



PWCS HUMAN TRAFFICKING PREVENTION PROGRAM

Sustainability Plan

Angella Alvernaz, Human Trafficking Prevention Specialist
T: 703.791.7363 E: alvernam@pwcs.edu

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Executive Summary

The Human Trafficking Prevention Program was introduced to the Prince William County Public Schools community during the 2013-14 school year. The program has grown into a nationally recognized program and is currently the only comprehensive human trafficking program in the nation that is embedded in a school division. This program has educated over 20,000 students; assisted over 500 students who have requested help; has case managed over 200 student victims; and has received numerous awards.

As of June 30, 2018, the program will no longer receive grant funding.

After conducting a needs assessment and a performance analysis to identify ways to sustain the program after grant funding ends, three proposed alternatives were developed. The alternatives include: 1) Having the program become site-based within the 12 high schools; 2) Having the school social workers absorb the responsibility for executing this program within their respective high school; or 3) Doing nothing and allowing the program to close as of June 30, 2018.

The recommended intervention is **Alternative 1**, using the **“After Transition Year without Human Trafficking Prevention Specialist”** funding model. This site-based alternative is the most efficient option as well as being the least expensive non-grant funded option. This alternative fosters cooperation between departments within the school and allows for lasting relationships to be forged with students. If this intervention is implemented, this valuable and unique program will continue to benefit thousands of students within Prince William County for years to come. This program is vital in educating our youth about how to keep themselves safe from the dangers of human trafficking. It is also vital in providing access to life-saving treatment programs and academic supports for hundreds of our students who have been identified as victims.

Nature of the Learning Challenge

Purpose

The purpose of this document is to describe the current challenge that has been identified within the Prince William County Public Schools Human Trafficking Prevention Program in regards to long term sustainability. This document will outline the risks and benefits of the alternatives and recommends an ideal solution.

Background

The Human Trafficking Prevention Program was introduced to the Prince William County Public Schools community during the 2013-14 school year. The program was developed by and is supervised by the Supervisor of School Social Workers, Elizabeth Young. Initial grant funding provided funds to hire a Human Trafficking Prevention Specialist, to develop the program, and to begin the school-based prevention lessons.

The main prevention lesson was approved by Prince William Public Schools to be presented to 9th grade students. A second prevention lesson was developed and approved to be presented to 8th grade students at select middle schools on a pilot program basis. School social workers were trained on human

trafficking and on how to implement the prevention lesson. Partnerships were formed between the Office of Student Services and the Office of Student Learning to ensure that the lessons would be delivered through the Family Life Education curriculum during Health classes. In addition, community partnerships were forged with multiple community organizations to ensure that identified student victims would be able to receive any services that they may need, including mental health services, medical care, dental care, and branding removal. Partnerships with both local and federal law enforcement were developed so that the agencies could work together to prosecute the traffickers, if identified.

To the best of our knowledge, Prince William County Public Schools currently has the only human trafficking program in the *nation* that is truly comprehensive. Most programs provide either education or services. We also participate in community organizations and maintain a media campaign within our county. Our program provides everything including education, triage services, community-based treatment plans, and cooperation with law enforcement.

For additional information on the structure of the program, please refer to [Appendix A](#). For information on the overall program statistics, please refer to [Appendix C](#).

Performance Analysis

Due to the current structure of the program, when grant funding ends the position for the Human Trafficking Prevention Specialist will cease to exist. When that happens, the entire program will collapse because this is the position that coordinates and implements all aspects of the program. The school social workers assist with presentations throughout the county. Within each participating school, the program is given simultaneously in up to 4 classrooms every period of the school day for 2 days. It has become increasingly more difficult to have the school social workers assist with the presentations because their caseloads have increased significantly over the past few years. This program cannot be sustained without changing the structure of how the presentations are scheduled and staffed.

To alleviate this problem, the physical education teachers will be trained on the content of human trafficking and how to present the prevention lesson in coordination with the site based school social worker. The presentation has always been presented within the physical education classrooms because this topic is required within their Family Life Education standards of learning. It would be a seamless transition for the physical education teachers to take over the role of presenters because they already host this presentation each year and are familiar with it. This will allow the prevention lesson portion of the program to continue to be viable for years to come.

Identification of Gaps

There are two major gaps within this program – staffing and training.

1. The first gap that is vitally important is staffing. Since the inception of the program, the Human Trafficking Prevention Specialist has coordinated the school presentations and staffed each presentation with school social workers, who assist with presentations throughout the county. Within each participating school, the program is given simultaneously in up to 4 classrooms every period of the school day for 2 days. The school social workers are managing caseloads significantly higher than the average. The Virginia Department of Education recommends that the social worker to student ratio should be 1:1,000. The School Social Workers of America recommends a ratio of 1:250. Prince William County Public Schools is currently operating at a

ratio of 1:2,300. In addition, each social worker is maintaining a consistent staffing case load of approximately 50 cases at any given moment. As a result, it is becoming increasingly difficult to utilize the school social workers for the prevention lessons within the schools. They simply do not have the time to drive around the county from school to school in addition to their current caseloads and other responsibilities.

In addition, as the program expands it is becoming more difficult for the Human Trafficking Prevention Specialist to balance the coordination of the prevention lessons with the administrative tasks, case management, and community obligations. This one position is currently coordinating and executing presentation schedules at 15 schools for approximately 250 classes, case managing 200 active student victims, traveling throughout Virginia to present to community members 1-2 times each month, sitting on 2 different community advocacy boards, providing training to various school personnel, and is responsible for all grant reports, budgets, and grant requests. In the future, we will need to either increase the number of work hours for this position or will need to hire an additional person so that one position can be dedicated to the administrative and training responsibilities and the second position can be dedicated to the case management of our student victims.

2. The second gap is training. The physical education teachers at each participating school have observed the prevention lesson from year to year; however, they have never presented it. In addition, staff members at each school can change from year to year. This means that ongoing training will be necessary for new staff members and as a refresher course for current staff members. The social workers are qualified to conduct mental health counseling; however, many of them have never actively managed the triage component of this program. Some of the social workers have also never worked with a student on the specific topic of Domestic Minor Sex Trafficking (DMST). As a result, they will also need to be trained on triage, the second component of the prevention lesson.

Alternatives to Consider

This plan explains several interventions to be considered. The recommendation is to implement **Alternative 1** using the **“After Transition Year without Human Trafficking Prevention Specialist”** funding model.

Alternative 1: Site Based Plan

In order to resolve the staffing issue for the prevention lesson presentations, we are proposing that the physical education teachers at each high school present the lesson to 9th grade students. The P.E. department will coordinate the dates with their site-based school social worker to ensure that there are mental health supports available during the presentations to facilitate the triage component. The physical education teachers will conduct the prevention lesson and will explain and collect the triage forms. The triage forms will then be given to the site-based school social worker so that they can meet with each identified student out of class to talk to them about their individual concerns/cases. The site-based school social worker will then initiate a case file and follow the established triage process for each identified case. There will also be an assessment for the teachers to administer to the students, if desired.

During the transition year, the physical education teachers will be involved in an in-person training that will be approximately 3 hours in length. This will be conducted during their mandatory in-service training day in August. The training will include extensive information on the topic of human trafficking and will then go into how to execute the prevention lesson. In addition, a refresher course may be developed to use for additional booster training. Any new physical education teacher that begins teaching at a participating school must attend an in-person training prior to teaching the human trafficking prevention lesson. This would be required as this topic is a high liability area.

In order to ensure that the second component of the prevention lesson is implemented responsibly and correctly, the school social workers who are working at a participating school will also go through a training on how to execute the triage component of the human trafficking program. This will include training on working with victims of Domestic Minor Sex Trafficking (DMST) and clinical counseling strategies that are specific to DMST victims. In addition, they will learn about the procedures for who to report the information to, how to document the information, and what is expected from them for follow-up purposes until the student graduates. Any new school social worker that begins working at a participating school must attend an in-person training prior to participating in the triage for the human trafficking prevention program.

This alternative scenario ensures that the prevention lesson will be able to continue being presented to over 7,700 students annually whether or not the position of the Human Trafficking Prevention Specialist continues to be funded. This will achieve long term sustainability for the prevention lesson. This curriculum has been mandated by the State of Virginia Department of Education as required content under the Family Life Education (FLE) curriculum. It is listed under FLE Standard of Learning 9.7. This information is provided in [Appendix B](#).

The potential advantages of implementation are:

- Each school will be able to deliver this prevention lesson at the time that it will align with FLE standard 9.7 as opposed to the schedule set by the Human Trafficking Prevention Specialist.
- Each school social worker will only need to participate in this program at their school which will give them more time to fulfill their other responsibilities. They will no longer need to assist with the program at additional school sites throughout the year.

The potential disadvantages of implementation are:

- Consistency of the presentation could suffer. Although the P.E. teachers will be trained on the content and how to deliver it, there is a possibility that the consistency of delivery would suffer.
- Consistency of the triage component could suffer. Although the school social workers all have a Masters of Social Work (MSW) degree, the level of triage may not be consistent between them all.

The assumptions of implementation are:

- Prince William County Public Schools will dedicate the resources needed to train the necessary staff to implement this plan.
- The administration at each participating school will support the continued implementation of this program within their school.

- The Supervisor of School Social Workers will require the school social workers to report that the program has been completed within their individual school.

The risks of implementation are:

- The current grant may not be approved for renewal after June 30, 2017. If this happens, the Human Trafficking Prevention Specialist will not be able to provide the necessary training and transition support to implement this plan and the program will collapse.
- The P.E. department at a specific school does not teach this lesson even though it is required.
- The school social worker does not follow up with the P.E. department to make sure that the presentation has been scheduled.

Alternative 2: Social Worker Based Plan

The prevention lesson could become an additional responsibility of the school social workers. The Supervisor of School Social Workers would mandate that each school social worker who is assigned to a participating school **must** present the lesson to all 9th grade Health classes and triage all of the students who request a follow-up by themselves. The school social workers already do this with the *Signs of Suicide* program. On average, this option would take each social worker 4 weeks to complete.

The potential advantages of implementation are:

- The school social worker would be able to schedule the presentations at a time that is convenient to them as opposed to what is convenient for the Human Trafficking Prevention Specialist.
- The school social worker will present to every 9th grade classroom themselves. This will ensure consistency between every class.
- The students who request to meet with the social worker after the lesson will have already had contact with them during the presentation. This will help them to feel more comfortable talking about what is happening in their life.

The potential disadvantages of implementation are:

- The school social worker will have to present to every 9th grade class themselves. That will take them approximately 2-3 weeks.
- The school social worker will also have to triage all of the students who request assistance. This must be done within 24 hours of the presentation. This process will add approximately 1 additional week to the entire process.

The assumptions of implementation are:

- Prince William County Public Schools will dedicate the resources needed to train the necessary staff to implement this plan.
- The administration at each participating school will support the continued implementation of this program within their school.
- The Supervisor of School Social Workers will require the school social workers to report that the program has been completed within their individual school.
- The school social worker will carry out this responsibility and will service the students that need assistance.

The risks of implementation are:

- The current grant may not be approved for renewal after June 30, 2017. If this happens, the Human Trafficking Prevention Specialist will not be able to provide the necessary training and transition support to implement this plan and the program will collapse.
- The school social worker does not carry out this responsibility.

Alternative 3: Status Quo Plan

Nothing will change. The program will continue to be fully managed by the Human Trafficking Prevention Specialist until the grant funding ends on June 30, 2018. Once the grant funding ends, the position will disappear and there will be nobody to manage the prevention lesson within the schools. Students will no longer receive this important lesson and will no longer have a way to reach out for help if they are involved.

In addition, there will no longer be a way to support the community partnerships, community advocacy, and media presence within the community. This nationally recognized and award winning program will disappear.

The potential advantages of implementation are:

- Continuity of service delivery will remain uninterrupted until June 30, 2018.

The potential disadvantages of implementation are:

- Scheduling the presentations will remain a challenge for all parties involved (the P.E. department, the school social workers, and the Human Trafficking Prevention Specialist) because the dates for each school must be scheduled around 14 other schools.
- Staffing the presentations will remain a challenge because the school social workers have so little time in which to assist with presentations outside of their assigned school sites.
- As of June 30, 2018, the program will completely collapse and disappear. Since this is a mandated curriculum by the Virginia Department of Education, the staff at each school will be responsible for creating their own lessons. The content and delivery will not be consistent and may not be accurate.

The assumptions of implementation are:

- The grantor renews the grant to continue from July 1, 2017 – June 30, 2018.
- The current Human Trafficking Prevention Specialist will continue in their current position until June 30, 2018.

The risks of implementation are:

- The biggest risk for this alternative is that the grant is not approved for renewal from July 1, 2017 – June 30, 2018. This will mean that the current Human Trafficking Prevention Specialist will not be able to implement this plan.
- The Human Trafficking Prevention Specialist resigns.

Financial Metrics

The Human Trafficking Prevention program in Prince William County Public Schools is currently grant funded and has been since 2013. It currently receives \$71,500 annually from the Department of Criminal Justice Services (DCJS) through money provided from the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. The original funding from 2013 – 2016 was provided by the Potomac Health Foundation in the amount of \$75,000 annually.

The requested award must be reduced by 25% from July 1, 2017 – June 30, 2018. It must also be reduced by 25% each subsequent year to encourage long-term sustainability. As a result, if the grantor approves the renewal the program will operate on a budget of \$53,625 from July 1, 2017 – June 30, 2018. The grant will not be able to operate on grant funds after June 30, 2018 due to the required additional reduction in funds.

If the program loses grant funding it will collapse as it is currently structured. This has been the case for other grant programs in past years. This program must remain viable not only because it is needed, but because the State of Virginia Department of Education now officially requires this curriculum in 9th grade Family Life Education classes (See [Appendix B](#)). This is quickly becoming a critical unmet need for the school division.

The category of “Estimated In-Kind Costs of Existing Personnel” calculates the amount of money that it costs to use existing personnel based on the average salary of that position. This amount is calculated for all 12 high schools. A complete explanation of these costs can be found in [Appendix D](#).

Current Budget for 2016 -2017 School Year (Grant Funded)

Project Personnel (includes FICA)	Human Trafficking Prevention Specialist	\$53,900
	Educational Specialist (As needed)	\$8,000
Estimated In-Kind Costs of Existing Personnel	School Social Workers	\$8,976*
Project Personnel Travel & Subsistence		\$2,161
Consultant	Specialized Therapist, LCSW, CSOTP (As needed)	\$3,000
Consultant Travel		\$518
Instructional Supplies		\$300
Media Campaign		\$2,721
Conference Registration		\$900
Sub-Total		\$80,476
Net Cost for School Division (Less grant funds of \$71,500)		\$8,976

*Based on average salary for a school social worker on a 195-day contract. See [Appendix D](#) for the calculation.

Alternative 1: Site Based Budget (During Transition Year **with** Grant Funds)

Project Personnel (includes FICA)	Human Trafficking Prevention Specialist	\$49,734
Estimated In-Kind Costs of Existing Personnel	P.E. Teachers (4 per school)	\$27,840*
	School Social Workers	\$8,976**
Project Personnel Travel & Subsistence		\$2,070
Instructional Supplies		\$1,000
Training and Instructional Development		\$821
Total		\$90,441
Net Cost for School Division (Less grant funds of \$53,625)		\$36,816

*Based on average teacher salary with a Master's degree. See [Appendix D](#) for the calculation.

**Based on average salary for a school social worker on a 195-day contract. See [Appendix D](#) for the calculation.

Alternative 1: Site Based Budget (After Transition Year **with** Human Trafficking Prevention Specialist – No Grant Funds)

Project Personnel (includes FICA)	Human Trafficking Prevention Specialist	\$50,000
Estimated In-Kind Costs of Existing Personnel	P.E. Teachers (4 per school)	\$27,840*
	School Social Workers	\$8,976**
Project Personnel Travel & Subsistence		\$1,000
Total		\$87,816

*Based on average teacher salary with a Master's degree. See [Appendix D](#) for the calculation.

**Based on average salary for a school social worker on a 195-day contract. See [Appendix D](#) for the calculation.

Alternative 1: Site Based Budget (After Transition Year **without** Human Trafficking Prevention Specialist – No Grant Funds) *Recommended Alternative*

Estimated In-Kind Costs of Existing Personnel	P.E. Teachers (4 per school)	\$27,840*
	School Social Workers	\$8,976**
Total		\$36,816

*Based on average teacher salary with a Master's degree. See [Appendix D](#) for the calculation.

**Based on average salary for a school social worker on a 195-day contract. See [Appendix D](#) for the calculation.

Alternative 2: Social Worker Based Budget (During Transition Year **with** Grant Funds)

Project Personnel (includes FICA)	Human Trafficking Prevention Specialist	\$49,734
Estimated In-Kind Costs of Existing Personnel	School Social Workers	\$8,976*
Project Personnel Travel & Subsistence		\$2,070
Instructional Supplies		\$1,000
Training and Instructional Development		\$821
Total		\$62,601
Net Cost for School Division (Less grant funds of \$53,625)		\$8,976

*Based on average salary for a school social worker on a 195-day contract. See [Appendix D](#) for the calculation.

Alternative 2: Social Worker Based Budget (After Transition Year **with** Human Trafficking Prevention Specialist – No Grant Funds)

Project Personnel (includes FICA)	Human Trafficking Prevention Specialist	\$50,000
Estimated In-Kind Costs of Existing Personnel	School Social Workers	\$89,760*
Project Personnel Travel & Subsistence		\$1,000
Total		\$140,760

*Based on average salary for a school social worker on a 195-day contract. See [Appendix D](#) for the calculation.

Alternative 2: Social Worker Based Budget (After Transition Year **without** Human Trafficking Prevention Specialist – No Grant Funds)

Estimated In-Kind Costs of Existing Personnel	School Social Workers	\$89,760*
Total		\$89,760

*Based on average salary for a school social worker on a 195-day contract. See [Appendix D](#) for the calculation.

Alternative 3: Status Quo (During Transition Year **with** Grant Funds)

Project Personnel (includes FICA)	Human Trafficking Prevention Specialist	\$49,734
Estimated In-Kind Costs of Existing Personnel	P.E. Teachers (4 per school)	\$27,840*
	School Social Workers	\$8,976**
Project Personnel Travel & Subsistence		\$2,070
Instructional Supplies		\$1,000
Training and Instructional Development		\$821
Total		\$90,441
Net Cost for School Division (Less grant funds of \$53,625)		\$36,816

*Based on average teacher salary with a Master's degree. See [Appendix D](#) for the calculation.

**Based on average salary for a school social worker on a 195-day contract. See [Appendix D](#) for the calculation.

Alternative 3: Status Quo (After Transition Year **without** Grant Funds)

The program will **not cost anything** because it will no longer be supported due to lack of funding and sustainability. **The program will no longer exist within the school division.**

Project Planning

This is a complex program that will require a great deal of support during the transition period. By the end of the current school year, a lesson manual will be developed to provide to the physical education teachers and school social workers. The physical education teachers who will be involved in the program will be trained during a 3-hour training during teacher planning week on August 23, 2017. When the teachers are trained, the manual will be provided to them. The school social workers will also be trained on executing the triage component of the program and will also receive additional clinical training on sexual exploitation and gangs.

From August 24, 2017 – June 30, 2018, the Human Trafficking Prevention Specialist will provide support to all of the involved schools. The involved staff at each school will be contacted and surveyed to determine the level of support that will be needed at each individual site. The grant will continue to pay

for the consumable lesson materials until the grant funding period has ended. After grant funding has ended, it will be the responsibility of each school to print the materials. This could also be funded through the budget for Family Life Education, if available. The cost for the consumable materials for all of the involved schools in the school division would be approximately \$1,000 annually. That would include the tests, triage forms, and activity cards for all of the involved students in the entire school division.

Grant funding will not be available after June 30, 2018. Once grant funding has ended, it would be ideal if the school division could fund the position for the Human Trafficking Prevention Specialist as a permanent position. This specialist would be responsible for overseeing the continued execution of the program, updating the content for the prevention lesson, training for staff, case management for the student victims, continuing to coordinate with law enforcement and victims' services, maintaining the community partnerships and community exposure, and implementing additional trainings that are requested.

Business Impacts of Sustainability

If the program continues at a higher standard of delivery, there are many benefits to the school division.

Alternative 1: Site Based Plan

The overall outcomes of this plan are:

- Students **will** continue to learn about protecting themselves from human trafficking.
- The school division **will** remain an industry leader within both Virginia and the United States.
- The community members **will** benefit from learning about the signs of human trafficking and how to protect our young citizens.

The following chart reveals the impacts that will occur based on the implementation of this alternative:

Site Based Plan	
Impact	Who is Impacted
Responsibilities will be redefined	<ul style="list-style-type: none"> • Administrators • Physical Education Teachers • School Social Workers
Streamlined scheduling process	<ul style="list-style-type: none"> • Physical Education Teachers • School Social Workers
Continuity of prevention lesson	<ul style="list-style-type: none"> • School Social Workers • Physical Education Teachers • Students • Parents
Continue to provide treatment options for students	<ul style="list-style-type: none"> • School Social Workers • Students • Parents
Community education may continue	<ul style="list-style-type: none"> • Community Members

Alternative 2: Social Worker Based Plan

The overall outcomes of this plan are:

- Students **will** continue to learn about protecting themselves from human trafficking.
- The school division **will** remain an industry leader within Virginia and the United States.
- The community members **will not** benefit from learning about the signs of human trafficking and how to protect our young citizens.

The following chart reveals the impacts that will occur based on the implementation of this alternative:

Site Based Plan	
Impact	Who is Impacted
Increased responsibilities	<ul style="list-style-type: none">• School Social Workers
Streamlined scheduling process	<ul style="list-style-type: none">• Physical Education Teachers• School Social Workers
Continuity of prevention lesson	<ul style="list-style-type: none">• Physical Education Teachers• School Social Workers• Students• Parents
Continue to provide treatment options for students	<ul style="list-style-type: none">• School Social Workers• Students• Parents
Loss of community education	<ul style="list-style-type: none">• Community Members

Alternative 3: Status Quo Plan

The overall outcomes of this plan are:

- Students **will not** continue to learn about protecting themselves from human trafficking.
- The school division **will not** be in compliance with the Virginia Department of Education Family Life Education (FLE) Standard of Learning 9.7.
- The community members **will not** benefit from learning about the signs of human trafficking and how to protect our young citizens.

The following chart reveals the impacts that will occur based on the implementation of this alternative:

Site Based Plan	
Impact	Who is Impacted
Decreased responsibilities	<ul style="list-style-type: none">• Physical Education Teachers• School Social Workers
No scheduling required	<ul style="list-style-type: none">• Physical Education Teachers• School Social Workers
No prevention lesson	<ul style="list-style-type: none">• Physical Education Teachers• School Social Workers• Students• Parents
No treatment options for students	<ul style="list-style-type: none">• School Social Workers• Students• Parents
No community education	<ul style="list-style-type: none">• Community Members

Conclusions and Recommendations

The recommended course of action of this business case is to adopt **Alternative 1**, using the **“After Transition Year without Human Trafficking Prevention Specialist”** funding model. This course of action would allow this program to become sustainable for many years to come while minimizing the amount of specialized staff that would need to be involved. It would also allow the program to maintain a process to track the progress of student victims. In addition, it is the least expensive option that will still allow the program to be sustained.

The Human Trafficking Prevention program began from a state mandate; however, it is quickly becoming a critical need. Since 2013, over 20,000 students have received this prevention lesson about human trafficking. Over 500 students have asked for assistance from our triage component. Out of those 500 students, 200 have been identified as being either sexually assaulted, groomed, and/or trafficked. These students have received victim services or are currently receiving victim services. Through this program, their progress will also be monitored until they graduate from Prince William County Public Schools, regardless of their age. The program outcomes are shown in [Appendix C](#).

High-Level Implementation Plan

Alternative 1: Site Based Plan

The following steps will be needed to implement the site based plan:

Step	Description	Time Frame
Plan Approval	Present to the Director of Student Services and to the Associate Superintendents of PWCS	May 1 – June 1, 2017
Develop Instruction Manuals	Write the instruction manuals for the teachers	May 1 – June 15, 2017
Print Instruction Manuals	Print and package the instruction manuals for the teachers	June 15 – August 1, 2017
Develop the training Power Point	Develop the Power Point for training the teachers	August 14 – 18, 2017
Train the P.E. Teachers	Train the P.E. teachers on the prevention lesson	August 23, 2017
Oversee and support the transition	Provide ongoing support to the P.E. teachers, as needed	August 24, 2017 – June 8, 2018

Alternative 2: Social Worker Based Plan

The following steps will be needed to implement the social worker based plan:

Step	Description	Time Frame
Plan Approval	Present to the Director of Student Services and to the Associate Superintendents of PWCS	May 1 – June 1, 2017
Develop Instruction Manuals	Write the instruction manuals for the school social workers	May 1 – June 1, 2017
Develop Triage Procedures	Develop a triage flowchart for school social workers	June 1 – 15, 2017
Print Instruction Manuals	Print and package the instruction manuals for the school social workers	June 15 – August 1, 2017
Develop the training Power Point	Develop the Power Point for training the school social workers	August 14 – 18, 2017
Train the P.E. Teachers	Train the school social workers on the prevention lesson and triage	August 21, 2017
Oversee and support the transition	Provide ongoing support to the school social workers, as needed	August 24, 2017 – June 8, 2018

Alternative 3: Status Quo Plan

By deciding to maintain the status quo, Prince William County Public Schools will not need to do anything. **The grant will end on June 30, 2018 and the program will close.**

Evaluation Plan

The following success metrics will be used to determine how successful implementation is:

Alternative 1: Site Based Plan

- Following training, 95% of the physical education teachers will be able to carry out the prevention lesson without additional assistance.
- Following training, 95% of the school social workers will be able to properly triage identified students without additional assistance.
- 100% of school social workers will properly report that the presentations have been completed at their respective school to the Supervisor of School Social Workers.
- As each school site carries out the prevention lesson, the Prevention Specialist will identify at least 1 physical education teacher at that site that is capable of providing support on carrying out the prevention lesson to fellow physical education teachers, as needed.

Alternative 2: Social Worker Based Plan

- Following training, 95% of the school social workers will be able to properly triage identified students without additional assistance.
- 100% of school social workers will properly report that the presentations have been completed at their respective school to the Supervisor of School Social Workers.

Alternative 3: Status Quo Plan

- The Prevention Specialist will carry out the prevention lesson within all 12 high schools using the current scheduling methods.
- All closing grant reports will be filed by June 7, 2018, in order to properly close the grant.

Appendix A: Additional Program Background

Since 2013, this program has been presented by school social workers within the Health classrooms. The curriculum aligns with the Family Life Education standard of learning 9.7 (See [Appendix B](#)). The reason that school social workers have presented it as opposed to the P.E. teachers is because our Superintendent, Dr. Steven Walts, issued a directive for the Supervisor of School Social Workers to develop and implement this program. As a result, it has always been a social work initiative.

The prevention lesson is comprised of two distinct parts. The first is the classroom lesson which is presented by a school social worker and/or the Human Trafficking Prevention Specialist. This is a 90-minute lesson that is grounded in motivational interviewing techniques and change theory. This means that if a student has had any experience with sexual abuse, sexual assault, grooming, and/or trafficking, the lesson will trigger them and cause a response.

The second part of the lesson is the triage component. This is a vital component to the lesson because it is critical for any student who feels triggered by the presentation to meet with a mental health professional. As a result, each student is required to privately indicate via a triage form whether or not they need to speak to a social worker or counselor at the end of the classroom lesson. This is done before they leave the classroom in conjunction with the posttest assessment. They are then privately called down within 24 hours by a social worker who is assigned to staff the triage room.

The duties of the Human Trafficking Prevention Specialist currently include:

- Scheduling and implementing the prevention lesson at 12 high schools and 2 middle schools, and New Directions Alternative Center in 250 classrooms;
- Scheduling school social workers to come to each school to help present the lesson within the health classrooms;
- Arrange for a school social worker to be available to conduct the mental health triage component at each school;
- Case-manage student victims;
- Write and maintain all grant reports and grant data;
- Member of the Greater Prince William County Human Trafficking Task Force;
- Member of the Habitual Runaway Committee at Prince William County Police Department;
- Present to community organizations upon request;
- Coordinate the media campaign for the program; and
- Create new training curriculum.

Family Life Education

Board of Education Guidelines and
Standards of Learning for
Virginia Public Schools



Commonwealth of Virginia
Department of Education
Richmond, VA 23218-2120

Revised
September, 2016

NINTH GRADE

9.1 The student will understand the human growth and development cycle.

Descriptive Statement: Information about developmental levels throughout the life cycle - prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age, and elderly-is related to the complexity of childrearing and to the need for maturity before parenthood. Life-stage development is also presented to help students gain appreciation of their own development.

9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.

Descriptive Statement: Topics include the function of the family, family forms, family strengths, and family influences on society. The benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities in society will be included.

9.3 The student will recognize the development of sexuality as an aspect of the total personality.

Descriptive Statement: Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.

9.4 The student will review and apply the decision-making process.

Descriptive Statement: Students practice methods of gathering information and applying the decision-making process in practical situations. Emphasis is placed on the need for parental guidance, family and personal values, knowledge, positive mental health practices, and reason as bases for decision-making.

9.5 The student will review the nature and purposes of dating.

Descriptive Statement: Topics include understanding family guidelines, the functions of dating, and coping with the pressures experienced in dating situations. Students will discuss the signs of dating violence and physically and mentally abusive relationships. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.

9.6 The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.

Descriptive Statement: The physical, emotional, social, psychological and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.

9.7 The student will interpret the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, and molestation, and human sex trafficking.

Descriptive Statement: This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices. Instruction includes the legal implications for inducing someone to engage in commercial sex (i.e., purchaser, John, inducer).

Appendix C: Program Outcomes

The chart below shows the number of students who have come forward asking for assistance of some kind each year of the program. In addition, it shows the number of students who have been identified as actual victims, and the increase in knowledge about the topic (as indicated on a pretest and posttest).

<u>Lesson Outcomes</u>	<u>2013 - 2014</u>	<u>2014 - 2015</u>	<u>2015 - 2016</u>	<u>2016 - April 2017</u>
Students requesting assistance	100	79 ¹	123	200 ²
Students who were sexually assaulted, groomed, and/or victims of trafficking	41% (41)	37% (29)	43% (53)	40% (77)
Knowledge gained from prevention lesson (pretest and posttest data)	55% – 59%	55% - 59%	55% - 59%	49% - 53%

In 2014, the number of students who came forward decreased to 79 with 29 of those students being identified as victims. This decrease was attributed to the original Human Trafficking Prevention Specialist taking maternity leave and deciding to stay home. The support was not there to continue the program to its fullest extent. In 2015, a new Human Trafficking Prevention Specialist was hired and the number of students who came forward rose because the program was able to run effectively and completely. The 2016-17 school year is still underway and the program will be presented at 3 more schools. Therefore, the numbers for 2016-17 are likely to increase by June 1, 2017.

These statistics show that the number of victims within the school division is growing each year. This is consistent with national statistics for human trafficking. From 2013 – 2017, the national estimate for human trafficking profits have increased from \$32 billion to \$150 billion worldwide. Within the United States there are over 100,000 people under the age of 18 who are being trafficked annually. This is a problem that is growing exponentially.

¹ The number of students requesting assistance decreased this year because the Human Trafficking Prevention Specialist went on maternity leave and did not return that school year. Due to staffing issues, the program was not serviced completely.

² As of this period, the program was allowed to be executed in a total of 15 schools as opposed to 7 schools during previous years. This number is as of April 2017. There are 3 schools remaining before final figures can be calculated for 2016-2017.

Appendix D: Calculation of In-Kind Costs

P.E. Teachers:

- This calculation was determined by using the average salary of a teacher with a Master's degree at 6-8 years of experience. That salary amount is \$56,629 and the length of a teacher's contract is 195 days.

$$\$56,625 / 195 \text{ days} = \$290 \text{ per day.}$$

- Each school typically has 4 classrooms receiving the presentations simultaneously during each class period in those 2 days.

$$\$290 \text{ per day} \times 4 \text{ teachers} = \$1,160 \text{ per presentation day.}$$

- Each school requires 2 days to present to all of the 9th grade Health & P.E. classes due to block scheduling.

$$\$1,160 \text{ per day} \times 2 \text{ days} = \$2,320 \text{ per school.}$$

- This is the amount that it costs for the P.E. teachers to present at each school. There are 12 high schools that participate.

$$\$2,320 \times 12 \text{ schools} = \$27,840.$$

School Social Workers:

Alternative 1: Site Based Plan

- This calculation was determined by using the average salary of \$72,990. This calculation is the average amount that a school social worker with an MSW degree receives. The majority of the school social workers are on a 195-day contract.

$$\$72,990 / 195 \text{ days} = \$374 \text{ per day.}$$

- The school social worker at each school site will conduct the triage component of the prevention lesson during the 2 days of presentations.

$$\$374 / \text{day} \times 2 \text{ days} = \$748 \text{ per school.}$$

- The prevention lesson is presented at 12 different high schools.

$$\$748 / \text{school} \times 12 \text{ schools} = \$8,976.$$

Alternative 2: Social Worker Based Plan

- This calculation was determined by using the average salary of \$72,990. This calculation is the average amount that a school social worker with an MSW degree receives. The majority of the school social workers are on a 195-day contract.

$$\$72,990 / 195 \text{ days} = \$374 \text{ per day.}$$

- On average, the school social workers will require 20 days to complete all of the presentations and the triage components of the program when managing the program without assistance.

$\$374 \text{ per day} \times 20 \text{ days} = \$7,480 \text{ per school.}$

- Since the program is implemented in 12 high schools, this requires 12 school social workers. Each school social worker will implement the program at their respective school site.

$\$7,480 \text{ per school} \times 12 \text{ schools} = \$89,760.$