

File ID Number	20-2222
Introduction Date	12/9/2020
Enactment Number	20-1759
Enactment Date	12/9/2020
By	OS



**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Board of Education**

December 9, 2020

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent  
Andrea Bustamante, Executive Director, Community School and Student Services Department

Subject: Grant Agreement - United States Department of Health and Human Services - Safety Through Education and Prevention (STEP) Human Trafficking Prevention Grant - Community Schools and Student Services Department

**ACTION REQUESTED:**

Acceptance and approval by the Board of Education of grant agreement between the District United States Department of Health and Human Services, Washington, D.C., in the amount of \$507,847.00, to prevent human trafficking victimization through the provision of skills-based human trafficking training and education, for the period September 30, 2020 through September 29, 2023, pursuant to the terms and conditions thereof.

**BACKGROUND:**

Grant award for OUSD Behavioral Health Department for the period of September 30, 2020 through September 29, 2023 was awarded as indicated in the chart below. The Grant Face Sheet and grant award letter are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
20-2222	Yes	Grant	Oakland Unified School District Behavioral Health Department	To prevent human trafficking victimization through the provision of skills-based human trafficking training and education	September 30, 2020 - September 29, 2023	U.S. Department of Health and Human Services	\$507,847.00

**DISCUSSION:**

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a grant award letter for the program listed in the chart.

**FISCAL IMPACT:**

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$507,847.00

**RECOMMENDATION:**

Acceptance and approval by the Board of Education of grant agreement between the District United States Department of Health and Human Services, Washington, D.C., in the amount of \$507,847.00, to prevent human trafficking victimization through the provision of skills-based human trafficking training and education, for the period September 30, 2020 through September 29, 2023, pursuant to the terms and conditions thereof.

**ATTACHMENTS:**

Grants Management Face Sheet  
Notice of Award  
Cooperative Agreement  
Award Attachments  
Grant Narrative

OUSD Grants Management Face Sheet

<b>Title of Grant:</b> Safety Through Education and Prevention (STEP)	<b>Funding Cycle Dates:</b> 9/30/2020-9/29/2023
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address) Contact Name: Kimberly Casey Agency/Foundation: ACF/OTIP - Office of Discretionary Grants Office: Office of Trafficking in Persons Address: 330 C Street, SW., Washington, DC 20201 Phone: 202-795-7569 Email: Kimberly.Casey@acf.hhs.gov	<b>Grant Amount for Full Funding Cycle:</b> \$ 507,847 9/30/2020-9/29/2023
<b>Funding Agency:</b> Agency/Foundation: US Department of Health and Human Services Address: 330 C Street, SW., Washington, DC 20201	<b>Grant Focus:</b> Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking. The central purpose of the HTYPE Demonstration Program is to fund LEAs to develop and implement programs to prevent human trafficking victimization through the provision of skills-based human trafficking training and education for school staff and students. The HTYPE Demonstration Program will fund LEAs to establish and execute a cohesive strategy, with the support of a partnered nonprofit (MISSEY) to build the capacity to provide all aspects of human trafficking prevention education to students and school staff.
<b>List all School(s) or Department(s) to be Served:</b>	

<b>Information Needed</b>	<b>School or Department Response</b>
How will this grant contribute to sustained student achievement or academic standards?	OUSD will partner with MISSEY to plan and deliver human trafficking prevention education training for educators and other school staff and students. We will utilize the evidence-based "Let's Talk About It" curriculum with students, engaging at least 410 high-risk students at nine OUSD high and middle schools over the grant period, prioritizing African American girls and newcomer students. In addition, all students across specific grade levels (9th or 7th) at the target schools, 2,060 students in all, will also receive human trafficking prevention education. As a result, students will have skills and support to avoid or escape trafficking and remain engaged in academic and social emotional learning.
How will this grant be evaluated for impact upon student achievement?	As a result of implementing the HTYPE Safety Through Prevention Education curriculum we will have fewer confirmed cases of human trafficking among our students and correspondingly higher levels of

(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 3.98% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	academic engagement and participation.
Does the grant require any resources from the school(s) or district? If so, describe.	None
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?  (If yes, include the district's indirect rate of 3.98% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	MISSEY is the CBO Partner supporting implementation of this grant.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Name: Barbara McClung Title: Director of Behavioral Health Community Schools and Student Services Department Oakland Unified School District 1000 Broadway, Suite 150, Oakland, CA 94607 Phone 415-533-3709 <a href="mailto:barbara.mcclung@ousd.org">email</a> barbara.mcclung@ousd.org

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**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal	Andrea Bustamante		
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera		

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Fiscal Officer			
Superintendent	Kyla Johnson-Trammell		

**DEPARTMENT OF HEALTH AND HUMAN SERVICES  
ADMINISTRATION FOR CHILDREN AND FAMILIES  
NOTICE OF AWARD**

SAI NUMBER:

PMS DOCUMENT NUMBER:

<b>1. AWARDING OFFICE:</b> ACF/OTIP - Office of Discretionary Grants Office	<b>2. ASSISTANCE TYPE:</b> Coop Agreement	<b>3. AWARD NO.:</b> 90TV0041-01-00	<b>3a. AMEND. NO.:</b> 0
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**4. FAIN:** 90TV0041

<b>5. TYPE OF AWARD:</b> Other	<b>6. TYPE OF ACTION:</b> New	<b>7. AWARD AUTHORITY:</b> SEC 101(a)(2)(B)
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<b>8. BUDGET PERIOD:</b> 09/30/2020 THRU 09/29/2021	<b>9. PROJECT PERIOD:</b> 09/30/2020 THRU 09/29/2023	<b>10. CFDA NO.:</b> 93.327 - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking
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<b>11. RECIPIENT ORGANIZATION:</b> Oakland Unified School District 1000 Broadway Ste 150 Oakland, CA 94607-4090 Grantee Authorizing Official: Kyla Johnson-Trammell , Superintendent	<b>12. PROJECT / PROGRAM TITLE:</b> Safety Through Education and Prevention (STEP)
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<b>13. COUNTY:</b> Alameda	<b>14. CONGR. DIST:</b> 13	<b>15. PRINCIPAL INVESTIGATOR OR PROGRAM DIRECTOR:</b> Barbara McClung
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<b>16. APPROVED BUDGET:</b>		<b>17. AWARD COMPUTATION:</b>	
Personnel.....	\$ 158,102.00	A. NON-FEDERAL SHARE.....	\$ 0 00 0%
Fringe Benefits.....	\$ 78,996.00	B. FEDERAL SHARE.....	\$ 507,847 00 100%
Travel.....	\$ 3,292.00	<b>18. FEDERAL SHARE COMPUTATION:</b>	
Equipment.....	\$ 0.00	A. TOTAL FEDERAL SHARE.....	\$ 507,847.00
Supplies.....	\$ 1,500.00	B. UNOBLIGATED BALANCE FEDERAL SHARE.....	\$ 0.00
Contractual.....	\$ 218,008.00	C. FED. SHARE AWARDED THIS BUDGET PERIOD...	\$ 0.00
Facilities/Construction.....	\$ 0.00	<b>19. AMOUNT AWARDED THIS ACTION:</b>	\$ 507,847.00
Other.....	\$ 21,200.00	<b>20. FEDERAL \$ AWARDED THIS PROJECT PERIOD:</b>	\$ 507,847.00
Direct Costs.....	\$ 481,098.00	<b>21. AUTHORIZED TREATMENT OF PROGRAM INCOME:</b>	
Indirect Costs.....	\$ 26,749.00	Additional Costs	
In Kind Contributions.....	\$ 0.00	<b>22. APPLICANT EIN:</b>	<b>23. PAYEE EIN:</b>
Total Approved Budget.....	\$ 507,847.00	946000385	1946000385A1
		<b>24. OBJECT CLASS:</b> 41.51	

<b>25. FINANCIAL INFORMATION:</b>				<b>DUNS</b>	076554500
<b>ORGN</b>	<b>DOCUMENT NO.</b>	<b>APPROPRIATION</b>	<b>CAN NO.</b>	<b>NEW AMT.</b>	<b>UNOBLIG. NONFED %</b>
	90TV004101	75-20-1503	0-G99USQ4	\$507,847.00	

**26. REMARKS:** (Continued on separate sheets)

See next page

<b>27. SIGNATURE - ACF GRANTS OFFICER</b> Mr. David Lee 330 C Street, SW null Washington, DC 20201-null Phone: 202-401-5461	<b>ISSUE DATE:</b> 09/21/2020	<b>28. SIGNATURE(S) CERTIFYING FUND AVAILABILITY</b> Mrs. Zuheil Diaz 09/17/2020
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<b>29. SIGNATURE AND TITLE - PROGRAM OFFICIAL(S)</b> Katherine Chon -	<b>DATE:</b> 09/17/2020
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**DEPARTMENT OF HEALTH AND HUMAN SERVICES  
ADMINISTRATION FOR CHILDREN AND FAMILIES  
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<b>11. RECIPIENT ORGANIZATION:</b> Oakland Unified School District				

**26.REMARKS: (Continued from previous page)**

Within five (5) days upon receipt of the Cooperative Agreement (attached), grantee must sign and return the Cooperative Agreement to ACF through GrantSolutions.gov using "Grant Notes".

Within thirty (30) days of date of award grantee must also submit a REVISED SF-424 for the amount approved for year 01 only.

Moved to 'OTHER': \$1,200 local travel.

Calculation of Indirect Costs based on approved Cost Allocation Plan.

**DEPARTMENT OF HEALTH AND HUMAN SERVICES  
ADMINISTRATION FOR CHILDREN AND FAMILIES  
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<b>8. BUDGET PERIOD:</b> 09/30/2020 THRU 09/29/2021	<b>9. PROJECT PERIOD:</b> 09/30/2020 THRU 09/29/2023	<b>10. CFDA NO.:</b> 93.327 - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking		
<b>11. RECIPIENT ORGANIZATION:</b> Oakland Unified School District				

**STANDARD TERMS**

**1. Standard Terms and Conditions**

Paid by DHHS Payment Management System (PMS), see attached for payment information. This award is subject to the requirements of the HHS Grants Policy Statement (HHS GPS) that are applicable to you based on your recipient type and the purpose of this award.

This includes requirements in Parts I and II (available at <http://www.hhs.gov/grants/grants/policies-regulations/index.html> of the HHS GPS. Although consistent with the HHS GPS, any applicable statutory or regulatory requirements, including 45 CFR Part 75, directly apply to this award apart from any coverage in the HHS GPS.

This award is subject to requirements or limitations in any applicable Appropriations Act.

This award is subject to the requirements of Section 106 (g) of the trafficking Victims Protection Act of 2000, as amended (22 U.S.C. 7104). For the full text of the award term, go to <http://www.acf.hhs.gov/discretionary-post-award-requirements>.

This award is subject to the Federal Financial Accountability and Transparency Act (FFATA or Transparency) of 2006 subaward and executive compensation reporting requirements. For the full text of the award term, go to <http://www.acf.hhs.gov/discretionary-post-award-requirements>.

This award is subject to requirements as set forth in 2 CFR 25.110 Central Contractor Registration (CCR) and DATA Universal Number System (DUNS). For full text go to <http://www.acf.hhs.gov/discretionary-post-award-requirements>.

Consistent with 45 CFR 75.113, applicants and recipients must disclose in a timely manner, in writing to the HHS awarding agency, with a copy to the HHS Office of Inspector General (OIG), all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. Subrecipients must disclose, in a timely manner, in writing to the prime recipient (pass through entity) and the HHS OIG, all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. Disclosures must be sent in writing to the awarding agency and to the HHS OIG at the following addresses:

The Administration for Children and Families  
U.S. Department of Health and Human Services  
Office of Grants Management  
ATTN: Grants Management Specialist  
330 C Street, SW., Switzer Building  
Corridor 3200  
Washington, DC 20201

AND

U.S. Department of Health and Human Services  
Office of Inspector General  
ATTN: Mandatory Grant Disclosures, Intake Coordinator  
330 Independence Avenue, SW, Cohen Building  
Room 5527

**DEPARTMENT OF HEALTH AND HUMAN SERVICES  
ADMINISTRATION FOR CHILDREN AND FAMILIES  
NOTICE OF AWARD**

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<b>11. RECIPIENT ORGANIZATION:</b> Oakland Unified School District				

Washington, DC 20201

Fax: (202) 205-0604 (Include "Mandatory Grant Disclosures" in subject line) or  
Email: [MandatoryGranteeDisclosures@oig.hhs.gov](mailto:MandatoryGranteeDisclosures@oig.hhs.gov)

Failure to make required disclosures can result in any of the remedies described in 45 CFR 75.371 Remedies for noncompliance, including suspension or debarment (See 2 CFR parts 180 & 376 and 31 U.S.C. 3321).

This award is subject to the requirements as set forth in 45 CFR Part 87.  
This grant is subject to the requirements as set forth in 45 CFR Part 75.  
Attached are terms and conditions, reporting requirements, and payment instructions.  
Initial expenditure of funds by the grantee constitutes acceptance of this award.

As a condition of this award, the non-Federal recipient of this grant is required to adhere to the Flores v. Reno Settlement Agreement, applicable regulations and statutes, and the ORR/UC Policy Guide.

This award is also subject to the provisions of the Service Contract Act, Code of Federal Regulations (CFR) Title 29.



# AWARD ATTACHMENTS

Oakland Unified School District

90TV0041-01-00

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1. Cooperative Agreement 90TV0041
2. Award Attachments

**COOPERATIVE AGREEMENT**

**BETWEEN**

**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS),  
ADMINISTRATION FOR CHILDREN AND FAMILIES (ACF),  
OFFICE ON TRAFFICKING IN PERSONS (OTIP)**

**AND**

**OAKLAND UNIFIED SCHOOL DISTRICT  
GRANT NO. 90TV0041**

**HUMAN TRAFFICKING YOUTH PREVENTION EDUCATION (HTYPE)  
DEMONSTRATION GRANTS**

**SECTION I: Background**

The United States Congress enacted the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018 (Public Law 115-425), which contains several provisions that improve the federal government’s authority to combat human trafficking. The act authorized the U.S. Department of Health and Human Services (HHS), in consultation with the U.S. Departments of Education and Labor, to award grants to Local Education Agencies (LEAs) to establish and expand programs to teach educators and other staff to recognize and respond to signs of labor and sex trafficking and to provide age-appropriate information to students on how to avoid being victimized.

Pursuant to the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018, on May 18, 2020, ACF published a Funding Opportunity

Announcement (FOA) for the Human Trafficking Youth Prevention Education (HTYPE) Demonstration Grants (HHS-2020-ACF-IOAS-OTIP-TV-1816). Within the FOA, ACF described the conditions under which grants would be issued.

In accordance with the FOA and pursuant to the aforementioned laws, Oakland Unified School District, hereinafter called *Grantee*, has submitted an application and was approved for funding to implement an HTYPE Demonstration Program within a geographic area limited to Oakland, CA.

Effective herewith, ACF's Office on Trafficking in Persons (ACF OTIP) agrees to make awards in the form of cooperative agreements in accordance with approved annual applications and established project budget amounts and narratives, as well as conduct quarterly reviews of program performance and expenditures for the 3-year project period to support the HTYPE Demonstration Program. The Grantee will implement the program throughout Oakland, CA with the nonprofit or NGO partner and other identified subrecipients, if applicable, in other geographic regions under the terms of this agreement and the FOA, consistent with HHS policies and regulations. This Cooperative Agreement, the FOA, the Grantee's application for funding, any pre-award communication clarifying the Grantee's funding proposal, the Notice of Award, and the Terms and Conditions of the grant establish the concepts and responsibilities for implementing the HTYPE Demonstration Program to which the Grantee agrees to adhere.

Continued funding is contingent upon satisfactory performance, the availability of funds, satisfactory resolution of any audit findings, and a determination that continuation is in the best interests of the U.S. Government.

### **Project Purpose**

The central purpose of the HTYPE Demonstration Program is to fund LEAs to develop and implement programs to prevent human trafficking victimization through the provision of skills-based human trafficking training and education for school staff and students. The HTYPE

Demonstration Program will fund LEAs to establish and execute a cohesive strategy, with the support of a partnered nonprofit or nongovernmental organization (NGO), to build the capacity to provide all aspects of human trafficking prevention education to students and school staff.

### **Program Objectives**

Under the HTYPE Demonstration Program, the following activities are required throughout the project period:

1. Provide human trafficking prevention education to educators and other school staff that equips them to identify and respond to students who are experiencing human trafficking or are at high risk, to report concerns in accordance with the Human Trafficking School Safety Protocol (HTSSP), and to respond to student disclosures;
2. Deliver human trafficking prevention education to students that addresses risk factors and is designed to build resilience to labor trafficking and sex trafficking by strengthening students' knowledge and skills, increasing their perception of risk, and encouraging the adoption of healthy behaviors;
3. Train qualified individuals employed by the LEA to implement and replicate project activities throughout the school district or identified target area(s); and
4. Develop and implement an HTSSP in consultation with local law enforcement that facilitates reporting trafficking concerns to the appropriate authorities (e.g., child welfare, law enforcement); notifying parents, guardians, and caregivers, when appropriate; and referring students to supportive, person-centered, trauma-informed, culturally responsive, and linguistically appropriate services.

### **Guiding Principles**

All HTYPE Demonstration Program activities must adhere to Culturally and Linguistically Appropriate Services (CLAS) Standards. Individuals who are at risk for or have experienced trafficking come from a variety of backgrounds, speak different languages, and belong to different cultures. [CLAS Standards](#) are comprehensive guidelines that inform and facilitate

practices related to culturally and linguistically appropriate health services. All HTYPE Demonstration Program activities must be aligned with culturally and linguistically appropriate goals, policies, and management accountability, and incorporate them throughout planning and operations. LEAs are expected to ensure that all program activities and materials, including education curricula, are culturally and linguistically appropriate for student and staff populations.

ACF OTIP is encouraging the integration and engagement of survivors of human trafficking in an LEA's project implementation strategy as well as the hiring or selection of qualified professionals who represent the communities they serve to implement proposed project activities. Survivors of human trafficking play an important role in all aspects of the anti-trafficking response and should be provided with paid and/or volunteer opportunities to contribute to proposed program activities. These opportunities should provide professional growth and development for the survivor and not be limited to or heavily rely upon presentations about their victimization experience.

Survivors should have opportunities to contribute to proposed project activities, including, but not limited to:

- Identifying community resources and service providers;
- Developing strategies for project implementation or victim identification;
- Developing and delivering training;
- Developing the HTSSP; and
- Collaborating with law enforcement regarding safety and security considerations.

Whenever possible, survivors should be compensated based on their professional experience and the prevailing compensation rate available to other service practitioners and providers. LEAs are encouraged to select education curricula that are informed by the lived experience of survivors. LEAs may receive individualized technical assistance regarding effective strategies for survivor engagement and referrals to survivor consultants through the National Human Trafficking Training and Technical Assistance Center (NHTTAC).

## **Roles and Partnerships**

The HTYPE Demonstration Program requires coordination, collaboration, and formal partnerships between different parties. Formal documentation of partnerships will keep each party informed of their roles and commitments. The LEA must adhere to 45 CFR § 75.351 when establishing partnerships involving financial remuneration and/or responsibility for carrying out major activities of the project. For partnerships with nonprofits or NGOs, this will fall under a subaward (i.e., subrecipient) relationship. Please see the FOA ([https://ami.grantsolutions.gov/files/HHS-2020-ACF-IOAS-OTIP-TV-1816\\_0.pdf](https://ami.grantsolutions.gov/files/HHS-2020-ACF-IOAS-OTIP-TV-1816_0.pdf)) under *Section I. Program Description, Post-Award Requirements, Subawards* (page 11) for more information.

## **SECTION II: Purpose and Objective**

1. The purpose of this Agreement is to delineate the respective roles and responsibilities of the Grantor agency (i.e., ACF OTIP) and the Grantee organization (i.e., Oakland Unified School District) in implementing the HTYPE Demonstration Program.

## **SECTION III: Authority**

1. The legislative authority for this Cooperative Agreement is Section 101(a)(2)(B) of the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018 (Public Law 115-425).

## **SECTION IV: Description of Activities and Roles and Responsibilities**

1. Responsibilities of the Grantee:
  - A. The Grantee agrees to adhere to all requirements in the FOA.

- a. The Grantee agrees to provide oversight of all programmatic, financial, and administrative matters, including eligibility of program participants, and reporting related to the grant. This responsibility includes oversight of these matters as they relate to the subrecipient(s), if applicable. Should a subrecipient perform unsatisfactorily, the Grantee is responsible for remedying subrecipient issues. The Grantee will be held accountable for cost disallowances regarding subawarded funds.
- B. The Grantee hereby agrees to provide human trafficking prevention education to educators and other staff that equips them to identify and respond to students who are experiencing human trafficking or are at high risk, to report concerns in accordance with the HTSSP, and to respond to student disclosures.
- C. The Grantee hereby agrees to deliver human trafficking prevention education to students that addresses risk factors and is designed to build resilience to labor trafficking and sex trafficking by strengthening students' knowledge and skills, increasing their perception of risk, and encouraging the adoption of healthy behaviors.
- D. The Grantee hereby agrees to develop and implement a procedure for notifying students in advance of implementation of student activities, providing an opportunity to opt out of the program. The Grantee further agrees to comply with all applicable statutes and regulations regarding parental authorizations for participation.
- E. The Grantee hereby agrees to train qualified individuals employed by the LEA to implement and replicate project activities throughout the school district or identified target area(s).
- F. The Grantee hereby agrees to develop and implement the HTSSP in consultation with local law enforcement that facilitates reporting trafficking concerns to the appropriate authorities (e.g., child welfare, law enforcement); notifying parents, guardians, and caregivers, when appropriate; and referring students to supportive,

person-centered, trauma-informed, culturally responsive, and linguistically appropriate services. The protocol must include the following elements:

- a. Procedures for responding to suspected or confirmed cases of labor and sex trafficking and other forms of violence (e.g., child abuse and neglect, sexual abuse, teen dating violence, human trafficking);
- b. Procedures for addressing direct student disclosures and reports from educators, other staff, and students in a culturally and linguistically responsive, person-centered, and trauma-informed manner that prioritizes children's well-being;
- c. Procedures for protecting and maintaining confidentiality of students and staff and complying with privacy and confidentiality requirements for recordkeeping, retention, and disposal;
- d. Information on the legal obligations of mandated reporters under state law;
- e. Procedures for coordinating with the appropriate authorities (e.g., child welfare, law enforcement) when potential victims are identified;
- f. Procedures for communicating with parents, guardians, and caregivers regarding concerns that their child has experienced or is at-risk for human trafficking;
- g. Procedures for identifying and vetting referral services and maintaining and updating victim referrals;
- h. Procedures for referring students to community resource and service providers;
- i. Procedures for engaging or re-engaging students who have experienced or are at risk of experiencing human trafficking and have experienced chronic truancy or falling behind;
- j. Procedures for collecting and reporting data on the number of victims



- identified, through training of students, educators, and other staff;
  - k. Procedures for collecting and reporting data on the number of reports to child welfare or law enforcement;
  - l. Procedures for collecting and reporting data on the number of referrals to community resources and service providers; and
  - m. Procedures for monitoring compliance with the HTSSP.
- G. The Grantee agrees to include in the HTSSP a variety of service providers capable of receiving student referrals. The types of service providers to be identified within the HTSSP may include, but are not limited to:
- a. Human trafficking service providers;
  - b. Dating and sexual violence service providers;
  - c. Health and mental health care providers;
  - d. Runaway and homeless youth programs;
  - e. Substance use prevention programs;
  - f. Lesbian, Gay, Bisexual, Transgender, Queer and Questioning, and Two-Spirit (LGBTQ2S+) programs;
  - g. Safe spaces;
  - h. Youth workforce development programs;
  - i. Youth organizations; and
  - j. Mentoring and peer support programs.
- H. The Grantee hereby agrees to confirm the agency project plan (which includes approach, activities, outcomes, and performance evaluation plan) and discuss any modifications with the ACF OTIP Project Officer upon receipt of award. If applicable, the Grantee will submit a revised project implementation timeline with proposed activities and projected accomplishments that fulfill each of the four

program objectives (summarized in paragraphs B through E of this Section) and review it with the ACF OTIP Project Officer. The Grantee may not proceed with any proposed changes in program strategy and objectives until the ACF OTIP Project Officer provides approval in writing.

- a. ACF OTIP recognizes that, due to the COVID-19 pandemic, in-person contact should be minimized to ensure the safety and health of participants. During this time, grantees and, if applicable, subrecipient(s) are required to adjust activities accordingly to comply with directives from public health officials. ACF OTIP will exercise maximum flexibilities as authorized to support alternative approaches to delivery of training and delivery of prevention education activities. Grantees' public-facing project activities must include proposed modifications that are responsive to the [CDC's COVID-19 recommendations](#). This includes, but is not limited to, social distancing strategies (e.g., use of video and audio conferencing) and planning for continued and full operations to respond to absenteeism and staff and volunteer shortages.
- I. The Grantee hereby agrees to obtain guidance and prior approval for all significant budget revisions. This request shall include the following and must be submitted as a budget modification submitted through GrantSolutions.gov:
    - a. Cover letter signed by the Authorizing Official (AO);
    - b. An explanation of the purpose and necessity of the revision;
    - c. An explanation of how the revision will affect the scope of services;
    - d. An original SF-424 signed by the AO;
    - e. An SF-424A showing the revised budget; and
    - f. An itemized, detailed budget and budget narrative that supports the revision including Non-Federal Share, if applicable.
  - J. Implement activities described in the approved application as required by the

FOA and notify the ACF OTIP Project Officer of any significant delays, deviations, or issues regarding implementation of grant activities, including the signing of subcontracts, within 10 working days of such determination.

- K. The Grantee agrees to report to ACF OTIP quarterly and on an ad hoc basis, as necessary, on all performance indicators listed in the FOA and any supplemental reporting requirements approved by the Office of Management and Budget (OMB) and requested by ACF OTIP.
- L. The Grantee agrees to consult with the ACF OTIP Project Officer by telephone or email regarding the implementation of the project activities on a monthly basis or as required by the ACF OTIP Project Officer during each budget period. Consultation shall include, but is not limited to, participation in status meetings by telephone, in person, or via webinar to review project implementation and the Grantee's progress toward target outcomes.
- M. The Grantee agrees to submit the following documents to the ACF OTIP Project Officer for prior approval:
  - a. Resumes for key project staff, including subrecipients, in advance of making any hiring determinations. Key project staff are subject to approval by the ACF OTIP Project Officer throughout the project period. Key staff include project directors, staff persons involved in project management, and project staff whose time allotted to the grant is greater than 25 percent. The Grantee will notify the ACF OTIP Project Officer within 5 business days of any terminations or resignations and its plan to replace departing staff;
  - b. Job descriptions for key project staff persons, including key staff of subrecipients, within 10 days of receiving this Cooperative Agreement;
  - c. Description of proposed and actual activities that achieve the

expectations for survivor engagement, including a copy of the agreement between the survivor(s) and the Grantee organization;

- d. Information regarding MOUs between the Grantee and subrecipients (including names, locations, and contact information for subrecipients) within 10 calendar days of receiving this Cooperative Agreement and throughout the project period as subrecipients are added or dropped;
- e. MOUs between the Grantee and organizations selected for receipt of subcontracted funds within 10 calendar days of date of receiving the Cooperative Agreement and throughout the project period;
- f. Reports following site visits and desk audits of subrecipients within 30 calendar days of the Grantee's site visit or desk audit (these reports are not subject to prior approval);
- g. Policies and procedures for providing comprehensive training and delivery of prevention education activities services (including any procedural manuals, service delivery protocols that clearly defines standards of care and protocols for delivering training, and referring students to comprehensive case management) within one month of receiving this Cooperative Agreement, subject to prior approval by the ACF OTIP Officer;
- h. Policies and procedures for monitoring subrecipients within 10 days of receiving this Cooperative Agreement;
- i. HTYPE Demonstration Program grantees and subrecipients, if applicable, must comply with the Stevens Amendment. The Stevens Amendment requires recipients of all HHS grants and cooperative agreements to acknowledge federal funding when publicly communicating regarding projects or programs funded through the HHS annual appropriation. For

more information on these requirements, including recommended acknowledgement language, please refer to the [Administrative and National Policy Requirements](https://www.acf.hhs.gov/administrative-and-national-policy-requirements) (<https://www.acf.hhs.gov/administrative-and-national-policy-requirements>).

- N. The Grantee agrees to comply with HHS policies and regulations, including [45 CFR Part 75](#), unless otherwise expressly waived in the approved application, and all other applicable federal statutes and regulations in effect during the time that the Grantee is receiving grant funding. [Information on the Award Terms and Conditions for the grants](#) is available on ACF's website (<https://www.acf.hhs.gov/discretionary-post-award-requirements>).
- O. The Grantee agrees to amend the project plan as needed to comply with the FOA and the standards, goals, and priorities established by ACF OTIP in consultation with the Project Officer.
- P. The Grantee agrees to submit applications for year two and year three continuation funding according to the deadlines in the continuation letter or provide a notification 5 months prior to the end of the budget period that the Grantee does not intend to continue the project.
  - a. The Grantee must resolve any outstanding audit findings in a timely manner. An outstanding audit issue may impact the Grantee's ability to apply for, and/or receive, non-competing continuation funding.
  - b. Subrecipient performance, if applicable, will also be considered during review of applications for non-competing continuations. If requirements of the program cannot be met due to subrecipient issues, ACF may need to take one or more of the actions listed under 45 CFR § 75.371-.375.
- Q. The Grantee agrees to sign and return this Cooperative Agreement to ACF OTIP through GrantSolutions.gov within 5 days of receipt (using "Correspondence – Grant Notes").

- R. The Grantee agrees to communicate within 7 working days any documented dissatisfaction with program services, audit findings, regulatory non-compliance issues, financial defaults, and any other matters that may impede the implementation of the Cooperative Agreement, as well as its plan to address the finding or take corrective action.
- S. The Grantee agrees to participate in the following activities sponsored by the Grantor: 1) kick-off meeting; 2) HTYPE Demonstration Program evaluation; 3) NHTTAC--sponsored training and technical assistance activities; 4) peer--to--peer information exchanges; and 5) any other activities related to the implementation of the HTYPE Demonstration Program identified by the Grantor.
- T. The Grantee acknowledges that any publications, data, or other copyrightable works developed under this grant may be copyrighted without prior approval of the Grantor. Rights in data also extend to students, fellows, or trainees under awards whose primary purpose is educational, with the authors free to copyright works without the approval of the Grantor. In all cases, whether HHS funded all or part of the project or program resulting in the data or products and materials, the federal government must be given a royalty-free, nonexclusive, and irrevocable license to obtain, reproduce, publish, or otherwise use the material and data produced under this grant, and to authorize others to receive, reproduce, publish, or otherwise use such data for federal purposes (e.g., to make it available in government-sponsored databases for use by other researchers).
- U. The Grantee agrees to protect the privacy and confidentiality of student and staff information, complying with all applicable statutes and regulations, especially personally identifiable information (PII), at all times and take the necessary measures to securely store student and staff records and to encrypt and/or password protect the electronic transmission of student and staff information to referral agencies and other organizations.
- V. The Grantee agrees to make all records available to and accommodate on-site and

electronic monitoring conducted by the ACF OTIP Project Officer and other governmental oversight offices and agencies.

W. The Grantee agrees to participate in an evaluation of the implementation of the HTYPE program, and provide access to program implementation documentation, records, and staff, and facilitate and participate in interviews of HTYPE program participants, upon request.

2. Responsibilities of the Grantor (ACF OTIP):

- A. The Grantor agrees to review and confirm the project plan (which includes approach, activities, outcomes, and performance evaluation plan) and budget, and discuss modifications with the Grantee in a timely manner.
- B. The Grantor agrees to discuss budget issues with the Grants Management Specialist to ensure costs comply with cost principles and communicate to the Grantee any required amendments to the budget.
- C. The Grantor agrees to review the timeline and projections of accomplishments to be achieved for each of the Program Objectives and communicate any concerns to the Grantee in a timely manner.
- D. The Grantor agrees to convene consultations with the Grantee at least monthly, or as deemed necessary by the grantor during each budget period. Consultation shall include, but is not limited to, participation in status meetings to review project implementation and the Grantee's progress toward target outcomes. During the COVID-19 pandemic, such consultation should occur remotely (via telephone, audio- or videoconference or webinar) as much as possible to ensure the safety and health of Grantee and Grantor staff. Any in-person meetings must follow CDC COVID-19 guidance (<https://www.cdc.gov/coronavirus/2019-ncov/community/index.html>).
- E. The Grantor agrees to keep the Grantee informed of policy developments as they affect the implementation of the project.

- F. The Grantor agrees to provide opportunities for sharing the Grantee's success stories through ACF OTIP internal and external communications.
- G. The Grantor agrees to review and, when applicable, approve the documents listed in Section IV, item 1.L in a timely manner.
- H. The Grantor agrees to provide technical assistance as needed regarding project implementation and other issues such as working with the National Human Trafficking Hotline (NHTH), coordinating with NHTTAC, and coordinating with other ACF or federal anti-trafficking initiatives.
- I. The Grantor agrees to review written requests for prior approval of deviations from the project plan or approved budget in a timely manner. Any changes that affect the terms and conditions of the grant award or revisions/amendments to the Cooperative Agreement or to the approved scope of activities will require prior approval by the ACF OTIP Project Officer and the Grants Management Specialist in the Office of Grants Management (OGM).
- J. The Grantor agrees to review the Grantee's data and publications in a timely manner.
- K. The Grantor agrees to provide technical assistance regarding program implementation to the Grantee directly or via NHTTAC.

**SECTION V: Budget and Financial Arrangement**

1. Prior approval from ACF is required if the need arises for additional federal funds. The Grantor shall not be obligated to reimburse the recipient for costs incurred in excess of the total amount allotted to this project. The Grantee shall not be obligated to continue performance under the agreement (including actions under the termination clause) or otherwise to incur costs in excess of the amount allotted to this agreement unless and until the ACF OTIP Project Officer and the Grants Management Specialist have notified the recipient in writing that additional funds have been awarded. No notice,



communication, or representation from any person other than the Grants Management Officer shall authorize the expenditure of additional funds. The Grantor will not be obligated for any excess costs in the absence of a written notice of authorization from the Grants Management Officer.

Changes issued pursuant to this Agreement shall not be considered an authorization to the recipient to exceed the allotted amount of this Agreement unless specifically stated by the Grants Management Officer in writing.

2. The funds awarded will cover costs exclusively for the implementation of HTYPE Demonstration Program. The award will be based on the budget that is approved by ACF OTIP.

#### **SECTION VI: Continuation Applications**

1. Subject to satisfactory performance by the Grantee, as deemed by the ACF OTIP Project Officer and the ACF Grants Management Specialist, compliance with the terms and conditions of the award, resolution of outstanding audit findings, the availability of funds, and the interests of the U.S. Government, the Grantor will invite the Grantee to submit an application for continuation funding for budget years two and three of the project. The Grantee must submit a continuation application via GrantSolutions at [www.grantsolutions.gov](http://www.grantsolutions.gov) by the established deadline and must include all required forms and assurances, information specifically requested in the continuation letter, and the following documents:
  - A. A project narrative that follows the same format as the original application and includes an explanation of areas the Grantee has changed or proposes to change, as well as a discussion of performance for the current budget period (e.g., a comparison of accomplishments to goals and factors that contributed to or limited success);
  - B. An updated timeline that incorporates the goals, objectives, activities, timelines,

outcomes, logic model, and performance evaluation plan in the FOA; and

- C. A detailed, itemized Budget and Budget Narrative.
2. The application shall include the following Standard Forms (the Standard Forms are part of the non-competing continuation application kit in GrantSolutions.gov):
  - A. SF-424 Application for Federal Assistance
  - B. SF-424A Budget Information - Non-Construction Program
  - C. SF-424B Assurances - Non-Construction Program
  - D. Lobbying Certification
  - E. SF-Project/Performance Site Location Form
3. In addition, the Grantee must certify that, to the extent practicable, partners providing legal services, social services, health services, or other assistance have completed or will complete training regarding trafficking in persons.
4. The Grantee must provide, prior to award, a statement that it will not use grant funds to promote, support, or advocate the legalization or practice of prostitution.

## **SECTION VII: ACF Post-Award Requirements**

1. Programs will have a 3-month start-up period (90 days from receipt of the Cooperative Agreement). This start-up period gives programs an opportunity to further refine their approach and expand partnerships to implement the program successfully. Successful grantees will have an opportunity to enhance plans addressing the HTSSP and prevention education for school staff and students.
2. The [ACF Post-Award Requirements](#) are found on the ACF website; select the “Discretionary: Competitive Grants” hyperlink (<https://www.acf.hhs.gov/discretionary-post-award-requirements>). Other HHS policies and regulations, including 45 CFR Part 75, include additional information regarding post-award conditions.

**SECTION VIII: Records and Reports**

1. Quarterly performance reports will be submitted by the Grantee using the SF-PPR ACF Performance Progress Report form. Performance reports are due on January 30, April 30, July 30, and October 30.
2. For Federal Financial Reports, the Grantee must complete the SF-425 form.
3. Funds received under the HTYPE Demonstration Program shall be accounted for and reported upon separately from all other grant activities. Quarterly financial reports are due on January 30, April 30, July 30, and October 30.
4. The final financial and performance reports are due 90 days after the end of the project period and are cumulative reports. The second biannual report for the final budget year does not satisfy the submission requirements for final reports.
5. Grantees must also submit Federal Financial Reports to Payment Management Services. Grantees may access Payment Management Services at <https://pms.psc.gov>.
6. All correspondence and reports related to this Agreement must include the Grant Number and shall be sent to the ACF Grants Management Specialist and the ACF OTIP Project Officer through GrantSolutions.gov (using “Correspondence – Grant Notes”).

**SECTION IX: Contacts and Authorizations**

1. Oakland Unified School District designates the following person as project contact for this Cooperative Agreement:

**Name:** Barbara McClung

**Title:** Director of Behavioral Health Initiatives

**Email:** barbara.mcclung@ousd.org

2. ACF designates the following person as Grants Management Specialist for this Cooperative Agreement:

**Name:** Roni Brooks  
**Title:** Grants Management Specialist  
**Email:** [Roni.Brooks@acf.hhs.gov](mailto:Roni.Brooks@acf.hhs.gov)

3. ACF OTIP designates the following person as ACF OTIP Project Officer for this Cooperative Agreement:

**Name:** Kimberly Casey  
**Title:** Human Trafficking Program Specialist  
**Email:** [Kimberly.Casey@acf.hhs.gov](mailto:Kimberly.Casey@acf.hhs.gov)

**SECTION X: Duration of Agreement**

This Agreement will be effective for the duration of the project (36 months) beginning September 30, 2020, and subject to annual continuations thereafter. Annual continuations will be subject to satisfactory performance by the Grantee, availability of funds, and the continuation funding awards being in the interests of the U.S. Government. The Agreement may be amended to address new federal requirements, performance issues, and congressional mandates.

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**Katherine Chon**  
**Director**  
**Office on Trafficking in Persons**

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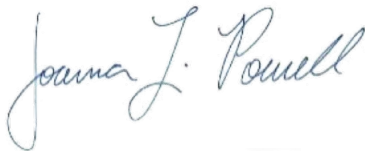
**Date**

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**Date**

**Oakland Unified School District**

Approved as to form by OUSD Staff Attorney Joanna Powell on 10/30/2020.



12/10/2020

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Kyla Johnson-Trammell, Secretary, BOE      Date



12/10/2020

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Jody London, President, BOE      Date



### **Project Summary**

<b>Project Title</b>	Safety Through Education and Prevention (STEP)
<b>Applicant Name</b>	Oakland Unified School District
<b>Address</b>	1000 Broadway, Suite 300 Oakland, CA 94607
<b>Contact Phone Numbers</b>	Dr. Kyla Johnson-Trammell: (510) 879-8200 Barbara McClung: (415) 533-3709
<b>Email Address</b>	Dr. Kyla Johnson-Trammell: superintendent@ousd.org Barbara McClung: barbara.mcclung@ousd.org
<b>Website Address</b>	<a href="http://www.ousd.org">www.ousd.org</a>

Oakland Unified School District's STEP (Safety through Education & Prevention) Project responds to the heartbreaking human trafficking of youth in our city. The FBI has identified our region as a "High Intensity Child Prostitution" area, with African American girls most often targeted for this exploitation. We are also seeing increasing labor trafficking of youth, especially among youth who are newcomers to the United States, parallel to the economic crisis resulting from the COVID-19 pandemic.

OUSD's partner for this project, MISSEY, Inc., is an Oakland-based nonprofit that provides both direct intervention services to sex trafficked young people as well as human/sex trafficking prevention education for youth and service providers in fields including education, law enforcement, and social services. Its staff includes trafficking survivors who help to plan and deliver MISSEY's educational, training, and intervention services.

We will partner with MISSEY to plan and deliver human trafficking prevention education training for educators and other school staff and students. We will utilize the evidence-based "Let's Talk About It" curriculum with students, engaging at least 410 high-risk students at nine OUSD high and middle schools over the grant period, prioritizing African American girls and newcomer students. In addition, all students across specific grade levels (9th or 7th) at the target schools, 2,060 students in all, will also receive human trafficking prevention education.

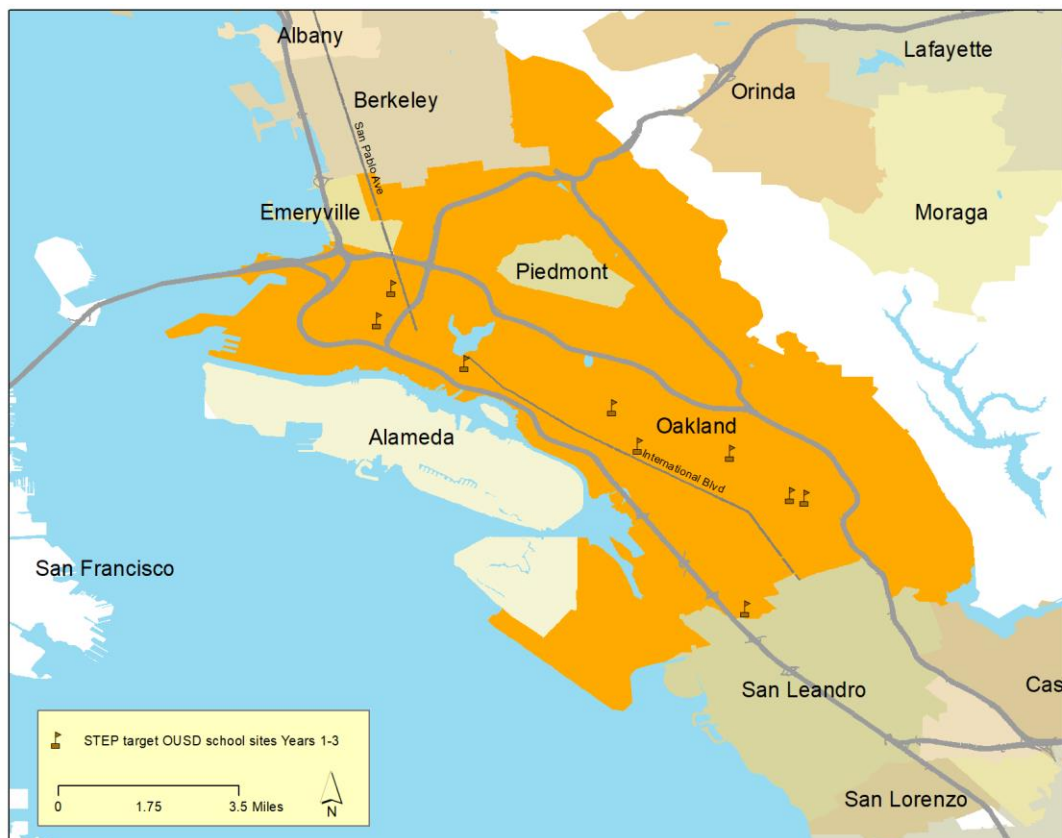
To implement these prevention education programs, MISSEY will train a cadre of trainers, recruited from OUSD's Behavioral Health unit and the target schools, who will receive training and coaching in delivering staff professional learning and the student curriculum. These trainers will continue facilitating the prevention education programs for educators and other school staff and students as of Year 2 of the grant period and train additional OUSD staff to serve as trainers.

OUSD and MISSEY will partner with the Oakland School Police to develop a Human Trafficking School Safety Protocol, which we will progressively implement at schools across the district over time. This project will strengthen ongoing city-wide efforts to curb human trafficking of our youth.



## Geographic Location

The STEP Project focuses on the City of Oakland, in Alameda County, California. Oakland is bordered by the cities of Berkeley and Emeryville to the north; the city of Alameda to the west; the city of San Leandro to the south; and suburban communities in Contra Costa County to the East. The Oakland Unified School District (OUSD) applicant for funding and the project's lead agency, is located in Oakland and serves the Oakland community. MISSEY, Inc. (Motivating, Inspiring, Supporting & Serving Sexually Exploited Youth), OUSD's nonprofit partner in this project, is also based in Oakland. The Oakland School Police, our law enforcement partner in this project, is a department of Oakland Unified School District, located in Oakland, with jurisdiction over the Oakland schools.





## **Need for Assistance**

The FBI has identified the East Bay region of the San Francisco Bay Area as one of the nation's 13 "High Intensity Child Prostitution areas."<sup>1</sup> Oakland (population 429,082 in 2018), across the bay from San Francisco, is recognized by exploiters in the commercial sex-industry subculture as a lucrative hub for sex trafficking of children, drawing on johns from our region and beyond.

There are well-known tracks for trafficking of minors along International Boulevard in East Oakland and San Pablo Avenue in West Oakland. During the COVID-19 crisis, sexual exploitation of children is increasingly occurring online. We are also seeing increasing labor trafficking of youth parallel to the economic crisis resulting from the pandemic, as detailed below.

Both Oakland Unified School District (OUSD) and Motivating, Inspiring, Supporting & Serving Sexually Exploited Youth (MISSEY, Inc.), our non-profit partner in the proposed project, serve hundreds of youth in Oakland who are victimized by trafficking each year or are highly vulnerable to it, some as young as 11 years old. MISSEY, based in Oakland, provides direct intervention services to sex trafficked young people as well as human/sex trafficking prevention education for youth and service providers. Its clientele provides a snapshot of the traumatic experiences and other risk factors that make underage youth vulnerable to being trafficked.

In the past year, MISSEY provided intensive case management and other support to 220 girls, femme-identified and gender-expansive youth victimized by sex trafficking, 67% of whom were under 18. As has been the case from year to year, the great majority (87%) of these girls are African American, 10% Latina, 1% white (2% declined to state). Nearly all are from households living in or near poverty, mostly in high-poverty neighborhoods in East and West Oakland.

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<sup>1</sup> U.S. Department of Justice, Office of the Inspector General. 2009. Audit Report 09-08: Federal Bureau of Investigation's Efforts to Combat Crimes Against Children, Ch. 4: Non-Cyber Sexual Exploitation of Children. [www.justice.gov/oig/reports/FBI/a0908/chapter4.htm](http://www.justice.gov/oig/reports/FBI/a0908/chapter4.htm)





Eighty-five percent of the girls lacked stable housing; many had repeatedly run away from either their family home or multiple foster placements. Running away from home, to escape familial abuse, makes youth vulnerable to further harm, and is consistently linked with trafficking.<sup>2</sup>

Among 269 sex trafficked girls served by MISSEY,<sup>3</sup> 88% had been in foster care at least once, 43% had been physically or sexually assaulted, with their first assault occurring at an average age of 11.5 years, and 67% had been raped at least once during their time being sex trafficked, in addition to the statutory rapes perpetrated on them by johns. Over 50% of the girls MISSEY serves have substance abuse or mental health problems or both. In the study of girls served by MISSEY just cited, 25% had made suicide attempts requiring hospitalization.

For many youth with backgrounds of poverty and abuse, and with drug abuse problems, using their sexuality and body have become normative, accepted ways to get money and other benefits. Some of the girls in OUSD schools, and who are served by MISSEY, head for the street after school, before they go to their current home. (Some attend schools within walking distance of the aforementioned “tracks” for sex trafficking in East and West Oakland.) Many depend on the money to feed themselves and their families and to keep themselves housed. At the same time, youth ensnared by sex trafficking often do not see themselves as either exploited or victimized. Many view their exploiters as boyfriends and feel a sense of love and loyalty in spite of severe abuse to which they are subjected by these individuals. Many youths express that this is the first or only time they have felt love and affection from another person. Others are suffering from Post-Traumatic Stress Disorder and/or Stockholm Syndrome, in which the abuser becomes the “good guy” and victims eventually come to believe that they deserve the abuse or are somehow

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<sup>2</sup> Clawson, H.J., et al, 2009. Human Trafficking Into and Within the United States: A Review of the Literature. U.S. Department of Health and Human Services.

<sup>3</sup> Motivating Inspiring Serving & Supporting Sexually Exploited Youth, West Coast Children’s Clinic, and Pacific Graduate School of Psychology. (2009).



responsible for it, conditions that can impair the ability of sexually exploited youth to contemplate escape and to assist in prosecution efforts. Some are simply afraid for their lives because of the extreme violence they have experienced in the streets, at the hands of their exploiters and johns. As a result, law enforcement and advocacy/victims support staff often find it difficult to secure the cooperation of sex trafficked girls in criminal investigations or agreement to engage in services for their stabilization and potential recovery. Other than in instances when these youth are in the custody of law enforcement or Social Services “for their own safety,” they are caught “between a rock and a hard place” with few, if any, safe places to go, few people to turn to who fully grasp what they are experiencing or have the capacity to help, and few services that specifically address their situation. Sex traffickers exploit this predicament to further marginalize and isolate youth, teaching them not to trust or expect help or protection from their families, the system, or any adults outside the exploiter’s sphere of influence.

OUSD serves a very high-risk student population, including youth known to the district as being trafficked, others who have not been identified, and many at high risk of being trafficked. Of the 35,938 young people served by district-run schools and affiliated charter schools in grades K-12, 88% are students of color, with Latinos (47% of students), and African Americans (22%) the largest groups. Nearly three of every four (72%) OUSD students are living in or near poverty. In 2019-20, 345 OUSD students were in foster care, 1,001 were known to be living in homeless situations, and 325 students were incarcerated at least once during the school year. In a recent survey, 23% of OUSD high school students reported they regularly used drugs or alcohol, 31% reported experiencing depression in the past year and 13% said they had considered suicide.<sup>4</sup>

Oakland is home to a large number of recent immigrants, and 50% of OUSD students are

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<sup>4</sup> California Healthy Kids Survey. Oakland Unified Secondary 2017-2018.  
[https://data.calschls.org/resources/Oakland\\_Unified\\_1718\\_Sec\\_CHKS\\_Grd9-12.pdf](https://data.calschls.org/resources/Oakland_Unified_1718_Sec_CHKS_Grd9-12.pdf)



non-native English speakers, designated as either English Learners or reclassified as fluent English proficient, representing 57 non-English languages. OUSD's student population includes 2,978 newcomer youth (who have arrived in the U.S. in the past three years), of whom 487 are refugees or asylees and 679 are known to be unaccompanied immigrant youth, typically sent by their families from Central America fleeing poverty and gang violence. Many newcomer youth have had traumatic experiences in their native country as well as on the way to the United States. OUSD and MISSEY are seeing that along with African American and Native American girls, unaccompanied immigrant youth are at the next highest risk of being trafficked, sexually (girls) and/or for labor purposes (both sexes). OUSD is seeing multiple cases in which newcomer youth, to help support their families or their sponsors, start to disengage from school and have frequent absences, and sometimes "disappear," having been coerced into working in sectors such as cleaning (houses, hotels), child care, construction, agriculture, and nightclubs. Or newcomer girls drop out of school as they are sexually exploited by their "boyfriends," believing they do not have an alternative. The economic pressures arising from the COVID-19 crisis have only exacerbated the already severe struggles to make ends meet for marginalized youth and their families, in our region with its astronomical housing and living costs.

***Efforts to address trafficking of youth in Oakland.*** Dating back to 2011, OUSD has been highly engaged in efforts to address and prevent trafficking of youth in Oakland. That year, OUSD Behavioral Health Director Barbara McClung, who will oversee our proposed project, initiated the OUSD Sexually Exploited Minors Task Force in partnership with key youth-serving local agencies. At that time, all OUSD school health and mental health care providers received training on prevention and intervention with sex trafficked youth. OUSD also engaged with the



SafetyNet Collaborative, chaired by the Alameda County District Attorney's Office (DAO).<sup>5</sup>

This ongoing effort supports youth ages 18 and under involved with law enforcement and have been trafficked. Ms. McClung also provided training to case managers/therapists at seven middle schools in OUSD, where we piloted a targeted Tier 2 group intervention program for students. From 2011 to 2015, other OUSD educators and staff received training to be able to recognize signs that a student may be involved in sex trafficking and on how to respond effectively.

Both OUSD and MISSEY have prominent roles in several city- and county-wide efforts to address and prevent trafficking of youth locally. Both participate in the aforementioned SafetyNet Collaborative, and the City of Oakland's Violence Prevention Committee, in which MISSEY chairs the sexual violence and commercially sexually exploited children subcommittee. In addition, MISSEY is the lead organization of the Human Trafficking Prevention Project, in which it convenes law enforcement, legal support, housing, and mental health providers to serve human trafficking victims and survivors ages 14-24.

OUSD has an ongoing partnership with MISSEY to assist students who are confirmed or suspected to have been sex trafficked, and to provide human trafficking prevention education to our students. MISSEY was founded in 2007 to address the alarming and heartbreaking sex trafficking of children in the East Bay, as a survivor-led and -informed nonprofit devoted to “**motivating, inspiring, supporting, and serving sexually exploited youth.**” Today MISSEY is the only organization in the East Bay that exclusively serves sex trafficked youth. Its services include:

- Support for sex-trafficked girls through a **wraparound service model**, with service link-

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<sup>5</sup> The DAO has been a leader in the fight to end the commercial sexual exploitation of children since local law enforcement and the FBI identified Oakland as a hub for the commercial sexual exploitation of children in the form of sex trafficking and child pornography in the early 2000s. It leads the state in human trafficking prosecutions and is responsible for approximately 50% of all human trafficking cases in California. From 2006 through 2017, there were 530 human trafficking cases in Alameda County, and the DAO successfully prosecuted 82% of them.



ages to network of partners, to stabilize and assist them in the process of recovery and renewal.

- **Human trafficking prevention education to youth**, at school and partner community organization sites in and around Oakland.
- A variety of **trainings and presentations on sex trafficking to service providers** in education, law enforcement, social work, healthcare and mental health services, and policymakers, locally and nationally, reaching over 10,000 individuals over the past decade.
- **Technical assistance to counties, communities, and individual agencies** in setting up programs to support commercially sexually exploited children, integrating CSEC victim support into existing services, creating CSEC task forces, and bringing first responders up to speed.

MISSEY is OUSD's primary partner in supporting students whom we find out may be the victim of sexual trafficking, and in providing prevention education to students who may be at risk of being trafficked. When OUSD determines that a youth may have been entrapped in sex trafficking or is highly vulnerable to it, we refer the student to MISSEY. Other referrals to MISSEY come from the DAO and other local law enforcement agencies, county Social Services, hospitals, community organizations, peers, care providers, family members, and self-referrals. Last year MISSEY provided human trafficking prevention education to 397 youth, 260 of them at OUSD middle or high schools. MISSEY also uses its prevention education program as a vehicle to identify and engage girls who are being sex trafficked in intervention services.

MISSEY's wraparound service model for sex trafficked youth includes: **basic needs assistance, crisis support, group activities** such as support groups and life skills and career readiness workshops, and **connections to community resources**, at its Sisters Transforming and Rising (STAR) Drop-In Center; one-on-one **mentoring provided by survivors of sex trafficking**



(its THRIVE interns who are former MISSEY clients); **intensive case management support**, in which MISSEY’s case management conduct assessments, work with girls to develop **safety plans and individualized care/life plans**, provide **life coaching**, and link girls to needed community resources. MISSEY works with several local collaboratives<sup>6</sup> and a network of local partners to address the needs of youth trafficking victims and help them liberate themselves from their exploitation, heal, and move their lives forward. Table 1 lists some of these agencies.

Table 1. Partnerships and services for trafficked youth	
Covenant House	Emergency shelter, temporary/transitional housing
Roots Clinic	Drop-in medical care
Justice at Last, Bay Area Legal Aid	Legal assistance, advocacy, legal clinics
West Coast Children’s Center	Mental health services
International Rescue Committee	Basic needs assistance, social services, legal assistance to survivors of human trafficking
Bay Area Women Against Rape	Emergency response
La Familia	Case management and other support for unaccompanied immigrant youth
Alameda County Food Bank	Food
Mom’s Against Poverty	Food and hygiene supplies
Grateful Garment Project	Clothing
Not for Sale, New Door Ventures	Employment services

Many of the youth served by MISSEY have already quit school and have been referred by Social Services and law enforcement agencies. We need to identify youth before they leave

<sup>6</sup> The SafetyNet Collaborative, the City of Oakland Violence Prevention Committee, the Human Trafficking Prevention Project, Alameda County Unite, the CSEC ACTION Team facilitated by the National Center for Youth Law, the Alameda CSEC Steering Committee which is convened by Alameda County Social Services Administration, the Oakland Frontline Healers Collective, and the San Francisco Mayor's Task Force on Anti-Human Trafficking,



school. While OUSD's partnership with MISSEY is invaluable, there are crucial gaps in OUSD's ability to maximize our role in preventing trafficking of youth, and in ensuring that youth who are trafficked receive needed support.

- **Need for staff supports.** As noted, during the 2011-15 period, case managers, clinicians, educators, and staff at OUSD schools received training to be able to identify signs a student may be involved in sex trafficking and on how to respond effectively. However, we have experienced high staff turnover (teachers as well as on-site clinical staff) in recent years. Teachers (including those who teach our Healthy Oakland Teens health education classes, a locally-developed, popular program funded by the Centers for Disease Control and Prevention), mental health providers, and school leaders are often very concerned about students who appear disengaged, impoverished, parentified and responsible for family income or controlled by a classmate or an adult. Our staff are overwhelmed with identifying the basis of their students' needs and inability to fully engage in school, and would benefit from clarity around signs of trafficking and a clear set of next steps to support their students' safety, wellness, engagement, and achievement in school.

- **Build internal capacity with partners.** At the same time, the severe budget cuts occurring in public education have reduced our internal staff capacity to provide human trafficking prevention education for new school personnel, or to update our educators and other school staff on the evolving issues around sex and labor trafficking of youth, or to provide targeted human trafficking prevention education for students. We want to collaborate with MISSEY to build this capacity into our existing staffing at the central district level and individual school sites.

- **Improve data collection on trafficked students.** Our schools have multidisciplinary Coordination of Service Teams (COST) responsible for supporting students who are struggling in school, often due to traumatic experiences or other stressors in their lives. While the "tracker"



the COST use to manage information about referred students can be used to document trafficking situations, staff are reluctant to label students with the term “sexually exploited” or “trafficked.” We need to do more education of our staff to counteract the stigma associated with this label, so that we are better able to gather data on students experiencing trafficking.

- **Update HTSSP.** OUSD has an existing Human Trafficking School Safety Protocol we developed in collaboration with the Oakland School Police in 2014, on which staff were trained, the high turnover of teachers in OUSD as well as increase in incidences of trafficking has brought us to a point where both updating and re-training is imperative.

Our **Safety Through Education and Prevention (STEP)** project will build OUSD’s long-term capacity to (1) intervene early to prevent youth from falling victim to trafficking, and (2) limit the harm for youth trafficking victims by strengthening our ability to identify early on, respond proactively and skillfully, and connect students to the supports needed to free them from their exploiters, and make progress toward stabilization, wellness, and restoration.

### **Approach**

STEP is a collaboration between Oakland Unified School District, MISSSEY, and the Oakland School Police to reduce and prevent the human trafficking of our students and to identify and respond effectively to support students who are being trafficked. As a strategy to augment our capacity to recognize signs of, respond to, and prevent human trafficking of youth and other forms of violence against young people, OUSD’s Behavioral Health unit and schools will incorporate the STEP project components into our schools’ Multi-Tiered System of Supports for students. The project will combine Tier 1 universal prevention (school-wide capacity building and prevention education for students across particular grade levels), Tier 2 targeted prevention (prevention education groups targeted to high-risk students), and Tier 3 intensive intervention (indi-





vidualized case management and other services and support for students confirmed to be the victims of trafficking, provided with resources independent of this grant).

We will modify the nationally known “Let’s Talk About It” curriculum which MISSEY already uses, for prevention education workshops for students and training for educators and other key staff at OUSD schools. OUSD will collaborate with our law enforcement and nonprofit partners to develop a comprehensive Human Trafficking School Safety Protocol during the project’s six-month ramp-up phase, which our schools will adopt and utilize. We will strengthen processes for referring youth who have been trafficked or are vulnerable to it for needed services and resources. Survivors of human trafficking will contribute integrally to this project, by informing the content and delivery of the curriculum to be used; co-delivering school staff training and prevention education workshops for students; assisting in developing the HTSSP; assisting in developing strategies for identifying and conducting outreach to students who are victims of human trafficking, and in strengthening referral mechanisms to appropriate service providers.

We will utilize Year 1 of this project to refine our project plan, pilot the four required program components, study their implementation and impact, and plan improvements for subsequent years when we expand the project’s reach and impact.

We will launch the STEP project with a **five-month ramp-up phase**, in which MISSEY and OUSD staff (including the Oakland School Police) collaborate closely to plan the project’s implementation. Deliverables during this initial planning phase will include:

- ***Creation and dissemination of informational materials about STEP***, including information about MISSEY and its role, an initial timeline, and an overview of the project’s goals. Materials will be disseminated with key stakeholders within the school district, including district and school leaders, members of Coordination of Service Teams (COST) and teachers at our mid-



dle and high schools, school social workers and case managers. As we launch this project, we will also conduct a trafficking awareness campaign at OUSD middle and high schools utilizing posters and other outreach materials geared toward student and adult audiences at our schools. The materials will include indicators of human trafficking<sup>7</sup> and other information (such as how students can get help) and will be bilingual (English and Spanish) at a minimum.

- *A pre-assessment, including an audience analysis*, to help the MISSEY/OUSD training team understand the audience in order to serve them most effectively. The audience analysis will identify each audience group (administrators, teachers, other personnel, and students) from each school who will engage in training during Year 1 of the project and the characteristics of each group. We will use this analysis to understand the following variables for our training target audiences: demographics (gender, race/ethnicity, age range); cognitive characteristics (educational level, language, prior knowledge related to human trafficking); computer literacy (relevant for student participants if school is still doing online learning in April, when we begin training); work characteristics (job roles, work responsibilities, work schedule to help us understand the availability of administrators, teachers, and other staff, in order to plan accordingly); and audience members' knowledge about and relationship to the issues of sex trafficking and labor trafficking, that could influence the strategies and approaches to training. To gather this information, training team members will conduct interviews with members of each audience group (individually or as a group) and with supervisors of each audience group, and ask audience members to complete a survey questionnaire we develop.

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<sup>7</sup> Blue Campaign. Indicators of Human Trafficking. <https://www.dhs.gov/blue-campaign/indicators-human-trafficking>



- We will analyze the pre-assessment data we have gathered and use it to refine aspects of our program plan to optimize its impact, including: our target outcomes and learning objectives during Year 1 and appropriate curriculum modifications.
- Our team will develop a trainer/facilitation manual, other training materials, modifying materials MISSEY already has to reflect our findings from the pre-assessment; develop training agendas for the train-the-trainer and human trafficking prevention education activities for educators and other staff, and students; and post-training assessments and training evaluations.
- By month six of the grant period (March 2021), we will pilot our train-the-trainer training with personnel at the three initial target OUSD high schools, and develop the Human Trafficking School Safety Protocol (HTSSP) in collaboration with the Oakland School Police, the District Attorney's Office, and the Alameda County Probation Department. By month seven (April 2021), we will pilot our first human trafficking prevention education trainings for OUSD staff at those schools. In months seven and eight, we will pilot our human trafficking prevention education program for students at the three high schools. We will collect post-assessments from training participants in order to gauge how they have done meeting our learning objectives, and use the findings to further refine and strengthen our prevention education work.

Note: In the "Project Plan" section below, we provide details regarding the providers, participants, logistics, and content of each of these program components.

The OUSD/MISSEY training team will devote the last quarter of Year 1 to using our experiences and findings from the piloted training and education activities, and from our experience collaborating on this project, to plan for the year ahead. We will review findings from the post-assessments and evaluation data (with help from the project's external evaluator), including successes achieved and challenges that arose. We will use this analysis with an eye to refining and



strengthening our training and prevention education curricula so that they are effective in supporting our target audiences' skills, and our implementation of the HTSSP protocol. Planning for Year 2 will include scheduling training and prevention education for the coming year, which will reach new cohorts of educator and student participants at additional schools while continuing at our initial target schools. We will repeat this continuous improvement process at the end of Year 2 of the grant period, to help us continue to expand the project's reach and impact during Year 3.

***Potential obstacles and challenges, and strategies to address them.*** Because taking part in targeted Tier II human trafficking prevention groups is voluntary for students, there exists the challenge that fewer students than we are anticipating will choose to participate, due to factors such as disinterest, being overwhelmed with responsibilities and/or stress, and fear of stigmatization (youth not wanting to be associated with being labor- or sex-trafficked). To address this challenge, approaches MISSEY has used successfully include framing workshops as a health and youth leadership development program; having youth support recruitment outreach to their peers, and offering incentives for participation such as financial incentives and academic credit. There is also the potential for youth who start the workshop series to drop out of it in mid-course. Incentives for completing the program can help in this respect particularly because money is one of the factors that draws students into trafficking. We will also do outreach to youth who miss sessions, letting them know we care about and value them, and encouraging them to return.

Some youth who are referred, or self-refer, to Tier II human trafficking prevention education groups (or self-refer) may not be able to participate due to capacity or scheduling conflicts. Offering the 6-week program twice per year at each school will help us address this challenge.

Another challenge is that sex trafficking and labor trafficking may involve different circumstances, requiring different responses. However, some of the underlying contributors and risk



factors are similar, particularly the need for housing and financial pressures that can push a youth into one of these types of exploitation. MISSEY has found that, once a youth is engaged in its prevention education or intervention services, a significant subset of youth are being exploited by both forms of trafficking simultaneously. Its trafficking prevention education curriculum addresses both sex and labor trafficking, and many of the skills they promote are relevant for the prevention of both forms of trafficking.

A challenge related to the COVID-19 pandemic is the need to hold prevention education training (for youth and for educators and other staff) virtually. MISSEY has been holding workshops and training online for the past 12 weeks and has developed successful strategies for youth and adults. For example, it has devised ways of getting incentives to Tier II participants who participate virtually, which we have incorporated into **STEP**. Internet and tech access can be another challenge. OUSD, which has shifted to online education, is overcoming this problem by distributing devices to students and assisting students/families to ensure they have connectivity.

## **Project Plan**

*Alignment of STEP project with National CLAS Standards.* Both OUSD and MISSEY routinely work with a culturally and linguistically diverse clientele and are highly cognizant of and skilled at providing services that are responsive, sensitive to, respectful of, and equitable to members of Oakland's diverse constituencies. Both maintain equitable hiring policies, which prohibit discrimination in hiring based on race, gender, national origin, age, or disability. Both MISSEY and OUSD are staffed, from the upper management (both are led by African-American women) to the "front-line" workforce levels, by many individuals from similar cultural/linguistic backgrounds and with similar experiences to those of the youth they work with;



many have come from the same neighborhoods in and around Oakland. OUSD has chosen MISSEY as our key partner in this project because of its experience, expertise, and cultural awareness and competence in addressing the human trafficking of youth. Staff at both organizations receive training in relating to and interacting effectively with the diversity of young people they serve. We will utilize the following strategies to ensure that this is the case in the STEP project.

- The pre-assessment process we conduct during the ramp-up period will help us design engagement strategies and programming for participants (both adults and youth) that are responsive to their cultural and linguistic backgrounds and how they affect their knowledge about and relationship to the issues of sex and labor trafficking.

- MISSEY will bring to this project its extensive experience and expertise working in close partnership with trafficking survivors. The involvement of survivors in adapting the prevention education curriculum we use and delivering prevention education and training will help ensure that programming is survivor-centered, trauma-informed, individualized, gender responsive, and culturally relevant.

- The Let's Talk About It curriculum is in both English and Spanish, and MISSEY training staff, who are bilingual, will be able to deliver human trafficking prevention education to youth in either language. This will ensure that this programming is accessible, for example, to groups of Spanish-speaking newcomers and other native Spanish speakers attending OUSD schools. In addition, OUSD will provide trained translators, if needed, for limited-English proficient student participants who need assistance accessing the program via other languages. When referring youth to the prevention education program, we will inform them that language assistance services in their preferred language will be available.



- That curriculum will include a module on “isms,” including race, gender, and age, to build youth’s understanding of how these things may be related to exploitation.
- We plan to conduct a trafficking awareness campaign at OUSD middle and high schools utilizing posters and other outreach materials geared toward student audiences. The outreach materials will be bilingual (English and Spanish) at a minimum.
- Prevention education for OUSD staff, including those who will serve as trainers and train other trainers, will incorporate information that helps staff understand cultural factors that may be relevant to the human trafficking issues we are addressing, and to ensure that they are sensitive to issues of culture, race/ethnicity, class, gender, and trauma when responding to students.
- The training manuals, materials, and agendas we develop for use during and after the grant period in OUSD will include guidance on how to ensure that prevention education is culturally and linguistically relevant.

***Population to be served by the project.*** STEP will serve students who attend Oakland Unified School District district-run middle and high schools. As noted earlier, OUSD has a very high-need student population with many students who are at high risk of human trafficking victimization. Groups we know to be at the highest risk of being trafficked are African American girls who, from our knowledge, account for approximately 90% of youth being sex trafficked locally, and newcomer students. Other common risk factors we have identified as being highly prevalent among youth being trafficked in Oakland include: living in poverty, having an unstable housing/ homelessness situation, experiences of abuse, and child welfare (foster care) or juvenile justice system involvement.

We plan to pilot this project in Year 1 of the grant period at three high schools: McClymonds High, Fremont High, and Dewey Academy. We have selected these schools because they



serve large numbers of students in our highest risk populations (African American girls and newcomers). McClymonds is the main comprehensive high school in West Oakland; its student population is predominantly African American. Fremont, located in East Oakland, has a special program on campus for newcomer students, many of whom arrived in the U.S. recently, having fled their home countries because of violence and instability. Dewey Academy is a continuation high school that serves a very high-risk population of primarily African American and Latino students, including newcomers, who have not succeeded in our comprehensive high schools. Many students at Dewey have been involved with the juvenile justice and/or social service systems.

We will engage cohorts of 10-15 of the students at each of these schools in human trafficking prevention education, delivered in weekly 75-90 minute workshops for six-week sessions. The program will be offered to one cohort per school in Year 1 (in spring 2021) and two cohorts per school (in fall and winter/spring) in Years 2 and 3. Students recruited for this program will be those whom school personnel consider the most vulnerable to human trafficking; some may already be victims of sex trafficking or human trafficking. We will collaborate with the Coordination of Services Team at each school (a multidisciplinary group of specialists to whom students experiencing difficulties are referred, to be triaged for needed support and services) to identify these students and invite them to participate in prevention education programming. We will also engage all 9th graders at these schools by incorporating human trafficking prevention education into the comprehensive sex education unit that is part of the required 9th grade Health class.

In Year 2, we plan to expand programming to three additional high schools serving high-risk student populations: expected to be Castlemont High, which has a special program for newcomer students; Rudsdale Newcomer High School; and Madison Park Academy, all in East Oakland. In Year 3, we will further expand programming to three middle schools (expected to be





West Oakland Middle School, and Frick Impact Academy and United for Success Academy in East Oakland) that are each feeder schools for one or more of the project's high schools. As in Year 1, in addition to engaging two cohorts of highly vulnerable students at each school in the 6-week prevention education workshop series, we will provide human trafficking prevention education training to all 9th graders at the high schools, and all 7th graders at the middle schools, as part of the comprehensive sex education they receive in those grades. We plan to continue this grade-wide training at the target schools in subsequent years, so that over time all OUSD students will have this training during their middle and high school years.

***Geographic coverage.*** *Oakland Unified School District* serves students and families that reside in the City of Oakland. All of our schools are located within the City's boundaries. A very small number of students who attend district schools live in neighboring cities or unincorporated areas and have enrolled in our district through inter-district transfer agreements. ***MISSEY, Inc.***, our nonprofit partner in this project, is based in Oakland. It provides prevention and intervention services to youth at its Drop-In Center (located in Oakland), and at schools and community-based organization sites in Oakland as well as in other school districts in the East Bay region (Alameda and Contra Costa Counties), and has provided training and technical assistance for service providers locally, state-wide, and nationally. The **Oakland School Police** (our law enforcement partner) is based in Oakland, with jurisdiction throughout Alameda County.

***OUSD-MISSEY partnership.*** As noted, OUSD will partner with the local nonprofit organization MISSEY, Inc. (**Motivating, Inspiring, Supporting & Serving Sexually Exploited Youth**), for the STEP program. This is an ongoing partnership in which MISSEY staff provides human trafficking prevention education workshops to OUSD students; these workshops are a venue for MISSEY case managers to assess and identify girls who are victims of sex trafficking



and engage victimized girls for support and services. OUSD also refers students known to be trafficking victims or who are highly vulnerable to it. MISSEY's role in the STEP program will include: (1) serve as a subject matter expert on human trafficking; (2) collaborate with OUSD project staff to conduct a pre-assessment of training target groups to guide modifications in its existing trafficking prevention education curriculum and delivery strategies; (3) engage human trafficking survivors from its Thrive program to contribute to the curriculum and training approaches; (4) develop a trainer/facilitation manual, other training materials, and training agendas for train-the-trainer and human trafficking prevention education activities using Let's Talk About It and MISSEY's training curriculum for service providers; (5) train OUSD staff to serve as trainers for their peers and for students in the years ahead, and share the curricula for this purpose with OUSD; (6) deliver prevention education for educators and other school staff, and students, in Year 1, in collaboration with OUSD trainers; (7) collaborate with OUSD project staff and law enforcement partners to develop comprehensive Human Trafficking School Safety Protocols; (8) continue to train OUSD to lead prevention education and support them in this work, in Years 2 and 3; and (9) receive referrals of human trafficked youth and provide needed services to them (funded with resources independent of this grant), including facilitating access to its network of service provider partners, to help victims meet their housing, health, mental health, legal, and other needs and advance in their lives.

### **Human trafficking prevention education for educators and other staff**

MISSEY will pilot a human trafficking prevention education program for staff members at the three initial target high schools by month six of the grant period. OUSD participants will include the members of the Coordination of Services Team (COST) at McClymonds High (10 members) and Fremont High (15 members). COST members are personnel providing on-site



services to students, including school administrators, counselors, community school coordinators, resource teachers, school nurses, clinicians, school-based health center personnel, school resource officers, and extended learning program coordinators. The school COSTs receive referrals of students who are having behavioral, attendance, or other difficulties, from teachers and other sources, and meet regularly to develop plans to support these students and triage them for appropriate assistance. At Dewey, the entire school staff (10 members) will participate in the prevention education program. In Years 2 and 3 of the grant period, trained OUSD trainers, supported by MISSEY staff and trafficking survivors, will deliver this prevention education program to similar cohorts of educators and other staff at the three new target schools each year.

The purpose of the six-hour curriculum (three 2-hour sessions) is to engage and educate school personnel about the human trafficking of youth. In Year 1, sessions will be led and facilitated by MISSEY's Training Institute Manager (Andrea Diaz), and a trained survivor of exploitation. At each school, two school personnel who have been trained as trainers by MISSEY will shadow the MISSEY facilitators. In addition, MISSEY will invite members of its case management team and service provider partners who are content area experts to offer perspectives, answer questions, and take referrals. In Years 2 and 3, MISSEY's Training Coordinator will support OUSD trainers who facilitate the human trafficking prevention education for educators and other school staff. MISSEY and OUSD will work together to extend this prevention education program to members of COST at other schools where MISSEY is doing prevention outreach with youth, to broaden the reach of this training.

MISSEY has developed a knowledge- and skills-based curriculum for its work, since 2008, delivering training on human trafficking to over 10,000 individuals, from education, social services, law enforcement, and many other fields. The sessions provide an overview of the scope of



the issue as well as an opportunity for participants to discuss the intersections in which exploitation and trafficking occur. Building on individuals' existing expertise and knowledge, each session will offer an opportunity to expand participants' understanding of labor trafficking and commercial sexual exploitation of children and youth in the United States. Starting with a common understanding of terms, to exploring system failures and their impacts, facilitators and participants will discuss vulnerabilities to trafficking, pathways to exploitation, and survivor-informed best practices. They will discuss how to recognize and respond to youth who are at risk or are currently being exploited, and how through support, not rescue, we can help find viable solutions. The workshops will give attendees the opportunity to widen and shift their lens on the issue, creating a deeper understanding and broadening the scope of resources and supports they can draw on to assist vulnerable youth. Participants will learn:

- foundational knowledge about the trafficking of youth and children, including the federal definition of severe forms of trafficking in persons;
- risk factors that make young people vulnerable to sex and labor trafficking, and protective factors that can reduce their vulnerability;
- pathways to exploitation and strategies traffickers use to recruit youth for trafficking;
- increased understanding of what youth are experiencing;
- how to recognize signs in youth of possible sex and labor trafficking;
- best practices on how to respond to and engage with youth may be experiencing exploitation, including responding to disclosures in a culturally responsive, linguistically appropriate, and trauma-informed manner;
- who in the LEA is a mandated reporter, and their legal obligations;
- referral procedures in the HTSSP;



- how and when to communicate concerns about student safety and human trafficking to parents, guardians, and caregivers;
- services available in the community for victims of trafficking, along with other school-based and school-linked services to address students' needs and improve their well-being, and
  - how adults can be sources of support to young people by building on their protective factors, and deterring them from entering into circumstances where they are exploited/trafficked.

The overall goals of the human trafficking prevention education for educators and other school staff are to: (1) Build practitioners' understanding so that they approach work with youth from a lens of curiosity rather than judgement; (2) Cultivate practitioners who are confident and armed with deep understanding and practical tools to effectively serve exploited youth; (3) Strengthen links and collaboration between OUSD staff and survivor-serving organizations, effectively building strong communities of practice, and (4) Inspire leaders who engage and influence important and necessary community change efforts and conversations.

### **Human trafficking prevention education for students**

MISSEY will bring its nationally-known "Let's Talk About It" (LTAI) prevention curriculum and model to OUSD under our 5-year old Training Institute. LTAI is a validated, skills-based curriculum that incorporates content and participatory instructional approaches to youth skill development. It is designed to educate, equip, and empower youth to avoid becoming victims of sex trafficking, and includes instructional modules on labor trafficking. It centers youths' lived experiences and equips youth with the knowledge and skills needed to protect themselves.

In addition to referencing our 12 years of experience serving victims of trafficking, the MISSEY training team used multiple sources of evidence to develop the LTAI curriculum, including: five years of running prevention trainings with youth in OUSD and other CBOs reach-



ing over 2,500 youth; knowledge of the social-emotional learning framework, its use in creating effective learning environments and role in promoting young people's healthy functioning and learning in other spheres<sup>8</sup>; aspects of social justice youth development<sup>9</sup> and the transtheoretical<sup>10</sup> and relational-cultural models<sup>11</sup>; pre-, post and retrospective surveys of youth participants regarding learning, behavior change, and adoption of protective strategies for themselves and other youth in their circle; and survivor leadership in the development and adaptation of different generations of the curriculum.

The LTAI curriculum is delivered in six 90-minute sessions, delivered weekly to a group of 10-15 high-risk students who are referred to the program as a Tier 2 targeted intervention, and participate voluntarily. (The six-week time frame aligns with OUSD's marking period, lending itself to offering academic credit for students who participate in the workshop series.) Like the prevention education for adults, the program for students will be led and facilitated by our Training Institute Manager and a trained survivor of exploitation. MISSSEY will invite partners who are content area experts to offer perspective and answer questions. Participants benefit from hearing the survivor's personal story and from the expertise of two trained professionals who create a safe space for participants to share with one another. In Year 1, OUSD's trained trainers will shadow MISSSEY staff as they deliver this curriculum at the three target high schools, which we have scheduled for April-May 2021 (months 7-8 of the grant period). In addition, a

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<sup>8</sup> Collaborative for Social Emotional Learning. What is SEL? <https://casel.org/what-is-sel/>; Durlak, J.A., et al. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.

<sup>9</sup> Center for Public Health Practice. From Positive Youth Development to Social Justice Youth Development. [www.publichealthpractice.org/feature/positive-youth-development-social-justice-youth-development](http://www.publichealthpractice.org/feature/positive-youth-development-social-justice-youth-development)

<sup>10</sup> Prochaska, J.O., et al. (1995). *Changing for Good: A Revolutionary Six-Stage Program for Overcoming Bad Habits and Moving Your Life Positively Forward*. New York: Harper Collins.

<sup>11</sup> West, C.K. (2005). The map of relational-cultural theory. *Women & Therapy*, 28(3-4), 93-110.



MISSEY case manager will participate, using the workshops as a venue to get to know the youth, provide support if and when girls are triggered emotionally during the workshops, inform them about other supports available from MISSEY (available independent of this grant). This will help facilitate and streamline service referrals for youth most vulnerable to being trafficked.

The LTAI curriculum, which is in both English and Spanish, uses a psycho-educational model with a relational focus. Groups are designed for students to feel comfortable connecting with the facilitators and forming a community among themselves. The curriculum is based on a public health model of altering behavior through a shift in participants' attitudes, knowledge, and skills. It includes interactive activities, discussions, journaling, and authentic testimony from survivors. Session topics include:

- Firm Roots: identity, personal identities, relation to vulnerability; youth have opportunities to identify and explore who they are outside of being a risk factor; individuality, agency, personal identity as a component of resilience and protective factor in avoiding exploitation
- My Best Self: peer and social pressures, boundaries, choice, power dynamics, and decision-making skills
- The Isms: gender, race, age, how those things operate in the larger world, as well as how youths' day to day experience with these identities normalizes and sets a stage for exploitation
- No is a complete sentence: consent, safety, and relationships; interpersonal communication skills to avoid or reduce risks
- The Life: commercial sexual exploitation and labor exploitation; definitions, recruiters, exploiters, common grooming/recruiting strategies used by traffickers, and protective factors



- Love and Thrive: emotions, connection, and thriving: identifying bonds, supportive adults, and healthy relationships, and how we can build on the strength of these as well as use them as guides to identify unhealthy relationships and guides for our own growth

Workshops will be presented through the lens of social justice youth development. This framework incorporates aspects of positive youth development, including knowledge and skill building to strengthen protective factors in youth, while addressing social and economic forces (racism, classism, sexism, adultism, homophobia, xenophobia, ableism) that oppress young people and complicate “normative” developmental patterns, and acknowledging and leveraging youths’ experiences with discrimination, inequality, and negative stereotypes.<sup>12</sup> Using the social justice youth development framework fosters meaningful youth engagement and activates the voices of young people for social/system change.<sup>13</sup>

The goals of LTAI is for participants to: (1) Walk away with a firm understanding of consent, and boundaries and how to identify and exercise them to maintain safety in relationships and everyday interactions; (2) Be able to identify red flags and risk factors for trafficking, and to recognize and avoid exploiters and recruiters; (3) Build tools and personal protective factors to safely navigate relationships and recognize possible risks of abuse, violence, and exploitation; and (4) Creating caring, supportive relationships with safe adults.

In addition to leading six-week workshop series for identified high-risk students at the target schools, OUSD trainers, with support from MISSEY, will provide human trafficking prevention

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<sup>12</sup> Center for Public Health Practice. From Positive Youth Development to Social Justice Youth Development. [www.publichealthpractice.org/feature/positive-youth-development-social-justice-youth-development](http://www.publichealthpractice.org/feature/positive-youth-development-social-justice-youth-development)

<sup>13</sup> Iwasaki, Y. (2016) The role of youth engagement in positive youth development and social justice youth development for high-risk, marginalized youth. *International Journal of Adolescence and Youth*, 21(3), 267-278.





education to all 9th grade students at the target high school as a Tier 1 prevention strategy (years 1-3), and all 7th grade students at the target middle schools, integrated into the comprehensive sex education units in required Health (9th grade) and Science (7th grade) classes. These sessions will last 90 minutes and be based on the LTAI curriculum.

### **Training plan to build OUSD's internal capacity to provide prevention education**

OUSD and MISSEY will collaborate to build a cadre of OUSD staff who can facilitate human trafficking prevention education for educators and other staff and for students, and train other OUSD staff to serve as trainers. Those trained for this role during the grant period will include OUSD's High School Behavioral Health Manager and its Middle School Behavioral Health Manager (members of our project training team), along with two school staff at each one of the target schools (9 schools in all during the three year grant period). Both of OUSD's Behavioral Health Managers, who will subsequently train additional OUSD staff as trainers, are experienced in leading health and violence prevention training for school staff and students. Our project team members will work with school leadership at each school to identify which staff members will receive this training. Candidates will be required to have prior training and experience in facilitating prevention education workshops for adult and youth learners. The most likely candidates will be staff including social workers, case managers, school nurses, and other clinical staff working directly with youth at the target schools or their school-based health centers.

The identified staff will be trained directly by MISSEY's Training Institute Manager. In Year 1, they will also shadow the prevention education sessions MISSEY pilots for educators and other staff and students at the target high schools. Being able to observe MISSEY's Training Institute Manager, survivors, and case manager as they deliver the curricula, interact with participants, and administer pre- and post-assessments, and engaging in post-session debriefs



with MISSEY personnel, will serve as valuable training experiences for OUSD staff. In Years 2 and 3 of the grant period, MISSEY staff and OUSD's High School and Middle School Behavioral Health Managers will collaborate to train new cohorts of OUSD staff recruited from the target schools for that year. The new training recipients will shadow prevention education sessions for educators and other staff and for students, to advance their training, so they can lead these sessions themselves at their schools in subsequent years. MISSEY will support the new trainers once they begin to facilitate prevention education workshops for teachers and other staff and for students themselves. In this way we will build a growing cadre of trained trainers year by year, who can continue to train additional trainers in years after the grant period.

As noted, MISSEY staff, in collaboration with OUSD's project team members will develop curriculum and training materials during the six-month ramp up phase. These will include updates to the LTAI curriculum and MISSEY's curriculum for training service providers; a trainer/facilitation manual and training agendas that will include guidance for delivering human trafficking prevention education to both educators and other staff and students; and post-assessment participant assessments and training evaluations which the trainers will be able to use to gauge success vis-a-vis learning objectives and performance metrics for participants, elicit feedback from participants, and advance their practice.

### **Plan to develop and implement the Human Trafficking School Safety Protocol**

OUSD's Behavioral Health Unit has an existing list of procedures for school staff to follow if a student is suspected or confirmed as being exploited for sex or labor trafficking. It includes a series of required responses, including assessment for Child Protective Services reporting requirements, make a referral to the school COST, and refer the student to MISSEY. It also suggests additional supportive responses, such as offer the student referrals to extracurricular activi-



ties, periodically check in with the student as a friendly adult, and consult with West Coast Children's Clinic, a local agency that provides mental health services for commercially sexually exploited youth. The list of procedures is disseminated to schools and posted on OUSD's website.

As part of this project, we will develop a comprehensive HTSSP, provide training to educators and school staff at the target middle and high schools in the HTSSP's protocols and procedures, and further roll out its implementation across OUSD schools.

OUSD will convene a multi-disciplinary team to develop the HTSSP, designed to ensure safety for OUSD students at the moment of their identification as trafficking victims and throughout their potential interface with any system. This team will include OUSD's Behavioral Health Director, High School and Middle School Behavioral Health Managers, MISSEY's Executive Director, Training Institute Manager, two Thrive interns (who are survivors of sex trafficking), and the Oakland School Police Chief. The team will invite other community service representatives from aforementioned youth-serving collaboratives in which OUSD and MISSEY participate to take part in our planning discussions and inform the HTSSP.

By month 6, the team will develop the HTSSP, updating our existing OUSD protocol for responding to sex trafficking victims, to cover youth who are confirmed or suspected to be victims of sex trafficking, labor trafficking, or other forms of violence, including child abuse and neglect, sexual abuse, and teen dating violence. The HTSSP will include procedures for: responding when a student is confirmed or suspected to be victimized in any of these ways; addressing such disclosures from students or reports from school staff; coordinating with the appropriate authorities; communicating with parents and caregivers regarding concerns their child has experienced human trafficking; referring students to community resources and service providers; engaging and re-engaging students who have had these experiences and have had chronic attendance problems



and/or are falling behind in school; maintaining students' and staffers' confidentiality and the privacy requirements for related data management; information on the legal obligations of mandated reporters; and procedures for monitoring compliance with the HTSSP.

Team members will incorporate in the HTSSP youth-centered, culturally- and linguistically responsive, trauma-informed best practices that prioritizes the young person's well-being to guide the responses of OUSD staff, law enforcement personnel, and other child-serving professionals to support OUSD students identified or suspected to be human trafficking victims. As part of this planning, we will update the tracker used by our school Coordination of Services Teams, so that our schools have a central place to document all youth confirmed as victims of trafficking. OUSD and MISSEY staff would coordinate the response indicated for each student referred. The COSTs will use the tracker to document measures taken for each youth and track their progress. This will also allow us to evaluate our effectiveness in responding to known cases of trafficking and to inform appropriate modifications in our HTSSP for the youths' benefit.

Overall, the HTSSP and data tracking system we develop will enable OUSD to: (1) Have in place and coordinate an effective multi-system response and services for OUSD students who have been identified as trafficked or extremely vulnerable to being exploited, that is child-centered and confirms to all legal requirements; (2) Determine the current safety status of the identified youth; (3) Ensure measures are taken for the immediate and ongoing stabilization of youth; (4) Ensure a plan is put in place for the immediate and ongoing safety for identified youth; (5) Protect the safety and educators and other staff reporting human trafficking; (6) Understand the extent of the youth's previous or current human trafficking victimization; (6) Determine the process for referring youth to immediate counseling and/or other necessary services; (7) Have a list of referral agencies on hand, with whom we have established referral relationships



and procedures; (8) Evaluate the effectiveness of our efforts to contribute to the youth’s short and long-term safety and success, and use the findings to inform improvements on our procedures.

We will roll out the HTSSP’s implementation as follows. We will include training in the HTSSP as we pilot the prevention education for educators and other school staff at the initial target schools in Year 1, and continue to incorporate this training in subsequent years as we train educators and other staff at other schools. In addition, in spring 2021, OUSD’s High School Behavioral Health Manager will schedule time with the Principals at all 16 OUSD high schools to familiarize them with the HTSSP and provide guidance on its use at their schools. In Year 2, she will provide refresher training to the school Principals, and in Year 3, OUSD’s High School and Middle School Behavioral Health Managers will meet with the Principals of all of our middle schools to familiarize them with the HTSSP and support its implementation at their schools. In subsequent years, we will extend its implementation into OUSD elementary schools.

**Table 2. Project Timeline and Milestones**

<b>Task</b>	<b>Timeline</b>	<b>Responsible Party</b>	<b>Milestone</b>
Convene project team to launch STEP	October 2020	OUSD BHD and PD, MISSEY ED, OSP C	Launch meeting held
Attend grant kick-off meeting in Washington DC	October 2020 - April 2021	OUSD PD, HS BHM, MISSSEY E.D. and TIM	Official kick-off, technical assistance, with national partners
Convene regular project team meetings to refine policies, protocols, trainings, develop training schedule, review program data	October 2020- September 2022	OUSD PD, MISSEY TIM, OSP C	Regular communication between partners, policies/protocols/training schedule developed and implemented



Discuss performance metrics with Federal Program Officer (FPO) and submit suggested adaptations to education and training materials/ approach	October- November 2020	OUSD PD	Changes to educational materials are approved by FPO
Administer pre-assessments for participants (teachers, staff, students) to guide modifications in its existing trafficking prevention education curricula and delivery strategies	October- December 2020	MISSEY TIM and DEM	Pre-assessment data collected to help guide curriculum modifications, training resources
Identify prospective trainers and submit documentation regarding their qualifications to FPO for approval	By December 2020, and again by September 2021 and 2022	OUSD BHD, PD, Principals	Trainers are approved by FPO
Incorporate modifications in Let's Talk About It curriculum and MISSEY's training program for service providers	February 2021	MISSEY ED, TIM, TC	Curricula for prevention education and "train the trainers" components refined
Develop trainer/facilitation manual, other training materials, training agendas for the train-the-trainer and human trafficking prevention education activities for educators and other staff, and students; and post-training assessments and training evaluations	January- February 2021	MISSEY TIM, TC, OUSD HS BHM, MS BHM, Evalua- tor	Materials for prevention education activities and "Train the trainer" materials are developed
Develop districtwide Human Trafficking Student Safety Protocol (HTSSP)	By February 2021	OUSD PD, HS BSM, MS BSM, MISS- SEY ED, TIM, Survivors, OSP C, other law enforce- ment person- nel	HTSSP developed
Provide train-the-trainer training to OUSD Behavioral Health Manag-	February- March	MISSEY TIM, Survi-	8-10 OUSD staff are trained to deliver education



ers and selected staff from Year 1 target high schools	2021	vors	to students
Pilot human trafficking prevention education for teachers and staff at 3 schools	February-March 2021	MISSEY TIM, Survivors, Principals	35 OUSD educators and other staff can identify/respond to students who are victims/ at risk of trafficking
Identify and refer high-risk students for Tier 2 human trafficking prevention education program	March-April 2021	OUSD COST	High-risk students are referred to prevention education programming (approximately 10-15 students per school)
Pilot human trafficking intervention and prevention education 6-week workshop series for students at 3 high schools (Tier 2)	April - May 2021	MISSEY TIM, TC, Survivors, Principals	35-40 students build awareness of nature, risks of trafficking, how to respond to risky situations, adopt healthy behaviors and safe coping strategies
Pilot prevention education for students at 3 high schools (all 9th grade students) (Tier 1)	April-May 2021	OUSD PD, HS BHM and other trainers, MISSEY TIM, TC, Principals	336 students build awareness of nature, risks of trafficking, how to respond to risky situations, adopt healthy behaviors and safe coping strategies
Administer post assessments for teachers, staff, and students and use data to inform program improvements	March-May 2021	MISSEY TIM, TC, Evaluator, OUSD PD	Program is refined based on feedback from pilot participants
Implement HTSSP at all 16 OUSD high schools	March-May 2021	OUSD HS BHM, Principals	Safety and security protocols are coordinated across all OUSD high schools
Meet with program evaluator and assess program data to inform and introduce necessary changes to education and training materials/approaches	Annually in summer throughout grant period	OUSD PD, HS BHM, MS BHM, MISSSEY ED, TIM, Evaluator	Program improvements are made based on program data and feedback from participants
Provide consultation to trainers and OUSD teachers/staff on individual student needs, referral sys-	Ongoing throughout grant peri-	MISSEY TIM, TC	Trainers receive additional training



tems, etc.	od		
Provide train-the-trainer training to OUSD Behavioral Health Managers and selected staff from target high schools	September 2021	MISSEY TIM, TC Sur- vivors	14 OUSD staff are trained to deliver education to students
Provide Year 2 prevention education for teachers and staff at 6 high schools	September- October 2021	OUSD PD, HS BHM and other trainers, MISSEY TIM, TC, Principals	252 OUSD teachers and staff can identify/ respond to students who are victims/ at risk of trafficking
Identify and refer high-risk students for Tier 2 human trafficking prevention education program at 6 high schools	September 2021- March 2022	OUSD COST	High risk students are referred to intervention and prevention education programming (approximately 20-30 students per school)
Provide Year 2 human trafficking intervention and prevention education 6-week workshop series for students at 6 high schools (Tier 2)	November- December 2021, March- April 2022	MISSEY TIM, TC, Sur- vivors, Princi- pals	150 (20-30 per school) students build awareness of nature, risks of trafficking, how to respond to risky situations, adopt healthy behaviors and safe coping strategies
Provide Year 2 prevention education for students at 6 high schools (all 9th grade students) (Tier 1)	October- November 2022	OUSD PD, HS BHM and other trainers, MISSEY TIM, TC, Principals	685 students build awareness of nature, risks of trafficking, how to respond to risky situations, adopt healthy behaviors and safe coping strategies
Provide train-the-trainer training to OUSD Behavioral Health Managers and selected staff from target high schools	September 2022	MISSEY TIM, TC, Sur- vivors	20 OUSD staff are trained to deliver education to students
Provide Year 3 prevention education for teachers and staff at 6 high schools and 3 middle schools	September- October 2022	OUSD PD, HS BHM and other trainers, MISSEY TIM, TC, Principals	335 OUSD teachers and staff can identify/ respond to students who are victims/ at risk of trafficking





Identify and refer high-risk students for Tier 2 human trafficking intervention and prevention education program	September 2022- March 2023	OUSD COST	High risk students are referred to intervention and prevention education programming (approximately 20-30 per school students)
Provide human trafficking intervention and prevention education 6-week workshop series for students at 6 high schools and 3 middle schools (Tier 2)	November- December 2023  February- March 2023	MISSEY TIM, TC, Survivors, Principals	225 (20-30 per school) students build awareness of nature, risks of trafficking, how to respond to risky situations, adopt healthy behaviors and safe coping strategies
Provide Year 3 prevention education for students at 6 high schools (all 9th grade students) and 3 middle schools (all 7th grade students) (Tier 1)	October- November 2023	OUSD PD, HS BHM and other trainers, MISSEY TIM, TC, Principals	1,038 students build awareness of nature, risks of trafficking, how to respond to risky situations, adopt healthy behaviors and safe coping strategies
Complete and submit all grant reporting requirements	Quarterly throughout grant period	OUSD PD	Federal performance and financial reporting requirements are met
<p><b>Glossary:</b> OUSD BHD = Behavioral Health Director Barb McClung; OUSD PD = Project Director; HS BHM = OUSD High School Behavioral Health Manager; MS BHM = Middle School Behavioral Health Manager; OUSD Ps = Principals; COST = Coordination of Services Teams at OUSD Schools; MISSEY ED = Executive Director; MISSEY TIM = Training Institute Manager; MISSEY TC = Training Coordinator; Survivors = MISSEY Thrive Interns; MISSEY DEM = Data &amp; Evaluation Manager; OSP C = Oakland School Police Chief</p>			

### **Organizational Capacity**

*Applicant organization's fiscal control and accountability procedures.* The OUSD Business and Financial Department's Accounting Team ensures that OUSD's financial reporting system provides district departments and school sites with accurate and relevant information to assess their financial position and effectively track grant and site budgets to actual results. In addition,



tion, the Accounting team prepares timely and accurate fiscal reports to federal, state, and local funders to document expenditures and ensure the District has the resources to meet its goals. The department also serves as a resource for departmental and school site leaders, helping them quickly access and interpret financial information as they plan and manage school budgets.

OUSD uses Generally Accepted Accounting Principles (GAAP) and all our accounting systems to record all financial affairs are in compliance with the definitions, instructions, and procedures published in the California School Accounting Manual, pursuant to California Education Code Section 41010. The manual provides accounting policies and procedures, as well as guidance in implementing those policies and procedures, including basis of accounting, revenue and expenditure recognition, fund types, types of transactions, methods of posting transactions, documentation, and year-end closing process.

OUSD, governed by our Board of Education, has a comprehensive set of regularly updated Board Policies and Administrative Regulations, that govern the District's operations, ensuring they are in compliance with federal, state, and local government standards. We have an in-house legal department, as well an Ombudsperson/Title IX coordinator, which work together to ensure the District's compliance to all relevant laws and regulations.

***Relevant prior experience, expertise, and organizational capacity to fulfill roles and functions effectively.*** OUSD has vast experience administering federally- and state-funded grants in compliance with funders' requirements. Many of these grants have been administered by our Community Schools & Student Services Department (in which the STEP Project will be housed), led by its Executive Director, Andrea Bustamante. Some have been for capacity-building projects similar to STEP and which, like STEP, were overseen by Barbara McClung, Director of Behavioral Health. Recent examples include our Project Prevent, funded by the U.S. Department



of Education and focused on building the capacity of educators and other staff within OUSD to provide trauma-informed services; and our School Climate Transformation Grant project, also funded by the Department of Education, which enabled us to implement a culturally-responsive behavioral Response to Intervention/Multi-Tiered System of Supports frameworks at all OUSD schools. Similarly, we have built extensive capacity in recent years implementing a restorative justice framework and practices at our schools, as alternatives to punitive disciplinary methods for students. Also worth highlighting is the work of our Office of Equity, which in recent years has led the implementation of specialized programs to address the needs of and promote successful outcomes for students from historically underserved communities, including our African-American Male Achievement Initiative and African American Female Excellence Program. The latter is connected to a broad-based coalition, the Girls Collaborative, of organizations that work together to meet the needs of girls in Oakland, including providing resources to assist girls who are victims of or at risk of trafficking. In addition, in response to the ongoing arrival in our school district of newcomer students from around the world, OUSD has created special newcomer programs at 13 district schools. Several of these schools will be served by the STEP Project, which will enable us to target human trafficking prevention efforts, and interventions for trafficking victims, to students from this high-risk group.

A multidisciplinary team of OUSD staff will lead the STEP program planning and implementation, including our Director of Behavioral Health, a STEP Program Manager, and the Behavioral Health Program Managers for our High Schools and for Middle Schools. The project team will also include MISSEY's Executive Director, Deputy Director, Data and Evaluation Managers, the Training Institute Manager, a School Site Training Coordinator, a Case Manager, and two Thrive Interns. The Oakland School Police Department will collaborate with our project



team to develop the HTSSP, participate in trainings, identify and conduct outreach to potential victims of trafficking, and address any other school safety and security concerns. We will work with an external evaluator to assess effectiveness of the human trafficking prevention education curriculum and other program activities, administer pre-/post surveys to program participants, and analyze data to inform program improvements. The project team is comprised of dedicated, highly skilled staff who are experienced in providing program administration, coordination, training involving and related to supporting human trafficking victims and survivors, direct service and referral, and advocacy. (See attached job descriptions and resumes.)

Barbara McClung, LMFT, Director of Behavioral Health, will serve as Program Director and will provide high-level program oversight and staff supervision. She will also be responsible for meeting federal fiscal accountability reporting. In her role as OUSD Director of Behavioral Health since 2011, she is experienced leading district-wide school climate initiatives, including Restorative Justice, Positive Behavioral Intervention and Support/Response to Intervention, Violence Prevention, School-Based Behavioral Health Services, and Crisis Response Services to reduce barriers to learning and create safe and supportive schools in Oakland.

OUSD intends to hire a Program Manager to oversee daily operations of the STEP program. The Program Manager will oversee the development and implementation of all proposed grant activities, including convening partners at MISSEY and the OSPD to develop the HTSSP; collaborate with MISSEY to select and refine training and prevention education curriculum for OUSD teachers, staff, and students; develop and implement a professional development schedule for teachers and staff; oversee the delivery of prevention education to students; and work with the project team to regularly assess data and continually refine OUSD policies and practices related to safety and human trafficking; and improve support service referral network for students



who are confirmed or suspected of being victims or at-risk of human trafficking. The Program Manager will also be responsible for ensuring compliance with all grant requirements, including program data collection and reporting to the grantor.

Sandra Simmons, LCSW, and Urana Jackson, MFT, OUSD's High School and Middle Behavioral Health Program Managers respectively, will provide expertise in developing the HTSSP, developing and implementing training materials and educational curriculum, developing a training schedule and delivering education to teachers, staff, and students, and coordinating with school principals and administrators to support the implementation of the HTSSP at all proposed school sites. They will also be trained to serve as human trafficking prevention education trainers to their peers. In the role of Behavioral Health Program Manager, they are experienced in developing trauma-informed and culturally responsive systems, and providing training and supervision to multidisciplinary service teams. A Data Analyst will provide data collection, analysis, and reporting support to the Project Team and will work closely with our external evaluator to support survey instrument and data collection design.

### **Motivating, Inspiring, Supporting & Serving Sexually Exploited Youth (MISSEY)**

OUSD intends to enter into a subaward arrangement with Oakland-based nonprofit organization MISSEY, which will provide subject matter expertise on human trafficking, violence prevention education curricula, training of OUSD staff and teachers, and assistance in developing a comprehensive school safety protocol as part of the STEP project.

MISSEY is a nationally recognized survivor serving organization that offers trauma- and survivor-informed education and training, in addition to direct services for at-risk youth and survivors, including intensive case management, one-on-one mentoring, and a daily drop-in center. MISSEY was founded in 2007 to respond to the heartbreaking epidemic of sexual exploitation



of children. It was the first survivor-led and -informed organization in the San Francisco East Bay region dedicated to exclusively serving sex-trafficked youth, and today is the only such organization in the region. Its mission is to provide services to commercially sexually exploited youth, and to work for systemic change with the youth we serve. MISSEY has extensive experience and expertise working in close partnership with survivors, utilizing an approach that is survivor-centered, trauma-informed, individualized, gender-responsive, and culturally relevant.

MISSEY offers safe space, fosters healthy relationships, and facilitates the inner transformation of young victims of sex trafficking through a wraparound service model that includes a drop-in center; crisis response and client stabilization support; intensive case management; life coaching; referrals and warm handoffs to emergency housing, healthcare, mental health, legal, employment, and other services; and assistance finding a safe to place to live and transitioning to a safe and healthy lifestyle. MISSEY is also an established leader in the movement to end human trafficking and has trained thousands of community members, social workers, law enforcement officers, educators, healthcare providers, and other stakeholders on the special needs of sexually exploited children and how to effectively identify and respond to human trafficking. MISSEY's Training Institute, with a mission to cultivate practitioners who are compassionate, confident, and armed with the tools necessary to address the complex issues impacting CSEC victims and survivors, utilizes an innovative, social justice-oriented, survivor- and trauma-informed approach to training. Trainings are tailored to the specific needs, skill levels, and interests of the audience. Areas of focus include an introduction to trafficking; pathways and intersections of risk factors; red flags and victim identification; survivor realities and experiences; societal realities, systemic issues, demand; legal and legislative landscape; access to resources; impacts of complex trauma; cross-sector collaboration and coalition building. Among the many or-



ganizations MISSEY's training has reached since 2016 are the Oakland, Hayward, Alameda, and West Contra Costa school districts, the Cities of Oakland, Berkeley, and San Francisco, and Alameda County Social Services, the Alameda County Court Appointed Special Advocates, and San Francisco Court Appointed Special Advocates.

MISSEY has a strong record accessing and utilizing governmental and non-governmental resources to develop, implement, and maintain programs that serve youth who are victims or at-risk of trafficking. Furthermore, its staff is experienced in managing and reporting on local, state, and federal government contracts and grants. It consistently meets its funders' and contracting agencies reporting requirements and timelines. Its data tracking and financial management infrastructure, and experience reporting on program performance and expenditures to grantors and contracting agencies equip it to effectively manage and report on our grant activities.

MISSEY Executive Director, Jennifer B. Lyle, PhD, will provide strategic vision to guide the program development and implementation, and supervise MISSEY's management staff, provide expert consultation on programming (e.g., training, educational curricula, and HTSPP), and contracting with OUSD. Dr. Lyle has 25+ years of experience in nonprofit leadership of social service programs centered on supporting youth, individuals, and families who are marginalized and possess risk factors for exploitation and human trafficking.

MISSEY intends to hire a Deputy Director to be responsible for the timely processing and delivery of all grant compliance and reporting requirements, including programmatic and fiscal reporting. This will include providing the guidance and resources needed for MISSEY to achieve the maximum positive impact in this project. MISSEY will prioritize hiring an individual who is experienced working with youth of color who have experienced homelessness, violence, trafficking, and abuse.



Data and Evaluation Manager, Kendra Edwards, MSW, will manage the day-to-day operations of STEP, including supervising MISSEY program staff, coordinating with OUSD and other partner agencies, and all required data collection and reporting. She has extensive experience working directly with survivors of sex trafficking as well as delivering presentations and trainings on the subject of human trafficking.

Training Institute Manager, Andrea Diaz, will design and facilitate prevention curriculum and workshops for educators, staff, and students and will coordinate and facilitate trainings for educators and staff, in partnership with MISSEY Case Managers and Thrive Interns (who are survivors of human/sex trafficking). In her role, she also provides training to MISSEY Case Managers in life coaching. Andrea is a certified domestic violence counselor and has served as a case manager, Domestic Violence liaison and education manager.

MISSEY's Thrive Interns are themselves survivors of human/sex trafficking and can share their lived experience navigating and getting away from trafficking. As survivors, the Thrive Interns will offer their valuable perspective in designing and implementing the program, particularly in working with OUSD staff and law enforcement to enhance school safety protocol and improve program outreach efforts. The Thrive Interns will collaborate with OUSD and OSP staff, as well as other partners, in developing the HTSSP and other school safety protocol. Thrive Interns will also inform our victim identification and program outreach efforts and service referral system improvements. Interns will also support overall program implementation by co-facilitating trainings for OUSD staff, including making improvements and additions to the education curriculum, and working with Case Managers to consult with OUSD staff on issues such as individual students' needs, on an as-needed basis throughout the project.

A Case Manager from MISSEY will take part in the trainings delivered at schools and will





provide ongoing consultation to OUSD teachers and staff throughout the project period. For students who are referred to MISSEY for case management services, Case Managers will (independent of this grant funding) conduct student intake needs assessments, co-create case/life plans with them, and provide intensive case management and life coaching support through regular (weekly) meetings. MISSEY Case Managers are deeply knowledgeable of the constellation of systems available to support survivors; all Case Managers receive training on trauma- and survivor-informed best practices for serving sex trafficking victims and survivors.

All MISSEY staff and interns receive training, from in-house staff and external subject matter experts, on providing trauma-informed, gender-responsive, survivor-informed and -centered services, motivational interviewing, healing-centered coaching; MISSEY mandated reporting protocols; in CSEC 101, 102, and 103, to earn MISSEY's Sexual Exploitation Prevention and Intervention Training Certificate of Completion; and Human Trafficking Caseworker training pursuant to Evidence Code 1038.2.

### **Oakland School Police Department**

The Oakland School Police Department (OSPD) will serve as the local law enforcement agency partner in the STEP program. OSPD provides specialized law enforcement and campus safety and security services for the OUSD. OSPD is composed of sworn and civilian personnel in the Bureau of Field Operations, to include Campus Safety & Security Unit and Bureau of Support Services - Office of Emergency Services. The unit consists of 20 sworn personnel and 120 School Site Officers who cover both the schools and neighborhoods across the City of Oakland to ensure the safety of OUSD students. OSPD serves approximately 40,000 students and 5,000 employees in the City of Oakland. OSPD Police Officers are highly trained and have specialized training specific to safeguard campus safety and law enforcement in an educational environment,



including recognizing and reporting suspected and confirmed cases of human trafficking. OSPD embraces OUSD's principles and goals of maintaining a positive school climate, to include the use of conflict resolution and restorative justice as part of our daily operational practices.

Through the STEP program, OSPD will support OUSD and MISSEY in the development of a districtwide Human Trafficking School Safety Protocol (HTSSP). The HTSSP will address handling suspected and confirmed cases of human trafficking, in a person-centered, trauma-informed, culturally and linguistically appropriate manner. OSPD will collaborate with OUSD teachers and staff, afterschool providers, other service provider partners, survivors of human trafficking, child welfare personnel, students and families to inform the development of the HTSSP. OSPD will also consult with local law enforcement agencies from each jurisdiction that serves the schools in our proposed geographical area (City of Oakland), including the Oakland Police Department, the Alameda County Probation Department, and the Alameda County District's Attorney's Office. In this effort, the OPSD will help OUSD ensure the safety, security, and well-being of staff and students, and define the role of school staff in responding to and reporting potential/confirmed cases of human trafficking as well as referring students to appropriate services. OSPD officers will play a key role in implementing the HTSSP at our middle and high schools, including, but not limited to, participating in training sessions to equip school staff to recognize and respond to human trafficking and ensuring legal obligations of mandated reporters and coordination between legal authorities (e.g., child welfare) when potential victims are identified.

**Evaluator.** OUSD will contract with an experienced external evaluator, Moira DeNike, Ph.D., of Moira DeNike Consulting, to serve as independent evaluator of STEP. Dr. DeNike has provided research and evaluation services to nonprofits, public agencies, foundations, and school districts for two decades. She has guided program design, logic modeling, and evaluations for



school climate initiatives, domestic violence interventions, racial equity work, restorative justice projects, anti-bullying strategies, and trauma-informed classrooms. She has consulted with OUSD since 2012, evaluating trauma-informed restorative justice, analyzing the impact of positive behavior interventions and supports (PBIS), and supporting work to reduce the disproportionate suspension of African American students. She partners with the California Center of Excellence for Trauma-Informed Care where she has co-designed trauma-informed agency-level and individual-level assessments. She was the first author of a recently published peer-review article on a school-based bullying intervention, and a juvenile reentry guide for the Annie E Casey Foundation. She holds both a Master's Degree and a Doctorate in sociology from the University of Hawaii at Manoa, and has taught research methods at San Francisco State University and the International University of Bochum.

### **Plan for oversight of federal award funds and activities**

In 2019-2020 OUSD developed a Strategic Resource Planning (SRP) Team to provide oversight and technical support to the district's federal- and state-funded projects, to ensure adherence to legislative guidelines. The team provides support to Business and Financial and other departments with state and federal reporting and monitoring requirements, responds to audit requests and any potential findings, and supports district departments with ensuring compliance with restricted funds including maintenance of records and time accounting.

In accordance with grant requirements, the SRP reviews all activities and expenditures based on allowable use of funds criteria, which include, ensuring: (1) Activity/expenditure is aligned to meet challenging State academic content standards; (2) Activity/expenditures is an evidence-based educational strategy; (3) Costs charged to the federal program are reasonable, necessary, and allocable in accordance with applicable regulations and program plans; (4) All



activities and expenditures are included in the School Plan for Student Achievement, if applicable.

As the first level of monitoring, SRP Staff ensures the above criteria are met through the review of every school plan (when applicable). Through analysis of the school plan's needs assessment data and budget information, SRP ensures the alignment of expenditures/activities to student needs and academic goals. As the second level of monitoring, when categorical funds are expended and contracts as processed through OUSD's accounting system ESCAPE, an SRP staff member will review every single transaction for approval. The monitoring process for approval includes: (1) Reviewing the expenditure amount to ensure alignment with invoices; (2) Ensuring the correct account is charged, and the transaction does not exceed the available budget (3) The expenditure is an allowable use of funds in accordance with OUSD's "Use of Funds Matrix"; (4) The requestee has submitted justification for the use of funds, explaining how the funds will support the programmatic population, aims, and goals. (5) Ensuring the expenditure aligns to schools plans (when applicable); (6) Reviewing all contracts to ensure alignment with grant objectives (7) Reviewing all position duty statements to ensure alignment with grant objectives and time spent on assigned duties is proportionate to amounts charged to the grant resources.

As the third level of monitoring, budgets are run and the SRP reviews expenditures periodically to ensure process fidelity. In the event that an error is found and incorrect resources are charged for an item of expenditure, a journal entry will be made as the rectifying action. The journal entry is the process for correcting the error and retroactively charging the correct resource for the expenditure.

OUSD's Director of Behavioral Health, in her role overseeing the STEP Project, will oversee the use of the federal grant award. Initially, Ms. McClung will prepare a report to our Board



of Education that we have applied for this grant, which Board procedures require. If we are awarded this HTYPE Demonstration Grant, she will prepare a subsequent required report to the Board. Ms. McClung will direct expenditures of grant funding and monitor and document expenditures in collaboration with the SRP Team and personnel in the district’s Business and Financial Department. She will collaborate with that Department and the STEP Project Director to provide fiscal and program reports as required by the granting agency. OUSD undergoes independent annual audits, including audits of our use of federal funding streams and grants, which will incorporate the HTYPE grant, if awarded.

Our evaluator will assist us to document and analyze our performance in relation to our output and outcome targets on an ongoing basis and offer suggestions for program improvements, which Ms. McClung and our training team will use to inform continuous program improvements.

**Expected Outcomes and Program Performance Evaluation Plan**

<b>Table 3. Performance Indicator Targets - Project Years 1, 2, 3</b>			
<i>Projected number of...</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Schools implementing human trafficking prevention education for educators and other staff	3	6	9
Educators and other staff trained to recognize and respond to human trafficking	35	252	335
Schools implementing human trafficking prevention education for students	3	6	9
Students who received human trafficking prevention education	374	835	1,263
Qualified trainers trained to implement human trafficking prevention education for educators and other staff	8	14	20
Qualified trainers trained to implement human trafficking prevention education for students	8	14	20
Schools implementing the HTSSP	16	16	28

The primary goals and objectives of the STEP program are as follows:

**Overarching Goal: To build the capacity to prevent human trafficking victimization in our community.**



**Table 4. STEP Goals and Objectives**

**Goal 1:** Provide human trafficking prevention education to educators and other staff that equips them to identify and respond to students who are experiencing human trafficking or are at high risk, to report concerns in accordance with the HTSSP, and to respond to student disclosures.

**Objective 1.1:** The program will implement human trafficking prevention education for educators and other staff at its targeted number of OUSD schools annually (Y1:3; Y2: 6; Y3: 9).

**Objective 1.2:** The program will train its targeted number of educators and other staff to recognize and respond to human trafficking annually (Y1: 35; Y2: 252; Y3: 335). **Objective 1.3:**

At least 80% of educators and other staff who complete our training will be able to identify three or more factors increasing students' risk for human trafficking or other forms of violence. **Objective 1.4:** At least 90% of educators and other staff who complete our training will be able to identify one or more protective factors for youth after receiving our training. **Objective 1.5:** 80% will report increased understanding of how to identify student risk for trafficking, increased competence in responding in a trauma-informed manner to students at risk of being trafficked, and increased knowledge of resources to which they may refer students whom they suspect are being trafficked.

**Goal 2:** Deliver human trafficking prevention education to students that addresses risk factors and is designed to build resilience against labor trafficking and sex trafficking by strengthening students' knowledge and skills, increasing their perception of risk, and encouraging the adoption of healthy behaviors.

**Objective 2.1:** The program will implement human trafficking prevention education for students at its targeted number of OUSD schools annually (Y1:3; Y2: 6; Y3: 9). **Objective 2.2:**

The program will support its targeted number of students with its intensive 6-week human trafficking targeted prevention education group annually (Y1: 374; Y2: 835; Y3: 1,263). **Objective 2.3:**

At least 80% of students receiving human trafficking prevention education will demonstrate increased knowledge about human trafficking and how to respond to risky situations from pre- to post-test. **Objective 2.4:** 80% of students receiving human trafficking prevention education will identify a trusted adult to whom they will disclose concerns and/or have a safety plan in place after completing our training. **Objective 2.5:** 75% of students will identify actions they will take to reduce their risk for human trafficking as a result of our training.

**Objective 2.6:** 80% of participants in targeted prevention education groups will report increased understanding of safe and unsafe behaviors, reduction in unsafe behaviors, increase in safe coping strategies, and that they have put a safety plan in place.

**Goal 3:** Train qualified individuals employed by the LEA to implement and replicate project activities throughout the school district or identified target area(s).



**Objective 3.1:** The program will prepare its targeted number of qualified trainers to implement human trafficking education for students annually (Y1:8, Y2: 14+, Y3: 20+). **Objective 3.2:** The program will prepare its targeted number of qualified trainers to implement human trafficking education for staff and other educators annually (Y1:6, Y2: 12+, Y3: 18+). **Objective 3.3:** 100% of qualified trainers will report that they have the content knowledge, comfort and instructional competencies necessary to train new trainers to provide human trafficking prevention education to educators, other staff, and students.

**Goal 4:** Develop and implement the HTSSP in consultation with local law enforcement that facilitates reporting trafficking concerns to the appropriate authorities (e.g., child welfare, law enforcement); notifying parents, guardians, and caregivers, when appropriate; and referring students to supportive, person-centered, trauma-informed, culturally responsive, and linguistically appropriate services.

**Objective 4.1:** The HTSSP will be implemented at our targeted number of schools annually (Y1: 16, Y2: 16, Y3: 28). **Objective 4.2:** 100% of the COST Teams at our targeted schools will start to track and include suspected victims of human trafficking and referrals to MISS-SEY as part of their ongoing case review process. **Objective 4.3:** 100% of suspected victims of human trafficking will be reported to appropriate authorities and monitored through systems developed in collaboration with all program partners.

Moira DeNike, Ph.D., of Moira DeNike Consulting, will conduct a comprehensive evaluation of the goals and objectives outlined above. Dr. DeNike has evaluated school-based programs and has led research in the areas of trauma-informed care, juvenile justice, supports for undocumented youth, and school-based behavioral health service delivery. Our evaluation will be designed to 1) determine the impact of the STEP Project on building capacity to prevent human trafficking victimization in our community, and 2) inform both program improvements and cohesive partnership efforts. Our evaluator will use a mixed methods approach to evaluate STEP, yielding findings to inform continuous program improvement and decision making.

The evaluation will include both **process** and **outcome** measures. The **process evaluation** will utilize a continuous improvement model to examine input and output measures, with an eye to identifying factors that facilitated or hindered successful program implementation. It will address fidelity to the program plan, successes, challenges, and lessons learned. Process data will include 1) copies of the Let's talk About It (LTAI) curriculum and modified versions, 2) the au-



dience analysis of the training conducted by MISSEY and OUSD, 3) training products and materials, 4) the HTSSP (protocol), 5) meeting minutes, 6) notes from check-ins with the evaluator, 7) training records, and 8) interviews and/or focus groups with program management, trainers, and key partners. Topics for discussion and review with partners will include any adaptations made to educational materials and/or approaches and the reasoning behind them; challenges, successes and strategies used to engage school leadership, educators, and staff in program implementation; progress with the development of the school protocol and its subsequent implementation; and successes, challenges and lessons learned related to the collaboration of key program partners. The process evaluation will also draw on quantitative data collected from program managers, trainers, COST Teams, and law enforcement partners to monitor progress toward specific program targets (i.e., number of schools engaged; training completion rates; number of educators, staff and students trained; number of suspected victims and referrals made to MISSEY; number of confirmed victims, etc.).

The **outcome evaluation** will study project success vis-à-vis quantitative data on program-specific objectives. The outcome evaluation will rely heavily upon pre-/post-tests (within 1 day prior to each training, and within 1 week after each training) administered by program trainers to collect data related to mandatory performance measures and other outcomes expected of the curricula. The evaluator will work with MISSEY to adapt their current post-workshop survey into pre-post tests aligned with adaptations to the curriculum and measures named in the evaluation plan. Utilizing a pre-post design, we will study whether the program achieved its stated training outcomes (i.e., increased knowledge of staff and educators, increased knowledge of students, etc.). Three separate pre-post tools are planned: 1) School Personnel Pre-Post Training Evalua-





tion Tool, 2) Student Pre-Post Prevention Education Evaluation Tool, and 3) Student Pre-Post Targeted Prevention Group Evaluation Tool.

**Data Collection:** As outlined above, data collection will be aligned with mandatory performance measures including documentation of training activities and participation; tracking the number of suspected and confirmed cases of human trafficking; and following the progress in developing and implementing an HTSSP in the school district. Both OUSD and MISSEY will be responsible for gathering their relevant data.

- MISSEY utilizes a combination of Apricot Case Management software and CitySpan (a secure, HIPAA-compliant password-protected web-based data system) to monitor all of its training, outreach, and case management activities; this includes scheduling and attendance related to the trainings that we will be monitoring for this grant. As MISSEY will lead the project's training efforts, it will also be responsible for collecting all pre/post-test data. All of their trainers will meet with the evaluator prior to the implementation of this grant to prepare for the collection of pre/post-test data in support of the evaluation (with annual refreshers). The evaluator will prepare pre-/post-tests either in hard copy, electronically, or through a combination of both for the trainers to administer. The exact format will be determined collaboratively to best fit the training venue(s) and participants. If data entry is necessary, it will be completed by the evaluator.

- OUSD has developed a COST Tracker into which community schools managers enter data, including reasons for and source of referrals for triage, as well as services to which students are referred and progress monitoring. COST Teams in the district will monitor and document suspected and confirmed victims and referrals to MISSEY in their COST Trackers as part of their routine case conferencing process. COST Tracker data are maintained in a HIPAA-compliant password-protected database in order to ensure that client confidentiality is protected.



In future years, these data will be entered into the district's OUSDForce (a Salesforce platform) as individuals are identified. This will help to facilitate retrieval as needed by the evaluation.

- OUSD and MISSEY will share only de-identified data with the evaluator. The evaluator will use a secure server for the storage of all data collected from partners. Any data entry required for this project will be stored on this server. Precautions such as encryption and password protection are utilized for the transmission and storing of data. Additional, process-oriented data on programming planning, collaboration, and implementation will be collected directly by the evaluator during regular meetings and discussions with program partners. Evaluator notes and supporting documentation will be stored on the secure server.

Data will be collected by partners on an ongoing basis in conjunction with training schedules and program activities. The evaluator will send a data request to each partner on a quarterly basis asking them to ensure that all data is current and uploaded into their systems, and to share their respective data within a specified timeframe. The evaluator will analyze all information related to performance measures on a quarterly basis. By so doing, it will allow for the regular monitoring of progress and data-informed decision-making related to program implementation.

**Reporting:** The program partners and evaluator are committed to working closely with the Department of Health & Human Services to conduct an ongoing evaluation of program activities. During the ramp-up period, program partners will work together to develop a common understanding of the evaluation protocol, timelines, measures and outcomes. This understanding will be shared with staff and other partners as it impacts their data collection. The evaluator will hold primary responsibility for coordinating evaluation-related data collection, analysis, and reporting, and will share reports and findings with all key stakeholders throughout the project.



Progress toward programmatic performance indicators will be reported through Performance Progress Reports submitted to the Federal Project Officer (FPO) within 30 days after the end of each reporting period. A final Program Performance Report will be completed within 90 days after the close of the project period. We will communicate regularly with the FPO, and after the first year we will be prepared to discuss the performance indicators with the FPO and submit any suggested adaptations to our prevention education and training materials and approaches. As applicable, we will also participate in any formal federal evaluation, dedicating appropriate staff support to related evaluation activities. As much of the data anticipated for the federal evaluation will be collected as part of our ongoing process and outcome evaluation efforts, we will easily be able to provide whatever information is requested of us.

In addition to all required reporting, the evaluator will collect and analyze data on a quarterly basis, presenting quarterly summaries before program leadership to inform continuous program improvement. These presentations will provide a forum to discuss interpretation of findings and implications on programming, and to provide direction for additional data collection and analysis. Ultimately, we anticipate we will be able to present findings at local and national conferences, as relevant, to contribute to a wider body of knowledge beyond our program partners.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

**Safety Through Education**

**and Prevention (STEP) Project**



## **Project Sustainability Plan**

The STEP Project by its very nature is designed to build capacity in OUSD to sustain the program components after the grant period. The internal district resources which we will develop in collaboration with MISSEY with the help of HTYPE grant funding and that will be sustainable in the years ahead include: (1) trained district staff who will be able to facilitate human trafficking prevention education for educators and other school staff, and for students, and will also be able to train other district staff for these activities; (2) updated curricula (Let's Talk About It, and an updated version of MISSEY's curriculum for educators and other staff, geared toward OUSD audiences, for use in these activities; (3) training manuals, materials, and agendas, to guide the use of these curricula to be used for human trafficking prevention education for educators and other school staff, and for students; (4) the incorporation of human trafficking prevention education into the comprehensive sex education units for students in 7th grade Science and 9th grade Health classes for students; (5) enhanced capacity of members of Coordination of Services Teams at the target schools to identify and respond effectively to students who are being trafficked or are at high risk, and to document these activities using our COST tracker, which can be scaled to COST members at other schools by our newly trained internal trainers; (6) improved procedures for referring youth who are confirmed or suspected to have been trafficked for appropriate support, and (7) the comprehensive Human Trafficking School Safety Protocol (HTSSP), which will be implemented at all OUSD middle and high schools during the grant period, and our Behavioral Health Managers will be able to disseminate to our elementary schools subsequently. The latter will include an updated list of resources which school staff members can use to help connect vulnerable youth to needed services and support.



Once we strengthen our district's capacity in these areas, we will no longer need grant funding to sustain this work. This includes the largest cost items for which we are requesting funding -- including the Program Manager position, and the subcontracts with MISSEY and our evaluator. There are some lesser costs which we OUSD would have to cover through other funding sources, such as stipends to teachers and other educators who are trained in the future, and stipends for youth to encourage their participation in the human trafficking prevention education program. OUSD is confident that this program will have a very strong positive impact on the youth and school staff served, which we will be able to document through our program evaluation. We anticipate being able to use these findings to build a case for our stakeholders -- which range from school Principals and School Site Councils responsible for allocating site-designated funds, to district leadership responsible for allocating district funds, to philanthropic supporters -- to make the investments necessary for OUSD to continue playing a key role in stopping the trafficking of youth in Oakland, and to respond on behalf of youth who have been trafficked.

### **Protection of Sensitive and/or Confidential Information**

Given the sensitive nature of human trafficking data, the evaluation will make the protection of data a priority. Program partners have agreed to the need to establish effective procedures around data, especially with regard to tracking suspected and confirmed victims of human trafficking. Several steps will be taken to protect the privacy of participants and confidentiality of data, and minimize risk, including such measures as encryption, password protection, and the use of study IDs in lieu of personal identifiers, including on pre-post data collected from students.

During the ramp-up period, the evaluator will facilitate the creation of data use and sharing agreements for program partners to determine exactly which data variables will be shared and with whom, and procedures for protecting participants' confidentiality, honoring privacy laws



(including, but not limited FERPA and HIPAA), and securely transmitting data to the evaluator. Decisions will be documented in a Confidentiality Plan. Representatives from the partner agencies (MISSEY and OUSD) and the evaluator will agree to and sign off on this plan. Regular partner meetings will allow time for refinement and troubleshooting of data collection and sharing procedures, as well as on-going reflection on progress toward meeting project measures and outcomes.