure_Spanish.pdf

Five Steps to Protecting Our Children – by Darkness to Light. Introductory guide for prevention of child sexual abuse. Outlines core principles for preventing, recognizing and reacting responsibly to child sexual abuse.
https://www.d2l.org/education/5-steps/

Free App: Stewards of Children Prevention Toolkit Mobile App – from Darkness to Light. Available through the App Store and Google Play. Educates caregivers and professionals with practical information to prevent, recognize and react responsibly to child sexual abuse. Includes trigger warning due to optional explicit content, i.e., actual experiences of survivors.
http://socapp.org/

Stewards of Children Online (SOCOL) – by Darkness to Light. Online, self-paced, 2-hour training teaches adults how to prevent, recognize and react responsibly to child sexual abuse. Outlines five steps to protecting children: Learn the facts, minimize opportunity, talk about it, recognize the signs and react responsibly. Click on Resources tab for a template to develop a Personal Prevention Plan. Includes trigger warning due to explicit content, i.e., actual experiences of survivors. Evidence-based. Available in English and Spanish. Small fee applies (most cost-effective way to access is by purchasing the Stewards Plus package which includes all online trainings – see section below). CE available from NASW and NBCC.
https://www.d2l.org/education/stewards-of-children/

> ***"If I could give one piece of advice to my younger self, it would be to not let the things that happened define me. I was sexually abused as a little girl and that carried on into my teen years. That eventually led to… the strip clubs the night before I turned 17, because 'that's just who I was and that's just what I was good at.' …A girl that worked with me there recruited me for her pimp… To know that what others did to me doesn't define who I am as a person would mean everything to me and could have prevented so much trauma and hurt."***
>
> ***~Anonymous, CSEC Survivor***

Share supplemental child abuse prevention online trainings.

The following Darkness to Light trainings are supplements to the Stewards of Children Online training. There is a small fee for online training resources. The most cost-effective way to access is by purchasing the Stewards Plus package which includes all online trainings.
https://www.d2l.org/education/

Talking with Children about Safety from Sexual Abuse. Supplement to Stewards of Children Prevention Training. 30-minute online training. Provides guidance on how to talk with and listen to children of all ages about personal safety and sexual abuse. Available in English and Spanish. Small fee.
https://www.d2l.org/education/additional-training/talking-with-children/

Healthy Touch for Children and Youth. Supplement to Stewards of Children Prevention Training. 30-minute online training. Provides guidelines for healthy touch and safe ways to balance children's needs for warmth and affection with respectful ways of interacting, and healthy sexual development (normal and abnormal touching) in children. Available in English and Spanish. Small fee.
https://www.d2l.org/education/additional-training/healthy-touch-children/

Bystanders Protecting Children from Boundary Violations and Sexual Abuse. Supplement to Stewards of Children Prevention Training. 30-minute online training. Provides examples of boundary violations, inappropriate behaviors, and how to make spontaneous and planned interventions to protect children and reinforce boundaries. Available in English and Spanish. Small fee.
https://www.d2l.org/education/additional-training/bystander-intervention/

Recognizing and Responding to Child Abuse and Neglect. Builds on Stewards of Children Prevention Training. One-hour online training. Teaches definitions and indicators of sexual abuse, physical abuse, emotional abuse and neglect; how to handle a child's disclosure; legal obligations of mandated reporters and steps for reporting. Although intended for educators, it is broad enough for parents and caregivers. Small fee.
https://www.d2l.org/education/additional-training/child-abuse-neglect/

Share tips on how adults can recognize and respond to child sexual abuse prevention.

Preventing Child Sexual Abuse – from Child Welfare Information Gateway. One-page handout about signs of possible sexual abuse and what parents can do to prevent it.
https://www.childwelfare.gov/pubPDFs/prevent_sa_ts_2018.pdf

Being the Trusted Adult – from Darkness to Light. Guidelines on how to handle a disclosure of child sexual abuse.
https://www.d2l.org/get-help/being-the-trusted-adult/

Reporting Child Sexual Abuse – from Darkness to Light. Guidelines on when to report, how to report, who reports and the laws about child sexual abuse.
https://www.d2l.org/get-help/reporting/

Resources for Parents – from Darkness to Light. Tools and resources about preventing, recognizing and reacting responsibly to child sexual abuse. Includes: Tips for Hiring Caregivers; 5 Steps to Protecting Our Children – in English and Spanish; Healthy Sexual

Development; and Step Up and Speak Out: A Parent's Guide to Selecting Youth-Serving Organizations.
Click on the Parents tab: https://www.d2l.org/resources/

Share the 4 Rules of Personal Safety.

Videos: The Four Rules of Personal Safety – by KidSmartz. The 4 safety rules for grades K - 5 in action: Check First, Take a Friend, Tell People No and Tell a Trusted Adult.
www.kidsmartz.org/Videos

Activities for the 4 Rules of Safety – by KidSmartz. Includes Decode the Rule, Take a Friend Maze, Tell People No Crossword and Trusted Adult Word Search.
Scroll down: http://www.kidsmartz.org/ParentTips

Tips for Parents: Setting Physical Boundaries – by KidSmartz. Handout.
http://www.kidsmartz.org/~/media/KidSmartz/ResourceDocuments/KidSmartz_Setting_Physical_Boundaries.pdf

Support parents and caregivers whose child has experienced trauma.

Parenting a Child Who Has Experienced Trauma – from Child Welfare Information Gateway. Fact sheet includes what trauma is, impact of untreated trauma, understanding your child's behavior (triggers), signs of trauma in children of different ages, and how to help your child and yourself.
In English: https://www.childwelfare.gov/pubPDFs/child-trauma.pdf
In Spanish: https://www.childwelfare.gov/pubs/experimentado-trauma/

Parenting a Child Who Has Been Sexually Abused: A Guide for Foster and Adoptive Parents – from Child Welfare Information Gateway. Fact sheet includes information about sexual abuse, ways to establish guidelines for safety and privacy in the family, and suggestions about when and where to seek professional help.
In English: https://www.childwelfare.gov/pubPDFs/f_abused.pdf
In Spanish: https://www.childwelfare.gov/pubPDFs/abuso_sexual.pdf

Resource Parent Curriculum (RPC) Training Modules – by NCTSN. eLearning course for caregivers (i.e., resource parents) about the impact of trauma and related behaviors. Four brief interactive lessons: Using a trauma lens to view safety from a child's point of view; how a child's trauma-related beliefs are connected to their behavior; how a caregiver's beliefs influence their response to child's behavior; how to help a child manage their emotions. Free. Must sign in.
https://www.nctsn.org/resources/resource-parent-curriculum-rpc-training-modules

Trauma Information for Families and Caregivers – from NCTSN. Resources for parents and caregivers that help them learn how traumatic events affect their children, and how they can help. Filter by resource type, trauma type and language.
Resources: https://www.nctsn.org/audiences/families-and-caregivers
What is child traumatic stress: https://www.nctsn.org/resources/what-child-traumatic-stress
Age-related reactions to a traumatic event: https://www.nctsn.org/resources/age-related-reactions-traumatic-event
What parents need to know about sexual abuse: https://www.nctsn.org/resources/caring-kids-what-parents-need-know-about-sexual-abuse

Strategy 8.3. Help parents and caregivers protect children and youth from CSEC.

Knowledge about CSEC can help parents and caregivers teach their children about sex trafficking and recruitment. They protect their children by reducing the risk through education and conversations, and attending to their actions online and off.

Educate parents and caregivers about CSEC.

Child Sexual Abuse and the Commercial Sexual Exploitation of Children – by Darkness to Light. Supplement to Stewards of Children Online prevention training (see above). One-hour online training. Addresses what CSEC is and what makes children vulnerable, root causes of CSEC, how preventing child sexual abuse reduces risk of CSEC, and what adults can do to prevent CSEC. Available in English and Spanish. Small fee applies (most cost-effective way to access is by purchasing the Stewards Plus package which includes all online trainings).
https://www.d2l.org/education/additional-training/csec/

Child Sex Trafficking in America: A Guide for Parents and Guardians – by NCMEC. Fact sheet includes what is child sex trafficking, warning signs, how to keep your child safer, how a child becomes a victim and who are the perpetrators.
http://tx.missingkids.org/en_US/documents/Fact_Sheet_Parents_Guardians2017.pdf

A Parent's Guide to Human Trafficking – from SCAN Virginia. One-page handout includes what human trafficking is, signs of being trafficked or groomed, what parents can do to help prevent, and methods traffickers use to control the victim.
http://www.pollyklaas.org/safe/a-parents-guide-to-human-trafficking.pdf

A Guide for Parents and Caregivers – by Love 146. Includes an introduction to child trafficking and exploitation, myths and misconceptions, power of words and perceptions, what makes children vulnerable, what parents/caregivers can do to protect their children and tips for talking to a child who has been or may have been exploited. Web-based or downloadable handout.
https://love146.org/caregivers/guide/

Know It When You See It – by Love146. Describes vulnerabilities, common situations of child trafficking and potential red flags.
https://love146.org/action/report/

Human Trafficking: Protecting Our Youth – from Child Welfare Information Gateway. One-page handout with tips of what to look for and what a parent can do.
https://www.childwelfare.gov/pubPDFs/trafficking_ts_2018.pdf

Video: Human Trafficking Awareness: Learn the signs! – from ZOE Children. A 2-minute video the identifies common signs of sex trafficking and how to access help.
https://youtu.be/TQFQqU3O9GM

Share stories of survivors and a family's experience to highlight youth vulnerability and recruitment techniques.

Sex traffickers use various techniques to disguise the fact they are grooming a child, youth or young adult into the CSEC industry. The following videos can assist parents and caregivers learn about recruitment through the testimony of survivors.

Video: Sex Trafficking in Your Back Yard – by Vednita Carter at TEDxMinneapolis. A 20-minute survivor's story of how an ad for dancing lured her into sex trafficking.
https://youtu.be/LlXleNxaVzA

Video: Hidden America: Chilling new look at sex trafficking in the U.S. – by ABC Nightline. A 12-minute documentary includes survivor testimony and strategies law enforcement uses to decrease CSEC.
https://youtu.be/gSgTmcq-bBk

Video: CSEC Survivors Speak Out – by UC Davis Extension Center for Human Services. A one-hour documentary that includes both education and survival testimony of three CSEC survivors. The three stories are unique and provide examples of how family discord, child sexual abuse and a lack of a support system (including peers) were the vulnerabilities used to victimize the youth or young adult and bring them into sex trafficking.
https://youtu.be/9GT761A11As

Video: Child Sex Trafficking in America – by Nacole at TEDxRainier. A 12-minute TEDx talk by Nacole who shares how her daughter (a good student) became a CSEC after running away from home due to receiving a bad grade. She discusses the impact this had on the whole family. (*Note:* The website Backpage.com is mentioned. It was seized and shut down by the FBI on April 6, 2018. Traffickers are now using alternate sites.)
https://youtu.be/C7EbFtg8ALk

Help parents talk with their children about human trafficking.

Discussing sex trafficking with children is an important step in protecting them from CSEC.

How to talk to your kids about human trafficking – by TRUST. An 8-page handout with information about sex trafficking, keeping kids and teens safe online, when to have the conversation, "stranger danger," and knowing the warning signs.
www.theguardiangroup.org/wp-content/uploads/2016/04/How-to-talk-to-your-children-about-human-trafficking.pdf

Conversation with My Daughter About Human Trafficking – by Stephanie Hepburn. A mother shares her daughter's questions and thoughts about human trafficking and her replies, which illustrate people's common misunderstandings about human trafficking.
https://www.bridgingfreedom.org/wp-content/uploads/2016/02/Conversation-With-My-Daughter-About-Human-Trafficking.pdf
or https://smile.amazon.com/Conversation-Daughter-About-Human-Trafficking-ebook/dp/B00ZVCLGTQ

Help parents and caregivers keep their children safe online.

Internet Safety and CSEC and Minor Sex Trafficking – from IOFA. Handout with tips for youth safety when using the internet. Includes grooming, enticement and recruitment online, how adults can help keep youth safe when online and conversation points when talking with youth about internet safety.
http://iofa.org/wp-content/uploads/2017/05/Internet-Safety-and-CSEC-and-DMST.pdf

Protecting Your Kids Online 2.0 – by NetSmartz. Tip sheet: Connect – know what kids are doing online; Learn – teach kids to spot common tricks used by online offenders and parents to spot red flags; and Engage – talk to kids about protecting themselves and respecting others online.
https://cdn.netsmartz.org/tipsheets/Protecting_Your_Kids_Online_2_0_EN.pdf

Net Cetera: Chatting with Kids About Being Online – from FTC's OnGuardOnline.gov. Learn how to talk with your kids about staying safe online. Includes talking to your kids, communicating at different ages, socializing online, using mobile devices, making computer security a habit and protecting your child's privacy.
Video: https://youtu.be/8HtqW2oHTqM
Handout: https://www.consumer.ftc.gov/articles/pdf-0001-netcetera.pdf

17 Apps and Websites Kids Are Heading to After Facebook – from Common Sense Media. Social media apps youth use, often without their parents'/caregiver's knowledge. Includes information and what parents need to know about texting apps; photo and video-sharing apps/sites; microblogging apps/sites; live-streaming video apps; self-destructing/secret apps; and chatting, meeting and dating apps/sites. Can be viewed in English or Spanish. (*Note:* Social media apps change quickly. Access Common Sense Media for the latest information.)
https://www.commonsensemedia.org/blog/16-apps-and-websites-kids-are-heading-to-after-facebook

Family Media Plan – by the American Academy of Pediatrics. Free tool to create a personalized Family Media Plan based on a family's values, goals and rules. Available in English and Spanish.
https://www.healthychildren.org/English/media/Pages/default.aspx#home

App: OurPact Parental Control & Family Locator – by Eturi Corporation. Mobile app enables parents/caregivers to block internet and app usage on child's device, block texting, schedule screen time and screen time limits, locate family members/device and instantly grant access to child's device. For iOS or Android. Free or small monthly fee, depending on plan.
https://ourpact.com/

See *Chapter 10, Social Media Toolkit,* for additional information on CSEC prevention as it relates to digital communication.

Strategy 8.4. Enhance educational opportunities for parents, caregivers and child-serving professionals.

Often, more can be accomplished when working in partnership with others on common goals.

Partner with churches, civic groups or agencies to provide parenting education in the community.

Stewards of Children Facilitator Training – from Darkness to Light. A Darkness to Light Authorized Facilitator is trained by Darkness to Light to deliver the in-person (vs. online) Stewards of Children child sex abuse prevention program. (See Stewards of Children Online and supplemental trainings above.) CE approved by NASW and NBCC. Information on who should become a facilitator, qualifications, how to become a facilitator and responsibilities of facilitators.
https://www.d2l.org/education/stewards-of-children/facilitator-led/become-a-facilitator

Systematic Training for Effective Parenting (STEP) – Evidence-based parent education study group curricula: STEP Kit, Early Childhood STEP Kit, STEP/Teen Kit, STEP Spanish Kit. Each kit includes: Leader's Resource Guide, DVD with videos, and Parent's Handout. See website for topics covered by each kit.
https://www.steppublishers.com/

Caring for Children Who Have Experienced Trauma: A Workshop for Resource Parents – by NCTSN. Online resource entitled, Resource Parent Curriculum Online, provides free downloadable curriculum with facilitator guide and slides and participant handbook. Must sign in.
https://www.nctsn.org/resources/resource-parent-curriculum-rpc-online

Tip Sheets for Parents – from Child Welfare Information Gateway. One-page handouts on various parenting topics to use as starting point for discussions. Includes what parents can do. Examples: Managing Stress, Bonding with Your Baby, Dealing with Temper Tantrums, Parenting Your School-Age Child, Connecting with Your Teen, Ten Ways to Be a Better Dad, Raising Your Kin. In English and Spanish.
https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/tip-sheets

Six Protective & Promotive Factors – from Center for the Study of Social Policy. Handouts explaining the six factors from the Strengthening Families framework and ways to introduce and discuss. Each handout provides questions to ask and activities to do with parents for each factor. Includes parental resilience, social connections, knowledge of parents and child development, concrete support in times of need and social-emotional competence of children.
https://www.cssp.org/reform/strengtheningfamilies/about/body/ProtectiveFactorsActionSheets.pdf

Partner with local schools or agencies to help children succeed at school by building stronger relationships at home.

FAST (Families and Schools Together) – An evidence-based parent engagement program focused on building protective factors that help children succeed by empowering parents, connecting families, improving school climate and strengthening community engagement. Structure: 8-week multifamily group meetings, called FAST; and 2 years of follow-up monthly, parent-led group meetings, called FASTWORKS. Four FAST levels: Pre-K, elementary school,

middle school and high school that build protective factors. Culturally and linguistically adaptable.
Description of FAST: http://www.familiesandschools.org/how-fast-works/
Description of FASTWORKS: http://www.familiesandschools.org/sustain-fast/sustain-the-change-fastworks/
Program structure: http://www.familiesandschools.org/how-fast-works/program-structure/
How to get started: http://www.familiesandschools.org/get-started/implementation/
How to become a Certified FAST Trainer *(fee)*: http://www.familiesandschools.org/sustain-fast/become-a-certified-fast-trainer/
Strategies for funding: http://www.familiesandschools.org/get-started/funding/
Outcomes: http://www.familiesandschools.org/how-fast-works/outcomes/

Advocate for mandated child sexual abuse prevention training and policies for child-serving organizations, along with funding for training of parents and caregivers.

Use the following flyer to advocate with decision-makers for child sexual abuse prevention training, policies and funding.

What Legislators Can Do: A Guide for Lawmakers to Make Communities Safer – from Darkness to Light. Flyer. Includes becoming a child sexual abuse prevention advocate, supporting legislation for mandated training and legislation related to prosecution of abusers.
https://www.d2l.org/wp-content/uploads/2017/01/What_State_Legislators_Can_Do_20160201.pdf

Chapter 9

CSEC PREVENTION TOOLKIT FOR YOUTH[xiii]

Strong CSEC prevention campaigns will utilize all members of the community and youth can play a key role in CSEC prevention. Youth build strong relationships with their peers and may be able to recognize changes in their peers that may indicate that they are being exploited. They are also in a position where they may be able to better partner with their school administrators and faculty.[71] In order for youth to be effective members of the prevention strategy, they must be informed on the subject. Strategies presented in this chapter are two-pronged: Education and participation. The first four strategies in this chapter highlight ways in which youth may become educated on the CSEC issue.

In addition to educating youth in order for them to assist in CSEC prevention efforts, educating youth on the CSEC issue can help youth identify when they are being trafficked. Educating victims may give them the courage to speak up and report their victimization. Strategy 4 in this chapter includes information about what a youth should do if they believe that either they or someone they know is a victim of sex trafficking.

Once youth are informed of the CSEC issue, they may take an active role in the prevention strategy. Youth groups, such as school clubs or sports teams, may participate in CSEC awareness strategies (see *Chapter 4, Community Toolkit* and *Chapter 6, National Hotline,* for more information). These youth groups may be utilized to build awareness in their schools, as well as other locations that youth frequent (e.g., malls, sporting arenas, skate parks and community parks). The last strategy in this chapter provides examples of ways youth can get involved in prevention efforts.

Note: It is recommended that preventive education always be guided by discussion with caring, knowledgeable adults. The term educator, as used in this Guide, refers to anyone in a teaching role with youth in church groups, youth clubs, mentoring programs, etc.

> ***A word of caution:*** While it is important for youth to be aware of the CSEC issue and the warning signs that someone that they know may be a CSEC, youth should be cautioned against directly intervening. Direct intervention by the youth may lead to reprisals by the trafficker, leading to potentially dangerous outcomes for both themselves and the CSEC. Youth should be told to report any instances to the proper authorities *(see Appendix B).*

[xiii] Communities of faith have various youth groups and these youth groups may utilize the strategies outlined in this chapter. For more information on partnering with communities of faith to prevent CSEC, see *Chapter 7, Communities of Faith Toolkit*.

Strategy 9.1. Teach youth about the CSEC issue.

It is possible that youth within your community may not have knowledge of the CSEC issue. Informed youth may be powerful allies in combating CSEC, and general knowledge of the issue will help them better recognize the signs of CSEC. This strategy highlights resources that can teach youth about CSEC.

Show youth a video that addresses the CSEC issue.

Video: Tricked – by the Fairfax County Public School District. Utilizes survivor testimony and insider information from sex traffickers to educate viewers on the CSEC issue.
https://www.youtube.com/watch?v=Ytsz9oX6I6Q&feature=youtu.be

Video: The Day My God Died – by PBS. Video details the international sex trade and educates the viewers on the overall issue. Includes facilitation guide created by iTV's Community Connections Project.
Video: https://www.youtube.com/watch?v=vL4oCZxyXcA
Facilitator Guide: https://cdn.itvs.org/day_my_god_died_facilitator.pdf

Multiple video documentaries – by abolitionistmom.org. Provides links to multiple documentaries that may be utilized to educate youth on various issues related to CSEC.
https://abolitionistmom.org/educational-resources/media/videos-documentaries/

See *Chapter 10, Social Media Toolkit,* for additional videos for youth.

Utilize educational resources within youth groups, clubs, schools or mentoring programs to teach children about the issue.

Project Starfish – by Arizona State University. Offers free certification for instructors and provides lesson plans that build awareness of the CSEC issue. Lesson plans are free and take roughly an hour to complete. Instructional material is geared towards students in middle school and high school.
http://projectstarfish.education/

Sex Trafficking Overview – by Shared Hope International. Handout breaks down the sex trade and highlights the different aspects of the overall CSEC issue. May be utilized with youth of all ages.
http://sharedhope.org/wp-content/uploads/2017/07/What-is-Sex-Trafficking-Printable-Handout.pdf

The Educator's Guide – by the Chicago Alliance Against Sexual Exploitation and the U.S. Fund for UNICEF. Provides educators with various links to curricula that may be utilized to educate youth on the CSEC issue.
http://media.virbcdn.com/files/8c/FileItem-270286-EducatorsResourceGuideUpdated91212.pdf

Engage Together University and Educator's Toolkit – by the Alliance for Freedom, Restoration, and Justice. Provides educators with background information on the CSEC issue and provides methods in which educators can engage with their youth.
http://engagetogether.com/shop/.
https://engagetogether.com/product/engage-together-university-and-educators-toolkit-digital/

iEmpathize event. Partners with local community partners to teach youth about empathy in order to combat exploitation.
https://iempathize.org/

Have youth read stories of CSEC.

When Emily Was Sold For Sex – by Nicholas Kristof of the New York Times. Op-ed details the story of a CSEC named Emily. May be used by educators to start a conversation with their students about the CSEC issue.
https://www.nytimes.com/2014/02/13/opinion/kristof-when-emily-was-sold-for-sex.html?ref=nicholasdkristof

Trafficking Survivor Stories – by Equality Now. Provides links to various CSEC survivor stories. Educators may utilize these stories to develop a dialogue with their students about CSEC.
https://www.equalitynow.org/campaigns/trafficking-survivor-stories

> ***"If children have awareness of [sex trafficking], it could help them protect themselves from pimps. The reality is that most victims do not even realize this is happening in their community and they cannot protect themselves or their friends if they do not even know it exists."***
> ***~Jessica Kay, CSEC Survivor***

Strategy 9.2. Teach youth to recognize the signs of CSEC.

Teaching youth about the signs of CSEC can help youth recognize when someone they know is being trafficked. Youth spend a large amount of time with their peers and may best recognize when there are changes to their well-being or personality.

Please review "A word of caution" in the introduction above.

Utilize educational resources that highlight the signs of CSEC.

The Blue Campaign College & University Toolkit – by the U.S. Department of Homeland Security. Provides students with information that details some of the signs of victimization.
https://www.dhs.gov/sites/default/files/publications/17_1113_OPE_Blue-Campaign_student-adv-toolkit.pdf

Human Trafficking of Children in the United States: A Fact Sheet for Schools – by the U.S. Department of Education. Tailored for students and educators. Provides warning signs of victimization. (This resource utilizes the term "human trafficking," but focuses on CSEC.)
https://s3.amazonaws.com/media.cloversites.com/33/336bad01-3ae4-41f0-aaab-dde25ca8746f/documents/factsheetforschools.pdf

Identifying Commercially Sexually Exploited Youth – by Abolitionistmom.org. Handout that provides examples of victimization. It may be used with educators and students of all grade levels.
https://abolitionistmom.org/wp-content/uploads/2014/05/Madera1-Warning-Signs.pdf

Warning Signs of Child Sex Trafficking – by Shared Hope International. Brief fact sheet can be utilized as a quick resource to identify the signs of victimization.
http://sharedhope.org/wp-content/uploads/2015/09/Warning-Signs-of-Sex-Trafficking-Shared-Hope-International.pdf

Know It When You See It – by the Love 146 Organization. Details the common vulnerabilities of victims and provides common examples of sex trafficking situations.
https://love146.org/action/report/

Strategy 9.3. Teach youth to recognize sex trafficker's recruitment techniques.

Informing youth about the recruitment techniques utilized by sex traffickers may allow them to better realize the warning signs of a trafficker who has or is attempting to traffic them. Youth may also be able to recognize when one of their peers is being groomed for sex work. Traffickers may vary in age, gender and ethnicity,[272] therefore, it is important for youth to recognize the use of typical CSEC recruitment methods. Help youth identify places traffickers could be, such as shopping malls, gas stations and parks.

> ***"Traffickers look and act like regular people and are oftentimes hiding in plain sight." ~Jessica Kay, CSEC Survivor***

Please review "A word of caution" in the introduction above.

Provide youth literature that details sex trafficker's recruitment tactics.

Recruitment Tactics – by Abolitionistmom.org. Presents an easy-to-read table that details the typical recruitment techniques utilized by sex traffickers.
https://abolitionistmom.org/about-2/sex-trafficking-schools/pimp-tactics-101/

Recruitment methods – by eliberare.com. Provides some examples of recruitment techniques, as well as possible prevention methods that can be utilized to combat these techniques.
http://www.eliberare.com/en/2015/05/4-methods-traffickers-use-to-recruit-their-victims-keep-your-eyes-wide-open/

Teach youth the warning signs of CSEC recruitment on social media.

Social media websites, such as Facebook, Twitter, Snapchat and Instagram, may all be utilized by sex traffickers to recruit their victims. See *Chapter 10, Social Media Toolkit*.

Strategy 9.4. Inform youth about what they should do if they are being trafficked or believe that someone they know is being trafficked.

Youth should be informed on what to do if they are a victim of trafficking or if they believe that one of their peers may be a victim. This strategy highlights resources that outline what a youth should do if they believe that someone they know is being exploited.

Please review "A word of caution" in the introduction above. *Appendix B* provides information on how to report child sex trafficking.

Provide information about the National Human Trafficking Hotline.

If a youth or someone they know is in immediate danger, they should call **911**.

If youth or someone they know needs help, they may call, text, live chat or email the National Human Trafficking Hotline. They will be connected with a specially trained Anti-Trafficking Hotline Advocate. Youth may also report a tip to the National Hotline by filling out an anonymous form.
Phone: **1-888-373-7888**
TTY: **711**
Text: **233733**
Live Chat: https://humantraffickinghotline.org/get-help
Email: http://help@humantraffickinghotline.org
Anonymous form: https://humantraffickinghotline.org/report-trafficking

If a youth does not have access to a phone, they should attempt to report to a responsible adult.

See *Chapter 6, National Hotline,* for additional information.

Strategy 9.5. Involve youth in building awareness about the CSEC issue.

Involving youth in building awareness around the CSEC issue not only strengthens their knowledge of the issue, but also involves them further in the community. This strategy highlights ways in which youth can get involved in preventing CSEC.

Involve youth in CSEC community awareness events.

See *Chapter 4, Community Toolkit*.

Involve youth clubs and groups in CSEC prevention.

Student Toolkit – by the National Human Trafficking Resource Center. Provides high school and college youth groups with resources and techniques to become involved in CSEC prevention efforts. Sample email templates are provided to assist students in engaging with their community.
https://s3.amazonaws.com/media.cloversites.com/33/336bad01-3ae4-41f0-aaab-dde25ca8746f/documents/Student_Engagement_Toolkit.pdf

Blue Campaign College & University Toolkit – by the U.S. Department of Homeland Security. Provides college students with ideas for engaging with their university and community about CSEC prevention.
https://www.dhs.gov/sites/default/files/publications/17_1113_OPE_Blue-Campaign_student-adv-toolkit.pdf

Chicago Alliance Against Sexual Exploitation for Colleges: A Toolkit and Resource Guide. Provides students with a guide for creating clubs at their university. In addition, it provides examples of how these clubs may engage with their community.
http://media.virbcdn.com/files/71/FileItem-258713-CAASE_CollegeToolkitSpring2012.pdf

Help youth volunteer with agencies that work towards the prevention of CSEC.

Volunteering with agencies that prevent CSEC allows the youth to get involved with the active prevention of CSEC and assists agencies that could utilize more assistance. CSEC prevention efforts in Nevada can be found through a search of Nevada 2-1-1 (see *Appendix C*).

Sponsor awareness events and get involved in National Human Trafficking Awareness Month.

January is National Human Trafficking Awareness month.[73] Youth groups could host CSEC awareness events and hold donation drives for agencies that serve CSEC or do CSEC prevention.

January 11th is national Wear Blue day in support of human trafficking awareness. Youth groups could participate in the national event and advocate for their schools and universities to participate. Youth could post pictures of themselves wearing blue to support the campaign and help build awareness of the CSEC issue.

Youth groups can get the Blue Campaign's information and resources for free at their website.
https://www.dhs.gov/blue-campaign/library

Other resources for youth groups can be found in the National Human Trafficking Resource Center's Student Toolkit.
https://s3.amazonaws.com/media.cloversites.com/33/336bad01-3ae4-41f0-aaab-dde25ca8746f/documents/Student_Engagement_Toolkit.pdf

Chapter 10

CSEC PREVENTION TOOLKIT RELATED TO SOCIAL MEDIA AND MOBILE APPS

Social media is any type of digital communication between people. It enables people to connect with their friends and friends-of-friends. It includes talking through forums, chat rooms, email and instant messaging; sharing pictures and videos; social networking; and video gaming. Social media is attractive as it offers opportunities for learning, social connection, fun and creativity. It also harbors risk for children who are eager to take advantage of these opportunities and who may not yet have the knowledge and wisdom to recognize when they are being enticed into behaviors that place them at risk of exploitation.

These risks include adults, often posing as peers ("catfishing"), meeting up with a child to sexually abuse them, or convincing a child to expose themselves, engage in sexual conversations or perform sexual acts over webcam. These predators may later sell or trade these images (i.e., child sexual abuse material, aka child pornography) or use sextortion (i.e., coercion through threat of release of sexual images/videos) to obtain additional sexual favors or money.[74, 75] When a child is not compliant with an attempted sextortion, cyberbullying and bullying may be used to get the child to comply, or bullying/cyberbullying may be instigated by the release of images/videos. *Figure 10.1* from the FBI's Stop Sextortion fact sheet illustrates the process of sextortion.[76]



Figure 10.1. The process of sextortion.

One review of sextortion studies indicated that, in 91% of incidents, the victims were minors who were manipulated through social media.[77] The challenge for parents and caring adults is the difficulty of knowing and understanding the multitude and variety of social media, given that new ones emerge regularly. So how can parents and educators keep children safe from these online risks? Parents with tech expertise[78] suggest helping children from a young age grow the knowledge and skills by:

- Helping children learn critical thinking and responsible decision-making.
- Having a hands-on approach: Listening, and guiding the child through a self-reflective learning process.

- Monitoring online activity closely: Teaching and learning together about social media, while setting age-appropriate limits.

Growing the needed knowledge and skills includes both general online safety strategies and targeted safety strategies to protect children from online sexual exploitation. These are presented below, with resources that address sexual exploitation identified with an asterisk.

Strategy 10.1. Provide age-appropriate information and activities that educate children and adults about the risks posed by the internet and social media, and ways to remain safe.

The following resources provide preventive education regarding online risks and safety with the goal of helping children, parents and educators recognize risks and be prepared with an arsenal of responses that support a child's online safety.

> ***"It began when I was 11 years old (6th grade) through an online AOL chat room, which was an online child pornography ring. I am not sure how I ended up in that particular room. I eventually met one of the members who lived in an apartment complex a few blocks from my house… It started with him taking pictures of me, then molesting me, and then he started to have parties at the apartment with other adult men and kids." ~Kimberly Mull, CSEC Survivor***

Information for adults (i.e., parents, educators) is presented first as it is recommended that preventive education be guided by discussion with caring, knowledgeable adults.

Reporting Online Sexual Exploitation

**CyberTipline* – by National Center for Missing and Exploited Children (NCMEC). Accepts online incidents of sexual exploitation. These include online enticement of children for sexual acts, extra-familial child sexual molestation, child pornography, child sex tourism, child sex trafficking, unsolicited obscene materials sent to a child, misleading domain names and misleading words or digital images on the Internet.
www.cybertipline.com

Resources for parents and caregivers

NetSmartz Workshop – by NCMEC and Project iGuardian. Provides coordinated toolkits of materials for children, parents and educators. Includes interactive, educational safety resources providing age-appropriate activities to teach safety, including online safety.
https://www.netsmartz.org/Home

**Resources for Parents and Guardians* – by NetSmartz. Information about a variety of issues, e.g., social media, internet safety, online privacy, gaming, sexting, online sexual solicitation, etc.
www.netsmartz.org/TrendsandTopics

Online videos addressing cyberbullying and social networking by age – by NetSmartz.
www.netsmartz.org/NetSmartzKids

**NetSmartz 411* – by NetSmartz. Searchable online knowledgebase for information about internet safety, computers and the web, e.g., Internet 101, online risks, social networking, webcams, safety tips, cell phones/iPods, gaming, sexting, virtual worlds. Ask an expert section. Available in English and Spanish.
www.netsmartz411.org

**Love146 Internet Safety Guide for Parents*. Webpage providing information on helping children set a standard of internet use, sexting, risks of common apps and websites, tips, pornography, red flags for online exploitation and developing a safety plan.
https://love146.org/action/online-safety/internet-safety-guide

Common Sense Media – An independent nonprofit organization providing independent age-based and educational ratings/reviews of media, and information for parents and educators.
https://www.commonsensemedia.org/

Family Media Agreements K - 12 – from Common Sense Media. Lists ways "I will stay safe… think first…stay balanced… In exchange, my family agrees to…"
https://www.commonsensemedia.org/sites/default/files/uploads/pdfs/fma_all.pdf

Social Media and Gaming Sites Commonly Used by Children & Teens – from StopBullying.gov.
https://www.stopbullying.gov/cyberbullying/kids-on-social-media-and-gaming/index.html

Protecting Kids Online – from the Federal Trade Commission. How to talk to your kids, online safety with mobile phones, socializing, virtual worlds, texting/sexting, parental controls/rights with video games, protecting your kids' privacy.
https://www.consumer.ftc.gov/topics/protecting-kids-online

Just for Parents – from the Federal Trade Commission. Information and resources to help parents keep their kids safe, e.g., publications, video, resources to share with kids.
https://www.consumer.ftc.gov/features/feature-0002-parents

**Sextortion: Trends Identified in CyberTipline Sextortion Reports* – from National Center on Missing & Exploited Children. Who are the victims, who are making reports; where, when, how and why; effects.
www.missingkids.com/theissues/onlineexploitation/sextortion

**Online Enticement: Analysis of CyberTipline Reports of Online Enticement* – from National Center on Missing & Exploited Children. What is it, how is it happening, who are the victims/offenders, offenders' goals.
http://www.missingkids.com/theissues/onlineexploitation/online-enticement

**Stop Sextortion: Sextortion of Children in the United States: A Fact Sheet for Parents and Children* – from Federal Bureau of Investigation. What is it, how does it happen, how is it related to sexting and bullying, who is at risk and what is the impact, how can I protect against it:
https://www.fbi.gov/file-repository/stop-sextortion-brochure.pdf/view

How to Be a Good Digital Parent – by Family Online Safety Institute.
Toolkit with resources to provide the "How to Be a good Digital Parent" program which teaches parents the 7 Steps to Good Digital Parenting. Includes presenter's guide, PowerPoint presentation, printable handouts and instructional video.
https://www.fosi.org/gdppresentation/

**Culture Reframed Parents Program: Parents of Tweens* – by The Conversation US. Online, free, best-practice toolkit about how to raise porn-resilient kids. Addresses harmful effects of hypersexualized media and hardcore porn, how to teach healthy sexuality and strengthen resilience to hypersexualized media/porn, how unrestricted use of porn affects the brain and can lead to habituation and addiction, and how to support and guide children.
https://parents.culturereframed.org/

Resources for educators

NetSmartz Workshop – by NCMEC and Project iGuardian. Interactive, educational safety resources providing age-appropriate activities to teach safety, including online safety.
https://www.netsmartz.org/TeachingResources

**For Educators: Teaching Digital Citizenship* – from NetSmartz. Online education training program (1.5 hours) for anyone teaching internet safety to 5 - 17 year olds. Addresses digital literacy and ethics, inappropriate content, cyberbullying, online sexual solicitation, online privacy, sexting, practical cybersecurity.
www.netsmartz.org/Training

Downloadable Lesson Plans, Teacher Guides and Resources for grades K - 12 – from NetSmartz. Educational standards, implementation guide, safety pledges, teaching materials by age and topic, tip sheets.
http://www.netsmartz.org/Resources

Downloadable presentations about online risks and safety – from NetSmartz. For Grades K - 5, Tweens, Teens, Parents & Communities, with presenter's guides. In Spanish for K - 5. Includes information, videos and age-appropriate tips.
http://www.netsmartz.org/Presentations

NetSmartz 411 – See description in *Resources for Parents* section above.

Common Sense Media – An independent nonprofit organization providing independent age-based and educational ratings/reviews of media, and information for parents and educators.
https://www.commonsensemedia.org/

For Educators: K - 12 Digital Citizenship Curriculum – from Common Sense Media. Turnkey curriculum that teaches students to think critically and behave safely and responsibly online.
https://www.commonsense.org/education/digital-citizenship

Just for Educators – from the Federal Trade Commission. Downloadable resources for the classroom, e.g., activities, publications, videos, resources to share with kids.
https://www.consumer.ftc.gov/features/feature-0003-educators

Net Cetera Online Toolkit: Chatting with Kids About Being Online – from the Federal Trade Commission. Downloadable resources to teach about online safety. Includes PowerPoint presentation, videos, guides for adults, guides for kids.
https://www.consumer.ftc.gov/features/feature-0004-net-cetera-chatting-kids-about-being-online

**Before You Text: Sexting Prevention Educational Program* – from State of Connecticut. While developed for youth and parents in Connecticut, provides structure, topics, information that could be adapted for Nevada. Seven modules addressing module objectives definitions of sexting, bullying, cyberbullying, harassment, child pornography, sexually explicit conduct, visual depiction; limits of online control; legal (CT law), social, emotional, education/career consequences of sexting; how sexting, bullying and harassment are related; test questions.
http://www.ctyouthservices.org/Customer-Content/WWW/CMS/files/Before_You_Text_Curriculum.pdf
Teacher's Guide to Test Questions: www.ctyouthservices.org/Customer-Content/WWW/CMS/files/Before_You_Text_Teachers_Test_Guide.pdf

**Recorded Webinar: Sextortion: Awareness and Prevention* – from Office of Juvenile Justice and Delinquency Prevention. Gives educators, counselors and law enforcement preventive tools to help youth avoid online predators. Defines sextortion, discusses current research, offers prevention tips and raises awareness about the dangers of this online activity. Provides real case examples.
https://youtu.be/Zhhx6T2JOYo

Resources for foster care workers, parents and caregivers

Social Media: Tips for Foster Care Workers – from Child Welfare Information Gateway. Considerations, how to support children/families.
https://www.childwelfare.gov/pubs/smtips-worker

Social Media: Tips for Foster Parents and Caregivers – from Child Welfare Information Gateway. Ways to help children use social media safely, foster parent/caregiver use of social media.
https://www.childwelfare.gov/pubs/smtips-parent

Resources for children

NetSmartz Workshop – by NCMEC and Project iGuardian. Interactive, educational safety resources providing age-appropriate activities to teach online safety. English and some Spanish.
www.netsmartz.org

NetSmartKids Learn with Clicky for ages 5 - 10. Animated characters teaching online safety through music.
http://www.netsmartzkids.org/

Videos: NetSmartzKids for ages 5 - 10. Animated characters introduce children to safety online and offline.
www.netsmartz.org/NetSmartzKids

NSTeens – from NetSmartz. Helping tweens (ages 8 - 12) make safe choices online. Includes videos, games, comics, quizzes.
www.nsteens.org
Teacher Guide: http://www.nsteens.org/Educators

Videos: NSTeens for ages 8 - 12 – from NetSmartz. Comic-booked themed videos that address internet safety.
www.netsmartz.org/NSTeens

Videos: Teens Talk Back for ages 8 - 17 – from NetSmartz. Short videos where teens share online experience. Pair with videos from NSTeens to spur discussions.
http://www.netsmartz.org/TeensTalkBack

**Videos: Real-Life Stories for ages 11 - 17* – from NetSmartz. Videos of teens sharing stories of victimization, including sexual enticement and exploitation, how to recognize risky behaviors and evaluate online choices.
http://www.netsmartz.org/RealLifeStories

Student Project Kit for grades 6 - 12 – from NetSmartz. Downloadable guide to help students teach their peers or younger students about internet safety. Includes Advisor and Student Start Guides, topics, activities by grade, tips for project delivery, etc.
http://www.netsmartz.org/studentkit

FBI Safe Online Surfing (SOS). Cyber safety and digital citizenship in educational units for grades 3 - 8 that include age-appropriate games, videos and other interactive materials. Topics covered: Cell phone safety, protection of personal information, password strength, instant messaging, social networking, online gaming safety and real-life examples. Includes ability to participate in a FBI-SOS monthly national competition where school results are posted on a Leader Board on the FBI's website. Includes guidance for educators.
Students: https://sos.fbi.gov/

**Love 146 Welcome to the Internet*. Webpage with 4 safety rules of thumb, 8 red flag phrases, sexting, what to do if someone's making you uncomfortable, pornography, video of internet safety tips for teens.
https://love146.org/action/online-safety/omg-the-internet

Social Safety. Downloadable pamphlet with definitions and descriptions of online risks and how to stay safe.
http://socialsafety.org/wp-content/uploads/2012/08/safety_packet.pdf

Living Life Online – from the Federal Trade Commission. Web-based and downloadable information about online safety.
https://www.consumer.ftc.gov/features/feature-0026-living-life-online

**Tips on Protecting Youth from Sextortion* – from US Department of Education.
https://rems.ed.gov/docs/Resources/Tips_on_Protecting_Youth_From_Sextortion_508C.pdf

Resources for children in foster care

Social Media: Tips for Youth in Foster Care – from Child Welfare Information Gateway. Fact sheet, tips for staying safe.
https://www.childwelfare.gov/pubs/smtips-youth

Cyberbullying, Social Networking and You – from Foster Care and Adoption Resource Center, Coalition for Children, Youth and Families, Wisconsin. Definitions, what to do if you're cyberbullied, personal publishing, ways to stay safe.
https://wifostercareandadoption.org/library-assets/cyberbullying-social-networking/

Strategy 10.2. Learn about cyberbullying and teach children how to protect themselves.

Bullying is unwanted, aggressive intimidation of others when there is a power imbalance, whether real or perceived. When bullying takes place through the use of electronic devices, such as cell phones, computers and tablets, it is called cyberbullying. It commonly occurs through postings on social media (e.g., Instagram, Snapchat, Twitter), text message, instant message or email. The three main types of cyberbullying include:[79]

- Flaming – posting disparaging comments on someone's account or through instant messaging.
- Impersonation – using someone's information and pretending to be them in posts.
- Bad mouthing – posting things that make fun of others and are mean.

A survey completed by the Centers for Disease Control and Prevention found that 16% of high school students reported being cyberbullied in the previous 12 months.[80] Cyberbullying can negatively affect one's online reputation during the event and in the future (e.g., employment). It is harmful to the victim, the perpetrator and the bystander witnessing it, with links to mental health, health, school performance and substance abuse issues.[81]

Below are informational and prevention resources for parents, educators and children about both bullying and cyberbullying.

Information for adults (i.e., parents, educators) is presented first as it is again recommended that preventive education be guided by discussion with caring, knowledgeable adults.

Cyberbullying resources for parents

StopBullying.gov – Information about what bullying is, how to respond, how to be more than a bystander, how to start an anti-bullying initiative. Includes a special section on cyberbullying.
https://www.stopbullying.gov/

Cyberbullying – from StopBullying.gov. What is it?
https://www.stopbullying.gov/cyberbullying/what-is-it/index.html

Cyberbullying Tactics – from StopBullying.gov. Examples that describe the various types of cyberbullying.
https://www.stopbullying.gov/cyberbullying/cyberbullying-tactics/index.html

How to Prevent Cyberbullying – from StopBullying.gov. Warning signs someone is being cyberbullied or being a cyberbully, what to do.
https://www.stopbullying.gov/cyberbullying/prevention/index.html

Digital Awareness for Parents – from StopBullying.gov. Ways to monitor, digital monitoring apps for parents.
https://www.stopbullying.gov/cyberbullying/digital-awareness-for-parents/index.html

Tips for Parents – from StopBullying.gov. How to talk to your child about appropriate digital behavior and content.
https://www.stopbullying.gov/cyberbullying/establishing-rules/index.html

A Parents' Guide to Cyberbullying – from Connect Safely. Web-based and downloadable information and tips for responding.
http://www.connectsafely.org/cyberbullying

The Parent, Educator and Youth Guide to LGBTQ Cyberbullying – from Connect Safely. Web-based and downloadable information and tips.
www.connectsafely.org/lgbtq

App: KnowBullying – from SAMHSA. Free app for parents and educators. Includes conversation starters, tips to prevent bullying for ages 3 - teens, warning signs, reminders, social media, how educators can prevent and respond to bullying in the classroom.
https://store.samhsa.gov/apps/knowbullying

Cyberbullying resources for educators

StopBullying.gov – Information about what bullying is, how to respond, how to be more than a bystander, how to start an anti-bullying initiative. Includes a special section on cyberbullying.
https://www.stopbullying.gov/

Tips for Teachers – from StopBullying.gov. Warning signs, preventing and responding to cyberbullying.
https://www.stopbullying.gov/cyberbullying/tips-for-teachers/index.html

The Parent, Educator and Youth Guide to LGBTQ Cyberbullying – from StopBullying.gov. See What Schools Can Do section.
http://www.connectsafely.org/lgbtq/

Getting help for cyberbullying

Get help now – from StopBullying.gov.
https://www.stopbullying.gov/get-help-now/index.html

Steps to take and where to report – from StopBullying.gov.
https://www.stopbullying.gov/cyberbullying/how-to-report/index.html

CyberBullying: The Complete Resource Guide – from BackgroundChecks.org. What it is, typical behaviors, how to help. Scroll down to Cyberbullying on Social Media and Popular Websites section.
http://backgroundchecks.org/cyber-bullying-helping-the-bullied-stopping-the-bullies.html

Cyberbullying resources for children

What Kids Can Do – from StopBullying.gov. Scroll down to the Protect Yourself from Cyberbullying section.
https://www.stopbullying.gov/kids/what-you-can-do/index.html

General bullying resources for parents, educators and public health professionals

StopBullying.gov – Information about what bullying is, how to respond, how to be more than a bystander, how to start an anti-bullying initiative.
https://www.stopbullying.gov/

Bullying: What Parents, Educators and the Community Can Do – from StopBullying.gov.
https://www.stopbullying.gov/what-you-can-do/index.html

Bullying: How to Prevent – from StopBullying.gov. What caring adults can do, prevention at school, assessing bullying, engaging parents and children, setting policies and rules, building a safe environment, working in the community, responding to Bullying, finding out what happened and supporting the kids involved.
https://www.stopbullying.gov/prevention/index.html

Bullying Prevention Training Toolkits – from StopBullying.gov. How to take a public health approach to bullying prevention; research-based resource; Bullying Prevention Training and Community Action Toolkits; training for educators and school bus drivers.
https://www.stopbullying.gov/prevention/training-center/index.html

Preventing Bullying: The Role of Public Health and Safety Professionals – from Children's Safety Network. Addresses extent of the problem, consequences of bullying, children who bully, children who are bullied, children who are bystanders and role of public health.
https://www.childrenssafetynetwork.org/sites/childrenssafetynetwork.org/files/Preventing Bullying - The Role of Public Health and Safety Professionals.pdf

App: KnowBullying – from SAMHSA. Free app for parents and educators; includes conversation starters, tips to prevent bullying for ages 3 - teens, warning signs, reminders, social media, how educators can prevent and respond to bullying in the classroom.
https://store.samhsa.gov/apps/knowbullying

General bullying resources for children

Bullying: What Teens Can Do – from StopBullying.gov. How to help oneself and others; how to fight bullying.
https://www.stopbullying.gov/what-you-can-do/teens/index.html

Bullying: Youth Engagement Toolkit – from StopBullying.gov. (*Note:* Some links in this document may no longer work; however, a search provides new links.)
https://www.stopbullying.gov/sites/default/files/2017-09/youthengagement_brieftoolkit_compliant.pdf

Bullying: Youth Leaders' Toolkit – from StopBullying.gov. Resources for teens who want to help younger children launch a bullying prevention project.
https://www.stopbullying.gov/sites/default/files/2017-09/youth-leader-toolkit.pdf.

Strategy 10.3. Use the strengths of social media to raise awareness and prevent commercial sexual exploitation of children, magnifying the message through community partnerships and collaborations with youth.

The National Plan to Prevent Sexual Abuse and Exploitation of Children calls for increasing public awareness by disseminating "well-developed and tested messages through mass and social media and other creative technology, personal networks and spheres of influence."[82] CSEC prevention messaging on social media can be facilitated and/or posted by individuals, organizations, youth clubs or community partnerships. They can target parents, caring adults, the general community, middle school and high school youth, victims and/or friends of victims.

Before beginning, clarify the message you want to share and the audience you want to reach. For campaigns targeting youth, involve youth and/or CSEC survivors in developing, testing and disseminating the message. Also, consider the social media outlets you could use. The following resources may also help you develop a CSEC prevention message for social media.

Plan your prevention effort.

Take time to develop your outreach campaign, identifying your audience and message, to ensure its effectiveness.

Human Trafficking Public Outreach Campaigns: Effectively Reaching Your Audience – by the National Human Trafficking Hotline. Provides guidance that can be used to identify the targeted audience and message – see sections Planning an Outreach Campaign and Develop the Message.
https://humantraffickinghotline.org/resources/human-trafficking-public-outreach-campaigns

Share teen sex trafficking infographics.

Flyers/infographics could be shared individually, or you could use it to help you identify your message.
http://endsextrafficking.az.gov/sites/default/files/asuteensextraffickingawareness.pdf
Download here: https://www.scribd.com/document/265767224/Teen-Sex-Trafficking-Awareness-Training-Brochure-for-Teens

Use public service announcements.

Use existing PSAs or, if you have access to the needed skills and expertise, you or a group of youth could develop a PSA.

**Sextortion, Cyber Safety*. In English and some in Spanish.
https://www.justice.gov/psc/videos

**Tactics Used in Sex Trafficking of Minors. Short videos include: Boyfriending, Social Media, Drugging at Social Events, Too Good to Be True and Targeting Vulnerabilities.*
http://www.bethejam.org/tactics

**Sold for Sex PSA* – By Office of Victims of Crimes. Young people are trafficked for sex in our cities, towns and neighborhoods.
https://youtu.be/5-u-6rAip68

PSA - The Just Ask Prevention Project to End Teen Sex Trafficking.
https://youtu.be/XIi7tTrA28E

**Teen Sex Trafficking Awareness PSA.* An example of teens participating in a PSA for the Tampa Bay area.
https://youtu.be/sucaoX_6ZIM

**Numbers – Child Exploitation & Sex Trafficking PSA.* Another example of teens participating in a PSA for the Atlanta area.
https://vimeo.com/rondawson/numbers

Provide tips to stay safe.

Share prevention tips, such as: Keep your photos "G" rated; assume that anything you post will be seen by everyone; strong passwords protect you – don't share them; cover your webcam; and don't share personal information online (name, age, date of birth, school, home address, hobbies, etc.). Can simply state them or find ways to enliven them.

Online safety Tips – from Project Starfish.
www.projectstarfish.education/resources/online-safety-tips

Provide information on CSEC red flags.

Share signs that help youth recognize risk. Examples include: Watch out for someone who… is older that wants a romantic relationship, tells you everything you want to hear, pulls you away from family and friends, wants you to go away with them, wants to meet up when no one else is around, wants you to have sexual conversations or send sexual photos, gives you expensive gifts, or tells you they know of a job that will make you rich – but won't tell you what it is.[83] .

8 Red Flag Phrases – from Love146.
https://love146.org/action/online-safety/omg-the-internet

For Parents and Caregivers – from Love146. Scroll down to Red Flags section.
https://love146.org/caregivers

Human Trafficking: What Foster Parents Should Know – from Family and Children's Resource Program, School of Social Work, University of North Carolina at Chapel Hill.
http://fosteringperspectives.org/fpv18n2/trafficking.htm

Use hashtags to highlight your message.

#WhatIWouldMiss Campaign – from President Lincoln's Cottage. Began in 2015 to raise awareness of human trafficking among high school students through a peer-to-peer social media campaign. Encourages teens to think of parts of their life they would miss if they were victims and to share that on social media, along with a fact about human trafficking.
http://www.lincolncottage.org/whatiwouldmiss-2016

When posting CSEC prevention messages on social media, highlight messages with simple hashtags, such as **#StopCSECinNV**, #ProtectYourself, #SpeakUp, #SayNoToSextortion and #ReportSextortion.

Share informational videos.

Sex Trafficking Awareness Videos – from Blue Campaign. Consider whether sharing videos longer than PSAs (5 - 7 minutes long) that dramatize signs of sex trafficking have a place in your social media campaign.
https://www.dhs.gov/blue-campaign/videos/sex-trafficking

Strategy 10.4. Utilize mobile apps to educate kids and adults, to support safety and to assist in fighting sex trafficking.

Mobile apps are available to report safety concerns (including suspected bullying and human trafficking incidents), to help law enforcement gather data on where sex trafficking occurs and to provide information on sex trafficking to a variety of audiences.

SafeVoice – from Nevada Departments of Education and Public Safety. Free app that provides parents and students a safe place to submit tips anonymously concerning their own safety or that of others.
http://safevoicenv.org/

KnowBullying – from SAMHSA. Free app for parents and educators. Includes conversation starters, tips to prevent bullying for ages 3 - teens, warning signs, reminders, social media, how educators can prevent and respond to bullying in the classroom.
https://store.samhsa.gov/apps/knowbullying

OurPact Parental Control & Family Locator – by Eturi Corporation. Mobile app enables parents/caregivers to block internet and app usage on child's device, block texting, schedule screen time and screen time limits, locate family members/device and instantly grant access to child's device. For iOS or Android. Free or small monthly fee, depending on plan.
https://ourpact.com/

TraffickCam. Photos of hotel rooms can be uploaded to assist law enforcement in identifying where perpetrators of sex trafficking are committing their crimes.
https://traffickcam.com/

Truckers Against Trafficking and Busing Against Trafficking Apps. Resources for the trucking, travel plaza and busing industries to help them identify red flag indicators and report suspicious activity.
http://truckersagainsttrafficking.org/app/

Ban Human Trafficking. Interactive games, available online or through an app, that offer scenarios that may or may not end in exploitation based on the choices made.
http://banhumantrafficking.com/en/

The STOP APP. A mobile app that assists in identifying and reporting human trafficking.
https://www.stopthetraffik.org/intelligence-led-prevention/the-stop-app/

Chapter 11

CSEC PREVENTION TOOLKIT FOR YOUTH AT GREATER RISK

Some youth are at greater risk of being enticed into sex trafficking. Some personal experiences and characteristics or environmental conditions can contribute to a youth's vulnerability, thus increasing this likelihood (see *Figure 2.1* in *Chapter 2, Framework*). Among the risk factors that increase the chance of being victimized are:[84]

- Being a runaway or homeless.
- Being a foster child – a victim of sexual or physical abuse or maltreatment.
- Identifying as lesbian, gay, bisexual, transgender or questioning (LGBTQ).

Additionally, the chances of sex trafficking victimization increase for youth who have low self-esteem, family discord and involvement in the juvenile justice system; are substance abusers; and live in communities that have high truancy rates from school, as well as high drop-out rates, housing instability, low socioeconomic status and lack of viable employment opportunities.

Just as risk factors increase the chances of sex trafficking victimization, some characteristics decrease the likelihood as they strengthen a youth's protective behaviors and skills.[85, 86] For youth, these protective factors are seen in biological and psychological dispositions, attitudes, values, knowledge and skills. Examples of these include:

- Social competencies and problem-solving/resiliency skills.
- Healthy intimate relationships.
- Commitment to community and school.
- Positive family relationships.
- Positive relationships with caring supportive adults.

In addition to the above protective factors, chances of victimization decrease with involvement in organized religious activities, involvement in peer activities, holding a high expectation of oneself and sustaining a positive temperament.

As mentioned above, running away and homelessness are primary risk factors for increasing youth vulnerability to sex trafficking. Homelessness may result from youth being removed or kicked out of their family home. This often occurs when a youth informs their family they identify as LGBTQ, resulting in up to 40% of homeless youth identifying as LGBTQ.[87] When youth are homeless, run away or are removed from the home, they need food, shelter and friendship, and encounter traffickers who capitalize on these to lure them into commercial sexual exploitation.[88, 89, 90]

> ***"I was kicked out of my mom's home at 16. I spent almost two years… couch hopping, and sometimes homeless."***
> ***~Anonymous, CSEC Survivor***

The National Center for Missing and Exploited Children reported in 2017 that 1 in 7 endangered runaways were likely sex trafficking victims, and 88% of these likely victims were in the care of social services or foster care when they ran.[91] Foster children are particularly vulnerable to predators because they lack a strong family foundation, lack familial love and support, and often experience years of transient formal support due to high social worker turnover and multiple moves between foster homes.

The information in this chapter is helpful for any at-risk youth, though some strategies provide resources geared toward youth who experience the first three risk factors identified above: Youth who have a history of or think about running away or are homeless, identify as LGBTQ or are in the foster care system.

The following strategies focus on increasing protective factors, reducing risk, learning about emergency resources and identifying ways to support services for at-risk youth. Please refer to *Chapter 4, Community Toolkit* and *Chapter 9, Youth Toolkit* to ensure a full understanding of all potential resources and strategies available to prevent CSEC for at-risk youth.

Note: Preventive education should always be guided through discussions led by caring, knowledgeable adults. The term educator, as used in this Guide, refers to anyone in a teaching role with youth in church groups, youth clubs, mentoring programs, etc.

> ***A word of caution:*** It is important to emphasize that youth should not directly intervene on their own if they are concerned a peer they know is being trafficked. Direct intervention may lead to reprisals by the trafficker, leading to potentially dangerous outcomes, such as injury or death to themselves or the victim. Direct intervention should be left to the proper authorities *(see Appendix B)*.

Strategy 11.1. Provide opportunities that build a youth's protective factors.

A youth's vulnerability to CSEC is reduced by strengthening social skills, life skills, and positive family, adult and youth relationships. It is helpful to teach these skills early and often through age-appropriate classes and discussions.

Teach at-risk youth life skills that strengthen their emotional well-being and social and academic success.

The impact of typical adolescent experiences can be amplified for at-risk youth due to the risk factors mentioned in the introduction. These include feeling misunderstood, taking risks, wanting to belong and feel accepted, falling in love and experiencing low self-esteem. Developing emotional, social and academic skills can reduce youth vulnerability to unhealthy behaviors. Presented below is a comprehensive curriculum that covers a variety of skills, followed by resources for speaking up and building confidence.

Overcoming Obstacles Life Skills Education Program – by Overcoming Obstacles. A free, evidence-based life skills curriculum for ages K - 12 focusing on active learning experiences through role playing, group and partner activities, reflection assignments, journal prompts, discussions and the use of technology. Skills are covered in an age-appropriate manner and include: Communicating effectively, making decisions, setting goals, respect, teamwork, citizenship, techniques for addressing bullying, preparing for college and career, conflict resolution, problem solving, confidence building and time management. Includes elementary, middle school and high school modules, as well as Train the Trainer modules. While developed for a school setting, it can be taught in a variety of settings, including after-school programs and peer-mentoring initiatives. Modules can be adapted, presented individually or presented as a series. Activity sheets available in Spanish, French, Russian, Chinese and Arabic. Awarded

the National Dropout Prevention Center's Crystal Star Award of Excellence in Dropout Recovery, Intervention and Prevention. Must register to access the modules.
https://www.overcomingobstacles.org/curriculum/

Speaking up

Help youth learn how to speak up for themselves in an effective manner. It will assist them when making decisions, seeking information, addressing their rights and responsibilities, and overcoming identity-based oppression. (Identity-based oppression refers to experiencing marginalization or oppression due to race, class, sex, gender identify, sexual orientation and ethnicity.)

Assertiveness – from Teen's Health. Information written for teens. In English and Spanish.
http://teenshealth.org/en/teens/assertive.html

Speaking up for yourself – from Life Planning Education: A Youth Development Program. Lesson plan and resources to role-play assertive communication skills that allow adolescents to ask for what they need or want.
http://www.advocatesforyouth.org/publications/1190-lessons

Building confidence

Help youth build a positive, yet realistic, view of themselves and their abilities. This can help temper the media's influence on how they view themselves and encourage a rejection of shame or feelings of worthlessness resulting from victimization (e.g., childhood sexual abuse) and acceptance of individual uniqueness.

Confidence – from Teen's Health. Written for teens. In English and Spanish.
http://teenshealth.org/en/teens/confidence.html

Confidence: A Worksheet – from Teen's Health. Written for teens. In English and Spanish.
http://teenshealth.org/en/teens/confidence-worksheet.html

How can I improve my self-esteem? – from Teen's Health. Written for teens. In English and Spanish.
http://teenshealth.org/en/teens/self-esteem.html

Quiz: How's your self-esteem? – from Teen's Health. Written for teens. English only.
http://teenshealth.org/en/teens/self-esteem-quiz.html

Self-esteem – from Kids Health in the Classroom. Lesson plan for grades 9 - 12. Includes discussion questions and activities with handouts.
http://kidshealth.org/classroom/9to12/personal/growing/self_esteem.pdf

Teen Self-Esteem Workbook: Facilitator Reproducible Self-Assessments, Exercises and Educational Handouts. Designed to help teens engage in self-reflection and learn ways to build positive feelings of self-esteem and self-worth through journaling and role-playing.
http://www.counselorresources.com/pdf/WPA119EX.pdf

18 Self-Esteem Worksheets and Activities – by Positive Psychology Program. Activities and worksheets to bolster a sense of self-worth and positive self-image. For elementary, middle school and high school youth.
https://positivepsychologyprogram.com/self-esteem-worksheets

Enhance family relationships.

Strong positive family ties improve a youth's well-being, reduce their vulnerability and lessen the likelihood of their running away. Family connections are strengthened by encouraging positive communication and connections, treating one another fairly and participating in enjoyable activities together.

For information on building positive family relationships, see *Chapter 8, Parent Toolkit.* This chapter provides additional resources for at-risk youth.

Resources to enhance family relationships for all at-risk youth

See the *Overcoming Obstacles* modules above, the ***Let's Talk*** modules below and the following learning activities from Life Planning Education: A Youth Development Program:

Introduction to Relationships. Lesson plan to help youth understand what enhances and damages a relationship.
http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1194

Assessing Relationships. Lesson plan (with worksheet) to help youth explore feelings about relationships. Discussion focuses on the qualities of good relationships and ways to improve relationships.
www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1195

Resource to enhance family relationships for youth who identify as LGBTQ

Video: Our Families: LGBT Latino Stories. Example of hope for at-risk youth who have disconnected from their families, specifically how Latino youth who self-identify as LGBT were able to address problems with family acceptance and re-establish positive familial connections. Video in English with Spanish subtitles.
https://youtu.be/ntfct4veZ8c

Promote mentor-like relationships with caring, committed adults, both formal and informal.

Research shows that having a caring adult in a child's life helps them thrive and become productive adults. For at-risk youth, this can be a mentor-like relationship, i.e., a relationship with a caring, trustworthy adult who knows the youth well and who the youth can rely on for advice and guidance. A mentor-like relationship (formal or informal) with someone outside the home can increase youth well-being and their participation in healthy activities.[92, 93] Youth who runaway or are homeless or who are in the foster care system often do not have an adult in their lives they trust. A strong mentor-like relationship can help youth create a positive view of themselves and regain trust in adult figures.

What helped you rebuild after exiting the life? ***"All is well, you are loved. I heard that and held onto it for a long while… It was those who kept answering their phones when I called. Or called me back. Who said they would be somewhere and they were when they said they would be. Assurance that people actually kept their word helped me a lot. Because I began to keep my word and demonstrate that so often that it became a habit. I kept building positive habits and learning from the positive support I had in my life. Everything I learned kept building on itself in a positive way." ~Jasmine, CSEC Survivor***

Formal mentor relationships

Consider becoming a mentor in your community through formal mentoring programs. Big Brothers and Big Sisters is a well-established, statewide formal mentoring program whose mission is to "provide children facing adversity with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever."[94]

Big Brothers and Big Sisters of Southern Nevada: https://bbbsn.org/.

Big Brothers and Big Sisters of Northern Nevada: http://www.bbbsnn.org/.

Rural Nevada. To find out which of the above agencies serves your community, visit the national BBBS website and enter your zip code.
https://aim.bbbs.org/einquiry/einquiryzip.aspx

Informal mentor-like relationships

Be mentor-like as you relate to at-risk youth already in your life, structuring it to assure the safety of the child. Learn what it means to be mentor-like through the tips in the following resources.

Resources for Mentoring Programs – from OJJDP's National Mentoring Resource Center. Offers free, downloadable resource guides and handouts. Examples include: Building Relationships: A Guide for New Mentors; Fact Sheets on Mentoring and Youth Development; Supporting Young People in the Wake of Violence and Trauma; and Tools for Mentoring Adolescents.
https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html

Shining Light on CSEC: A Toolkit to Build Understanding – by MANY Center for Research and Innovation. Provides information on mentoring of commercial sexual exploitation victims. Includes emerging research and best practices, along with implications for practice at the individual, program and community levels. Examples include: Mentoring Basics, Trauma-Informed Mentoring, and LGBTQI Victims of CSEC.
http://www.manynet.org/2017/01/27/end-commercial-sexual-exploitation-of-children-toolkit

Strategy 11.2. Provide CSEC prevention education targeted to at-risk youth.

The first strategy focused on building protective skills and relationships that can reduce vulnerability. This strategy addresses ways to reduce risks associated with being victimized. The following CSEC prevention education should always be guided by caring, knowledgeable adults.

> ***Tips for helping at-risk youth.*** Unfortunately, it can be difficult to determine if an at-risk youth is already a victim of CSEC as they are often reluctant to disclose the experience of being trafficked.[95] If they are, the following strategies may illicit negative memories and emotions for the youth. Due to this possibility, it is recommended the teaching adult have experience working with at-risk youth and, when possible, partner with an onsite counselor. It is essential that the teaching adult treats each youth with compassion and does not display judgment of the youth if the use of survival sex or other behaviors (e.g., trespassing or stealing) is disclosed.

First, do no harm.

Be sure to view the resources identified in *Chapter 3, Before You Begin,* and other chapters in this Guide to learn about CSEC. Learning about the circumstances that can lead to CSEC and hearing first-hand accounts can increase your understanding and compassion for the experiences of at-risk and victimized youth. As mentioned above, it is essential that the teaching adult relate to each youth with caring and without judgment. Here are some stories of youth and survivors.

Videos: The Life Story. Videos highlighting the stories of female CSEC survivors and the experiences of allies when survivors, service providers, funders, advocates and allies make a difference for girls in the life, i.e., the different roads that can lead to CSEC and opportunities for change. For those who work in education, housing, public health, mental health and addiction services, economic and racial justice, etc. Stories address: Child sexual abuse, foster care, early motherhood, entering the life, trauma and addiction, law enforcement, running away, school and exiting the life.
https://thelifestory.org/

Video: Kicked Out: LGBT Youth Experience Homelessness. Stories of LGBT youth who are kicked out of their homes. Demonstrates the success of LGBTQ youth who accepted community support and participated in programs geared toward the reduction of LGBTQ homelessness and CSEC.
https://youtu.be/TUhqodigPFk

Book: Runaway Girl: Escaping the Life on the Streets, One Helping Hand at a Time. The story of Carissa Phelps.
https://www.amazon.com/dp/B0072O02FK

Book: Walking Prey: How America's Youth are Vulnerable to Sex Slavery. The story of Holly Austin Smith.
https://www.amazon.com/Walking-Prey-Americas-Vulnerable-Slavery-ebook/dp/B00HY09X84

Workbook: Roadmap to Redemption. The story of Rebecca Bender. Faith-based.
https://smile.amazon.com/Roadmap-Redemption-Rebecca-Bender/dp/1482008106/

Prevention education resources for all at-risk youth

Let's Talk: Runaway Prevention Curriculum – by the National Runaway Safeline. A free, evidence-based, 14-module curriculum for ages 12 - 20 created to educate youth about alternatives to running away, as well as to assist in the development of life skills to help youth problem solve instead of engaging in unsafe behaviors. The modules are user-friendly and can be used by youth, mentors, parents and volunteers in schools, youth groups, community centers and after-school clubs. The modules cover: Communication and listening, adolescent development, personal influences, peers and healthy relationships, families – roles and responsibility, runaway realities, National Safe Connections, community response and responsibility, anger management, stress reduction, drugs and alcohol, sexuality and sexual orientation, internet safety and fun, and future life planning. Each module can be adapted and includes work sheets, discussion prompts, etc. Must register to access the modules.
https://www.1800runaway.org/runaway-prevention-curriculum-sign-up/

Resources that have a fee and/or require licensure

My life My Choice – a Justice Resource Institute program. A survivor-led, research-based, 10-session exploitation prevention curriculum designed for girls ages 12 - 18. Particularly targeted to at-risk youth or victims of CSEC (i.e., primary and secondary prevention). Based on a public health model. Focus on changing girls' perceptions of the commercial sex industry, building self-esteem and empowering youth to recognize and protect themselves from the commercial sex industry. Includes interactive activities, journaling and authentic testimony of survivors.
http://www.fightingexploitation.org/
http://www.ncjfcj.org/sites/default/files/My Life My Choice Description.pdf

Not a #Number – by Love146. Interactive 5-module prevention curriculum for youth ages 12 - 18, including male and female youth that identify as LGBTQ and youth with high-risk indicators. Designed for prevention and early identification for vulnerabilities and exploitation (vs. those already exploited). Module topics: An Introduction to Human Trafficking and Exploitation, Culture and Society, Red Flags and Relationships, Vulnerability and Resilience, and Reducing Risky Behavior and Getting Help. Developed in consultation with experts and piloted in CN, FL and TX.
Curriculum: https://love146.org/notanumber
Licensing: https://love146.org/notanumber/licensing

Video resources

The following videos may be used to engage youth in discussion for CSEC prevention. After viewing each video, be prepared to discuss the specific topic with the youth, for example: How did the video affect the youth? Is the youth familiar with the +subject matter?

Survivor of Juvenile Sex Trafficking Shares Her Story. A woman who was a trafficked in Detroit as a juvenile describes how she was tricked into the life (modeling), how she got out with the

help of law enforcement, and how she is now pursuing her dreams of becoming a nurse and helping others.
https://youtu.be/mrgokIbGGNY

Victim of Underage Human Trafficking Speaks Out. Nicole was 17 when she was pulled into the world of underage prostitution and human trafficking through the lure of danger and drugs.

https://youtu.be/wjAO-0ub1m8

I was trafficked for 10 years. Barbara Amaya, a survivor and anti-trafficking advocate, ran away at the age of 12 after being abused by family members. Her story demonstrates how recruitment methods can include travel to different states.
https://youtu.be/U_kXuQHZmWs

Rebecca Bender's Story – Human Trafficking Survivor. Rebecca Bender, a survivor and anti-trafficking advocate, shares how the appearance of a significant relationship (e.g., six months) may be used to convince a youth to move to another state (Nevada). This video also demonstrates how being a single mother can prolong CSEC and prostitution when the child is used as a hostage.
https://youtu.be/jHcoEY6gJJ0

Never Give Up: A Complex Trauma Film by Youth for Youth – by NCTSN.
Seven youth/young adults share their challenges, mistakes and growth despite legacies of developmental trauma.
https://www.nctsn.org/resources/never-give-complex-trauma-film-youth-youth

Social media resources

Refer to *Chapter 10, Social Media Toolkit,* to educate youth on how they can be lured into CSEC through social media.

Prevention education resources for youth who identify as LGBTQ

Staying Safe: Tips for LGBTQ Youth – by Polaris. Sixteen-page guide written for youth that addresses how LGBTQ youth can protect themselves and their community from human trafficking. Contents: What is human trafficking, signs you may be experiencing human trafficking, signs your friend or someone you know may be experiencing human trafficking, tips for staying safe, what to do if you think your or your friend may be experiencing human trafficking.
https://polarisproject.org/sites/default/files/Staying Safe.pdf

Reaching Out for Help: A Guide for LGBTQ Youth on How to Receive Support and Services from the National Human Trafficking Hotline – by Polaris. A visual and audio presentation that guides LGBTQ youth through the process of contacting the National Human Trafficking Hotline and Polaris's Be Free Textline and reinforces that these spaces are safe, inclusive and identity-affirming.
http://polarisproject.org/resources/reaching-out-help-guide-lgbtq-youth-how-receive-support-and-services-national-human

Sex Trafficking and LGBTQ Youth – by Polaris. Information for the teaching adult. Provides indicators of sex trafficking, recommendations on how LGBTQ organizations serving youth can

get involved in anti-trafficking efforts and information on how to get assistance for LGBTQ youth survivors of sex trafficking.
http://polarisproject.org/resources/sex-trafficking-and-lgbtq-youth

Prevention education resource for youth who run away or are homeless

After viewing the video, be prepared to discuss the topic with the youth, for example: How did the video affect the youth? Is the youth familiar with the subject matter?

Video: Homeless Youth Speak Out. Youth in Washington D.C. discuss their experiences of being homeless, how they became homeless and the danger of CSEC. One youth is Spanish-speaking with English subtitles. Video can be used to prompt discussion.
https://youtu.be/gojR4e5SYtQ

Prevention education resource for youth in foster care

After viewing the video, be prepared to discuss the topic with the youth, for example: How did the video affect the youth? Is the youth familiar with the subject matter?

Video: Foster care children at risk for sex-trafficking recruitment. Demonstrates the vulnerabilities specific to foster care youth and trafficking. Video can be used to prompt discussion.
https://youtu.be/LyRzbGTrn2M

Strategy 11.3. Educate youth about supportive emergency services.

Supportive emergency services include hotlines, drop-in centers, emergency shelters for youth and community resources. These resources can be shared with youth who are at risk of running away or being homeless, or who are victims of CSEC.

Hotlines

A variety of hotlines are available for youth in crisis.

If a youth is in immediate danger, they should call 911.

National Runaway Safeline: **1-800-RUNAWAY** or **1-800-786-2929**. For youth who are thinking of running away or already have. Confidential and nonjudgmental. Have Home Free program which provides free Greyhound tickets to youth 12 to 20 years of age who have run away from home and want to reunite with their families. Website includes pertinent information/resources for youth.
https://www.1800runaway.org/youth-teens

LGBT National Youth Talk Line: **1-800-246-7743**. Provides telephone, online, private, one-to-one chat and email peer support, as well as factual information and local resources. Free and confidential. For teens and young adults up to age 25. See website for hours.
http://www.glbtnationalhelpcenter.org/talkline

Crisis Call Center: **1-800-273-8255**. Provides a safe source of support for individuals in any type of crisis. Available 24/7/365.
http://crisiscallcenter.org/

Rape Crisis Center Hotline: **888-366-1640**. Offers free support in the aftermath of any type of sexual violence. Available 24/7/365. Trained advocates provide information and resources.
http://www.therapecrisiscenter.org/

National Suicide Prevention Lifeline: **1-800-273-8255**. Provides free and confidential support for people in distress, and prevention and crisis resources. Available 24/7. Includes resources for youth and LGBTQ+.
https://suicidepreventionlifeline.org/

Crisis Text Line: Text HOME to **741741**. Free 24/7 support for those in crisis. Text with trained Crisis Counselor.
https://www.crisistextline.org/

National Human Trafficking Hotline: **1-888-373-7888**, TTY: **711**, text **233733**. National anti-trafficking hotline serving victims and survivors of human trafficking and the anti-trafficking community in the United States. Provides assistance in more than 200 languages.
Live Chat: https://humantraffickinghotline.org/get-help
Email: http://help@humantraffickinghotline.org.
Anonymous form: https://humantraffickinghotline.org/report-trafficking.

Safe Places – a program of the National Safe Place



Safe Places is a youth outreach program that provides access to immediate help and supportive resources for youth under 18 years of age. Each community designates specific locations (e.g., schools, fire stations, libraries) as Safe Place locations which display the Safe Place yellow and black sign.

How Safe Place Works. A teen enters any location with the Safe Place sign and tells a staff person they saw the sign and need help. The trained staff person will assist them, and a trained counselor will meet them at the site within 30 minutes.
www.nationalsafeplace.org/how-does-safe-place-work

Las Vegas – Safe Place locations are Terrible Herbst convenience stores, City of Las Vegas Fire Stations or any Regional Transportation Commission (RTC) bus; with the Nevada Partnership for Homeless Youth serving as the lead Safe Place agency. For help finding the closest Safe Place, call **1-866-U-ARE-SAFE** (**1-866-827-3723**). A trained Crisis Responder will meet the youth within 30 minutes.

Reno – Safe Place locations include McDonald's restaurants, the Reno Police Department substations, Family Resource Centers and any RTC bus, with the Children's Cabinet serving as the lead local Safe Place agency. A complete list of locations is available on their website.
www.childrenscabinet.org/family-youth/youth-programs/safe-place

How to find a Safe Place through a web search. Youth can find a Safe Place by entering their address or zip code.
http://www.nationalsafeplace.org/find-a-safe-place

*How to find a Safe Place through **TXT 4 HELP**.* Nationwide, 24/7 text-for-support service that identifies closest Safe Place site and allows one-on-one texting with a trained counselor. www.nationalsafeplace.org/txt-4-help

Drop-in centers

Las Vegas – *NPHY Drop-In Center* (Nevada Partnership for Homeless Youth).
4981 Shirley Street
Las Vegas, NV 89119
Phone: **702-383-1332**
Near the intersection of Tropicana Avenue and Maryland Parkway, across Tropicana from the Thomas & Mack Center.

Associated with Safe Place. For youth ages 12 - 18, addresses emergency/survival needs while building path to self-sufficiency. Walk-ins welcome Monday - Saturday, 8 a.m. - 7 p.m. https://nphy.org/what-we-do/drop-in-center/

Las Vegas – *TEP Drop-In Center* (The Embracing Project).
800 East Charleston Boulevard
Las Vegas, NV 89104
Phone: **702-463-6929**
Big yellow house downtown on the corner of Charleston and 8th Street across from Legal Aid.

For youth ages 13 - 19, receive or be linked to services that address basic needs, including access to shower, clothes, hygiene, food, etc. Walk-ins welcome Monday, 9 am - 6 p.m.; Tuesday through Friday, 9 a.m. - 8 p.m.; and Saturday, 9 a.m. - 6 p.m. www.theembracingproject.org.

Reno – *Eddy House Drop-In Center.*
423 East 6th Street
Reno, NV 98512
Phone: **775-384-1129**
RTC: Bus 2 at the East 6th Street/Record Street stop.

Associated with Safe Place. If in need of assistance, youth can drop in, call or email info@eddyhouse.org. Northern Nevada's central intake and assessment facility for homeless, runaway, foster and at-risk youth ages 12 - 24. Drop-in Center provides care and comfort services (e.g., basic hygiene, survival and technology needs), a safe space to spend time, and linkage to additional services. Walk-ins welcome Monday through Friday, 10 a.m. - 5 p.m. (Check website for an expansion of hours as their goal is to become a 24/7 resource.) http://eddyhouse.org/

Reno – *Awaken Drop-In Center.*
435B Spokane Street
Reno, NV 89512
Phone: **775-393-9183**
Close to the corner of East 4th and Spokane.

For those in the sex industry or victims of sex trafficking. Services offered include counseling, mentorship, celebration events, personal case management, support groups, trips and outings.

Tuesdays, Thursdays, Fridays 12 - 5 p.m. or call number listed above. (Hours may change, so call to verify.)
http://awakenreno.org/for-industry-girls/drop-in-center/

Youth emergency shelters

Las Vegas – *NPHY Emergency Shelter* (Nevada Partnership for Homeless Youth).
Phone: **702-383-1332**

For homeless youth ages 12 -18 in need of immediate shelter. Offers a confidentially-located, residential-style emergency shelter, fulfilling youth's survival needs and positioning them to transition to stable housing.
www.nphy.org/what-we-do/emergency-shelter

Reno – *RHYME* (Runaway and Homeless Youth Mentoring and Equipping).
Phone: **1-800-536-4588**

24/7 support to youth who have run away from home, are thinking of running or have been pushed out of the home by another family member. Includes potential shelter/housing, food, clothing, etc. Case management support is available to help reunify the family or find a parentally-approved safe alternative living arrangement. A Children's Cabinet program.
http://www.childrenscabinet.org/family-youth/youth-programs/rhyme

Community resources

Reno – *Reno Youth Network* (RYN). Links homeless, runaway, unattached and aging-out-of-foster-care youth ages 12 to 24 with services (e.g., food, shelter, education, healthcare, job, etc.).
Find providers here: https://renoyouthnetwork.com/

Statewide – *Nevada 2-1-1.* Connects individuals and families with local agencies and resources for food, shelter, etc. See *Appendix C.*
For information on services for youth: https://www.nevada211.org/youth-services
Phone: **211** or **1-866-535-5654**
Text zip code to: **898211**

Community resources for youth who identify as LGBTQ

Las Vegas – *Gay and Lesbian Community Center of Southern Nevada (The Center).* Promotes activities directed at furthering the well-being, positive image and human rights of the lesbian, gay, bisexual, transgender and queer community, its allies, and low to moderate income residents in Southern Nevada.
For information: http://thecenterlv.org/
Phone: **702-733-9800**
Email: info@thecenterlv.org

Reno – *Our Center.* Provides a safe, empowering and supportive center in Northern Nevada that addresses advocacy, education and services for LGBT community.
For information: http://www.ourcenterreno.org/northern-nevada
Phone: **775-624-3720**

Strategy 11.4. Partner to enhance or create needed services for at-risk youth.

Partnerships can occur at the individual, group and community level. An individual can volunteer, a club or church can take on a project, or a community can work toward a common goal. To get started, you might want to do a mental inventory of needed services for at-risk youth in your community, and a self-assessment of your skills and interests. Consider whether any services are missing or struggling in your community. And whether you have a heart for a particular group of at-risk youth, e.g., youth in foster care, LGBTQ or homeless youth. These can guide you toward action. Here are some ideas to get you started.

Address protective factors for at-risk youth.

Here are some ways to address protective factors.

- Volunteer to provide tutoring, life skills training and after-school clubs with programs designed to decrease school truancy and drop-out rates.
- Volunteer as a trainer-facilitator for local child abuse prevention programs.
- Help children in foster care maintain family ties through relationships with their siblings.
- Support youth in foster care by offering them age-appropriate experiences and enriching activities.
- Form a mentor-like relationship as a Transition Coach with youth who are aging out of foster care, helping them prepare to leave and supporting them through their early adult years. Here's an example: www.volunteerhou.org/need/detail/?need_id=326804
- Volunteer with LGBTQ organizations to provide safe spaces for youth who identify as LGBTQ.

Address the basic needs of at-risk youth.

These are some ways to address basic needs.

- Support local agencies that provide food and emergency shelter for at-risk youth.
- Volunteer at the local drop-in center or emergency shelter. Share your skills: Provide a fresh coat of paint, answer phones, bake muffins or lend a kind, listening ear to a homeless youth.

Create services that do not exist.

If services for at-risk youth do not exist in your community, consider how your community could come together to fill this gap.

- Are there mentoring programs for at-risk youth?
- Are their tutoring clubs?
- Are there youth drop-in centers?
- Are there safe spaces for youth who identify as LGBTQ?
- Are there emergency youth shelters?

Chapter 12

CSEC PREVENTION TOOLKIT FOR AMERICAN INDIAN YOUTH

American Indian/Alaska Native[xiv] (AI/AN) youth are one of the most vulnerable groups for commercial sexual exploitation. The following risk factors for CSEC converge to create the "perfect storm" of vulnerability and risk for AI/AN youth. While data for AI/AN youth is limited, the statistics presented are derived from one or more studies.[96, 97, 98, 99, 100, 101]

- Historical, generational trauma of AI/ANs related to government-sponsored involuntary relocations, sterilizations and boarding school attendance.
- A poverty rate of 28 - 32.4% (one in three AI/AN children) and unemployment rate of twice the national average contributing to homelessness and financial need.
- Child sexual abuse and child physical abuse for AI/AN girls at twice the rate of the general population, with 79% of women in one study being sexually abused as children.
- Runaway, thrown-away and/or homeless AI/AN youth representing 20 - 40% of youth served.
- Over-representation of AI/AN youth in foster care by nearly 2.5 times the general population.
- Emotional vulnerability of AI/AN youth related to exposure to an average of 4.1 traumas, with threat of or witnessing of injury being the most common; and a post-traumatic stress disorder rate of 22% – equivalent to war veterans.
- Physical/sexual abuse of AI/AN teens/adults, with one in three AI/AN women raped and 6 in 10 physically assaulted in their lifetime.
- Normalization of violence through exposure at home and in the community, with crime and sexual assault rates 2.5 times the national rate, and 39% of AI/AN women being victims of domestic violence.
- Family alcohol and drug use that caused family, health, job or legal problems for 27% - 43% of 12th grade AI/AN youth; and reported by over half of AI/AN youth as a reason for running away.
- Personal substance abuse by 35% - 55% of AI/AN youth/adults prior to entering the sex trade.
- Fetal alcohol spectrum disorders at rates 30 times the rate for whites cause impaired judgment and impulsiveness, and vulnerability to threats by traffickers.
- High school drop-out rates of 19%, interfering with employability.

In the context of these risk factors, youth are vulnerable to offers to meet their basic needs and desires for independence, love and financial security. For a graphic depiction of risk factors for AI/AN girls, see *Figure 12.1*.

These data provide motivation to call on the strengths of AI/AN communities to bring healing to their citizens and communities. The following strategies and resources to prevent commercial sexual exploitation of AI/AN youth are offered to AI/AN communities as springboards for tribal conversations and consultations that lead to protective actions.

[xiv] The formal legal designation of American Indian/Alaska Native (AI/AN) is used in this Protocol to represent Native communities in this country with the recognition there are numerous terms used to describe Native communities and differing comfort levels with various terms.

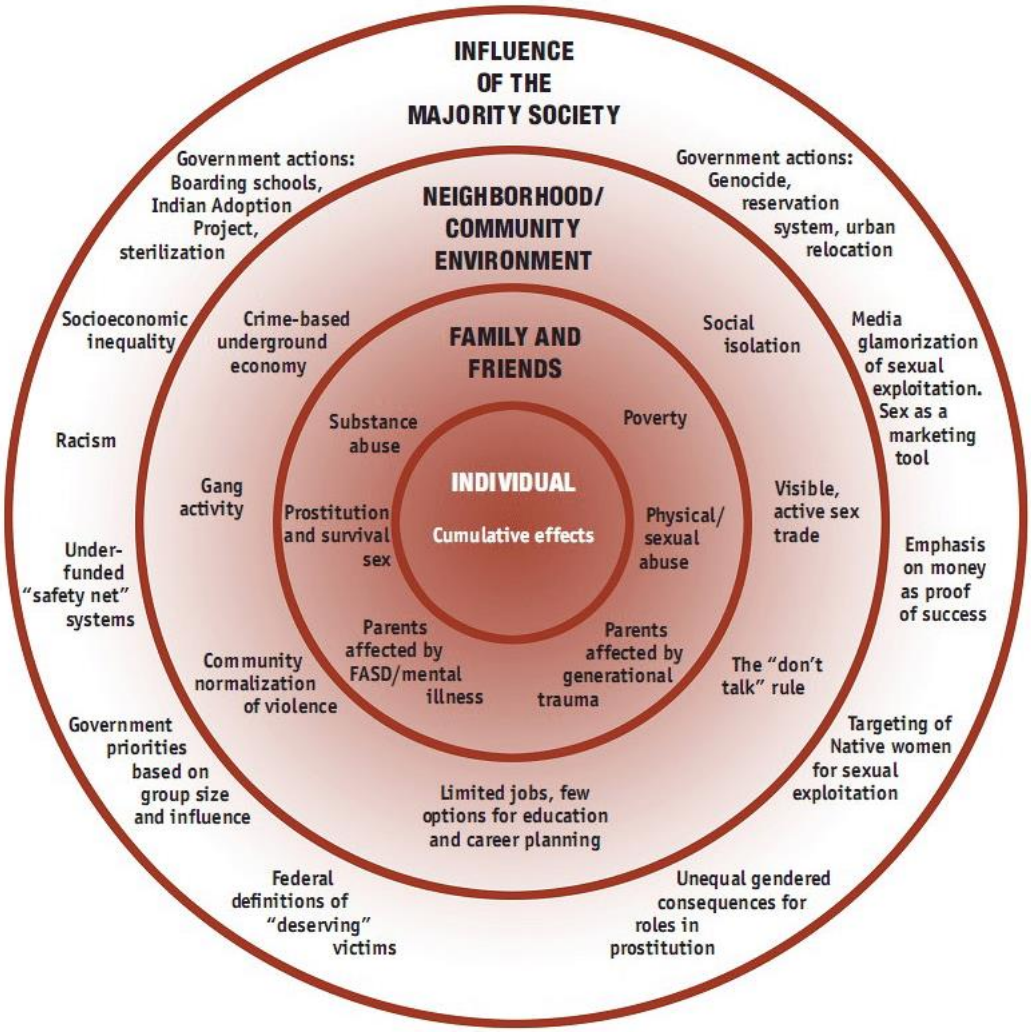


Figure 12.1. *The social ecology of AI/AN girls' vulnerability to CSEC. Reprinted with permission.*[102]

Strategy 12.1. Learn about and share information with tribal communities about risk of CSEC for AI/AN youth.

Video: Native American Trafficking – by 3generation.org. Documents trafficking of AI/AN women and youth. Focus is on Minnesota though includes general information that is broadly applicable.
https://youtu.be/VjeDTTw8tco

Native American girls fall through the cracks – by Teresa Wiltz for USA Today. Article that can be used to help tribal leaders understand the risk AI/AN girls face. Addresses high rate of incarceration of any ethnic group, risk factors and legacy of trauma, and the programs on tribal lands for AI/AN girls.
https://www.usatoday.com/story/news/nation/2016/03/26/native-american-girls-fall-through-cracks/82214044/

Combating Trafficking: Native Youth Toolkit on Human Trafficking – by U.S. Office of Trafficking in Persons. Describes sex and labor trafficking, who traffickers can be, why it's hard to leave, tips for protecting oneself against trafficking, ways a community can fight human trafficking, and where to get help.
https://www.acf.hhs.gov/sites/default/files/otip/native_youth_toolkit_on_human_trafficking.pdf

Human and Sex Trafficking: Trends and Responses in Indian Country – by NCAI Policy Research Center. Policy brief that includes definitions of human/sex trafficking, historical context and root causes (i.e., vulnerabilities and risk factors), prevalence and impact on AI/AN communities, identifying/supporting victims, sovereign prevention (i.e., tribal codes) and recommendations.
http://www.ncai.org/policy-research-center/research-data/prc-publications/TraffickingBrief.pdf

New language, old problem: Sex trafficking of American Indian women and children – by National Online Resource Center on Violence Against Women. Article (with one-page summary at end) describing unique vulnerability of AI/AN women and children, prevalence, major centers for and methods of recruitment, legal protections and gaps, needed supports, and implications for professionals.
https://vawnet.org/sites/default/files/materials/files/2016-09/AR_NativeSexTrafficking.pdf

Video: Human Trafficking and Native Communities – by Blue Campaign, US Department of Homeland Security. Depicts what human trafficking can look like in Native communities including recruiting tactics used by traffickers. Ends with a comprehensive overview of how to recognize and report human trafficking.
Awareness video: https://www.dhs.gov/blue-campaign/videos/sex-trafficking
Native Communities awareness posters: https://www.dhs.gov/publication/native-communities-awareness-poster-series

> ***A word of caution:*** *It is important to emphasize that adults and youth should not directly intervene on their own if they are concerned a youth they know is being trafficked. Direct intervention may lead to reprisals from traffickers, leading to potentially dangerous outcomes, such as injury or death to themselves or the victim. Direct intervention should be left to the proper authorities (see Appendix B).*

Webinar: Sovereignty of the Soul: Confronting Sexual Violence in Native America – by National Resource Center to Enhance Safety of Native Women and their Children, National Indigenous Women's Resource Center. Describes rates of sexual violence and the need for adequate and culturally-appropriate responses to sexual assault in tribal communities, including laws created for the protection of victims. (1:40)
http://www.niwrc.org/resources/sovereignty-soul-confronting-sexual-violence-native-america

Garden of Truth: The Prostitution and Trafficking of Native Women in Minnesota – by Melissa Farley, Nicole Matthew, Sarah Deer, Guadalupe Lopez, Christine Start and Eileen Hudon for the Minnesota Indian Women's Sexual Assault Coalition and Prostitution Research and Education. Study of 105 AI/AN women in prostitution in MN that includes findings related to family history, sexual and physical violence, and use of community/treatment resources. Of the 105

interviewees, 39% were under 18 years of age when first prostituted, and 79% had been sexually abused as children.
http://www.niwrc.org/resources/garden-truth-prostitution-and-trafficking-native-women-minnesota

Relocation Revisited: Sex Trafficking of Native Women in the United States – by Sarah Deer for William Mitchell Law Review through Mitchell Open Access. Article provides historical and legal context of sex trafficking from colonial to contemporary days, including individual and community risk factors.
https://www.academia.edu/1137037/Relocation_Revisited_Sex_Trafficking_of_Native_Women_in_the_United_States

Shattered Hearts: The Commercial Sexual Exploitation of American Indian Women and Girls in Minnesota – by the Minnesota Indian Women's Resource Center (MIWRC). Report that describes historical context that explains the unique vulnerabilities of and impacts on AI/AN women, prevalence in MN and U.S./Canada, patterns of entry into commercial sexual exploitation, risk factors, barriers and challenges to help AI/AN women/girls escape, and recommendations. Intake information from the MIWRC indicated that 63% reported entering prostitution/pornography prior to age 18.
http://indianlaw.org/sites/default/files/shattered hearts report.pdf

Effective Strategies for Community-Based Child Abuse Prevention Engagement with Tribes – by Friends National Center for Community-Based Child Abuse Prevention (CBCAP). Free, interactive, four-module online course addresses historical trauma, prevalence of child abuse/neglect for AI/AN tribes, engagement opportunities for tribes and CBCAP programs, and strategies for engaging tribes and overcoming barriers to collaboration between CBCAP and tribal groups.
https://friendsnrcelearning.remote-learner.net/

Circle of Protective Partners in Indian Country: Sex Trafficking Prevention – by Capacity Building Center for Tribes. Web-based CSEC prevention toolkit available in early 2019. Visit the Tribal Information Exchange for updates.
www.tribalinformationexchange.org

> ***"I was new to the city life, coming from an isolated small-town lifestyle. I didn't know a lot about a lot. Moving here alone, with just a friend that I knew from back home, it was only a matter of time before I was introduced to what the lifestyle calls 'the game.' It started with… being introduced to [a couple I didn't know who]… wanted to take me along to a strip club. I knew by age 20 that all men ever wanted from me was lustful, so the idea was that I would never have to walk away from an intimate interaction with a man empty handed. Years passed by since that idea had been planted and circumstantial factors led to me being sent out on the track, or else …being homeless with my baby daddy…" ~Jasmine, CSEC Survivor***

Strategy 12.2. Provide opportunities to build protective factors for AI/AN youth.

Cultivate an understanding of tribal culture as a source of pride and strength by helping youth learn about their tribal heritage, including oral traditions, tribal language and songs.

Indigenizing Harm Reduction – by Native Youth Sexual Health Network. Proposes a Four Fire Model for harm reduction that focuses on community well-being and restoration of indigenous knowledge systems, life ways, ceremonies, culture and governance structures.
http://www.nativeyouthsexualhealth.com/indigenizingharmreduction.html
PDF: http://www.nativeyouthsexualhealth.com/harmreductionmodel.pdf

An example: The Lakota Worldview: Smooth Journey – by the Capacity Building Center for Tribes. Video describes the four stages of life recognized in the Lakota community and the ceremonies that accompany each stage that are believed to contribute to a balanced life. Companion handout shares information about the process and how to implement in one's own tribal community.
Video: https://youtu.be/iblNfIPm_Sc
Handout: http://www.tribalinformationexchange.org/files/products/lakotaworldview.pdf

An example: Native Hope. Team members visit reservations, pueblos and other AI/AN communities in both rural and urban areas to help tribal leaders understand the benefit of storytelling as a way to dismantle barriers, bring healing and inspire hope for AI/AN people.
https://www.nativehope.org/our-work

An example: Brave Heart Women's Society. Dedicated to restoring endangered and lost cultural practices to heal wounds endured by the Lakota, Nakota and Dakota peoples. Community-driven process of restoration for women, e.g., Coming-of-Age Ceremony for girls and Calling Back the Spirit healing retreat.
https://www.braveheartsociety.org/

Four Days, Nights: A Girls' Coming-of-Age Ceremony – by NPR's Morning Edition. Audio and written interviews with AI/AN girls and teachers (grandmothers and aunties) about Brave Heart's Coming-of-Age ceremony.
https://www.npr.org/templates/story/story.php?storyId=129611281

An example: Running Strong. Helps Indian nations preserve and teach traditional language and cultural knowledge to the next generation of AI/AN youth by partnering with groups that have culturally-based programs.
http://www.indianyouth.org/programs/detail/culture-language

An example: Native Love. Encourages youth to use traditional ways of caring for each other to define healthy relationships with the aim of promoting non-violent, respectful, safe relationships among AI/AN youth, their families, communities, cultures and nations.
http://nativelove.niwrc.org/nativelove-youth/

Resources for Healthy Generations – by Capacity Building Center for Tribes. Identifies resources to build on each community's culture and strengths of today and the past. These efforts are intended to help families develop a sense of what is healthy for now and for future generations.
http://tribalinformationexchange.org/files/products/healthygenerations.pdf

Champions for Change Community Toolkit – Native American Youth Being Recognized: Encouraging Youth Success – by Center for Native American Youth at the Aspen Institute. Guide for AI/AN youth, tribal leaders and schools in recognizing and encouraging young leaders who are creating positive change.
https://assets.aspeninstitute.org/content/uploads/files/content/upload/CFC_Toolkit_CNAY_0.pdf

State of Native Youth Reports – by Center for Native American Youth at the Aspen Institute. Highlights young leaders and, through surveys, identifies priorities and solutions that matter to AI/AN youth. Culture and language preservation are the most important priorities for AI/AN youth.
2017 Our Identities as Civic Power: http://www.cnay.org/blog/native-american-youth-our-identities-as-civic-power
2016 Drawing Strength from our Cultures: http://www.cnay.org/docs/state-of-native-youth-report-2016-web-spread.pdf

See *Chapter 8, Parent Toolkit,* and *Chapter 11, At-Risk Youth Toolkit,* for additional strategies and resources related to promoting protective factors.

Strategy 12.3. Share CSEC preventive education and resources with AI/AN youth and their parents/caregivers.

Combating Trafficking: Native Youth Toolkit on Human Trafficking, and other resources. See Strategy 12.1 above.

Healing of the Canoe – by Suquamish Tribe, Port Gamble S'Klallam Tribe and the Alcohol and Drug Abuse Institute, University of Washington. Tribal best/promising practice curriculum for high school youth focused on suicide and substance abuse prevention through good decision-making. Designed to be adapted by AI/AN communities using community-specific traditions/beliefs. Includes downloadable training manual, adaptable template, facilitator's guide and resources and handouts.
Curriculum: https://healthynativeyouth.worldsecuresystems.com/curricula/The-Healing-of-the-Canoe
Healing of the Canoe Project: http://healingofthecanoe.org/

See *Chapters 4, 8, 9, 10 and 11, the Community, Parent, Youth, Social Media and At-Risk Youth Toolkits, respectively,* for additional strategies and resources related to safety, awareness and prevention of CSEC.

Strong Hearts Help Line: **1-844-7NATIVE**. Confidential, free service for AI/AN affected by domestic violence or dating violence. Advocates available Monday through Friday.
http://www.strongheartshelpline.org/

Working with Two-Spirit and Native LGBTQ Youth – by Capacity Building Center for Tribes. Targeted resources for tribal youth.
http://tribalinformationexchange.org/files/products/twospiritresourceguide.pdf

Engaging and Supporting Native Fathers – by Capacity Building Center for Tribes. Resources to strengthen positive parenting to support the well-being of AI/AN children.
https://tribalinformationexchange.org/index.php/search-for-resources/center-for-tribes-products/item/114-engaging-supporting-native-fathers

Strategy 12.4. Facilitate listening sessions and consult with tribal leaders/citizens about how tribal laws and enforcement, programs and services can help prevent commercial sexual exploitation of AI/AN youth.

Creating a Human Trafficking Strategic Plan to Protect and Heal Native Children and Youth – by National Council of Juvenile and Family Court Judges and OJJDP. Worksheet with prompts to develop a relevant community-specific plan.
http://www.ncjfcj.org/resource-library/publications/creating-human-trafficking-strategic-plan-protect-and-heal-native

Stages of Change – by Capacity Building Center for Tribes. Applies the stages-of-change model to systems change. Includes interactive graphic, handout and links to related resources.
https://tribalinformationexchange.org/index.php/component/k2/item/199-stages-of-change-interactive-graphic

Domestic Child Sex Trafficking (DCST): Crisis at a Crossroads – by Resource Center on Domestic Violence: Child Protection and Custody. Overview of DCST with special focus on trafficking in AI/AN communities (by Victoria Sweet) and of LGBT youth, and review of trafficking laws and recognition of trafficking children as victims.
http://www.ncjfcj.org/sites/default/files/3169_NCJFCJ_Synergy_Newsletter_18_1.pdf

Human and Sex Trafficking: Trends and Responses in Indian Country – by NCAI Policy Research Center. See page 12 for recommendations for tribal nations in their efforts to protect their citizens and prevent trafficking.
http://www.ncai.org/policy-research-center/research-data/prc-publications/TraffickingBrief.pdf

Recorded webinar: Combating Human Trafficking in Tribal Communities – by Blue Campaign, US Department of Homeland Security. Scott Santoro, Blue Campaign Senior Training Advisor at the Federal Law Enforcement Training Centers, and Jeri Moomaw, Executive Director of Innovation Human Trafficking Collaborative, cover how human trafficking uniquely impacts Native Americans. Provides information on how to better recognize and respond to Native American victims of human trafficking.
Click on Law Enforcement: https://www.dhs.gov/blue-campaign/awareness-training

Combating Sex Trafficking in Indian Country – by Melina Angelos Healey for the Center for Human Rights of Children, Native Trafficking Project. Part 1 provides sources for drafting a tribal sex trafficking provision, including model legislation and tribal trafficking laws. Part 2 is a PowerPoint presentation on developing a tribal strategy to address sex trafficking in Indian Country that defines sex trafficking, risk factors related to AI/AN women and children, issues related to legislation and resources and recommendations for changing policy. Part 3 is a PowerPoint presentation focused on the elements of the crime of sex trafficking, tribal, state and federal laws and importance of cross-jurisdictional cooperation, and best practices in interacting with victims.
http://www.tribal-institute.org/2016/Healey Pre Conference Institute Sex Trafficking.pdf

A Victim-Centered Approach to Crimes Against American Indian and Alaska Native Children: Resource Guide and Workbook for Drafting New or Amended Tribal Laws on Crimes Against Children – by Tribal Law and Policy Institute. Provides assistance to tribes in developing and/or updating their laws to address victimization of tribal children. Includes illustrative examples, narrative and discussion questions that direct users through a tailoring process that will assure that the resulting draft statutory provisions reflect the needs and values of the tribal community that the targeted law serves.
http://www.tribal-institute.org/download/CCC_February_2009.pdf

Support for Maintaining Collaborative Efforts with Federal, State and Private Partners to Combat Human Trafficking in Indian Country – by National Congress of American Indians. Resolution PHX-16-078 calls for tribes to collaborate with partners to adequately prevent and respond to trafficking, to adopt trafficking codes, train law enforcement, and educate youth and the community to recognize the signs of trafficking and access resources.
http://www.ncai.org/resources/resolutions/support-for-maintaining-collaborative-efforts-with-federal-state-and-private-partners-to-combat-human-trafficking-in-indian-country

Webinar: Domestic Minor Sex Trafficking in Indian Country – by Presenter Geri Wisner, Executive Director for the Native American Children's Alliance for Capacity Building Center for Tribes. Illustrates how community awareness and Tribal support are vital to combat human trafficking in Indian Country. (1:30)
https://youtu.be/xHqSDoGAykg

Tribal Sex Trafficking Resources. Website that provides comprehensive information on sex trafficking as it impacts AI/AN people and AI/AN nations, including publication resources and victim service directories.
https://www.tribaltrafficking.org/

Sex Trafficking in Indian Country Update – by Tribal Sex Trafficking Resources. Blog providing information on the latest media, news articles, training information, funding and policy updates related to sex trafficking in Indian country.
https://www.tribaltrafficking.org/sex-trafficking-in-indian-country-update

See *Chapter 5* for strategies and resources to reduce demand for CSEC.

Strategy 12.5. Share information about risks of CSEC for AI/AN Youth with non-AI/AN advocates and professionals.

Combating Trafficking: Native Youth Toolkit on Human Trafficking and additional resources. See information in Strategy 1 above.

Native American Youth 101 – by Center for Native American Youth at the Aspen Institute. General information on the historical context and current status of Indian Country and AI/AN youth, including needs in Indian country and youth priorities in the areas of health promotion, education and safety and juvenile justice.
www.cnay.org/docs/Native-American-Youth-101.pdf

Fast Facts: Native American Youth and Indian Country – by Center for Native American Youth at the Aspen Institute. General information, challenges in Indian Country and statistics on AI/AN youth.
http://www.cnay.org/docs/Native-Youth-Fast-Facts-Update-2016.pdf

Tribal Justice and Sex Trafficking: Implications for State Court Response – by Kathryn Ford for Center for Court Innovation. Provides recommendations on how state courts can ensure their decisions are culturally informed and relationships with tribal justice system colleagues are respectful and collaborative. Presented in two formats.
http://www.htcourts.org/wp-content/uploads/Ch-8_140425_NACM_Guide_OnlineV_v04.pdf
http://www.courtinnovation.org/sites/default/files/documents/DV_SJI_Tribal_Justice.pdf

Chapter 13

CSEC PREVENTION RESOURCES IN SPANISH AND OTHER LANGUAGES

The following CSEC prevention resources are in languages other than English. These resources are embedded throughout this Guide. For convenience, they are duplicated here. Please refer to the original locations in the chapters identified for more information about these resources.

Chapter 3 – Before you Begin

Sex Trafficking 101 – by Arizona State University School of Social Work. An online training module with information for the general public, school professionals, mental health providers and medical providers. Addresses what sex trafficking is, risk factors, recruitment strategies, warning signs. Includes survivor and expert interviews, downloadable and links to resources, and certificate of completion.
Online course: https://socialwork.asu.edu/stir/training
Scroll down for training tools: https://socialwork.asu.edu/stir/training
Spanish versions for some training tools: https://www.mccaininstitute.org/asu-office-of-sex-trafficking-intervention-research-brochures

Chapter 5 – Toolkit to Reduce Demand for CSEC

Provide education about consent.

Video: consent for kids [sic] – by Blue Seat Studios. Video (2:42 minutes) to help kids of all ages understand how to practice consent.
English: https://youtu.be/h3nhM9UlJjc
Spanish: https://youtu.be/qhKoCFQ3Yog
Korean: https://youtu.be/jHMO2XlcrRs

Video: Tea Consent – by Blue Seat Studios. Video (2:49 minutes) about consent. Captioned in several languages.
English: https://youtu.be/fGoWLWS4-kU
Spanish captions: https://youtu.be/NPD31qh2570
Spanish speaking: https://youtu.be/NXfcbrET9LA

Encourage hospitality organizations to eliminate CSEC through self-monitoring mechanisms and promoting a code of conduct and training in the tourism sector.

The Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism – by ECPAT and the tourism private sector. Provides awareness, tools and support to tourism industry to prevent CSEC. Includes set of business principles to implement to prevent child sex tourism and trafficking of children. By becoming a member, businesses have access to portal that provides guide to implementation and interactive online training. Training is available in 10 languages and for range of staff functions.
http://www.thecode.org/about/

Advocate for the enforcement and creation of laws that hold buyers accountable for sexually exploiting minors, and businesses accountable for preventing commercial sexual exploitation of minors.

Example: San Diego Poster Program. California law requires specific businesses and other establishments to post a notice with hotline numbers to seek help or report unlawful activity. Downloadable signs in multiple languages.
http://theuglytruthsd.org/resources/#1465397614078-bbc66f74-6a4a

Chapter 6 – Toolkit to Promote the National Human Trafficking Hotline

National Human Trafficking Hotline – by Polaris. Offers support and services to victims and survivors of human trafficking and accepts tips, around the clock and year-round. Toll-free, with services offered in over 200 languages. Also provides resources and statistics related to human trafficking for anti-trafficking efforts.
Information: https://humantraffickinghotline.org/
Phone: **1-888-373-7888**
TTY: **711**
Text: **233733**
Live Chat: https://humantraffickinghotline.org/get-help
Email: help@humantrafficking.org
Anonymous form: https://humantraffickinghotline.org/report-trafficking.

National Human Trafficking Hotline Flyer. Downloadable in multiple languages.
https://humantraffickinghotline.org/get-involved/outreach-and-awareness

Join the "Wear Blue" Campaign on Human Trafficking Awareness Day, January 11th.

Blue Campaign. Free downloadable materials include pamphlets, posters, and indicator, shoe, first responder and tear cards. In multiple languages.
Downloadable materials: https://www.dhs.gov/blue-campaign/share-resources
Blue Campaign PSAs: https://www.dvidshub.net/feature/BlueCampaign

PSAs. Examples of PSAs are available online in Spanish and English. The Blue Campaign includes PSAs (see above), as does the Truckers Against Trafficking website. The latest examples of PSAs can be identified through an internet search for "child sex trafficking PSA."

> ***"My support came from everyday strangers I met along my journey of survival who saw something in me that I didn't see in myself." ~Wilson Shantae, CSEC Survivor***

Chapter 8 – CSEC Prevention Toolkit for Parents, Guardians and Caregivers

Build positive family bonds.

Attachment and Bonding with Your Child – from SCAN Virginia. One-page handout addressing what bonding does for the child and parent, and keys to bonding with infants, toddlers, grade schoolers and teens.

English: https://www.scanva.org/wp-content/uploads/2013/06/AttachmentandBonding_English.pdf
Spanish: https://www.scanva.org/wp-content/uploads/2013/06/AttachmentandBonding_Spanish.pdf

What to Expect & When to Seek Help – from Bright Futures, Georgetown University. A guide to the different stages of child development, social and emotional milestones, and ways to identify child strengths and childrearing abilities. What to expect at different ages, along with checklists for when to seek help for the following stages: Infancy, early childhood, middle childhood and adolescence. In English and Spanish.
Scroll down to tab entitled, Download Tools for Single Use: https://www.brightfutures.org/tools

Encourage parental self-care.

Self-Care for Parents – by SCAN Virginia. One-page handout about parental self-care as an important step to becoming a better parent. Includes ideas for physical, mental/emotional and creative/spiritual self-care.
English: https://www.scanva.org/wp-content/uploads/2013/06/SelfCare2016_English.pdf
Spanish: https://www.scanva.org/wp-content/uploads/2013/06/SelfCare2016_Spanish.pdf

Share educational resources to keep children safe from child sexual abuse.

Enough Abuse Campaign Nevada – led by The Rape Crisis Center and Prevent Child Abuse Nevada. Free child abuse prevention information and presentations for parents, youth-serving organizations, and medical and mental health professionals.
Rape Crisis Center: http://rcclv.org/enough-abuse-campaign/
Prevent Child Abuse Nevada: http://nic.unlv.edu/pcan/CSA.html
Affiliated with: http://www.enoughabuse.org/
Brochure – English: http://nic.unlv.edu/pcan/files/Informational Brochure.pdf
Brochure – Spanish: http://nic.unlv.edu/pcan/files/CSAP Brochure_Spanish.pdf

Stewards of Children Online (SOCOL) – from Darkness to Light. Online, self-paced, 2-hour training teaches adults how to prevent, recognize and react responsibly to child sexual abuse. Outlines five steps to protecting children: Learn the facts, minimize opportunity, talk about it, recognize the signs, react responsibly. Click on Resources tab for a template to develop a Personal Prevention Plan. Includes trigger warning due to explicit content, i.e., actual experiences of survivors. Evidence-based. Available in English and Spanish. Small fee (most cost-effective way to access is by purchasing the Stewards Plus package which includes all online trainings). CE available from NASW and NBCC.
https://www.d2l.org/education/stewards-of-children/

Share supplemental child abuse prevention online trainings.

The following Darkness to Light trainings are supplements to the Stewards of Children Online training. There is a small fee for online training resources. The most cost-effective way to access is by purchasing the Stewards Plus package which includes all online trainings.
https://www.d2l.org/education/

Talking with Children about Safety from Sexual Abuse. Supplement to Stewards of Children Prevention Training. 30-minute online training. Provides guidance on how to talk with and

listen to children of all ages about personal safety and sexual abuse. Available in English and Spanish. Small fee.
https://www.d2l.org/education/additional-training/talking-with-children/

Healthy Touch for Children and Youth. Supplement to Stewards of Children Prevention Training. 30-minute online training. Provides guidelines for healthy touch and safe ways to balance children's needs for warmth and affection with respectful ways of interacting, and healthy sexual development (normal and abnormal touching) in children. Available in English and Spanish. Small fee.
https://www.d2l.org/education/additional-training/healthy-touch-children/

Bystanders Protecting Children from Boundary Violations and Sexual Abuse. Supplement to Stewards of Children Prevention Training. 30-minute online training. Provides examples of boundary violations, inappropriate behaviors, and how to make spontaneous and planned interventions to protect children and reinforce boundaries. Available in English and Spanish. Small fee.
https://www.d2l.org/education/additional-training/bystander-intervention/

Recognizing and Responding to Child Abuse and Neglect. Builds on Stewards of Children Prevention Training. One-hour online training. Teaches definitions and indicators of sexual abuse, physical abuse, emotional abuse and neglect; how to handle a child's disclosure; legal obligations of mandated reporters and steps for reporting. Although intended for educators, it is broad enough for parents and caregivers. Small fee.
https://www.d2l.org/education/additional-training/child-abuse-neglect/

Share tips on how adults can recognize and respond to child sexual abuse prevention.

Resources for Parents – from Darkness to Light.
Tools and resources about preventing, recognizing and reacting responsibly to child sexual abuse. Includes: Tips for Hiring Caregivers; 5 Steps to Protecting Our Children – in English and Spanish; Healthy Sexual Development; and Step Up and Speak Out: A Parent's Guide to Selecting Youth-Serving Organizations.
Click on the Parents tab: https://www.d2l.org/resources/

Support parents whose child has experienced trauma.

Parenting a Child Who Has Experienced Trauma – from Child Welfare Information Gateway. Fact sheet includes what trauma is, impact of untreated trauma, understanding your child's behavior (triggers), signs of trauma in children of different ages, and how to help your child and yourself.
In English: https://www.childwelfare.gov/pubPDFs/child-trauma.pdf
In Spanish: https://www.childwelfare.gov/pubs/experimentado-trauma/

Parenting a Child Who Has Been Sexually Abused: A Guide for Foster and Adoptive Parents – from Child Welfare Information Gateway. Fact sheet includes information about sexual abuse, ways to establish guidelines for safety and privacy in the family, and suggestions about when and where to seek professional help.
In English: https://www.childwelfare.gov/pubPDFs/f_abused.pdf
In Spanish: https://www.childwelfare.gov/pubPDFs/abuso_sexual.pdf

Trauma Information for Families and Caregivers – from NCTSN. Resources for parents and caregivers that help them learn how traumatic events affect their children and how they can help. Filter by resource type, trauma type and language.
https://www.nctsn.org/audiences/families-and-caregivers

Educate parents and caregivers about CSEC.

Child Sexual Abuse and the Commercial Sexual Exploitation of Children – by Darkness to Light. Supplement to Stewards of Children Prevention Training. One-hour online training. Addresses what CSEC is and what makes children vulnerable, root causes of CSEC, how preventing child sexual abuse reduces risk of CSEC, and what adults can do to prevent CSEC. Available in English and Spanish. Small fee (most cost-effective way to access is by purchasing the Stewards Plus package which includes all online trainings).
https://www.d2l.org/education/additional-training/csec/

17 Apps and Websites Kids Are Heading to After Facebook – from Common Sense Media. Social media apps youth use, often without their parents'/caregiver's knowledge. Includes information and what parents need to know about texting apps; photo and video-sharing apps/sites; microblogging apps/sites; live-streaming video apps; self-destructing/secret apps; and chatting, meeting and dating apps/sites. Can be viewed in English or Spanish. (*Note:* Social media apps change quickly. Access Common Sense Media for the latest information.)
https://www.commonsensemedia.org/blog/16-apps-and-websites-kids-are-heading-to-after-facebook

Family Media Plan – by the American Academy of Pediatrics. Free tool to create a personalized Family Media Plan based on a family's values, goals and rules. Available in English and Spanish.
https://www.healthychildren.org/English/media/Pages/default.aspx#home

Partner with churches, civic groups or agencies to provide parenting education in the community.

Systematic Training for Effective Parenting (STEP) – Evidence-based parent education study group curricula: STEP Kit, Early Childhood STEP Kit, STEP/Teen Kit, STEP Spanish Kit. Each kit includes: Leader's Resource Guide, DVD with videos and Parent's Handout. See website for topics covered by each kit.
https://www.steppublishers.com/

Tip Sheets for Parents – from Child Welfare Information Gateway. One-page handouts on various parenting topics to use as starting point for discussions. Includes what parents can do. Examples: Managing Stress, Bonding with Your Baby, Dealing with Temper Tantrums, Parenting Your School-Age Child, Connecting with Your Teen, Ten Ways to Be a Better Dad, Raising Your Kin. In English and Spanish.
https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/tip-sheets

Chapter 10 – CSEC Prevention Related to Social Media and Mobile Apps

Resources for parents and caregivers

Resources that address sexual exploitation are identified with an asterisk (*).
**NetSmartz 411.* Searchable online knowledge base for information about internet safety, computers and the web, e.g., Internet 101, online risks, social networking, webcams, safety tips, cell phones/iPods, gaming, sexting, virtual worlds. Ask an expert section. English and Spanish.
www.netsmartz411.org.

Resources for educators

Downloadable presentations about online risks and safety – from NetSmartz. For Grades K - 5, Tweens, Teens, Parents & Communities, with presenter's guides. In Spanish for K - 5. Includes information, videos and age-appropriate tips.
http://www.netsmartz.org/Presentations

Resources for children

NetSmartz Workshop – by NCMEC and Project iGuardian. Interactive, educational safety resources providing age-appropriate activities to teach online safety. English and some Spanish.
www.netsmartz.org

Use public service announcements.

**Sextortion, Cyber Safety*. In English and some in Spanish.
https://www.justice.gov/psc/videos

Chapter 11 – CSEC Prevention Toolkit for Youth Who Are at Greater Risk

Teach at-risk youth life skills that strengthen their emotional well-being and social and academic success.

Overcoming Obstacles Life Skills Education Program – by Overcoming Obstacles. A free, evidence-based life skills curriculum for ages K - 12 focusing on active learning experiences through role playing, group and partner activities, reflection assignments, journal prompts, discussions and the use of technology. Skills are covered in an age-appropriate manner and include: Communicating effectively, making decisions, setting goals, respect, teamwork, citizenship, techniques for addressing bullying, preparing for college and career, conflict resolution, problem solving, confidence building and time management. Includes elementary, middle school and high school modules, as well as Train the Trainer modules. While developed for a school setting, it can be taught in a variety of settings, including after-school programs and peer-mentoring initiatives. Modules can be adapted, presented individually or presented as a series. Activity sheets available in Spanish, French, Russian, Chinese and Arabic. Awarded the National Dropout Prevention Center's Crystal Star Award of Excellence in Dropout Recovery, Intervention and Prevention. Must register to access the modules.
https://www.overcomingobstacles.org/curriculum/

Speaking up

Assertiveness – from Teen's Health. Information written for teens. In English and Spanish.
http://teenshealth.org/en/teens/assertive.html

Building confidence

Confidence – from Teen's Health. Written for teens. In English and Spanish.
http://teenshealth.org/en/teens/confidence.html

Confidence: A Worksheet – from Teen's Health. Written for teens. In English and Spanish.
http://teenshealth.org/en/teens/confidence-worksheet.html

How can I improve my self-esteem? – from Teen's Health. Written for teens. In English and Spanish.
http://teenshealth.org/en/teens/self-esteem.html

Enhance family relationships for youth who identify as LGBTQ.

Video: Our Families: LGBT Latino Stories. The following video is an example of hope for at-risk youth who have disconnected from their families. It an example of how Latino youth who self-identify as LGBT were able to address problems with family acceptance and re-establish positive familial connections. Video is in English with Spanish subtitles.
https://youtu.be/ntfct4veZ8c

Prevention education resource for youth who run away or are homeless

Video: Homeless Youth Speak Out. Youth in Washington D.C. discuss their experiences of being homeless, how they became homeless and the danger of CSEC. One youth is Spanish-speaking with English subtitles. Video can be used to prompt discussion.
https://youtu.be/gojR4e5SYtQ

Hotlines

National Human Trafficking Hotline: **1-888-373-7888**, TTY: **711**, text **233733**. National anti-trafficking hotline serving victims and survivors of human trafficking and the anti-trafficking community in the United States. Provides assistance in more than 200 languages.
Live Chat: https://humantraffickinghotline.org/get-help
Email: help@humantraffickinghotline.org
Anonymous form: https://humantraffickinghotline.org/report-trafficking.

Chapter 14

POTENTIAL FUNDING RESOURCES FOR CSEC PREVENTION IN NEVADA

Private funding sources specific to CSEC-related prevention services are a relatively new phenomenon within the development community. Until this issue gains traction in Nevada, partnerships between nonprofits and state agencies will be critical to leverage available resources.

The following list of potential funding resources is not comprehensive, but provides a starting point for funding searches. Those with access to The Foundation Directory (available online for a fee and for free at the Carson City Library and the Clark County Library) can conduct more specific research on private foundations supporting CSEC and trafficking prevention.

Regional Foundations

Charles H. Stout Foundation
www.chstoutfoundation.org

The foundation supports health care, higher education, human services, education, the arts, animal welfare, and crime and violence prevention.

Community Foundation of Western Nevada
https://nevadafund.org/

Partnership grants are awarded every year, and the Community Foundation can connect private funders with causes and nonprofits important to them for individual gifts or bequests.

Cox Charities
http://www.coxcharitieslv.com/

Cox Charities is committed to improving the quality of life for Southern Nevada children and families through employee giving, grant allocations and community partnerships.

Nevada Community Foundation
http://www.nevadacf.org/

Nevada Community Foundation supports and sustains nonprofit organizations with grants given as advised and at the discretion of donors.

Nevada Women's Fund (Northern Nevada only)
http://nevadawomensfund.org/

Grants are awarded to community organizations or programs providing assistance to women and children. These dollars have assisted a wide range of groups, including the prevention of violence against women and children, adolescent pregnancy prevention, support services for the disabled, childcare, education and mentoring programs, English as a second language, health care and medical assistance to low income, minority families and/or senior citizens.

NWF focuses its grant making in three priority areas: The physical and mental health of Nevada's women and families; the prevention of violence for Nevada's women; and the aging of Nevada's women. Letter of interest is due April 15 annually.

> ***"[When] I met my pimp… I had just left an abusive relationship and in the process I lost everything. He was kind to me and I dated him for a long period of time. I thought he was my boyfriend and the answer to all my prayers. Then one day… he told me I needed to bring money home and since I had not found a job yet, [a friend of his] was going to teach me how to get money. I was hesitant and so he leaned over, opened the door and took his foot and kicked me out and told me he would be back in a few hours to pick us up. That day we walked up and down the track for hours, getting in cars and having sex for $50 to a $100." ~Jessica Kay, CSEC Survivor***

Nevada Women's Philanthropy (Las Vegas only)
http://www.nvwomensphilanthropy.org/

Nevada Women's Philanthropy (NWP) is a member-driven, pooled-fund, large impact grant-making organization established to address the needs of the greater Las Vegas community. Membership consists of philanthropically-motivated women who address emerging community issues in the areas of arts, education, environment, social services and health. NWP has granted $4.5 million to Las Vegas-area nonprofits since it was created in 2005. It averages about 90 members per year. It is an all-volunteer organization.

Soroptimist International Truckee Meadows
http://sitmnv.org/
sitruckeemeadows@hotmail.com

SITM has been working in Northern Nevada since 1978 to help people – mostly women and girls. SITM donates almost $100,000 annually to scholarships and other community and Soroptimist projects. SITM priorities are:

- Scholarships and projects for youth.
- Making a Difference for Women, a work-readiness program.
- Scholarships and programs for women and girls.

National Private Foundations

Slave 2 Nothing (In-N-Out Burger Corporation)
www.slave2nothing.org

To receive funding from the Slave 2 Nothing® Foundation, each applicant must be a 501(c)(3) tax-exempt organization that focuses on the elimination and/or prevention of substance abuse and human trafficking in the States of California, Texas, Nevada, Arizona, Utah and Oregon.

The Walmart Foundation
http://giving.walmart.com/apply-for-grants/

Walmart's Community Grant Program awards grants of $250 to $2,500 through Walmart stores, Sam's Clubs and Logistics facilities. Eligible nonprofit organizations must operate within the service area of the facility from which they are requesting funding.

Federal Funding

Federal funding resources can be accessed at www.grants.gov and are offered through various agencies. Use the search criteria "trafficking" for results.

APPENDICES

Appendix A

ACRONYMS

AFRJ	Alliance for Freedom, Restoration and Justice
AI/AN	American Indian/Alaska Native
AIP	Awareness is Prevention
BEST	Businesses Ending Slavery and Trafficking
CAP	Child Assault Prevention
CCSD	Clark County School District
CE	Continuing Education
CoF	Communities of faith
CSEC	Commercially sexually exploited children, or commercial sexual exploitation of children, depending on context
DCFS	Division of Child and Family Services (Nevada)
DCST	Domestic child sex trafficking
DHHS	Department of Health and Human Services
DMST	Domestic minor sex trafficking
DMV	Department of Motor Vehicles
DOT	Department of Transportation
FAST	Families and Schools Together
FBI	Federal Bureau of Investigation
FTC	Federal Trade Commission
HHS	Health and Human Services
IOFA	International Organization for Adolescents
LGBT	Lesbian, gay bisexual, transgender
LGBTQ	Lesbian, gay, bisexual, transgender and questioning
LGBTQI	Lesbian, gay, bisexual, transgender, questioning and intersex
LVMPD	Las Vegas Metropolitan Police Department
MIWRC	Minnesota Indian Women's Resource Center
NASW	National Association of Social Workers
NBCC	National Board for Certified Counselors
NCAI	National Congress of American Indians
NCMEC	National Center for Missing and Exploited Children
NCTSN	National Child Traumatic Stress Network
NPHY	Nevada Partnership for Homeless Youth
NPR	National Public Radio
NRS	Nevada Revised Statute
NSTAC	Nevada Sex Trafficking Awareness Campaign
NWF	Nevada Women's Fund
NWP	Nevada Women's Philanthropy
OJJDP	Office of Juvenile Justice and Delinquency Prevention
OSRLE	Office of Safe and Respectful Learning Environment
PHM	Public health model

PBS	Public Broadcasting Service
PCA NV	Prevent Child Abuse Nevada
PSA	Public Service Announcement
RESI	The Responsible Sex Education Institute
RHYME	Runaway and Homeless Youth Mentoring and Equipping
RYN	Reno Youth Network
SAMHSA	Substance Abuse and Mental Health Services Administration
SCAN	Stop Child Abuse Now
SITM	Soroptimist International of Truckee Meadows
SNHTTF	Southern Nevada Human Trafficking Task Force
SOAP	Stay Out of Areas with Prostitution
SOCOL	Stewards of Children Online
STD	Sexually transmitted disease
STEP	Systematic Training for Effective Parenting
TAT	Truckers Against Trafficking
TEP	The Embracing Project
TLAHT	Transportation Leaders Against Human Trafficking
TRUST	Training and Resources United to Stop Trafficking
TTY	Teletypewriter or text telephone
UNICEF	United Nations International Children's Emergency Fund

Appendix B

HOW TO REPORT THE SEXUAL EXPLOITATION OF CHILDREN

If a child is in immediate danger, call **911**.

Child Abuse and Neglect Hotlines

Clark County: **1-702-399-0081**. To submit an online report:
http://www.clarkcountynv.gov/family-services/Services/pages/ChildProctectiveServices.aspx

Rural Nevada: **1-833-803-1183** (toll free).

Washoe County: **1-775-785-8600**; after hours, call **1-833-803-1183** (toll free).

Child protective services agencies in Clark County, Washoe County and Rural Nevada are responsible for investigating reports of possible child abuse or neglect, including sexual exploitation of children.

What to Expect When Making a Report to the Hotline

When you call a hotline to report sexual exploitation of a child, you will be asked to provide as much of the following information as you can (as required in NRS 432B.230):

- Name, address, age and sex of child.
- Name and address of the child's parents or other person who is responsible for the child's care.
- The nature and extent of the abuse or neglect of the child.
- Any evidence of previously known or suspected abuse or neglect of the child or child's siblings.
- The name, address and relationship, if known, of the person who is alleged to have abused or neglected the child.
- Any other information known to the person making the report.

As the reporter, your name will be confidential, or you can make the report anonymously. Remember, when you make a report, you are only asking that an investigation take place. You don't have to be able to prove that sexual exploitation occurred. That's up to the child protective services or law enforcement agency.

Mandated reporters, such as counselors, doctors and teachers, have additional requirements that can be found in NRS 432B.220.[xv]

[xv] NRS 432B.220: Reports of abuse or neglect – persons required to make report. Retrieved from: https://www.leg.state.nv.us/NRS/NRS-432B.html

National Human Trafficking Hotline

Call: **1-888-373-7888**
TTY: **711**
Text: **233733**
Live Chat: https://humantraffickinghotline.org/get-help,
Email: help@humantraffickinghotline.org
Anonymous form: https://humantraffickinghotline.org/report-trafficking.

The National Human Trafficking Hotline, operated by Polaris, offers support and services to victims and survivors of human trafficking and accepts tips, around the clock and year-round. It is toll-free, with services offered in over 200 languages.

CyberTipline – Reporting Online Sexual Exploitation

Call: **1-800-THE LOST**.
Online report: www.cybertipline.com

The National Center for Missing and Exploited Children accepts online incidents of sexual exploitation. These include online enticement of children for sexual acts, extra-familial child sexual molestation, child pornography, child sex tourism, child sex trafficking, unsolicited obscene materials sent to a child, misleading domain names, and misleading words or digital images on the internet.

Appendix C

HOW TO FIND CSEC PREVENTION INTERVENTIONS IN NEVADA

Nevada 2-1-1

Nevada 2-1-1 helps Nevadans connect with the resources they need, including places to find emergency food, housing and emergency shelter locations, children's services, support for people with disabilities, and mental health and counseling services. It also provides information on prevention programs. A program of Money Management International. Additional information: http://dhhs.nv.gov/Programs/Grants/Programs/2-1-1/

Ways to identify prevention programs:

Call from anywhere in Nevada: **2-1-1**

Call from anywhere: **1-866-535-5654**

Text your 5-digit zip code to **898-211** to chat with an Information and Referral Specialist.

Search online: https://www.nevada211.org/

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