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Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Sondra Aguilera, Chief Academic Officer
Meeting Date	January 10, 2024
Subject	Cooperative Agreement – United States Department of Health and Human Services, Administration for Children and Families Office on Trafficking in Persons – Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program – Community Schools and Student Services Department
Ask of the Board	Approval by the Board of Education of a Cooperative Agreement by and between the District and the United States Department of Health and Human Services, Administration for Children and Families Office on Trafficking in Persons detailing the responsibilities of each parting in implementing a Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program Grant.
Background	The goal of the HTYPE Demonstration Program is to fund local educational agencies (LEA) 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 as specified in the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018. The LEA must work in partnership with a non-profit or nongovernmental organization (NGO) to provide all aspects of human trafficking prevention education to students and school staff. The LEA will consult with local law enforcement in the development of the Human Trafficking School Safety Protocol (HTSSP), specifically to address the safety, security, and well-being of staff and students and to define the proper and effective role of school staff in responding to potential and confirmed cases of human trafficking, including notifying caregivers, as appropriate. OUSD, in partnership with two community-based organizations, International Rescue Committee (IRC) and Bay Area Women Against Rape (BAWAR), will use funds from this grant to: 1) Provide Human Trafficking

Prevention (HTP) education to OUSD educators and other staff in at least 50 schools which have not yet received training; 2) Provide HTP education to ~4,100 8th and 9th graders by year 2 and annually thereafter; expand the Sexual Health Education lesson to approximately 7,300 5th-7th graders; and develop and deliver labor rights-focused HTP lessons for newcomers; 3) Provide HTP education to ~200 caregivers annually; 4) train trainers at every secondary district school to lead adult and student trainings, and maintain a cadre of 5-7 Lead Trainers district-wide to train others to become trainers of trainers; and 5) Revise and implement the Human Trafficking School Safety Protocol to clarify and simplify guidance, and strengthen partnerships with community-based and public partners. Year 1 will be used for planning, curriculum development, and HTSSP revisions. Implementation will take place in years 2-5 and be sustained thereafter based on capacity built during the grant period, with district and philanthropic investment covering the balance of expenses to maintain the program.

In support of these goals, District staff completed an application to the United States Department of Health and Human Services (Funding Opportunity HHS-2023-ACF-IOAS-OTIP-TV-0050) to support HTP education and HTSSP implementation. The District has been selected to participate in the program. The Cooperative Agreement details each of the parties' roles and responsibilities during the term of the program, September 30, 2023 through September 29, 2028.

Discussion   Approval by the Board of Education of a Cooperative Agreement by and between the District and the United States Department of Health and Human Services, Administration for Children and Families Office on Trafficking in Persons for implementation of the Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program September 30, 2023 through September 29, 2028 helps bring the District closer to reaching its goals of supporting high-need at-risk students and developing safe and supportive schools.

Fiscal Impact   No Fiscal Impact

Attachment(s)
- Cooperative Agreement
- Grant Application Packet
- Notice of Funding Opportunity

COOPERATIVE AGREEMENT

BETWEEN

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES,
ADMINISTRATION FOR CHILDREN AND FAMILIES
OFFICE ON TRAFFICKING IN PERSONS
AND

Oakland Unified School District
September 30, 2023 – September 29, 2028

HUMAN TRAFFICKING YOUTH PREVENTION EDUCATION (HTYPE)
DEMONSTRATION PROGRAM

SECTION I: <u>Background</u>

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 train educators and other staff to recognize and respond to signs of labor trafficking and sex trafficking and to provide age-appropriate information to students on how to recognize and avoid being victimized.

Pursuant to the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018, on January 27, 2023, ACF published a Notice of Funding Opportunity (NOFO) for the Human Trafficking Youth Prevention Education (HTYPE) Demonstration Grants (HHS-2023-ACF-IOAS-OTIP-TV-0050). Within the NOFO, ACF described the conditions under which grants would be issued.

In accordance with the NOFO and pursuant to the aforementioned laws, Oakland Unified School District, hereinafter called *Recipient*, has submitted an application and was approved for an award to implement a HTYPE Demonstration Program within a geographic area limited to the Coty of Oakland, in Alameda County, California.

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 to conduct quarterly reviews of program performance and expenditures for the five-year project period to support the HTYPE Demonstration Program. The Recipient will implement the program throughout its established geographic region with the nonprofit or NGO partner and other identified subrecipients, if applicable, in other geographic regions under the terms of this agreement and the NOFO, consistent with HHS policies and regulations. This Cooperative Agreement, the NOFO, the Recipient's application for an award, any pre-award communication clarifying the Recipient'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 Recipient agrees to adhere.

Continued awards are 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.

The goal of the HTYPE Demonstration Program is to fund LEAs as prime recipients to partner with a nonprofit or NGO to build the capacity of selected schools to provide skills-based human trafficking prevention education for educators, other staff, and students, and to establish a Human Trafficking School Safety Protocol (HTSSP) that addresses the safety, security, and well-being of staff and students. Prime recipients will also have the option to implement skills-based human trafficking prevention education for caregivers. The NOFO defines caregivers as adults who are caring for children living in their home, including, but not limited, to parents, kinship caregivers, foster parents, and guardians. The HTYPE Demonstration Program is informed by

the public health approach, which focuses on defining and monitoring the problem, identifying risk and protective factors, developing and testing prevention strategies, and ensuring widespread dissemination.

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

1. Provide skills-based human trafficking prevention education to educators and other staff that equips them to build protective factors that decrease student risk, identify students who are at high risk for or who are experiencing human trafficking, respond to student disclosures, and report concerns in accordance with the HTSSP.
2. Deliver skills-based human trafficking prevention education to students that addresses risk factors and is designed to build protective factors by strengthening students' knowledge and skills, increasing their perception of risk, encouraging the adoption of healthy behaviors, and increasing help-seeking behaviors.
3. Train qualified individuals employed by the LEA or partnering schools district to implement and replicate project activities throughout the school district(s) or identified target area(s).
4. Develop and implement the HTSSP in consultation with local law enforcement that ensures the safety, security, and well-being of staff and students in a person-centered, trauma-informed, and culturally and linguistically appropriate manner.

The following activity is optional throughout the project period:

1. Deliver skills-based human trafficking prevention education to caregivers that equips them to understand sex trafficking and labor trafficking, identify risk factors and indicators for human trafficking, and build child and family protective factors.

HTYPE Demonstration Program

All HTYPE Demonstration Program planning and activities must adhere to the Guiding Principles as stated in the NOFO. The overarching Guiding Principles for all required activities of the NOFO are summarized below.

- Racial Equity and Support for Underserved Communities:
  Ensure all activities align with a racial, gender, and sexual orientation equity lens and directly reflect the full diversity of individuals served by schools within the jurisdiction of the prime recipient.

- Culturally and Linguistically Appropriate Services (CLAS) Standards:
  CLAS Standards are comprehensive guidelines that inform and facilitate practices related to culturally and linguistically appropriate health services. All activities must align with culturally and linguistically appropriate goals, policies, and management accountability and infuse these standards throughout planning and operations. Recipients are expected to ensure all program activities and materials, including curricula, are culturally and linguistically appropriate for the target population(s).

- Health Equity Guiding Principles:
  Align with the Centers for Disease Control and Prevention's (CDC) Health Equity Guiding Principles for Inclusive Communication. Recipients are encouraged to develop a Language Access Plan to ensure individuals with limited English proficiency receive equitable access to program activities and materials.

- Trauma-Informed and Person-Centered Approaches:
  All materials and trainings must include trauma-informed and person-centered messaging and imagery and promote an accurate understanding of human trafficking, inclusive of both labor trafficking and sex trafficking.

- Integration and Engagement of Individuals with Lived Experience:
  ACF OTIP encourages prime recipients to engage individuals who have experienced human trafficking and strategically integrate their expertise when developing project implementation strategies. Individuals with the knowledge of lived experience play an important role in all aspects of the anti-trafficking response, and prime recipients should provide these individuals with paid opportunities to contribute to proposed program activities. Engagement activities should provide individuals with lived experience opportunities for continued professional growth development and should not be limited to or heavily rely on presentations about their trafficking experience.

Opportunities for project contribution by individuals with lived experience in trafficking include, but are not limited to:

- o Identifying community resources and service providers.
- o Developing strategies for project implementation.
- o Developing strategies to identify risk and protective factors.
- o Developing, reviewing, and updating curricula.
- o Developing the HTSSP.
- o Collaborating with law enforcement regarding safety and security considerations.

Individuals with lived experience should be compensated based on the prevailing compensation rate available to other service practitioners and providers. Prime recipients are encouraged to select education curricula that are informed by individuals with lived experience in sex trafficking and labor trafficking and reflect the guiding principles as outlined above.

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 Recipient organization (Oakland Unified School District) in implementing the HTYPE Demonstration Program.

2. The Grantor describes an ACF representative responsible for providing support and guidance to the Recipient as well as accountability, oversight, clearances and approvals, and project direction. These representatives may include: the Federal Project Officer (FPO), the Office of Grants Management (OGM) Grant Specialists, the OTIP Director/Deputy Director/Division Director, and other assigned HHS staff. The FPO assigned to the HTYPE Demonstration Program serves as the first line of communication and oversight for the project; however, as articulated throughout the Cooperative Agreement, some topics and clearances and approvals may be managed through other OTIP or OGM staff.

SECTION III: Authority

The legislative authority for this program is Section 101(a)(2)(B) of the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018 (22 U.S.C. 7104(b)(2)).

SECTION IV: <u>Description of Activities and Roles and Responsibilities</u>

1. Responsibilities of the Recipient:

    A. The Recipient agrees to adhere to all requirements in the NOFO.

        a. The Recipient 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(s) perform unsatisfactorily, the Recipient is responsible for remedying subrecipient issues. The Recipient will be held accountable for cost disallowances regarding subrecipient funds.

        b. OTIP is building the Anti-Trafficking Information Management System (ATIMS) to collect client- and program-level information to reduce the burden of data collection for prime recipients, enhance quality assurance, facilitate secure transfer and storage of sensitive information, aid in grant monitoring, and enable data analysis through the creation of charts and reports. The recipient will be expected to upload project data into ATIMS upon receiving notice from the FPO.

        c. If a subaward was not originally proposed in the application, but later becomes necessary, prior approval from the Grantor is required before any activities in the subaward request begin. The Recipient must adhere to 45 CFR § 75.351 when formalizing partnerships with subrecipients.

    B. The Recipient agrees to sign and return this Cooperative Agreement to Grantor through GrantSolutions.gov within five business days of receipt (using "Correspondence – Grant Notes").

    C. The Recipient hereby agrees to provide skills-based human trafficking prevention

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

D. The Recipient hereby agrees to deliver skills-based human trafficking prevention education to students that is research-based and theory-driven, 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.

E. The Recipient hereby agrees to develop and implement a procedure for notifying students and caregivers in advance of implementation of student activities, providing an opportunity to opt out of the program. The Recipient further agrees to comply with all applicable statutes and regulations regarding parental authorizations for participation.

F. The Recipient hereby agrees to train qualified individuals employed by the LEA or partnering school district to implement and replicate project activities throughout the school district(s) or identified target area(s).

G. The Recipient, in coordination with their nonprofit or NGO partner, may choose to identify and implement a skills-based human trafficking prevention education curriculum for caregivers that equips them to understand sex and labor trafficking, identify risk factors and indicators for human trafficking, and build child and family protective factors. The selected curriculum must emphasize strengthening individual knowledge and skills and provide time to practice new skills.

H. The Recipient must submit all staff, student, and trainer curricula and materials to the FPO for review and approval. Recipients, in coordination with their nonprofit or NGO partner, will be required to update any curricula that do not fully align with the stated requirements prior to implementation.

I. The Recipient 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 engaging students in a culturally and linguistically responsive, person-centered, and trauma-informed manner that prioritizes student well-being

b. Procedures to promote racial, gender, and sexual orientation equity within all components of the HTSSP

c. Procedures for responding to students who are at risk for human trafficking

d. Procedures for responding to suspected or confirmed cases of labor trafficking and sex trafficking and other forms of violence (e.g., child abuse and neglect, sexual abuse, teen dating violence, human trafficking)

e. Procedures for establishing a safety plan for students who have experienced or are experiencing human trafficking

f. Procedures for submitting a [Request for Assistance (RFA; https://www.acf.hhs.gov/otip/victim-assistance/child-eligibility-letters/request-assistance)](https://www.acf.hhs.gov/otip/victim-assistance/child-eligibility-letters/request-assistance) to OTIP on behalf of foreign national minors who may have experienced trafficking

g. Clear delineation of staff roles, titles, and responsibilities within the overall procedures

h. Procedures for addressing direct student disclosures and reports from educators, other staff, and other students

i. Procedures for implementing validated screening tools to identify students experiencing or who are at high risk for labor and sex trafficking

j. Procedures for protecting and maintaining confidentiality of students and staff

k. Information on the legal obligations of mandated reporters under state law

l. Procedures for coordinating with the appropriate authorities (e.g., child welfare, law enforcement) when individuals who may have experienced human trafficking are identified

m. Procedures for communicating with caregivers regarding concerns that their child has experienced human trafficking

n. Procedures for communicating and reporting to the appropriate authorities when the trafficker, or other abuser, is a caregiver or other household member

o. Procedures for referring students to in-school and community resources and service providers

p. Procedures for engaging or re-engaging students who have experienced human trafficking and have experienced or are at risk for experiencing chronic truancy or falling behind

J. The Recipient 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. Domestic violence service providers;

c. Dating and sexual violence service providers;

d. Health and mental health care providers;

e. Runaway and homeless youth programs;

f. Substance use prevention programs;

g. 2SLGBTQIA+ programs;

h. Safe spaces;

i. Youth workforce development and Department of Labor funded youth employment programs (https://www.careeronestop.org/GetMyFuture/Toolkit/find-youth-

    j. Youth organizations; and

    k. Mentoring and peer support programs

K. The Recipient also agrees to include information on how to contact the National Human Trafficking Hotline for additional services and support.

L. Recipients must create documents for the Grantor's review and approval that detail policies and procedures for the following items:

    a. Procedures for collecting and reporting data

    b. Procedures for monitoring compliance

    c. Procedures for identifying and vetting referral services and maintaining and updating referrals for individuals who have experienced human trafficking

    d. Procedures for complying with privacy and confidentiality requirements for recordkeeping, record retention, and record disposal

M. The Recipient agrees to implement the project plan as originally proposed in their application. If necessary, the Recipient will submit a revised project implementation plan (which includes approach, activities, outcomes, and performance evaluation plan) and discuss any modifications with the Grantor upon receipt of award. If applicable, the Recipient will submit a revised project implementation timeline with proposed activities and projected accomplishments that fulfill each of the program objectives and review it with the Grantor. **The Recipient may not proceed with any proposed changes in program strategy and objectives until the Grantor provides approval in writing by way of a Notice of Grant Award.**

    a. OTIP Response to Nationally Declared Emergency If, during the project period, OTIP and/or recipients are required to adjust program and/or recipient requirements due to a nationally declared emergency, OTIP will exercise maximum flexibilities as needed. Requirements may be

conducted virtually or timelines modified in consultation with OTIP.

G. The Recipient agrees to notify the Grantor of its intent to complete a budget revision, and to obtain prior approval of any significant budget revisions. A significant budget revision is considered a revision above the simplified acquisition threshold.

  a. If the grant award for the budget period is above the simplified acquisition threshold (currently at $250,000) and expenditures for a single direct cost budget category increases or decreases from the approved budget amount by 10% or more, then prior approval is required. If the award is below the simplified acquisition threshold, then the Grantor would apply 25% as the threshold. For budget revisions that do not meet the threshold, and do not require prior approval, recipients must submit a grant note in GrantSolutions.gov that includes the following:

    1. Cover letter signed by the Authorizing Official; and

    2. An explanation of the purpose and necessity of the revision.

  b. All requests for budget revisions that require prior approval must include the following and must be submitted as a Budget Revision amendment submitted through GrantSolutions.gov:

    1. Cover letter signed by the Authorizing Official (AO);

    2. An explanation of the purpose and necessity of the revision;

    3. An explanation of how the revision will affect the scope of services;

    4. An original SF-424 signed by the AO;

    5. An SF-424A showing the revised budget; and

    6. An itemized, detailed budget that clearly demonstrates the proposed changes (i.e., includes approved budget levels alongside proposed budget levels) and budget narrative that

supports the revision including Non-Federal Share, if applicable.

H. The Recipient agrees to implement activities described in the approved application as required by the NOFO and notify the Grantor of any significant delays, deviations, or issues regarding implementation of grant activities or reaching projected targets, including the signing of MOUs with subrecipients, within 10 working days of such determination.

I. The Recipient agrees to report to the Grantor quarterly and on an *ad hoc* basis, as necessary, on all performance indicators listed in the NOFO and any supplemental reporting requirements approved by the Office of Management and Budget (OMB) and requested by the Grantor.

J. The Recipient agrees to consult with the Grantor by telephone or email regarding the implementation of the project activities on a monthly basis, or as required by the Grantor during the duration of the project period. Consultation shall include, but is not limited to, participation in status meetings by telephone, in person, or via video conference to review project implementation and the Recipient's progress toward target outcomes.

K. The Recipient agrees to submit the following documents to the Grantor 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 Grantor at any time during the project period. A continuously updated spreadsheet of skills and qualifications of key project staff will be made available to the Grantor upon request 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 Recipient will notify the Grantor of any terminations or resignations and its plan to replace departing staff within five business days of the action;

b. Job descriptions for key project staff persons, including key staff of subrecipients, within 10 business days of receiving this Cooperative Agreement;

c. Information regarding Memorandums of Understanding (MOUs) between the Recipient and subrecipient(s) (including names, locations, and contact information for subrecipient(s)) within 10 calendar days of receiving this Cooperative Agreement and throughout the project period as subrecipients are added or dropped;

d. Signed and finalized MOUs between the Recipient and organizations selected for receipt of subcontracted funds within 10 calendar days of date of receiving the Cooperative Agreement and throughout the project period;

e. Reports following site visits and desk audits of subrecipient(s) within 30 calendar days of the Recipient's site visit or desk audit (these reports are not subject to prior approval);

f. Policies and procedures for providing comprehensive training and delivery of prevention education activities services (including any service provider manual that clearly defines standards of care and protocols for delivering training, and referring students to comprehensive case management as well as compliance with state mandated reporting requirements) within 30 business days of receiving this Cooperative Agreement, subject to prior approval by the Grantor;

g. Policies, procedures, and report timeline with expected submission dates to ACF for monitoring subrecipients within 30 business days of receiving this Cooperative Agreement;

h. The Recipient and, if applicable, its subrecipient(s) 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 requirements and required language, reference the [Administrative and National Policy Requirements](#) on the ACF website.

L. All public-facing materials to be used during outreach and training activities. The Recipient must submit all public-facing materials used during project activities that the Recipient intends to count towards its project objectives for review by the Grantor. The Recipient must also submit all public-facing materials if HTYPE Demonstration Program funds will be used to facilitate any portion of the activity (e.g., editing presentation slide decks, or providing training with funded staff time), even if the materials were not created using HTYPE Demonstration Program funds or have been reviewed by other state or federal grantors, including any previous ACF staff.

M. The Recipient 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 Recipient is receiving an award.

N. The Recipient agrees to submit applications for year two, year three, year four, and year five continuation award according to the deadlines in the continuation letter or provide a notification five months prior to the end of the budget period that the Recipient does not intend to continue the project.

   a. The Recipient must resolve any outstanding audit findings in a timely manner. An outstanding audit issue may impact the Recipient's ability to apply for, and/or receive, non-competing continuation award.

   b. Subrecipient(s) 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, the Grantor may need to take one or more of the actions listed under 45 CFR § 75.371-.375.

O. The Recipient agrees to communicate within seven business days any documented client 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.

P. The Recipient agrees to participate in the following activities sponsored by the Grantor:

    a. Grant kick-off meeting;

    b. National Human Trafficking Training and Technical Assistance Center (NHTTAC)-sponsored trainings and technical assistance activities;

    c. HTYPE Demonstration Program evaluation, if applicable;

    d. Peer-to-peer information exchanges;

    e. Site visits conducted by the Grantor; and

    f. Any other activities related to the implementation of the HTYPE Demonstration Program identified by the Grantor.

Q. The Recipient 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 right 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).

R. The Recipient agrees to protect the privacy and confidentiality of student and staff information, complying with all applicable statutes and regulations, especially personally identifiable information (PII) always 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.

S. The Recipient agrees to make all books and records available to, and accommodate on-site monitoring conducted by, the Grantor and other governmental oversight offices and agencies.

T. The Recipient 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 Recipient within 30 business days of sending the Notice of Award (NOA).

B. The Grantor agrees to discuss budget issues with the ACF OGM Grants Management Specialist to ensure costs comply with cost principles and communicate to the Recipient 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 Recipient within 30 business days of sending the NOA.

D. The Grantor agrees to convene consultations with the Recipient at least monthly, or as deemed necessary by the Grantor throughout the project period. Consultation shall include, but is not limited to, participation in status meetings by telephone, in person, or via video conference to review project implementation and the Recipient's progress toward target outcomes.

E. The Grantor agrees to keep the Recipient informed of policy developments as they affect the implementation of the project.

F. The Grantor agrees to provide opportunities for sharing the Recipient's success stories through ACF OTIP internal and external communications throughout the project period.

a. The Grantor agrees to review and, when applicable, approve the documents listed in Section IV, item 1.K as specified. The Grantor will review for trauma-informed and person-centered content; adherence to the Stevens Amendment; and alignment with general guidelines set by the President's Interagency Task Force to Monitor and Combat Trafficking in Persons, Senior Policy Operating Group Public Awareness and Outreach Committee, Guide for Public Awareness Materials (https://www.state.gov/wp-content/uploads/2020/02/SPOG-Guide-for-Public-Awareness-Materials-nonbinding.pdf), designed to ensure that such materials are effective, accurate, and ethically developed. The Grantor will have 30 business days to review and approve all public-facing materials. All new materials, with the exclusion of outreach materials created specifically for discreet use and dissemination, must include the information about how and when to contact the National Human Trafficking Hotline and include the link to the OTIP website (www.acf.hhs.gov/otip).

G. The Grantor agrees to provide technical assistance, as needed, regarding project implementation and on issues such as coordinating with NHTTAC, coordinating with other ACF or federal anti-trafficking initiatives, and obtaining HHS Letters of Certification, Eligibility, or Interim Assistance for children that may have experienced human trafficking.

H. 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 FPO and the ACF OGM Grants Management Specialist.

I. The Grantor agrees to review the Recipient's data and publications in a timely manner.

J. The Grantor agrees to provide technical assistance regarding program

implementation to the Recipient directly or via NHTTAC.

K. The Grantor agrees to review public-facing outreach and training materials within the 30 business day review window.

SECTION V: Budget and Financial Arrangement

1. Prior approval from the Grantor is required if the need arises for additional federal funds. The Grantor shall not be obligated to reimburse the Recipient for costs incurred more than the total amount allotted to this project. The Recipient shall not be obligated to continue performance under the agreement (including actions under the termination clause) or otherwise to incur costs more than the amount allotted to this agreement unless and until the ACF FPO and the ACF OGM Grants Management Specialist have notified the Recipient has been notified in writing by way of a Notice of Grant Award that additional funds have been awarded. No notice, communication, or representation from any person other than the ACF OGM 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 ACF OGM 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 ACF OGM Grants Management Officer.

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

SECTION VI: Continuation Applications

1. Subject to satisfactory performance by the Recipient, as deemed by the ACF FPO and the ACF OGM Grants Management Specialist, compliance with the terms and conditions of the award, the availability of funds, and the interests of the U.S. Government, the Grantor

will invite the Recipient to submit an application for continuation funding for budget years two through five of the project. The Recipient must submit a continuation application via GrantSolutions at 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 Recipient 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 NOFO;

C. A detailed, itemized Budget and Budget Narrative; and

D. Any other documentation requested by the ACF OGM Grants Management Officer.

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 Recipient 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 Recipient 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: <u>ACF Post-Award Requirements</u>

1. HTYPE Demonstration Program recipients have a 12-month start-up period (365 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 recipients will have an opportunity to enhance plans addressing the HTSSP and prevention education for school staff and students.

2. The [ACF Post-Award Requirements (https://www.acf.hhs.gov/grants/post-award-requirements)](https://www.acf.hhs.gov/grants/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: <u>Records and Reports</u>

1. Quarterly performance reports will be submitted to GrantSolutions, and eventually ATIMS, by the Recipient using the ACF Performance Progress Report form (SF-PPR). PPRs are due no later than 30 days after the reporting period end date.

   Quarter 1 PPR due: no later than January 30 (covers period of 9/30 – 12/31)

   Quarter 2 PPR due: no later than April 30 (covers period 1/1 – 3/31)

   Quarter 3 PPR due: no later than July 30 (covers period 4/1 – 6/30)

   Quarter 4 PPR due: no later than October 30 (covers period 7/1 – 9/29)

2. Quarterly and Annual Federal Financial Reports (FFR) will be submitted through a single reporting system, the HHS Payment Management System (https://pms.psc.gov) using the standard SF-425 form. Quarterly FFRs are due no later than 30 days after the reporting period end date and Annual FFRs are due no later than 90 days after the reporting period end date.

   Quarter 1 FFR due: no later than January 30 (covers period of 9/30 – 12/31)

   Quarter 2 FFR due: no later than April 30 (covers period 1/1 – 3/31)

Quarter 3 FFR due: no later than July 30 (covers period 4/1 – 6/30)

Quarter 4 FFR due: no later than October 30 (covers period 7/1 – 9/29)

Annual FFR due: no later than December 31 of each year (covers period of 9/30 – 9/29)

3. Funds received under the HTYPE Demonstration Program shall be accounted for and reported upon separately from all other grant activities.

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. All correspondence and reports related to this Agreement must include the Grant Number and shall be sent to the ACF OGM Grants Management Specialist and the ACF FPO 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: Jodi de la Peña
   Title: Grant Manager, Human Trafficking Prevention
   Email: jodi.delapena@ousd.org

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

   Name: Roni Brooks
   Title: Grants Management Specialist
   Email: rbrooks@acf.hhs.gov

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

Name: Chanelle Rollins

Title: Human Trafficking Program Specialist

Email: Chanelle.Rollins@acf.hhs.gov

SECTION X: Duration of Agreement

This Agreement will be effective for the duration of the project (60 months) beginning September 30, 2023, and subject to annual continuations thereafter. Annual continuations will be subject to satisfactory performance by the Recipient, compliance with the terms and conditions of the NOFO, availability of funds, resolution of outstanding audit findings, and the continuation of 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.

_____   09/26/2023
Katherine Chon   **Date**
Director
Office on Trafficking in Persons

_____   09/20/2023
Name: Dr. Kyla Johnson-Trammell   **Date:**
Title: Superintendent
Organization: Oakland Unified School District

Approved as to form:

Jenine Lindsey, Interim General Counsel

Benjamin Davis, President, Board of Education 1/11/2024

This Workspace form is one of the forms you need to complete prior to submitting your Application Package. This form can be completed in its entirety offline using Adobe Reader. You can save your form by clicking the "Save" button and see any errors by clicking the "Check For Errors" button. In-progress and completed forms can be uploaded at any time to Grants.gov using the Workspace feature.

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OPPORTUNITY & PACKAGE DETAILS:

Opportunity Number:	HHS-2023-ACF-IOAS-OTIP-TV-0050
Opportunity Title:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Opportunity Package ID:	PKG00279497
CFDA Number:	93.327
CFDA Description:	Demonstration Grants for Domestic Victims of Human Trafficking
Competition ID:	HHS-2023-ACF-IOAS-OTIP-TV-0050
Competition Title:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Opening Date:	01/27/2023
Closing Date:	04/27/2023
Agency:	Administration for Children and Families-IOAS-OTIP
Contact Information:	Kimberly Casey

APPLICANT & WORKSPACE DETAILS:

Workspace ID:	WS01100566
Application Filing Name:	Oakland Unified School District
UEI:	U871PCLAXAD7
Organization:	OAKLAND UNIFIED SCHOOL DISTRICT
Form Name:	Application for Federal Assistance (SF-424)
Form Version:	4.0
Requirement:	Mandatory
Download Date/Time:	Apr 27, 2023 09:33:01 PM EDT
Form State:	**No Errors**

FORM ACTIONS:

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
Completed by Grants.gov upon submission.	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:
1946000385A1	076554500

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Oakland Unified School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. UEI:
1946000385A1	U871PCLAXAD7

d. Address:

* Street1: 1000 Broadway

Street2: Suite 440

* City: Oakland

County/Parish: Alameda

* State: CA: California

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 94607-4099

e. Organizational Unit:

Department Name:	Division Name:
Community Schools & Student Sv	Continuous School Improvement

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms.	* First Name: Jodi
Middle Name:	

* Last Name: de la Peña

Suffix:

Title: Manager, Human Trafficking Prevention

Organizational Affiliation:

Oakland Unified School District

* Telephone Number: 510-213-5466	Fax Number:

* Email: jodi.delapena@ousd.org

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Educational Agency

* 10. Name of Federal Agency:

Administration for Children and Families-IOAS-OTIP

11. Catalog of Federal Domestic Assistance Number:

93.327

CFDA Title:

Demonstration Grants for Domestic Victims of Human Trafficking

* 12. Funding Opportunity Number:

HHS-2023-ACF-IOAS-OTIP-TV-0050

* Title:

Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program

13. Competition Identification Number:

HHS-2023-ACF-IOAS-OTIP-TV-0050

Title:

Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

| Add Attachment | Delete Attachment | View Attachment |

* 15. Descriptive Title of Applicant's Project:

Safety Through Education and Prevention (STEP)

Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant `CA-012`   * b. Program/Project `CA-012`

Attach an additional list of Program/Project Congressional Districts if needed.

| | Add Attachment | Delete Attachment | View Attachment |

17. Proposed Project:

* a. Start Date: `09/30/2023`   * b. End Date: `09/29/2028`

18. Estimated Funding ($):

* a. Federal	500,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	500,000.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on [ ]

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes   ☒ No

If "Yes", provide explanation and attach

| | Add Attachment | Delete Attachment | View Attachment |

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	`Dr.`	* First Name:	`Kyla`
Middle Name:			
* Last Name:	`Johnson-Trammell`		
Suffix:			

* Title: `Superintendent`

* Telephone Number: `(510) 879-8200`   Fax Number: [ ]

* Email: `superintendent@ousd.org`

| * Signature of Authorized Representative: | Completed by Grants.gov upon submission. | * Date Signed: | Completed by Grants.gov upon submission. |

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Contact Information:	Kimberly Casey

APPLICANT & WORKSPACE DETAILS:

Workspace ID:	WS01100566
Application Filing Name:	Oakland Unified School District
UEI:	U871PCLAXAD7
Organization:	OAKLAND UNIFIED SCHOOL DISTRICT
Form Name:	Project Narrative Attachment Form
Form Version:	1.2
Requirement:	Mandatory
Download Date/Time:	Apr 27, 2023 09:40:29 PM EDT
Form State:	No Errors

FORM ACTIONS:

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:** `OUSD HTYPE Grant Narrative.pdf`

| Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File |

To add more Project Narrative File attachments, please use the attachment buttons below.

| Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File |

OUSD HTYPE Grant Narrative Draft

Table of Contents

Project Summary

Project Title	Safety Through Education and Prevention (STEP)
Applicant Name	Oakland Unified School District (OUSD)
Address	1000 Broadway, Suite 440
	Oakland, CA 94607
Contact Phone Numbers	Dr. Kyla Johnson-Trammell: (510) 879-8200
	Jodi de la Peña: (510) 213-5466
Email Address	Dr. Kyla Johnson-Trammell: superintendent@ousd.org
	Jodi de la Peña: jodi.delapena@ousd.org
Website Address	www.ousd.org

Needs to be addressed: Oakland has one of the 10 highest rates of human trafficking cases among US cities, according to data from the National Human Trafficking Hotline (2007-2016). OUSD serves a student population that is primarily students of color (86%), largely eligible for free/reduced meals (78%), and significantly non-native English-speakers, including many foreign-born and newcomer students (49%). Because human traffickers take advantage of circumstances such as poverty, discrimination, and disempowerment, many youth in OUSD schools are at an elevated risk for human trafficking. Recognizing this need, OUSD has been implementing human trafficking prevention (HTP) education since the 2020-2021 school year. Since then we have learned some lessons which we now intend to apply as we deepen and expand the STEP program to reach more staff, students, caregivers and community partners.

Proposed services: OUSD, in partnership with two community-based organizations, International Rescue Committee (IRC) and Bay Area Women Against Rape (BAWAR), will use funds from this grant to: 1) Provide HTP education to OUSD educators and other staff in at least 50 schools which have not yet received training; 2) Provide HTP education to ~4,100 8th and 9th graders by year 2 and annually thereafter; expand the Sexual Health Education lesson to approximately 7,300 5th-7th graders; and develop and deliver labor rights-focused HTP lessons for newcomers; 3) Provide HTP education to ~200 caregivers annually; 4) train trainers at every secondary district school to lead adult and student trainings, and maintain a cadre of 5-7 Lead Trainers district-wide to train others to become trainers of trainers; and 5) Revise and implement the Human Trafficking School Safety Protocol to clarify and simplify guidance, and strengthen partnerships with community-based and public partners. Year 1 will be used for planning, curriculum development, and HTSSP revisions. Implementation will take place in years 2-5, and be sustained thereafter based on capacity built during the grant period, with district and philanthropic investment covering the balance of expenses to maintain the program.

Population group(s) to be served: This grant will ultimately serve all OUSD students in grades 5-12 and particularly students at the highest risk for trafficking, including those who belong to ethnic minorities, have experienced system involvement in child welfare and/or juvenile justice, are housing or food insecure, identify as LGBTQ+, have immigrated recently and/or arrived unaccompanied, or have precarious immigration status. The populations to be equipped with improved knowledge of signs of, responses to, and resources regarding human trafficking are: students; educators and other adults working in the schools; social workers and Community School Managers who will be well-positioned to provide prevention leadership at their school sites; community-based partners; and caregivers.

Geographic Location

The proposed Human Trafficking Youth Prevention Education (HTYPE) 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. Oakland is a diverse city which, according to recent US Census estimates, is home to 433,823 residents who are: 25.6% white, 27.2% Latina/o/x, 22% Black, 15.7% Asian, 9.4% Multi-racial, 1% American Indian/Alaska Native, and .5% Native Hawaiian/Polynesian, as well as 26.6% foreign-born residents. Oakland is a dense urban environment, with 7,878.4 residents per square mile. US Census figures show that the population of Oakland grew substantially in the decade between 2010 and 2020 (by 13%). The Oakland Unified School District (OUSD) applicant for funding, and the project's lead agency and Local Educational Agency (LEA), is located in Oakland and serves students and families who reside within Oakland city limits. OUSD's nonprofit partner in this project, BAWAR (Bay Area Women Against Rape), is also based in Oakland. OUSD's second nonprofit partner, International Rescue Committee (IRC) has an office in Oakland.

Need for Assistance

Oakland, across the bay from San Francisco and the 8th most populated city in California, is, unfortunately, a city where many young people are vulnerable to sex trafficking and labor trafficking. OUSD serves a very high-risk student population, including youth known to the district as experiencing trafficking, others demonstrating indicators of trafficking, and many with elevated vulnerability to trafficking. Of the 34,265 students in grades K-12 in 2022-23, 86% are students of color -- largest groups are Latinos (46% of students), and African Americans (21%). More than ¾ of OUSD students (78%) are eligible for free or reduced-price lunch. In 2022-23, 170 OUSD students were in foster care, 325 students were incarcerated at

least once during the school year, and 1,592 were known to be unhoused. Notably, nearly 83% of housing-insecure newcomer students in OUSD in 2021 had traveled to the US alone.

Many OUSD students struggle with behavioral health concerns, trauma, and family challenges and are at elevated risk for exploitation, abuse, and human trafficking. A recent administration of the California Healthy Kids Survey (CHKS) shows that 23% of OUSD high school students regularly used drugs or alcohol, 31% have experienced depression in the past year and 13% have considered suicide. CHKS results also show a number of health disparities in our district. The majority (52%) of Black, Native American, Polynesian, and multi-racial high school students in OUSD report that they have experienced the murder of at least one friend or family member. This compares with 20% of students in the other ethnic/racial groups. Lesbian or Gay students are also more likely to have experienced this form of trauma, as compared with Straight students (46% vs. 32%). LGBTQ+ high school students are significantly less likely than Straight students to indicate that there is an adult at home who listens to them when they have something to say (47% vs. 64%). Also, as compared with US-born or more established immigrants (4+ years in US), OUSD's newcomer youth are far less likely to be aware of basic sexual health factors (how to prevent pregnancy and sexually transmitted infections, etc.) (29% vs. 7.6%), and more likely to indicate that they are "very dissatisfied" with their family life (13.5% vs. 5.5%). Those newly arrived in the country (less than 1 year) are nearly 3 times as likely as US-born youth to indicate that they are "very dissatisfied" with their living situation.

Sex Trafficking

Oakland has one of the 10 highest rates of human trafficking cases (2007-2016) among US cities, according to data from the National Human Trafficking Hotline. Oakland is recognized by exploiters in the commercial sex-industry subculture as a lucrative hub for sex

trafficking of children, drawing on traffickers 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. At the beginning of the COVID-19 crisis, the National Center for Missing and Exploited Children (NCMEC) reported a 97.5% increase in online recruitment into sex trafficking between 2019 to 2020 (O'Donnell, 2021). Local media as well as independent filmmakers have helped to shed light on how pervasive the problem is in Oakland, and the devastating impact that sex trafficking has on the community, particularly on girls and young women of color (Markovich, 2021; Shuster, 2020; Sierra, 2023a; Sierra 2023b).

Among the potential barriers to addressing the problem is the psychological hold traffickers may have on their victims. For many youth with backgrounds of poverty, abuse, and drug addiction, using their sexuality and body have become normative, accepted ways to get money and other benefits. Community-based partners report to OUSD that many youth ensnared by sex trafficking often do not see themselves as either exploited or victimized. Many view their exploiters as romantic partners and feel a sense of love and loyalty despite severely abusive dynamics. Many youth 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 or Stockholm Syndrome, which can impair their ability to contemplate escape or to assist in prosecution efforts. Some are afraid for their lives because of the extreme violence they have experienced at the hands of their exploiters. As a result, law enforcement, advocates, and support staff may find it difficult to engage individuals experiencing sex trafficking in services or secure their cooperation in criminal investigations. 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.

Labor Trafficking

Oakland is also seeing increasing labor exploitation and trafficking of youth parallel to the economic crisis resulting from the pandemic. California is the state with the highest frequency of human trafficking ([Polaris 2017](#)), and as one of the largest port cities in the state, Oakland is particularly exposed. OUSD social workers have noted that foreign-born and newcomer students are among the most vulnerable to labor exploitation and trafficking, which comports with what the research shows vis-a-vis the intersection of labor trafficking and immigration. In some industries the majority of trafficked individuals are immigrants, including: agriculture and animal husbandry (91%), construction (83%), restaurant and food service (83%), hotels and hospitality (81%), landscaping (81%), and health & beauty (79%) ([Polaris 2017](#)). A recent New York Times article, "Alone and Exploited, Migrant Children Work Brutal Jobs Across the U.S." ([Dreier, 2023](#)) exposed numerous industries which increasingly exploit many children and youth: "Largely from Central America, the children are driven by economic desperation that was worsened by the pandemic. This labor force has been slowly growing for almost a decade, but it has exploded since 2021, while the systems meant to protect children have broken down." Oakland is home to a large number of recent immigrants, and 49% of OUSD students are non-native English speakers, designated as either English Learners or reclassified as fluent English proficient, representing 64 non-English languages. OUSD's student population includes 2,695 newcomer youth (who have arrived in the US in the past three years), of whom 413 are refugees or asylees and 733 are known to be unaccompanied immigrant youth, typically arriving from Guatemala, Honduras and El Salvador fleeing poverty and violence.

While the problem is clearly dire, and appears to be growing, there are substantial barriers to providing effective intervention to youth being trafficked for labor. Labor trafficking

is often under or misidentified and/or minimized. Many newcomer youth experience exploitation, abuse and trauma in their country of origin as well as during their migration journey, and are slow to trust authority. Many are undocumented and understandably perceive law enforcement as dangerous. Even though they are experiencing exploitation and abuse here, they recognize that being deported may present an even greater threat to their safety. For some, viable threats to their families or friends by criminal forces prevent them from ever disclosing the conditions under which they are being forced to work. Very few are aware that their status as labor trafficking survivors may actually entitle them to special immigration documentation (T or U Nonimmigrant Status). Additionally, OUSD Newcomer Social Workers are seeing that students, particularly young men immigrating from Mexico and Central America, are engaging in illegal activities - often in transporting or selling drugs or stealing - through force, fraud, or coercion. Forced criminality is also an area where a majority of trafficked individuals are foreign-born (Polaris 2017). Many, including criminal justice system actors such as police and prosecutors, however, do not always recognize non-sex-based illicit businesses (e.g., drug sales) as a form of labor trafficking (Cassidy, 2023). This misidentification creates a particularly insidious barrier to stopping this form of trafficking. Survivors are seen as offenders rather than as injured parties, can expect little protection from the law, and are fearful about coming forward.

It is also worth noting that OUSD and our community partners report that along with African American and Native American girls, unaccompanied immigrant youth are at a very high risk of being trafficked, sexually (mostly girls) and/or for labor purposes (both sexes). OUSD is seeing multiple cases in which newcomer youth start to disengage from school in order to work, and are frequently and increasingly absent. They often owe a debt for their journey to the US and

across the border, and are expected to help support their families or sponsors. They might begin working in sectors such as cleaning (houses, hotels), child care, construction, agriculture, restaurants and nightclubs in jobs that become exploitative, especially if they receive payment in cash. This aligns with what researchers found from interviews with more than 60 caseworkers who provided post-release services to youth deemed to be at high risk. "[M]ost independently estimated that about two-thirds of all unaccompanied migrant children ended up working full time" (Dreier, 2023). Sometimes the exploitation at work advances to coercion, particularly with the use of threats, and these youth "disappear". OUSD Newcomer Social Workers have also seen that sometimes newcomer girls drop out of school as they are sexually exploited by their "boyfriends," believing they do not have an alternative. Economic pressures arising from the COVID-19 crisis have exacerbated already severe struggles to make ends meet for marginalized youth and families, particularly in our region with its astronomical housing and living costs.

Population to Be Served

The population to be served by this grant is ultimately youth and students at the highest risk of trafficking. Because human traffickers take advantage of circumstances such as poverty, discrimination, and disempowerment, students belonging to ethnic minorities, Black youth in particular as well as indigenous people, are at higher risk of human trafficking, as are youth who have been in the foster care system (Paiz & Van Schooneveld, 2022). Research also shows that LGBTQ+ youth are significantly more vulnerable to human trafficking than their straight peers (Murphy, 2016). Additionally, as discussed earlier, youth who have immigrated recently, particularly those who have arrived unaccompanied or who do not have immigration documentation, are also at elevated risk (Ataiants, et al., 2018).

The populations to be equipped with improved knowledge of signs of, responses to, and resources regarding human trafficking are: educators and other adults working in the schools; social workers (particularly Newcomer Social Workers) and Community School Managers who are well-positioned to provide prevention leadership at their school sites (trained as human trafficking prevention (HTP) Leads); community-based partners and caregivers who are important school community members and need to know how to identify and respond to signs of trafficking; and students themselves. Student education will address the barriers identified above and will distinguish between the risks for sex trafficking and the risks for labor trafficking, as the circumstances and barriers for these two forms of trafficking often differ. The student-facing educational material pertaining to sex trafficking will help young people understand how the psychological dynamic emerges between the exploiter/abuser and the individual experiencing sex trafficking, how to identify when they or a friend are being groomed, and how to resist it. The content focused on labor trafficking will differ in that it will focus less on resistance skills and more on the legal rights that a labor trafficking victim has, irrespective of immigration status and even if they have been forced to do illegal acts. Both sets of student educational materials will also talk about where and how to seek help.

Approach

OUSD will utilize funds from the HTYPE Demonstration Project to deepen and expand our Safety Through Education and Prevention (STEP) program designed to deliver culturally-responsive human trafficking prevention education training for educators and other school staff and students. OUSD has been operating STEP since the 2020-2021 school year. Since that time our understanding of the problem of human trafficking in our district has evolved. Specifically, we now recognize: 1) the utility of more interactive and skills-based learning opportunities in adult trainings, 2) the value of distinguishing between labor and sex trafficking more clearly in

trainings, 3) the need for simple and practical guidelines and protocols, 4) the need to provide training to extended members of the school community (i.e., caregivers, community partners, and key public agencies that interface with school systems), 5) the importance of targeted support for foreign-born and newcomer students, and 6) the importance of educating younger students. The proposed project will leverage OUSD's successful implementation of STEP to build out the program according to these lessons learned.

In partnership with nonprofit organizations, International Rescue Committee (IRC) and Bay Area Women Against Rape (BAWAR), OUSD use funds from this grant to do the following:

1) Provide **Human Trafficking Prevention (HTP) education to OUSD educators and other staff,** in at least **50 schools** which have not yet received training, including staff in 20 secondary schools and at least one administrator in 30 elementary schools. This will involve revising our existing training curriculum to be more interactive and skills-focused and to distinguish more clearly between sex trafficking and labor trafficking (updating *HTP 101* and developing *HTP 102* modules). We will deliver those modules, primarily at secondary schools, to approximately 1,200 school personnel between years 2-5, representing a wide array of positions and including Newcomer Social Workers. We will also provide the training to at least one administrator or Coordinator of Services Team (COST) Lead at every elementary school.

2) Provide **HTP education to students**, which will include: delivering five 55-minute Sexual Health Education Lessons (which cover practicing health-enhancing behaviors such as interpersonal communication skills to reduce risk, boundary-setting, decision-making skills, identifying trusted adults, etc.), and an additional 90 to 100-minute Comprehensive Human Trafficking Lesson (all of which have already been developed) to approximately 4,100 8th and 9th graders by the end of year 2 and annually in subsequent years (may vary based on

enrollment); developing and delivering a labor trafficking-focused lesson specifically designed for middle and high school newcomer students, to include "You Have Rights" content; and expanding the reach of HTP education via Sexual Health Education Lessons through OUSD's Healthy Oakland Teens program, to approximately 7,300 5th-7th graders annually.

3) Provide **HTP education for caregivers**, which will include adapting existing HTP trainings specifically for parents, guardians, caregivers, and sponsors and delivering HTP content to ~200 caregivers annually in multiple languages, including English, Spanish, and Mam.

4) **Train trainers** to lead adult and student trainings, which will include ensuring that at least one staff member at every secondary school is qualified to facilitate HTP adult trainings, that at least one staff member is qualified to facilitate student HTP education, and that a cadre of 5-7 of Lead Trainers are later trained to train their peers to become trainer/facilitators.

5) Revise and implement the **Human Trafficking School Safety Protocol** (HTSSP) which will include incorporating the six lessons learned in the current implementation (referenced above), training 10 community-based partner providers (e.g., behavioral health, clinical, and legal) in HTSSP in year 2, annually offering an HTSSP training open to all community-based partners, and strengthening partnerships with public agencies including Alameda County Children & Family Services (aka CPS), Oakland Police Department (OPD), and the Oakland Department of Violence Prevention (DVP) which funds Gender-Based Violence Specialists, Violence Interrupters, and Life Coaches to work at OUSD sites.

Commitment to Equity, Inclusion, Cultural & Linguistic-Responsiveness, and a Trauma-Informed & Person Centered Approach

In our implementation of STEP, OUSD is committed to advancing equity with regard to racial, gender, sexual orientation, immigration status, and learning differences. Equity is among

the district's six guiding values, which also include Cultural Responsiveness and Integrity. We recognize that all students have different needs and strengths and aim to provide each student with what they require to be successful, free of bias or assumption. Our district has dedicated resources to ensure that prejudices that are systemic within our society are not replicated within our educational systems. To address systemic racism, OUSD has established the Office of Equity which facilitates anti-racism training to OUSD staff. The Office of Equity also operates a number of culturally-affirming academic programs, utilizing the theory of Targeted Universalism, including: African American Male Achievement, African American Female Excellence, Arab Asian Pacific Islander Student Achievement, and Latino/a/x Student Achievement - these programs celebrate and affirm ethnic identities of students that traditionally experience educational disparities. Additionally, OUSD's Health & Wellness Unit stipends site-based staff to serve as LGBTQ Liaisons, host Gender and Sexuality Alliances (GSAs) at all secondary schools and Rainbow Clubs at elementary schools, and provide professional development for staff to ensure safe and supportive environments for LGBTQ+ students.

To support students who have recently immigrated to this country, OUSD's Newcomer Wellness Initiative employs 13 clinical social workers. OUSD has a Translation Services office which employs 11FTE interpreters/translators, for Spanish (5), Arabic (2), Cantonese (2), Vietnamese (1) Mandarin (.5), and Khmer (.5). Additionally we operate a Newcomer & Refugee/Asylee Services Program within the English Language Learner and Multilingual Achievement (ELLMA) office, which hires and contracts with community navigators who represent the communities served to help families work with OUSD systems. Language groups supported through this program are: Amharic, Arabic, Burmese, Dari, Karen, Mam, Pashto and Tigrinya.

STEP will be implemented in a manner which is consistent with OUSD's guiding values around Equity and Cultural Responsiveness, and which leverages the existing district-wide efforts to ensure equity and embrace the full diversity of students, staff, and caregivers. Most of the STEP project team members identify as people of color and three are bilingual in Spanish. Additionally, STEP will work closely with Newcomer Social Workers (all of whom speak Spanish) as they are often the first to learn about a newcomer student's vulnerability to or involvement in human trafficking. STEP will coordinate with existing programs within the Office of Equity and Health & Wellness (under which STEP sits), to ensure that trainings and materials are culturally responsive across various racial/ethnic and cultural communities, and all gender and sexual identities. STEP will rely upon OUSD's extensive Translation Services and ELLMA programs to translate student and caregiver HTP education into Spanish and other frequently-spoken languages. This resource will be invaluable, as our internal research has shown that many of the OUSD youth most affected by human trafficking are recent immigrants with little-to-no English. OUSD will also work closely with our media department to create audio clips in Spanish and Mam to increase awareness among our immigrant students, caregivers, and community members.

OUSD STEP is implemented in a trauma-informed and person-centered manner. OUSD works to adhere to these principles in all of our work. For several years, OUSD partnered with the University of California San Francisco (UCSF) Healthy Environments and Response to Trauma in Schools (HEARTS) program. This partnership resulted in OUSD building internal capacity to develop and deliver trauma-informed trainings for educators, administrators, school staff, and community partners. These trainings are offered several times a year, with the aim of eventually reaching all adults who interact with students throughout OUSD. Results from

OUSD's most recent administration of the California School Staff Survey (2022) show that over 77% of OUSD personnel know how to de-escalate a student using a trauma-informed approach.

Another of OUSD's driving values is to consistently put Students First, meaning all educational and support initiatives drive to ensure students feel respected and heard. This ethos infuses STEP curricula, messaging, imagery, and the protocols that STEP has brought to OUSD daily practices through the development and implementation of a Human Trafficking School Safety Protocol (HTSSP). For the proposed project, OUSD is partnering with two agencies that are equally committed to being trauma-informed and person-centered. Both IRC and BAWAR work exclusively with clients who have experienced violence, trauma, displacement, and/or disenfranchisement. Both agencies approach clients with trauma-sensitivity and a focus on recognizing the resiliencies and building the strengths of every client they serve. Training materials and outward-facing communications that are collaboratively developed with OUSD and our partners will be developed and reviewed with a trauma-informed, person-centered lens, to ensure that materials do not re-traumatize, trigger, or in any way denigrate our students, caregivers, educators, school staff, or community partners.

Training Plan, Scope & Sequence

The STEP program has been delivering human trafficking prevention education to educators and other staff and to students for the past two academic years, in alignment with the CDC's 15 Characteristics of Effective Health Education Curricula. The proposed project expands and deepens STEP to refine and develop more prevention education materials and to reach more people within our school communities.

Prevention Education for Educators and Other Staff: In year 1, the STEP Program Manager and implementation team, including collaborators from IRC and BAWAR, will revise

training for educators and other school staff to be more interactive, to augment the skills-based content, and to distinguish more clearly between sex and labor trafficking. This work will produce two versions (90- and 120-minute) of a revised basic human trafficking module (*HTP 101*), as well as a new 30-minute lesson with a focus on labor trafficking (*HTP 102*). The OUSD team will rely on IRC and legal consultants to co-develop trauma-informed content specific to labor trafficking, including legal resources and referrals for supporting undocumented and unaccompanied students who may be experiencing human trafficking. The OUSD team will co-develop interactive content with BAWAR related to identifying youth who are directly impacted by sex trafficking, engaging these students in a trauma-informed manner, and making appropriate referrals using schools' Coordination of Service Teams (COSTs) and/or Alameda County Children & Family Services, as described in the HTSSP.

Before the end of year 1, the team will train approximately 20 trainers to facilitate these modules to educators and other staff in Training of Trainers (TOT) sessions. Trainers to be trained will primarily be social workers, case managers, and Community School Managers (CSMs), many of whom already serve their school sites as Human Trafficking Prevention (HTP) Leads, a role that includes responding to referrals for suspected human trafficking. These TOT sessions will be highly interactive and will provide ample opportunity for TOT participants to practice their training skills to ensure that they are prepared to impart the content to their peers, handle difficult questions, and approach the topic with sensitivity to trauma and equity issues.

During the course of year 2, OUSD trainers, with support from IRC and BAWAR, will train approximately 300 OUSD educators and other staff from **20 secondary schools (**that have not yet received HTP education) in *HTP 101.* Educators and other staff will include: 2-4 educators plus 1-2 administrators of 7 middle schools Grades 6-8 (Bret Harte, Edna Brewer,

Life, Montera, Roosevelt, United For Success Academy (UFSA), and Westlake), 7 high schools

Grades 9-12 (Oakland High, Oakland International, Oakland Tech, Skyline, MetWest, Ralph

Bunche Continuation, and Street Academy Continuation), 4 Grade K-8 schools (Greenleaf,

Hillcrest, Melrose Leadership Academy (MLA), La Escuelita), and 2 Grade 6-12 schools

(Coliseum College Prep Academy (CCPA) and Life Academy). Note that the following schools

have already received HTP education since 2021: 4 middle schools (Claremont, Frick, Urban

Promise Academy and West Oakland Middle School), 6 high schools (Castlemont, Dewey,

Fremont, McClymonds, Rudsdale Newcomer, Rudsdale Continuation) and 1 Grade 6-12 school

(Madison Park Academy). We will also train approximately 100 other staff including case

managers, Community School Managers, Restorative Justice Facilitators, Culture Keepers, and

Culture & Climate Ambassadors; and up to 100 additional staff (e.g., Extended Learning,

clerical, custodial). Approximately 150 educators and other staff will receive the *HTP 102*

module, including all 20 staff on the Newcomer Wellness Initiative Team as well as staff and

administrators at OUSD's secondary sites with the highest concentration of newcomer students.

　　　The objective of HTP education for educators and other staff is to ensure that training

participants emerge better prepared to detect and reduce students' risk for experiencing human

trafficking, support trauma-informed conversations with youth and caregivers, and understand

OUSD's systems for referring students to intervention and support services. Specifically, we

anticipate that participants will be able to: 1) recall the federal definition of severe forms of

trafficking in persons; 2) describe how sex and labor trafficking occurs in the US; 3) recognize

situations and indicators that may raise concerns about sex and labor trafficking (red flags) with

a special emphasis on children and youth in school settings; 4) provide examples of strategies

traffickers use to groom and recruit children and youth for sex and labor trafficking, with an

emphasis on online grooming; 5) recognize individual, communal, relational, environmental, and societal factors that increase risk to human trafficking, including intergenerational trauma, systemic racism, discrimination and bias, lack of access to resources and opportunities, and inequities that create community-wide vulnerabilities; 6) list protective factors that can decrease student risk; 7) understand the role of educators and other staff in building protective factors and decreasing student risk for human trafficking; 8) apply a trauma-informed and person-centered approach when addressing human trafficking in the school setting; 9) practice responding to disclosures in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner; 10) understand OUSD's procedures for supporting students who have been identified as at risk for or as having experienced human trafficking in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner; 11) ensure that students who may be at risk for or who have experienced human trafficking or another form of violence are properly screened and receive referrals for appropriate support; 12) identify and vet culturally responsive, linguistically appropriate, trauma-informed, and person-centered information, programs, and services to enhance student well-being; 13) identify how and when to communicate concerns about student safety and human trafficking to caregivers; 14) cite the legal obligations of and OUSD-specific procedures for mandated reporters; and 15) understand OUSD's HTSSP and know how to fulfill their role in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner.

The primary potential barrier to implementing this plan centers around accessing personnel for professional development time. Within OUSD there are very few trainings that can be required for employees (the exceptions being mandated reporter and sexual harassment training). In order to require a training, union negotiations must be undertaken, and this is a time-

consuming and uncertain proposition. To overcome this barrier, STEP will not require the trainings, but will instead offer stipends for voluntary participation outside of regular school hours. Based on our past experience implementing STEP, we expect that many of the targeted staff will recognize the value of the trainings and participate as planned. We will also work with schools 6-12 months in advance to promote the inclusion of HTP Education in their regular Professional Development schedule, and create video-based asynchronous training, which the STEP program has done in the past with success.

Human Trafficking Prevention Education for Students: In year 1, in collaboration with IRC and BAWAR, we will prepare to launch our Comprehensive Human Trafficking Prevention (HTP) module for grades 8 and 9. This will be embedded into OUSD's comprehensive sex education program, Healthy Oakland Teens, which sits under OUSD's Health & Wellness unit, alongside STEP. Healthy Oakland Teens already includes five skills-based 55-min Sexual Health Education Lessons which introduce human trafficking and provide some prevention education, covering: definitions for sex and labor trafficking and for various forms of abuse and neglect (including, but not limited to, physical, verbal, psychological, and sexual abuse); sample situations and indicators that may raise concerns about abuse and/or trafficking; grooming scenarios and examples; personal risk factors; analysis of the influence of technology and culture on one's risk for trafficking and exploitation; identification of a trusted adult to reach out to for help if students are experiencing or suspect that someone they know is experiencing trafficking or abuse; practice accessing information, programs, and services to enhance well-being and report abuse; roleplays to practice "I feel/I need" statements; and multiple activities to practice healthy decision-making skills. These lessons have been effective in increasing students' knowledge and understanding of human trafficking, as shown in pre-post

Healthy Oakland Teens survey results which show that 71% youth participating in the lessons report that they know a hotline to contact if they think someone is being trafficked (up from 45% at baseline), and that 83% feel they learned something they can do to keep themselves safe.

The new Comprehensive HTP Lesson builds on the success of the Sexual Health Education Lessons by: going into greater detail and providing clearer distinction in the definitions of sex trafficking and labor trafficking (first introduced in the Sexual Health Education lessons); providing more thorough explanations of the grooming process (including online grooming of a girl for sex trafficking, in-person grooming of a boy for sex trafficking, and coercion of a recent immigrant into labor trafficking); examining protective factors including health-enhancing behaviors; practicing communication skills to reduce risk and verbalize personal boundaries; building safety plans including identifying how to approach and disclose to safe peers and adults, and how to access the array of school-based and community-based programs and services. This Comprehensive Lesson is 90-100 minutes (100 if divided into 2 lessons), and will be offered to all 8th and 9th graders throughout OUSD starting in year 2 and reaching **4,100 annually by 2027-2028** who have not yet received it (note that approximately 300 students will have already received it by September 2024), then repeated annually to approximately the same number of 4,100 students (which may vary based on school enrollment).

In partnership with IRC and legal experts, we will also develop a labor trafficking-specific lesson for all newcomer students in grades 6-12. This lesson will include content on "You Have Rights as Workers," focused on people's legal rights (irrespective of immigration status) and steps to take when one suspects a person's rights are being violated. This lesson will build upon (not repeat) the content of the Comprehensive HTP Lesson and will be specifically designed to equip youth at the highest risk for labor trafficking with the knowledge they need to

prevent entering or to leave an exploitative situation. As discussed earlier, for these youth, the barriers are often less about the psychological hold that the exploiter may have on them (as is often the case in sex trafficking), but about fears associated with with law enforcement, the risk of deportation, and/or physical harm coming to themselves or their loved ones. The education they need is specifically about the legal protections and resources that are in place, how to access them, and how to keep themselves and their families safe. The lesson will be 50 minutes, will be completed and ready to implement by October 2024, and will be delivered annually thereafter to approximately **1,577 newcomer secondary students** (may vary based on student enrollment).

Finally, in partnership with the Healthy Oakland Teens implementation team within the same OUSD operational unit as STEP, we will expand the Sexual Health Education Lessons to include human trafficking prevention content to grades 5-7, eventually offering it to **7,300 students.** These lessons will also comprise 55 minutes each, and will meet the same learning objectives listed above in reference to the existing Sexual Health Education Lessons, but will be modified in order to reach younger audiences in a trauma-informed manner. We recognize that exposure to content about human trafficking can be triggering for youth who have witnessed or experienced trafficking or other forms of abuse or exploitation and that students this young may be especially vulnerable to trauma triggers given their developmental stage. These factors will be taken into consideration in a thorough review by the secondary Behavioral Health Program Managers, both of whom are licensed mental health clinicians of color. The Healthy Oakland Teens team has already developed content for students, and educators teaching the lessons, to match the varying linguistic and development needs of our students; we will rely on their experience and expertise to apply the same standards to the HTP lessons. The module will be

completed and ready to embed in Healthy Oakland Teens implementation in grades 5-7 across the district to approximately 7,300 students by the fall of 2025.

Potential barriers to implementing this plan as described include parents not consenting to allow their children to participate in the lessons and difficulty in allocating class time to reach students with this content. We plan to address these potential barriers by working closely with our colleagues in Healthy Oakland Teens to ensure that consent forms are clear and demonstrate the importance of the topic. We will also develop culturally-responsive, trauma-informed outreach and awareness materials for students and caregivers available in multiple languages, to draw attention to the issue, foster receptiveness, and build confidence among students and caregivers alike that there are resources available. Additionally, we will enlist Human Trafficking Prevention (HTP) Leads at the sites to advocate for and champion the modules, so that school administrators and teachers alike recognize the importance of these lessons reaching students.

Characteristics of Effective Health Education Curricula: All student-facing curricula will be designed to ensure that the fifteen Characteristics of Effective Health Education Curricula are met. Healthy Oakland Teens curricula already include all 15 characteristics of effective health education. The table below lays out OUSD's approach to and intention for operationalizing each of the characteristics.

Table 1: Characteristics of Effective Health Education Curricula	
Characteristic	How OUSD will meet or already meets the Characteristic
Focuses on clear health goals and related behavioral outcomes	The curriculum already includes clear health goals and behavioral outcomes, including: defining human trafficking in order to recognize, avoid, and support peers facing risks; understanding grooming in order to resist and support peers to resist unsafe situations; defining healthy relationships in order to avoid unsafe relationships; identifying caring adults and other resources in order to make safety plans; and setting boundaries in order to build skills to navigate toward safety.
Is research-based and theory-driven	The curriculum already incorporates a youth development lens and a public health model in order to support resilience and create universal (Tier 1) knowledge, awareness, and skills to shift attitudes, assumptions, and skills. The curriculum relies on research regarding trauma-informed care, and provides opportunities for participants to explore attitudes and gain knowledge, awareness, and skills, in alignment with social learning theory.
Addresses individual values, attitudes, and beliefs	The curriculum already invites participants to explore their own attitudes, values, and beliefs to build healthy identities.
Addresses individual and group norms that support health-enhancing behaviors	The curriculum already provides opportunities for students to practice skills in hands-on activities to promote critical thinking, challenge societal norms, and increase healthy boundary-setting.
Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors	The curriculum already promotes and helps participants recognize health-promoting behaviors, healthy relationship models, and healthy communication skills.

Table 1: Characteristics of Effective Health Education Curricula	
Characteristic	How OUSD will meet or already meets the Characteristic
Addresses social pressures and influences	The curriculum already explores the impact of outside influences and social pressures to engage in risky behavior and to rely upon affirmation through external means. It focuses on ways to recognize exploitative interactions, strategies to navigate pressures, and how to access resources for support.
Builds personal competence, social competence, self-efficacy by addressing skills	The curriculum already focuses on skills such as help-seeking, finding one's voice, and setting boundaries, to give youth their best chance to achieve healthy self-sufficiency.
Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors	The curriculum already includes descriptions of how and where to access healthcare, how and where to access behavioral health supports, prioritize safety in decision-making, assert and respect consent, and set boundaries in relationships (including those with power differentials).
Uses strategies designed to personalize information and engage students	The curriculum already gives students opportunities to see themselves in the lessons, inviting them to contemplate where they sit in social structures and what assets and strengths they have to help them remain safe.
Provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials	The curriculum is already customized to ensure it is appropriate for different age groups and developmental levels in terms of literacy levels, analytic skills, explicit content, and the types of interactive exercises designed. For instance, for younger students the curriculum includes oral and drawing-based exercises while older youth exercises may include role-plays and written analyses.

Table 1: Characteristics of Effective Health Education Curricula	
Characteristic	How OUSD will meet or already meets the Characteristic
Incorporates learning strategies, teaching methods, and materials that are culturally inclusive	The curriculum has already been developed by people of diverse backgrounds, including individuals with lived experience as survivors of human trafficking. All visuals represent a population as diverse as OUSD students, and scenarios and other materials depict young people with different skin colors, national, and sexual and gender identities. New and revised student-facing materials will be translated into Spanish and other languages as needed and will be modified for newcomer students.
Provides adequate time for instruction and learning	The Sexual Health Education Lessons are 55 minutes, and the Comprehensive HTP Lesson is 90-100 minutes, ensuring sufficient time to learn, ask questions, and practice skills.
Provides opportunities to reinforce skills and positive health behaviors	The curriculum is expressly designed to help participants explore and practice skills such as communication, refusal, assessing accuracy of information, decision-making, planning, goal-setting, self-control, and self-management – these skills correspond to social emotional learning (SEL) skills and theories and reduce risk behaviors.
Provides opportunities to make positive connections with influential others	The curriculum provides information for students to access positive and influential adults through school-based health centers, community-based programs, school-based resources (clinicians and counselors), and teachers. Skills to communicate difficult truths are explored and practiced so that students can make those connections when needed.

Table 1: Characteristics of Effective Health Education Curricula	
Characteristic	How OUSD will meet or already meets the Characteristic
Includes instructor information and plans for professional development and training that enhances the effectiveness of instruction and student learning	Instructors receive training, coaching, and support from the STEP Program Manager, the Healthy Oakland Teens Coordinator, and experienced HTP Leads to ensure that the content is being delivered with fidelity and in an effective and engaging manner. When instructors are struggling to hold students attention, additional coaching is available. Additionally, when there are elements of the curriculum that are consistently met with student disengagement or confusion, these are revised to ensure high quality instruction. IRC and BAWAR will both serve as subject matter experts to respond to instructor or student questions.

Human Trafficking Prevention Education for Caregivers: The project will provide HTP education to caregivers, as well. Until now, STEP has not provided this form of education, so our team, including IRC and BAWAR, will need to adapt existing adult-facing HTP trainings specifically for parents, guardians, caregivers, and sponsors. We will then deliver HTP education to approximately 200 caregivers annually through virtual webinars, school-hosted workshops and through our Family Resource Centers. The content of the lesson will align with some of the learning objectives addressed in the other adult HTP modules, but will be expanded to focus on the needs of caregivers and to include outreach and awareness materials specifically geared toward caregivers. The lesson will specifically include education regarding online grooming, red flags to identify risks among their children and/or their children's peers, family protective factors, approaching these difficult conversations with youth in a sensitive and effective way, safety planning, and accessing programs and services. We will also coordinate "Know Your Rights" presentations offered by legal service providers to caregivers of newcomer students, to include labor rights for immigrants and non-immigrants and rights when interacting with law

enforcement and/or immigration. We have found that a lack of awareness about their rights often hinders newcomer students and caregivers from disclosing their experiences of exploitation.

Capacity Building and Training of Trainers (TOT): As discussed earlier, STEP will train approximately 20 trainers to facilitate modules for educators and other staff in Training of Trainers (TOT) sessions by the end of year 2. Trainers to be trained will primarily be social workers, case managers, and Community School Managers (CSMs), many of whom already serve or will serve their schools as HTP Leads. Once these trainers have delivered content for a while, and no more than 30 months into the project, the STEP Program Manager along with secondary level Behavioral Health Program Managers, will identify a cadre of 5-7 qualified Lead Trainers whom they will invite to take over the training of their peers to become facilitators qualified to lead adult and student trainings. These individuals will be selected on the basis of their mastery of the HTP content, their effectiveness as trainers, and their commitment to delivering trauma-informed, student-centered, and linguistically and culturally-responsive training and support. The Lead Trainers will also ensure that new HTP Leads receive training each year in anticipation of staff turnover. By year 4, every secondary school will have a facilitator qualified to lead adult HTP education and student-facing HTP education.

The STEP Program Manager (PM) and secondary level Behavioral Health (BH) Program Managers, along with IRC and BAWAR, will facilitate the initial training and coaching of these approximately 20 trainers. The training will primarily consist of opportunities for the trainees to practice training one another in the various modules (*HTP 101*, *HTP 102*, Comprehensive HTP Lessons for students, and HTP for Caregivers). After being trained, TOT participants will be able to do the following: 1) recall the core content of the relevant prevention education and/or training curricula; 2) employ skills that promote learner engagement, critical thinking, and skill

acquisition; 3) demonstrate active listening skills, including reflecting and reframing, during facilitation; 4) apply adult learning principles (for implementing training with adult learners); 5) simulate activities from the relevant prevention education and/or training curricula; 6) illustrate how to respond to participant questions knowledgeably; 7) practice managing difficult training situations, including disruptive learner behaviors; 8) simulate how to support students who have been identified as at risk for or as having experienced human trafficking in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner; 9) apply a trauma-informed and person-centered approach when addressing human trafficking in the school setting; 10) practice responding to disclosures in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner; 11) demonstrate how to direct participants to additional information and resources; and 12) collect and report information and data, including pre/post-tests, to support evaluation. Equipping this cadre of Lead Trainers with these competencies will help ensure OUDS can sustain high-quality human trafficking prevention education for multiple audiences well beyond the grant period.

After participating in the TOT sessions, trainers will then co-facilitate their first HTP lesson with the STEP PM or BH Program Managers before facilitating on their own. In addition, the STEP PM, secondary BH Program Managers, and STEP curriculum co-developers from IRC and BAWAR will participate in a minimum 10 hours of human trafficking education (i.e., SOAR) annually to ensure their knowledge of the subject is thorough and up-to-date.

Plan to Develop, Implement and Monitor Compliance with the HTSSP

As part of this project, in partnership with BAWAR and IRC, we will update OUSD's existing HTSSP so that it is simpler, clearer, and easier for school personnel to utilize as a

practical guidance document. We will develop (update), implement, and monitor the HTSSP in accordance with the plan described below.

Updating the HTSSP: OUSD initially developed a human trafficking safety protocol in 2014, in collaboration with the Oakland School Police. In 2020, after the Oakland School Police force was disbanded in alignment with OUSD Board Resolution 1920-0260, we conducted a full overhaul of our HTSSP. After training approximately 500 staff in the HTSSP and implementing it for three semesters, we have come to recognize that while thorough and comprehensive, our HTSSP can be cumbersome for school personnel to utilize. Our aim is to revise the HTSSP with easily-followed instructions for handling suspected and confirmed cases of human trafficking in a person-centered, trauma-informed, culturally and linguistically appropriate manner.

To this end, the STEP Program Manager will convene a multidisciplinary team within the first six months of year 1 to review and revise the HTSSP, including representation from among OUSD's STEP Project partners (IRC and BAWAR), Behavioral Health Program Managers, HTP Leads, Newcomer Wellness Initiative, the City of Oakland's Department of Violence Prevention, and other partners. The HTSSP will be designed to ensure safety for OUSD students from the moment that red flags of human trafficking are identified and throughout their potential interface with any system. Once the revised HTSSP has been drafted, we will seek input from the Oakland Police Department (OPD) and Alameda County Children & Family Services (aka CPS), both of whom must be notified and engaged under specific circumstances named in the HTSSP. We will then submit the HTSSP to our Legal Department and finally to our Federal Project Officer (FPO) for approval. After OTIP approval, we will seek OUSD Board approval prior to implementation.

Implementing the HTSSP: In addition to the HTP education for educators and other staff (described earlier), at least one staff member at every middle school and high school site

will be identified as the HTP Lead. As HTP Leads, they (and at least one school administrator) will receive specialized training in HTSSP procedures for: engaging students in a culturally and linguistically responsive, person-centered, and trauma-informed manner that prioritizes student well-being; responding to students who are at risk for human trafficking; responding to confirmed or suspected cases of labor and sex trafficking and other forms of violence; addressing direct student disclosures and reports from educators, other staff and other students; establishing a safety plan for students who have experienced or are experiencing human trafficking; submitting a Request for Assistance (RFA) on behalf of foreign national minors who may have experienced trafficking; maintaining confidentiality of students and staff and the privacy requirements for related data management; information on the legal obligations of mandated reporters; communicating and reporting to CPS when the trafficker or other abuser, is a family member or caregiver; coordinating with CPS and OPD when individuals who may have experienced human trafficking are identified; communicating with parents and caregivers regarding concerns that they student may have experienced or be at risk for human trafficking potential human trafficking concerns; referring students to in-school and community resources and service providers; and engaging or re-engaging students who have experienced human trafficking and have experienced or are at risk for experiencing chronic truancy or falling behind. This specialized training will also include a clear delineation of staff roles, titles, and responsibilities within the overall procedures; procedures for implementing validated screening tools to identify students experiencing or who are at elevated or high risk for labor and sex trafficking; additional information on programs and services, and roleplays to support students in a culturally responsive, linguistically appropriate, trauma-informed and person-centered manner with a racial/ethnic, gender and sexual orientation equity lens.

The HTSSP specifies that referrals go through each school site's Coordination of Services Team (COST), a multidisciplinary site-based team which refers students to appropriate services and supports, based on their individual needs and strengths (please see more about COST under the section of this proposal called "Protection of Sensitive and/or Confidential Information"). The HTSSP will list service providers to which students may be referred, including those listed on the table below, all of which have existing partnerships with OUSD:

Table 2: Service Providers	
Category	Agencies
Human trafficking service providers	Banteay Srei, BAWAR, IRC, MISSSEY, Survivors Healing Advising and Dedicated to Empowerment (SHADE)
Domestic violence service providers	Family Violence Law Center (FVLC), Sexual Assault Response and Recovery Team (SART) at Highland Hospital
Dating and sexual violence service providers	Gender-Based Violence Specialists operated by FVLC through Oakland Department of Violence Prevention (DVP), Sexual Assault Response and Recovery Team (SART) at Highland Hospital
Health and mental health care providers	UCSF Benioff Children's Hospital Oakland, La Clínica de la Raza, Native American Health Center, Lifelong Medical, Fred Finch Youth and Family Services, East Bay Agency for Children (EBAC), East Bay Asian Youth Center (EBAYC), Roots Community Health Center, West Coast Children's Clinic, Alameda County Mobile Crisis Unit, Lincoln Families, Community Health for Asian Americans (CHAA), Seneca Family of Agencies, La Familia Counseling Services, SART at Highland Hospital, Street Level Health Project
Runaway/ homeless youth programs	Covenant House, Dreamcatcher, Love Never Fails, Ruby's Place
Substance use prevention and/or treatment programs	OUSD's Tobacco Use Prevention Education (TUPE) coaches; UCSF Benioff Children's Hospital Oakland, Lincoln Families

Table 2: Service Providers	
Category	Agencies
2SLGBTQIA+ programs	Gender Spectrum, Oakland LGBTQ Community Center, Trevor Project, Pacific Center
Safe spaces	Covenant Drop-in Center, Dreamcatcher Drop-in Center, MISSSEY Drop-in Center
Youth workforce development and youth employment programs	Higher Ground, Lao Family Community Development, Oakland Youth Employment Partnership (YEP) – funded by US Department of Labor, Street Level Health Project
Youth organizations	Ashland Youth Center, Big Brothers Big Sisters of the Bay Area, Girls, Inc., Hidden Genius Project, Higher Ground, The Mentoring Center, REACH, We Lead Ours, Youth Uprising
Mentoring and peer support programs	Bay Area Community Resources (BACR), Big Brothers Big Sisters of the Bay Area, Girls, Inc., Hidden Genius Project, The Mentoring Center, Refugee & Immigrant Transitions (RIT), We Lead Ours, Young Women's Freedom Center, Youth Uprising
Legal Services	Alameda County District Attorney's Office, Bay Area Legal Aid (BALA), Centro Legal, FVLC, Immigrant Family Defense Fund (IFDF), Justice at Last, Legal Aid at Work (LAAW), Unaccompanied Children's Assistance Project (UCAP) with San Francisco District Attorney's Office

To ensure that students referred to services receive appropriate, trauma-informed, person-centered, linguistically and culturally-responsive support, STEP will also offer a virtual or in-person 30-minute HTSSP training to our community-based partner providers. This training will begin with 10 agencies that hold behavioral health and School-Based Health Center (SBHC) contracts, then will expand to the full array of providers and be offered annually. The STEP program has already created an asynchronous HTSSP 30-minute video and training, narrated by

diverse HTP Leads, to train more staff in the HTSSP. This video and future videos along with other HTSSP resources are available to staff and partners and are located on OUSD's Human Trafficking Prevention web page. OUSD will also work to intentionally strengthen partnerships with public agencies with whom we must collaborate in order to ensure smooth HTSSP implementation, including Alameda County Children & Family Services (CPS), and the City of Oakland's Department of Violence Prevention (DVP) which funds Gender-Based Violence Specialists, Violence Interrupters, and Life Coaches to work at OUSD sites. We will meet with representatives from each of these agencies twice a year, or as needed, to ensure we have shared assumptions and that all personnel apply a trauma-informed, student-centered, linguistically and culturally-responsive approach when responding to potential human trafficking situations.

Furthermore, as described in the attached Letter of Commitment from the Oakland Police Department (OPD), in addition to meeting at least twice a year with STEP, OPD's Special Victims Unit under Sargaent Marcos Campos will coordinate with OUSD in the following ways to help ensure the smooth and effective implementation of the HTYPE project: 1) OPD will consult with OUSD in the revision/development of OUSD's HTSSP, specifically to address the safety, security, and well-being of staff and students and to define the proper and effective role of school staff in responding to potential and confirmed cases of human trafficking, including notifying caregivers, as appropriate. 2) OPD will respond promptly when potential human trafficking situations require law enforcement intervention. 3) OPD will participate by sending at least 10 officers to OUSD-led trainings on trauma-informed escalation prevention and trauma-informed, culturally-responsive responses to human trafficking.

Our collaboration with OPD on this project will not require any budgetary outlay as our district falls within the boundaries of OPD's service area, and the prevention of human

trafficking falls within OPD's mission. OUSD and OPD have established a collaborative relationship, including regular coordination with OPD's Special Victims Unit.

Monitoring Compliance with the HTSSP: Fidelity to the HTSSP will be monitored through close contact with HTP Leads and Coordination of Services Team (COST) Leads at the participating schools. OUSD Behavioral Health Program Managers for the High School, Middle School, and Elementary School Networks oversee COST operations and are also integral members of the OUSD HTYPE implementation team. Successes and challenges vis-a-vis HTSSP compliance will be discussed in monthly meetings that are led by the STEP Program Manager and include the program evaluator, who will maintain notes on fidelity and adaptation to the HTSSP in order to inform continuous improvement. All HTSSP implementation monitoring activities will be guided by the principles that underlie STEP, including being student-centered, trauma-informed, and culturally responsive. While specific elements and outcomes of the HTSSP referral process may be reviewed in these meetings (e.g., who initiated referral, how did Child Protective Services (CPS) and/or law enforcement respond, was an advocate present for a sexual assault interview, were translation/interpretation services needed and accessed, was the case management agency responsive, etc.), student privacy and confidentiality will never be breached. Monitoring activities will also take into consideration the extent to which different types of human trafficking situations are handled differently -- in other words, the team will examine HTSSP implementation for bias on the basis of race/ethnicity, gender, sexual orientation and gender identity, immigration status, primary language, learning differences, etc. and the extent to which different types of human trafficking situations are handled differently.

Engaging Individuals with Lived Experience in Project Activities

All curricula developed under this grant will include input and feedback from survivors of human trafficking. STEP implementation from 2021-2023 has included input and leadership from people with lived experience in human trafficking, including a thorough review of all training materials and the leading of youth groups and student HTP education by individuals with lived experiences. Current OUSD staff who are survivors of human trafficking will be involved in advising future STEP programming and implementation, as well. BAWAR also engages survivors as leaders and subject matter experts - these individuals have decades of direct service experience in the development, implementation, analysis, and review of all service delivery models including direct intervention and prevention strategies, and will be integral to supporting STEP materials development.

OUSD has implemented, both solely and in partnership with other organizations, a number of other projects and initiatives that engage people with lived experience. For example, in partnership with the City of Oakland's Department of Violence Prevention (DVP), OUSD hosts Credible Messengers at a number of our secondary sites. The Credible Messenger model allows people with lived experience in the juvenile and criminal justice systems a chance to be trained and then mentor youth to help prevent their involvement in unsafe behaviors. Additionally, the implementation of OUSD's George Floyd Resolution, a movement to minimize the criminalization of students at OUSD campuses and events, relies heavily on an authentic partnership with community and extensive input from community members who have experienced racial bias in the justice system and/or excessive force from law enforcement.

Protection of Sensitive and/or Confidential Information

The Coordination of Services Team (COST) is a school site multidisciplinary team that provides early identification, intervention, service coordination and monitoring of progress for students experiencing academic, attendance, behavior/social, or health challenges that impact school success. All OUSD schools have a COST in place which meets weekly or bi-weekly to triage and assign referrals to appropriate services and monitor progress. Within OUSD, COSTs identify and vet referral services and maintain and update referrals for students experiencing a wide array of challenges, including human trafficking. COSTs comprise Community School Managers, school leadership, school social workers, case managers, and a variety of other student-focused staff, depending on the needs and resources of the site. A COST may also include community-based partners contracted to provide direct student support. All COST members sign a confidentiality agreement annually before participating in COST, which clearly lays out the legal requirements for maintaining confidential information (they also undergo Mandated Reporter training to ensure they understand the legal exceptions to confidentiality).

COST accepts referrals from teachers, staff, and families and provides referrals to a variety of programs and supports, including but not limited to: human trafficking service providers; dating and sexual violence service providers; health and mental health care providers; legal service providers; runaway and homeless youth programs; substance use prevention programs; LGBTQ+ programs; mentoring and peer support programs; tutoring and academic support. Community-based organizations contracted with OUSD that participate in COST agree to confidentiality terms. Referrals are made in a way which protects student confidentiality: student information is only shared with individuals and organizations external to COST if express consent is obtained (i.e., parent/guardian consent and student assent (or consent if 18+)).

OUSD has developed a COST tracker, OUSDForce (a Salesforce platform), into which COST Leads enter data, including reasons for referral and services to which students are referred. OUSDForce is a HIPAA-compliant password-protected database, which helps to ensure that client confidentiality is protected. OUSDForce is maintained by the district's Research Assessment and Data department, which conforms to federal and state law and applicable Board Policies and Administrative Regulations. Only select members of OUSD staff and contracted partners have access to OUSDForce data - these individuals receive training in confidentiality measures. STEP project partners will not have access to OUSDForce or associated data.

In accordance with the Family Educational Rights and Privacy Act (FERPA), OUSD student records are only available to those who have authorization from the student or parent, guardian or responsible person if the student is under 18 years of age. If the student is 18 years of age or older, school records will not be released to a parent, guardian, or responsible person without the student's written consent (FERPA, Education Code 49061, 49073, OUSD AR 5125.1). Furthermore, in compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the sharing of information pertaining to students' health (including but not limited to mental health and therapeutic services) is highly restricted (HIPAA, H.R. 3103). COST data, therefore, cannot be shared with any external entity except under specific exceptions detailed in HIPAA. OUSD further references Board Policy and Administrative Regulation (BP and AR 5125: Student Records) which detail the legal protections for student and family confidentiality and specific restrictions on access to student records and identifying information. The district's practices pertaining to the maintenance and destruction of student records are guided by OUSD's BP & AR 3580: District Records, and by FERPA regulations and relevant state and federal statutes, including 5 CCR 16022 which specifies the disposition and

classification of permanent, optional, and disposable student records. All district policies and legal requirements will be followed at all times to ensure that student confidentiality is protected. For evaluation purposes, COST data are stripped of all identifying information before any data are shared with the evaluator or any analysis is conducted.

Project Timeline and Milestones

The following table assumes that the program start date of 9/30/2023, which is a Saturday, will effectively translate into an operational start date of 10/2/2023. If the actual start date is different, the table will be adjusted accordingly. Deliverables will be sent to the Federal Program Officer (FPO) according to the schedule of end dates listed below. The far left column indicates if the task falls into the following functions: Administrative (A), Evaluative (E), Training-Related (T), or HTSSP-Related (H).

	Task	Timeline	Milestone
Table 3: Project Timeline and Milestones			
	Task	Timeline	Milestone
A	Return signed cooperative agreement	Oct 2023	Signed agreement to FPO by 10/5/23
T	In partnership with IRC and BAWAR, develop listed curricula and analyze vis-à-vis alignment with program requirements	Oct 2023 - Nov 2023	Curricula alignment plan to FPO by 11/30/23
A	STEP PM to develop Project Plan	Oct 2023 - Nov 2023	Project Plan shared within OUSD STEP team to monitor ongoing project implementation
A	Staff from OUSD, IRC and BAWAR travel to Washington DC for OTIP kick-off conference	Within 6 months of award date	STEP PM, representatives from IRC and BAWAR, meet with FPO, receive TA, and discuss trends, emerging topics, etc.

H	In partnership with IRC, BAWAR, and other partners, revise/update HTSSP as described in this proposal – request review by OPD, CPS and our Legal Department	Oct 2023 - May 2024	Revised HTSSP to FPO by 5/31/24
A	Submit the approved HTSSP to the OUSD Board of Education for formal adoption	Aug 2024 - Dec 2024	HTSSP formally adopted by the OUSD Board of Education by the end of December 2024
A E	Monthly STEP Partner Meetings involving STEP Program Manager (PM), evaluator, and representatives from IRC, BAWAR, OUSD Behavioral Health, Newcomer Wellness Initiative, and Health & Wellness	Nov 2023 - Sept 2028	Monthly meetings starting November 2023 and continuing through life of grant
H	Confer with public agency partners, Oakland DVP, OPD, and CPS for improved interagency systems and communication	Nov 2023 - Sept 2028	Twice a year meetings with listed agencies, starting November 2023 and continuing through life of grant
E	STEP PM and evaluator assemble quarterly report with support from IRC, BAWAR and OUSD's RAD	Jan 2024 - Sept 2028	Quarterly reports to FPO one month after quarter closure, starting January 2024 and continuing through life of grant
T	Revise curricula according to OTIP input and recommendations	Jan 2024 - July 2024	Revised curricula to FPO
T	Deliver trauma-informed training to OPD officers	Apr 2024 - Sept 2024	At least 10 OPD officers trained
E	Review annual data (progress indicators, HTSSP monitoring, outcomes analysis, subrecipient progress) and reflect with project evaluator for continuous program improvement	June 2024 - July 2028	Annual program adaptations made, as necessary, each summer between academic calendar years

A	STEP Program Manager attends mandated annual OTIP meetings and NHTTAC-sponsored events	TBD by OTIP	To be determined by OTIP
T	In partnership with IRC and BAWAR, implement skills-based HTP education for educators and other staff	Oct 2024 - Sept 2028	300 educators trained per year for a total of 1,200 educators by Sept 2028; Annual refresher trainings
T	Implement training of trainers (TOT)	Oct 2024 - Sept 2025	20 trainers trained by September 2024; Annual refresher trainings
T	Implement skills-based human trafficking prevention education for students	Oct 2024 - Sept 2028	4,100 8th-9th grade students trained annually in Y2-Y5; 7,300 5th-7th grade students trained annually in Y3-Y5
T	Implement skills-based human trafficking prevention education for caregivers	Oct 2024 - Sept 2028	200 caregivers trained annually in Y2-Y5
T	Implement HTSSP training for community partners	Oct 2024 - Sept 2028	At least 10 community partners trained annually in Y2-Y5
T	In partnership with BAWAR and IRC, train OUSD trainers of trainers to deliver educator, caregiver, and student HTP education	Apr 2025 - Sept 2028	5 OUSD Lead trainers trained by Sept 2028; Annual refresher trainings for those trained in Y3-4

Project Sustainability Plan

By its nature, STEP is designed to ensure OUSD's capacity to sustain human trafficking prevention education long after the period of federal funding ends. The HTSSP, TOT, adult-facing training curricula, and student HTP education are all built to outlast the funding period.

HTSSP: The revised HTSSP will improve OUSD's ability to identify and refer youth who are confirmed or suspected to have been trafficked for appropriate support. The HTSSP is woven into COST processes (which operate independent of any external funding), as well as

extant community-based partnerships, including the district's network of School-Based Health Clinics (SBHCs which are funded by Alameda County Health Care Services Agency and not reliant on district or external funding sources). COST has been in place in our district for over a decade, and is an integral part of how our schools and district operate. COST quality implementation is overseen by CSSS, which also oversees OUSD's Behavioral Health and Health & Wellness units, each of which holds important components of the project. This co-location of supports helps ensure ongoing and cohesive management of HTSSP implementation, even after the funds for a full-time STEP PM have gone. In order to effectively sustain HTSSP implementation, the district must also maintain open and productive communication with public partners like OPD, CPS, and DVP. All of these relationships pre-exist the STEP program, although we believe that the intentional work that is laid out in this proposal to increase communication and coordination between OUSD and these entities will enhance their responsiveness when OUSD identifies human trafficking-related needs for support (including referrals as well as curricular or procedural reviews and adaptations).

Training of Trainers: The most substantial work to ensure sustainability of STEP is the training of trainers (TOT). As described in this proposal, OUSD will train approximately 20 educators and other staff (many CSMs, social workers, or case managers who serve as HTP Leads) to facilitate human trafficking prevention education for adults and students. As a district we are committed to sustaining that number of trainers as staff turn over. Among the initial 20 trainers, the STEP PM along with secondary level BH Program Managers (middle and high school), will identify a cadre of five to seven qualified trainers whom they will then invite to take over the training of their peers to become Lead Trainers qualified to lead adult and student trainings. These individuals will be selected on the basis of their mastery of the HTP content,

their effectiveness as trainers, and their commitment to delivering trauma-informed, student-centered, and linguistically and culturally-responsive training and support. We are committed to maintaining a minimum of five trainers district-wide qualified to provide TOT training beyond the funding period. Ensuring that there are people in these roles will help ensure that the district is equipped to continue training the array of audiences named in this proposal indefinitely.

Adult-Facing Curriculum: A major deliverable of this project is a set of curricula, for a variety of audiences, that provides practical education on preventing and responding to human trafficking in a culturally-responsive and trauma-informed manner. In theory, these curricula should be able to outlast the funding period indefinitely. However, we recognize that changes in the human trafficking landscape (e.g., new research, new trends, new geographic or demographic risk factors, etc.) may necessitate adaptations and/or revisions to the curricula. Due to the in-depth role that the secondary Behavioral Health Program Managers will have during the entire 5-year funding period, these two people will be well-positioned to update curricula as necessary. Close partnerships with community-based partners (including but not limited to IRC and BAWAR) will help ensure that such updates and adaptations are informed by practitioners close to the subject, including individuals with lived experience with human trafficking.

Student HTP Education: OUSD's approach to reaching students with HTP education leverages the district's existing health education program. Healthy Oakland Teens, like other aspects of OUSD infrastructure described here, pre-exists the requested funding and is simply part and parcel of how OUSD operates. This structural integration of the student-facing modules helps to guarantee the ongoing delivery of human trafficking prevention education to students. Furthermore, because the Health Education team will have been closely involved in HTP content

development and implementation, they will be well-positioned to take ownership of updating and adapting the content to ensure it remains relevant to students over time.

We anticipate that after building lasting capacity throughout OUSD and with our collaborative partners, the largest cost items for which we are currently requesting funding -- including the Program Manager position, our evaluator, and the subcontracts withIRC and BAWAR – will no longer be necessary. The role of the PM will be largely assumed by the secondary Behavioral Health Program Managers. Furthermore, as noted in the Program Performance Evaluation Plan section below, STEP project will include a series of evaluation survey tools which will be co-owned by the evaluator and the STEP Program Manager. When funding ends, the ownership of these tools will transfer to the secondary BH Program Managers who, as licensed clinicians, also have access to OUSDForce data and will be well-positioned to coordinate with RAD for ongoing monitoring HTSSP implementation. As for IRC and BAWAR, both agencies will be funded by this grant to support curriculum and HTSSP development and revision – activities which will fall heavily in the first two years of program implementation. Their role in subsequent years will entail ongoing coordination and quality monitoring, but their roles will diminish as the grant period proceeds. Both agencies will continue to accept referrals of students who are experiencing human trafficking, and will provide high-quality, trauma-informed case management, irrespective of funding or subcontracts with OUSD.

There are some lesser costs which we would have to cover through other funding sources, such as stipends and extended contracts to incentivize educators and other staff to be trained in the future, stipends and extended contracts to recognize in-house trainers who may need to work beyond their normal job duties, and refreshments and printing costs for future in-person workshops and trainings (e.g., for caregivers, community-based partners, and district personnel).

We are confident that this program will have a strong positive impact on the youth and school staff served, which we will be able to document through our program evaluation. OUSD has extensive experience in raising the funds necessary to sustain student services and prevention education which have shown results. We therefore anticipate that we will be able to use these findings to build a case for stakeholders -- ranging 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 sustain to prevent trafficking and support youth who have been trafficked.

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, 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 the basis of accounting, revenue and expenditure recognition, fund types, types of transactions, methods of posting transactions, documentation, and year-end closing process. In accordance with Education Code

section 41020 and Board Policy 3460, a licensed Certified Public Accountant or Public Accountant is required to prepare an annual independent audit report of OUSD's financial statements for all funds in accordance with the Government Auditing Standards issued by the Comptroller General of the United States. For any audit findings, the person responsible for corrective action and completion date are identified in the report.

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 is housed), led by its Executive Director, Andrea Bustamante. The Health and Wellness Unit is housed within the Community Schools and Student Services Department and oversees a number of prevention initiatives in the areas of health access, health education, and healthy school environments, including: human trafficking prevention, school-based health centers, Tobacco Use Prevention Education (TUPE), health insurance enrollment, COVID testing and vaccines, puberty and sexual health education, LGBTQ support programming, and staff wellness. Since 2013, the Health and Wellness Unit has continually operated the Healthy Oakland Teens program, funded by a series of federal grants from the Centers for Disease Control and Prevention (CDC), Division of Adolescent School Health (DASH). Through this program, the

Health and Wellness Unit has built an in-house, comprehensive puberty and sexual health education curriculum, which is now delivered to students from grades 5-9. Healthy Oakland Teens also includes partnership with site staff to coordinate referrals for students to sexual health services, implementation of programming to create safe and supportive environments for LGBTQ students, and facilitation of a Curriculum Review Task Force and School Health Advisory Committee with expertise and representation from local non-profits, public agencies, and other stakeholders. Within this program, a youth advisory council was created to center the voices of LGBTQ students. Students met weekly to review curriculum, share school insights on inclusivity and safety, and help design a youth conference.

A multidisciplinary team of OUSD staff will lead the STEP program planning and implementation, including our Director of Health and Wellness, Manager of Human Trafficking Prevention, Newcomer Wellness Manager, and the Behavioral Health Program Managers for our High School, Middle School and Elementary School Networks. The project team will also include IRC's Anti-Trafficking Manager and Education Specialist (to be hired); and BAWAR's Executive Director, Director of Crisis Services, ABOVE Program Manager, Community Engagement Coordinator, and Project Assistant (Contract). The Oakland Police Department will collaborate with our project team to update 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 composed of dedicated, highly skilled staff who are experienced in developing and implementing comprehensive health education; providing program administration; collaborating

with community resource and service providers as well as larger systems such as OPD and CPS; developing human trafficking prevention education curricula; facilitating adult and student human trafficking prevention training; training and coaching new trainers; developing policies, procedures, and protocols; providing direct services and referrals for youth at risk for or experiencing human trafficking; and advocacy. (See attached job descriptions and resumes.)

Mara Larsen-Fleming, MPP/MPH, Health and Wellness Director, joined the OUSD team in 2009 to lead the expansion of the school-based health center initiative. Since 2015, she has served as OUSD's Director of Health and Wellness, supporting program development and oversight in the areas of health access, health education, and healthy school environments. During this time, Mara has supported early efforts to prevent human trafficking, including sitting on OUSD's original multi-agency task force to address sex trafficking of Oakland youth beginning in 2011. From 2001-2006, Mara served as Clinic Supervisor and Health Educator for Oakland Technical High School's School-Based Health Center, operated by La Clínica de La Raza. Mara received her dual Masters in Public Policy and Public Health from the University of California, Berkeley in 2009 and currently serves on the Board of Directors for the California School-Based Health Alliance. Mara will provide high-level program oversight of the STEP project and staff supervision of the STEP Program Manager. Time allocated in year 1: 0.05 FTE.

Jodi de la Peña, LCSW, Manager, Human Trafficking Prevention, will serve as Program Director. Jodi joined OUSD as the STEP Manager for Human Trafficking Prevention in September 2021 and has provided oversight of HTP education for adults, students and partners; she also oversees OUSD's response protocols for HT referrals. Jodi is a Licensed Clinical Social Worker with 30 years of direct social work and managerial experience in the US and Latin America, focusing mainly on supporting newcomers, children and youth. Prior to OUSD, Jodi

served as the Executive Director of a non-profit agency providing post-resettlement support to newcomers. In her role there, she managed multiple city, county and state contracts, including fiscal and programmatic reporting and monitoring of subrecipients; trained and supervised staff; expanded formal and informal partnerships with other service providers and resettlement agencies; developed programs, policies and procedures; and more than doubled the agency's budget and staff within four years. Prior to BRFN, she developed expertise on unaccompanied refugee and immigrant minors through her managerial roles with Refugee Foster Care at Catholic Charities of Santa Clara County, and as the Colorado Unaccompanied Refugee Minor Program Specialist. Both programs supported unaccompanied minors who had experienced human trafficking. She has also worked as a child welfare worker; with newcomers in school, community-based, and medical settings; as a clinical supervisor for programs in Bolivia; and as a program development consultant in Costa Rica. Jodi is proficient in written and spoken Spanish.

Jodi will provide fiscal and program management of the STEP project. She will oversee the development and implementation of all proposed grant activities, including convening partners to update the HTSSP; overseeing the HTSSP implementation in all OUSD schools, including training key stakeholders and partners; collaborating closely with IRC and BAWAR to develop, refine, and deliver HTP education curriculum for OUSD educators, other staff, students, and caregivers; overseeing the capacity-building activities to train new OUSD trainers; improving support service referral network for students who are at risk for or are experiencing human trafficking; and working with the project team to regularly assess data and continually refine OUSD policies and practices related to safety and human trafficking. She will also be responsible for ensuring compliance with all grant requirements, including program data collection, reporting, and subrecipient monitoring and management. Time allocated in year 1:

0.90 FTE.

Stephanie Noriega, LCSW, Program Manager, Newcomer Wellness Initiative Program (NWI), started working with OUSD schools in 2016 as an Unaccompanied Immigrant Youth clinician with La Familia Counseling Services. She provided individual and group services to youth in high schools, participated in COST, and collaborated with school staff and other partners. In 2017, she transitioned into the district role of Unaccompanied Immigrant Youth Specialist where she helped facilitate the Newcomer Safety Task Force and the opening of the first newcomer continuation school to give working newcomer students the chance to continue their education. Stephanie helped create the NWI and returned to the district in 2020 as the NWI Program Manager to support the program's expansion. Stephanie oversees 13 clinical social workers who work across 15 secondary schools, providing clinical consultation and training, and facilitating peer support. She also trains school staff on cultural considerations and trauma-informed practices when engaging newcomer families. Stephanie serves as one of the first points of contact for HT referrals for newcomer students or families and is fluent in Spanish.

Stephanie will provide expertise in updating the HTSSP and in refining and developing additional HTP curricula (in particular HTP 102 and labor-trafficking content for staff); will be trained to facilitate HTP education for staff, students, and caregivers; will be trained to train future OUSD facilitators; and will provide consultation on HT referrals of newcomer students and/or families. Time allocated in year 1: 0.30 FTE

Sandra "Sandee" Simmons, LCSW, PPSC, joined OUSD in 2011 as the Behavioral Health Program Manager for High Schools. In her work at OUSD, she has taken a lead role in developing trauma-informed and culturally responsive systems, then training educators and other staff in these systems; providing training and supervision to multidisciplinary service teams;

overseeing COST for all high schools; providing direct services to students; and being at the front lines of crisis intervention and support for students, staff and families. Sandee has also been instrumental in supporting the development of OUSD's HT Prevention work since 2014. She currently serves as a HTP Lead and responds to concerns and HT referrals for non-newcomer high school students, providing consultation and coordinating support. Prior to OUSD, she served in many capacities throughout the Bay Area as a child/family therapist, school social worker, medical social worker, clinical director and administrator for children and families' programs. Sandee graduated from Stanford University, earned her Master of Social Work degree from University of California Berkeley and became licensed as a clinical social worker in 1989.

Francisco Alvarado, LCSW, Behavioral Health Program Manager for Middle Schools, has worked with youth for over 20 years in various capacities. He was born in Mexico, has lived in the U.S. since age 10, and has dedicated his life to helping at-risk youth (especially undocumented youth) access post-secondary education. Francisco has worked as a community organizer, immigration policy advocate, program manager, researcher, and clinical therapist. He joined OUSD in 2018 as a Community School Manager (CSM) at Madison Park Academy (grades 6-12), where he facilitated COST meetings and worked closely with the juvenile justice system, CPS, and Alameda County Social Services to develop support for Tier 3 students. In addition, Francisco managed MPA's crisis protocol; ensured that students, families, and staff had access to needed support; supervised and trained the case management, wellness coach, and restorative justice team; spearheaded the substance prevention initiative; and developed a committee to assess and improve protocols. He also served as the HTP Lead at MPA where he coordinated staff training, student referrals, and student prevention education groups and provided clinical consultation to caregivers. Before joining OUSD, Francisco was a school-based

counselor at two OUSD schools where he provided individual and group therapy for students, workshops and social-emotional support for caregivers, and trauma-focused training for staff.

Layne Hamilton, Behavioral Health Program Manager for Elementary Schools, is a Licensed Marriage and Family Therapist with a background in providing and coordinating trauma-informed, person-centered, and culturally responsive support services to youth K-12. She has experience leading COST, in which she connected students with a variety of services and collaborated with community-based organizations (e.g. mental health providers, after-school programs, youth centers) to ensure that students and families received trauma-informed, person-centered, culturally and linguistically appropriate services. In this role, she also worked with CPS and OPD to support youth affected involved with the foster care and juvenile justice systems. Additionally, Layne has experience developing and leading small group and classroom presentations related to SEL (Social Emotional Learning), including presentations on important mental health topics. As a HTP Lead, she coordinated and led presentations to students on topics such as health, violence prevention, and human trafficking prevention. She has also led training for teachers and staff on trauma-informed practices, SEL, HTP, and other topics.

All three BH Program Managers will provide expertise in updating the HTSSP and in refining and developing additional HTP curricula; will be trained to facilitate HTP education for educators, other staff, students and caregivers; will be trained to trainer future OUSD facilitators; will oversee the implementation of the HTSSP and will consult on HT referrals of non-newcomer students in their network. Sandee and Francisco will each allocate 0.10 FTE in year 1 and Layne will allocate -.05 FTE in year 1.

Evan Fortin, Teacher on Special Assignment for Health Education, has been in the education field for over 10 years, primarily as a classroom teacher, and also as a curriculum

designer. Evan first became an educator facilitating consent and sexual violence prevention workshops with college-age adults. He discovered that prevention work needed to start in elementary school to get at the root and interrupt the cycles of socialization that perpetuate harm. In his work as an educator, Evan has always centered the importance of helping young people better understand themselves and the complexities of the world around them so they can become effective agents of change in their own lives and in their communities. Evan will provide in-kind support and consultation to the STEP Project Team and collaborating partners, BAWAR and IRC, on HTP curriculum development for grades 5-7.

Scout Leonard, Data Analyst II, holds a Masters degree in Environmental Data Science and has proven experience providing data support to teams in support of research, reporting, and evaluation. As a Data Analyst II in Oakland Unified School District's Department of Research, Assessment and Data (RAD), Scout integrates the use of coding languages R and SQL, as well as data collection software such as SalesForce, to collect and analyze student data for Community Schools and Student Services teams and projects. Scout provides data support to COST Leads, who manage and track access to learning support and resources for students. Scout will provide data collection, analysis, and reporting support and will work closely with our external evaluator to support survey instrument and data collection design. Time allocated in year 1: 0.01 FTE.

International Rescue Committee (IRC)

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

IRC works around the globe to respond to the world's worst humanitarian crises. Founded in 1933 at the request of Albert Einstein, IRC works in over 40 countries and 25 U.S. cities to help refugees, immigrants, and victims of oppression. IRC has been operating in Oakland since 1975 and utilizes a trauma-informed, client-centered service delivery model that prioritizes client safety and confidentiality and provides a strengths-based approach to case management that integrates clients into a circle of care through IRC and partner agencies. The office offers programs such as, survivor services, economic empowerment, health access, and comprehensive, wraparound case management to aid individuals toward self- sufficiency and long-term integration. IRC is well-versed in the region's support service network and maintains partnerships with local service providers to ensure clients have access to crucial services.

As a victim services provider, IRC in Oakland operates several programs for survivors of trauma and crime including human trafficking, domestic violence, and sexual assault. IRC Oakland has been providing comprehensive case management and support to survivors of human trafficking since 2013. IRC in Oakland is a current grantee of the Trafficking and Crime Victims Assistance Program through Alameda County, a previous grantee of HOPE funding also through Alameda County, and a current Office for Victims of Crime (OVC) grantee for both Housing Assistance Grants (through FY24) and Services for Victims of Human Trafficking (through FY25); they served 32 clients last fiscal year. If awarded, this HTYPE funding would allow IRC to expand its scope to HT prevention activities in addition to intervention and survivor services.

IRC uses the data tracking system and case management software Efforts to Outcomes (ETO) that enables case workers to identify funding sources used to support clients, ensuring that HTYPE-funded services will not be duplicated. IRC has extensive experience in managing federal grants that support direct services to vulnerable populations, including the federally-

funded Reception and Placement, Preferred Communities, and Matching Grant programs. IRC's fiduciary oversight system involves segregation of duties, designation of responsibility and authority, and standardization of documentation. These systems allow IRC to safeguard cash, property, and other assets; appropriately document and approve all financial transactions; expend all funds in accordance with donor requirements; and ensure accurate and timely financial reporting. In addition to these internal controls, IRC engages the services of audit, tax, and advisory firm KPMG LLP to perform an annual audit, including audits of the domestic offices.

Olive Kersey, Anti-Trafficking Manager, joined IRC in 2020. Olive holds a master's degree in Migration Studies and a graduate certificate on Human Trafficking. Ms. Kersey provided direct services to survivors of trafficking for over two years before transitioning to her current role in June 2022. She is fluent in Spanish. Olive will supervise curriculum development, will assist in updating the HTSSP, will contribute subject matter expertise; and will provide consultation on HT referrals of newcomer youth. Time allocated in year 1: 0.20 FTE.

Education Specialist (to be hired) will serve as lead on curriculum development, will provide expertise in refining and developing additional HTP curricula (in particular HTP 102 and labor-trafficking content for students); and will train and coach future OUSD facilitators and trainers. Time allocated in year 1: 0.50 FTE.

Bay Area Women Against Rape (BAWAR)

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

Founded in 1971 as the first nationally recognized rape crisis center, BAWAR provides crisis intervention/advocacy and trauma aftercare to individuals of all genders who are directly impacted by sexual assault, commercial sexual exploitation, and dating violence. The mission of BAWAR is to empower, support, intervene on behalf of, and advocate for survivors of gender-based violence. They do this by holding a core set of values: affirming, believing, and centering survivors of oppressive factors at the interpersonal and structural levels. They are accountable to all members of this community to transform the structures that benefit from gender-based violence and dismantle the systems of oppression throughout our communities.

BAWAR serves people in Alameda County, age 14 and up, providing a 24-hour bilingual anonymous hotline for resources and crisis counseling; bedside advocacy during SAART exams; confidential advocate services when reporting sexual assault to law enforcement; case management and symptom management as trauma aftercare; court accompaniment; in-custody support for incarcerated minors; emergency relocation funds; and culturally-aligned programming for Black, Latine, and Indigenous survivors. They offer training and education on sexual violence and prevention in Spanish and English. All services are free of charge.

BAWAR utilizes EmpowerDB as a primary CRM which employs encryption and HIPAA-compliant structures to protect participant data while also generating substantive and useful data for grant management and reporting purposes. BAWAR has been a federally-funded 501c3 non profit organization for over 40 years and has significant experience with grant monitoring and management. Current internal controls and procedures dictate designated roles and responsibilities for the small group of responsible parties within the organization to ensure financial protocols meet compliance mandates and standards for a SAM-registered organization.

Leah Kimble-Price, LMFT, Executive Director has over 15 years of experience as a mental health clinician and direct service provider for youth and families impacted by commercial sexual exploitation, community violence, systemic oppression, and state-sponsored violence. Leah joined BAWAR in 2020 and oversees program development, general operating, clinical consultation, and quality assurance for all services provided to Alameda County's gender based violence survivors. Leah will supervise curriculum development and contribute subject matter expertise and clinical consultation to the staff. Time allocated in year 1: 0.05 FTE.

Jennifer Marshall, Director of Crisis Services has worked in youth-serving organizations for over a decade and support the crisis services department at BAWAR since 2017 as a sexual assault advocate, then program coordinator, then Manager and now has served as Director for over a year. Jennifer is also the agency's lead trainer and designed and implemented BAWAR's state-certified 66-hour Sexual Assault Advocate Training from 2019 to 2022. In year 1, Jennifer will serve as lead on curriculum development and supervise BAWAR staff who will be training OUSD trainers. In years 2-5, they will provide consultation and technical assistance to OUSD trainers and HTP Leads. Time allocated in year 1: 0.15 FTE.

Kirsten Johnson-Bell, ABOVE Program Manager has been a direct service provider and community organizer advocating for commercially sexually exploited youth and foster youth since 2010. Kirsten joined BAWAR in 2021 and leads our human trafficking intervention and response team. She will provide training to OUSD trainers in year 1 and starting in year 2, will participate in COST and collaborate with direct service providers within OUSD to support student referrals and continuity of care when applicable. Time allocated in year 1: 0.05 FTE.

Fabiola Alejandre, BS, Community Engagement Coordinator has been a community leader and cultural worker for over 20 years in schools, non profit settings, and policy impact

organizations across the Bay Area. Fabiola joined BAWAR in 2020 and worked with survivors directly in the ABOVE Program before transferring to their community-centered program, EMBRACE. Starting in year 2, Fabiola will support HTP Leads with training in Spanish and through a culturally-specific lens, participate in COST when applicable, collaborate with direct service providers within OUSD to support student referrals and will ensure continuity of care for students. Time allocated in year 1: 0.20 FTE (in-kind)

Project Assistant (TBD) will be contracted for the duration of the grant on a part-time hourly contractor basis to support internal grant management, deliverable tracking, reporting, and compliance. The Project Assistant must have a background in school-based prevention education and project management, and have a working knowledge of the unique factors at play in the Bay Area that contribute to commercial exploitation. Time allocated: Up to 2 hours per month.

Oakland Police Department (OPD):

The Oakland Police Department (OPD) will serve as the local law enforcement agency partner in the STEP program. Through the STEP program, OPD will support OUSD in updating its districtwide Human Trafficking School Safety Protocol (HTSSP). The HTSSP provides guidance in identifying and responding to suspected and confirmed cases of human trafficking, in a person-centered, trauma-informed, culturally and linguistically appropriate manner. OPD will consult with the OUSD STEP project team and their partners, IRC and BAWAR, to update and refine the HTSSP, specifically to address the safety, security, and well-being of staff and students and to define the proper and effective role of school staff in responding to potential and confirmed cases of human trafficking, including notifying caregivers, as appropriate. OPD will respond promptly when potential human trafficking situations require law enforcement, and will participate by sending officers to OUSD-led trainings on trauma- informed escalation prevention

and trauma-informed, culturally-responsive responses to human trafficking.

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 Hawai'i at Manoa, and has taught research methods at San Francisco State University, the University of Hawai'i, and the International University of Bochum.

Plan for Oversight of Federal Award Funds and Activities

Strategic Resource Planning (SRP) oversees and monitors federal grants, specifically Titles I, II, III, and IV, CSI and the Low Performing Block Grant, to ensure adherence to legislative guidelines. In accordance with grant requirements, all activities and expenditures are reviewed based on allowable use of funds criteria, which ensures that: 1) Activity/expenditure is aligned to meet challenging State academic content standards; 2) Activity/expenditure is an evidence-based educational strategy; 3) Costs charged to the federal program are reasonable,

necessary and in accordance with applicable regulations and program plans; and 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 are processed through OUSD's accounting system ESCAPE, an SRP staff member will review every single transaction for approval. The monitoring process for approval includes reviewing all expenditures to ensure that they: 1) Align with invoices; 2) Are charger to the correct account, and the transaction does not exceed the available budget; 3) Are allowable in accordance with OUSD's "Use of Funds Matrix"; 4) Include a submitted justification from requester for the use of funds, explaining how the funds will support the programmatic population, aims, and goals; 5) Align to schools plans (when applicable); 6) Applicable contracts to align with grant objectives; and 7) Applicable position duty statements to align with grant objectives and time spent on assigned duties matches amounts charged.

Moreover, for Title I and Title IV, when expenditures are made at the site level (opposed to centrally), SRP reviews documents from school site councils (the site governing board). Document reviews include: checking flyers, agenda, sign-in sheets, and minutes to ensure all expenditures were voted upon and approved through a quorum of the governing board, and notification procedures were followed in accordance with the Green Act.

As the third level of monitoring, budgets are run and expenditures are reviewed periodically to ensure process fidelity. In the event that an error is found and incorrect resources

are charged for an expenditure, a journal entry will be made -- this is the process for correcting the error and retroactively charging the correct resource for the expenditure.

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. de la Peña and our project team will use to inform continuous program improvements.

OUSD's STEP Manager for Human Trafficking Prevention, Jodi de la Peña, in her role as HTYPE Project Director will oversee the use of the federal grant award. Jodi will direct, monitor and document grant expenditures in collaboration with the SRP Team and personnel in the district's Business and Financial Department. This includes reviewing quarterly subrecipient invoices to ensure that supporting documentation accompanies expenses and aligns with activities completed during that quarter. She will collaborate with the Business and Fiscal Department to provide fiscal quarterly and annual reports as required by the funding agency.

Jodi will also collaborate with IRC, BAWAR and our evaluator during the first three months of the grant to develop a detailed and clear project plan for year 1 to include activities, deadlines, and person/agency responsible. The working project plan will be reviewed during monthly STEP Partner meetings to verify completed activities, coordinate upcoming activities, troubleshoot unanticipated challenges and adjust timelines if needed.

Program Performance Evaluation Plan

STEP will invest the time and resources required to ensure that ongoing activities and progress toward project goals are monitored, analyzed, and discussed. Through developmental evaluation methods (i.e., continuous, real-time inquiry and observation to inform project adaptation and improvement), as well as outcomes measurement and analysis, the STEP team, in

partnership with an external evaluator, will assess project impact and identify and resolve implementation barriers in order to advance continuous quality improvement.

Evaluation Approach

Moira DeNike, Ph.D. will serve as the evaluation partner for STEP. Dr. DeNike has evaluated school-based programs and has led research in the areas of trauma-informed care, juvenile justice, undocumented and unaccompanied youth, and school-based behavioral health service delivery, and has worked in partnership with OUSD for a decade. She has also been supporting OUSD's STEP program since 2020.

The evaluation approach will incorporate developmental evaluation methods as well as outcomes measurement. **Developmental:** The evaluator will work closely with the Program Manager and other STEP implementation partners to closely track the extent to which programmatic assumptions, inputs, and outputs align with real-time implementation, with an eye to identifying factors that are facilitating or hindering program success. Monthly reviews of process indicators will address fidelity to the program plan, successes, challenges, and lessons learned. Process measures 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 refinement and implementation of the HTSSP (described earlier in this proposal under HTSSP Monitoring); and successes, challenges and lessons learned related to the collaboration of key program partners. The developmental 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; number of educators, staff, caregivers, partners, and students trained; number of referrals made to case management

organizations, etc.). On a quarterly basis, the evaluator will work with the Program Manager and OUSD's Research Assessment and Data (RAD) division to obtain required implementation data such as training records, de-identified OUSDForce data (for number of referrals for HT). Analyses of these data will inform quarterly reflection sessions for program improvement, identification and rectification of ineffective plans and procedures, as well as recognition of progress. **Outcomes:** The outcomes evaluation will document project outputs and outcomes (listed in two tables below), and will rely upon data tracked via OUSD's internal COST tracking data system, OUSDForce, OUSD training records, as well as the following four questionnaires administered by program trainers to collect data related to mandatory performance measures and other outcomes expected of the curricula:

- **Pre-post tool for educators, other staff and community partners,** tracking 1) the required Programmatic Performance Indicators listed in Appendix D of the Request for Applications, such as increased interest in learning more about HT, increased understanding of their own role in preventing HT, and confidence in implementing the HTSSP, and 2) supplemental questions specifically pertaining to supporting foreign-born and newcomer youth and labor trafficking: *Pre-tests will be administered electronically as the first agenda item on the day of the training, post-tests will be administered on the day of the training, with email reminders continuing to go out for one week following the training*;

- **Pre-post tool for youth** tracking the required Programmatic Performance Indicators listed in Appendix D, including understanding that people in our city, including men and boys, can be exploited, being able to identify a trusted adult and a hotline, being willing to tell someone if they were being trafficked, and learning ways to stay safe -- this tool will be

built into the already established Healthy Oakland Teens pre-post infrastructure which includes consent and online survey administration: *Pre-tests will be administered electronically as the first agenda item on the first day of Healthy Oakland Teens, post-tests will be administered on the last day of Healthy Oakland Teens*;

- **Post-only Training of Trainer tool** tracking required Programmatic Performance Indicators listed in Appendix D of the Request for Applications, including participants' confidence in delivering the training content and satisfaction with the training (organization, presenter preparedness, utility of materials): *The tool will be administered on the day of the training, with email reminders continuing to go out for one week following the training*; and

- **Post-only Caregiver Training** tool tracking whether participants develop increased awareness of warning signs, legal rights, and resources: *The tool will be administered on the day of the training, with email reminders continuing to go out for one week following the training*.

Evaluation data will be gathered each quarter by the STEP Program Manager, with support from RAD, Healthy Oakland Teens, and nonprofit partners IRC and BAWAR. The external evaluator will conduct analyses to inform reporting and continuous improvement for each quarterly reporting period. Additionally, the evaluation partner will aggregate annual data at the end of the academic year, and each summer, between academic calendar years, the evaluator will present relevant analyses to the STEP team for annual program adaptations.

Target Deliverables

Table 4. Target Deliverables		
Target Deliverables	Y1	Y2

Projected **number of schools** implementing human trafficking prevention education for **educators and other staff**.	0	20
Projected **number of educators and other staff** trained to recognize and respond to human trafficking.	20	300
Projected **number of schools** implementing human trafficking prevention education for **students**.	0	31
Projected **number of students** who received human trafficking prevention education.	0	4,100
Projected **number of qualified trainers** trained to facilitate human trafficking prevention education for **educators and other staff**.	20	20
Projected **number of qualified trainers** trained to facilitate human trafficking prevention education for **students**.	20	20
Projected number of schools implementing the updated **HTSSP**.	0	31

Potential Obstacles and Solutions to Implementing Evaluation Plan

We have identified three potential obstacles that could impede the planned implementation of the evaluation plan.

- **Evaluator Capacity:** First of all, the STEP program will rely heavily upon the external evaluator for ongoing monthly, quarterly, and annual data monitoring, analysis, and reflection. The project evaluator is a sole practitioner, so if anything were to interrupt the evaluator's ability to execute the role described, it would substantially interfere with the project's ability to execute the plan. To account for this, we are working with the evaluator to build internal capacity among STEP team members to collect data and conduct basic analyses. Electronic versions of all survey tools are co-owned by the evaluator and the STEP Program Manager to ensure access will be uninterrupted regardless of unanticipated evaluator capacity issues.

- **RAD Capacity:** OUSD's RAD division operates independently of the Community Schools and Student Supports (CSSS) division. RAD runs up against its own deadlines,

which could potentially create a capacity issue that could interfere with the STEP team's ability to carry out the evaluation plan. In anticipation of RAD not being able to provide data-runs in a timely manner, STEP will devise a reporting schedule with RAD. Furthermore, CSSS has arranged to co-manage a RAD staff member who is dedicated to support CSSS division, with whom STEP will coordinate to obtain requisite data.

- **Time for Post-Tests:** There is always the risk that time during training will run out before participants have a chance to complete the post-assessments in person at the conclusion of the training sessions. To address this potential obstacle the STEP team will 1) practice module delivery to stay within allotted times, and 2) send out email reminders to staff, caregivers, and community-based partner trainees for up to one week after the training to gently but persistently encourage participants to complete the tools.

Table 5 (below) refers to outputs and outcomes expected in years 1 and 2. In years 3-5, we anticipate that we will deliver trainings, referrals, supports, and other capacity-building activities required to sustain momentum and impact. Specific deliverables for years 3-5 will be determined on the basis of continuous data collection and analysis, including student enrollment, staffing numbers, and staffing turnover, which may fluctuate.

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STEP Inputs, Activities, & Outcome Measurement

Table 5. STEP Inputs, Activities, & Outcome Measurement		
Inputs	**Project Activity**	**Measurement of Output and/or Outcome**
Partnership with BAWAR Partnership with IRC Coordination with OUSD Departments: RAD, ELLMA, Newcomer Wellness Initiative, Translation Services, Health & Wellness (including SBHCs), Behavioral Health (including	**Goal: Provide Human Trafficking (HT) Prevention Education for Educators and Other Staff**	
	Revise training to be more focused on skills-based content and to distinguish more clearly between sex trafficking and labor trafficking (LT)	*HTP 101 Module* (90-min & 2-hr versions) and *HTP 102 Module* (30-min LT-focus) ready to implement by end of year 1
	Deliver *HTP 101 Module* to ~300 and *HTP 102 Module* to ~150 educators and staff by September 2024	Pre-post trainee survey results show increased knowledge and responsiveness among OUSD staff, particularly in regard to newcomer students and labor trafficking
	Goal: Provide Human Trafficking (HT) Prevention Education for Students	
	Deliver 365-375 minutes of Sexual Health Education + Comprehensive HTP lessons to 4,100 8th and 9th graders throughout OUSD annually starting in year 2	Pre-post Healthy Oakland Teens survey results show increased knowledge of risks, resiliencies, and resources among OUSD youth
	Develop labor trafficking-focused lesson for all MS and HS newcomer students, to include "You Have Rights as Workers"	*Newcomer Middle and High School Modules* ready to implement by October 2024
	Expand Healthy Oakland Teens to reach 7,300 5th-7th graders annually with 55 minutes of additional HTP content starting in year 3	Pre-post Healthy Oakland Teens survey results show increased knowledge of risks, resiliencies, and resources among OUSD youth

	Table 5. STEP Inputs, Activities, & Outcome Measurement	
Inputs	**Project Activity**	**Measurement of Output and/or Outcome**
contracted CBOs) Collaboration with Public Agencies: OPD, CPS, DVP Budget for: STEP Program Manager, External Evaluator, Communications Consultant	**Goal: Provide Human Trafficking Prevention Education for Caregivers**	
	Develop caregiver HTP education content	*General HTP for Caregivers Module* (45 min) ready to implement by October 2024
	Deliver HTP education to caregivers annually at select elementary, middle and high schools (prioritizing MS and online safety/grooming)	Post-training survey results show increased awareness among caregivers of warning signs, legal rights, and resources
	Coordinate "You Have Rights" and other "Know Your Rights" workshops with local legal services providers for caregivers, family members and sponsors of newcomer students	Post-training survey results show increased awareness among caregivers of warning signs, legal rights, and resources
	Goal: Train Trainers to Lead Adult and Student Trainings	
	Train at least one staff member at every middle and high school to lead HTP adult trainings (35 total trained in first 2 years)	Training records show that every middle and high school has at least one HTP Lead capable of training staff; Post-training survey results show trainers were satisfied with training and are confident in ability to train
	Train at least one staff member at every middle and high school in training and supporting students (35 total trained in first 2 years)	Training records show that every middle and high school has at least one staff member capable of training students; Post-training survey results show trainers were satisfied with training and are confident in ability to train

Table 5. STEP Inputs, Activities, & Outcome Measurement		
Inputs	**Project Activity**	**Measurement of Output and/or Outcome**
	Train cadre of 5 Lead Trainers capable of training their peers to become trainer/facilitators for adult and student-facing HTP education	Post-training survey results show trainers were satisfied with training and are confident in ability to train trainers in all modules
	Goal: Implement and Human Trafficking School Safety Protocol (HTSSP)	
	Revise the HTSSP based on 6 lessons learned in the current implementation	Simplified and updated HTSSP approved by OTIP by end of year 1
	Submit approved HTSSP to the OUSD Board of Education	OTIP-approved HTSSP formally adopted by the OUSD Board of Education by the end of Dec 2024
	Train 10 community-based partner providers (e.g., behavioral health, clinical, and legal) in HTSSP in Year 2; Annually offer training open to all partners	Pre-post trainee survey results show increased knowledge of HTP and responsiveness to human trafficking
	Strengthen partnership with Alameda County Children & Family Services (CPS)	Program records show 2 annual coordination meetings; HTSSP reviewed by CPS; Improved interagency communication
	Strengthen partnership with Oakland Police Department (OPD)	Program records show 2 annual coordination meetings; OPD officers trained by OUSD in trauma-informed responses; Improved interagency communication
	Strengthen collaboration with Department of Violence Prevention-funded partners (GBV educators, Violence Interrupters, Life Coaches)	Program records show 2 annual coordination meetings; Integration of violence prevention efforts across OUSD district

Project Budget and Justification

Grant Requested Funds for Year 1 (September 30, 2023 - September 29, 2024)

Expense	Grant Request
Personnel	$180,329
Fringe Benefits	$94,922
Travel	$2,400
Equipment	$0
Supplies	$15,000
Contractual	$174,474
Other	$17,375
Total Direct Costs	$484,500
Indirect Costs	$15,500
Total	$500,000

Budget Narrative
Personnel - $180,329

- Director of Health & Wellness, Mara Larsen-Fleming: 0.05 FTE x $133,987 annual salary = **$6,669.** will provide high-level program oversight of the STEP project and staff supervision of STEP PM.
- STEP Program Manager, Jodi de la Peña (VanderPol): 0.90 FTE x $119,729 annual salary = **$107,756**. Will provide fiscal and program management of the STEP project. She will oversee the development and implementation of all proposed grant activities, including convening partners to update the HTSSP; overseeing the HTSSP implementation in all OUSD schools, including training key stakeholders and partners; collaborating closely with BAWAR and IRC to develop, refine, and deliver HTP education curriculum for OUSD educators, other staff, students, and caregivers; overseeing the capacity-building activities to train new OUSD trainers; improving support service referral network for students who are at risk for or are experiencing human trafficking; and working with the project team to regularly assess data and continually refine OUSD policies and practices related to safety and human trafficking. She will also be responsible for ensuring compliance with all grant requirements, including program data collection, reporting, and subrecipient monitoring and management.

- Newcomer Program Manager, Stephanie Noriega: 0.3 FTE x $118,180 annual salary = **$35,454**. Will provide expertise in updating the HTSSP and in refining and developing additional HTP curricula (in particular HTP 102 and labor-trafficking content for staff); will be trained to facilitate HTP education for staff, students, and caregivers; will be trained to train future OUSD facilitators; and will provide consultation on HT referrals of newcomer students and/or families.
- Behavioral Health (BH) Program Manager for High Schools, Sandra Simmons: 0.10 FTE x $117,679 annual salary = **$11,768**. Each BH PM will provide expertise in updating the HTSSP and in refining and developing additional HTP curricula; will be trained to facilitate HTP education for educators, other staff, students and caregivers; will be trained to trainer future OUSD facilitators; will oversee the implementation of the HTSSP and will consult on HT referrals of non-newcomer students in their network.
- Behavioral Health Program Manager for Middle Schools, Francisco Alvarado: 0.10 FTE x $117,679 annual salary = **$11,768.** See duties in previous bullet point.
- Behavioral Health Program Manager for Elementary Schools, Layne Hamilton: 0.05 FTE X $117,679 annual salary = **$5,884**. See duties under Sandee's bullet point.
- Teacher on Special Assignment, Health Education, Evan Fortin. Will provide in-kind support and consultation to the STEP Project Team and collaborating partners, IRC and BAWAR, on curriculum development for grades 5-7.
- Data Analyst, Scout Leonard: 0.01 FTE x $100,000 annual salary = **$1,000**. Will provide data collection, analysis, and reporting support to the STEP project and will work closely with our external evaluator to support survey instrument and data collection design.

Benefits - $94,921

Fringe Benefits are calculated using the following percentages: Medical and dental benefits $16,000 x FTE; FICA & Medicare 7.65%; retirement plan 27%; unemployment insurance .5%, workers compensation insurance 3.59%; and other insurance and benefits .5%. The total OUSD benefits rate for eligible full time salaries is 39.24% of salaries + $16,000 x FTE.
- Director of Health & Wellness: $6,699 x 51.18% benefit rate = $3,429
- STEP Program Manager: $107,756 x 52.60% benefit rate = $56,683
- Newcomer Program Manager: $35,454 x 52.78% benefit rate = $18,713
- Behavioral Health (BH) Program Manager (High Schools and Middle Schools): $11,768 x 52.84% benefit rate = $6,218 x 2
- BH Program Manager (Elementary Schools): $5,884x 52.84% benefit rate = $3,109
- Data Analyst: $1,000 x 55.24% benefit rate = $552

Travel - $2,400
- Travel for the Project Director and one other staff to attend an OTIP recipient convening in Washington DC in 2024 for 4 days: Lodging ($400), Airfare ($400), Per diem ($200), Mileage allowances (car rental, public transportation, Lyft - $200) = $,1200 x 2 = $2,400

Supplies - $15,000
- Outreach and awareness materials = $12,000; to develop outreach and awareness posters, brochures, resource cards, postcards, etc. for students and caregivers
- Equipment needed by program staff to work remotely due to the closure of OUSD's central staff office building, such as ergonomic equipment, laptops, monitors, etc. = $,000

Other - $17,375
- Local staff travel/mileage = $3,600; for 4 staff members to travel to conduct program activities, including travel to trainings and meetings to plan and implement grant activities at a reimbursement mileage rate of $0.655 per mile; $75/month x 12 months x 4 staff = **$3,600**
- Training stipend for School HT Leads = $5,000; $250 stipend x 20 HTP leaders = **$5,000**
- Refreshments/Incentives for TOT = $3,000: $500 per Training of the Training (TOT) x 6 for HTP leads to facilitate future staff, student, and caregivers trainings = **$3,000**
- Staff Development = $4,000; for 4 staff to complete at least 10 hours of training in connection with human trafficking = **$4,000**
- Program supplies = $1,775; for office supplies, printing, software purchases and other program-related items needed; 100% x $148/month x 12 months = **$3,490**

Contractual - $175,959
- IRC = **$79,429 (see below)**
- BAWAR = **$47,545 (see below)**
- Evaluator = **$15,000**; Moira DeNike to support the formal evaluation of the STEP program, including designing pre/post tests to students, educators and other school staff, and assess training and education service and outcome data, effectiveness of collaboration and protocol design and implementation.
- Labor Trafficking Consultant (to be contracted) = **$15,000**; expert consultant to assist with HTSSP revisions, curricula development focused on labor trafficking, and outreach and awareness materials for newcomer students, families, caregivers and sponsors.
- Communications Consultant = **$10,000**; to develop outreach and awareness materials for students and caregivers.
- Legal Consultant(s)- = **$7,500**; Immigration and employment consultant(s) to assist with curriculum development for students and caregivers (mostly for newcomer students).

Indirect - Total direct costs x 3.1% indirect rate (federally negotiated rate) = **$15,500**

IRC Budget Justification

Personnel - $47,836

- Anti-Trafficking Education Specialist, To Be Hired: 0.50 FTE x $60,774 annual salary = **$30,387**. Will assist in the development, review, analysis, and adaptation of educational lessons and materials on human trafficking prevention for youth; will train OUSD trainers to provide training to students, educators and caregivers; will provide individual consultation for youth identified as at risk of or experiencing human trafficking; and will provide technical support to the district and other partners as needed.
- Olive Kersey, Anti-Trafficking Manager: 0.20 FTE x $84,000 annual salary = **$16,800**. Will oversee development and analysis of curricula, support with project implementation and management, and lead the curriculum and HTSSP updates as needed. Will oversee reporting, coordination with grantor and district and site leadership, and communications to ensure compliance with grant deliverables.
- Finance Coordinator, Katrin Zolfaghari: 0.01 FTE x $64,935 annual salary = **$649**. Will provide day-to-day fiscal management and compliance oversight of the HTYPE project.

Benefits - $14,021

Fringe Benefits are calculated using the following percentages: Medical and dental benefits 10.99%; FICA & Medicare 5.91%; retirement plan 8.31%; workers compensation & evacuation insurance 0.82%; life, AD&D, long-term disability and short-term disability 1.65%; and other insurance and benefits 1.63%. The total IRC network benefits rate for eligible full time salaries is 29.31% of salaries.

- Anti-Trafficking Education Specialist: $30,387 x 29.31% benefit rate = **$8,906.08**
- Anti-Trafficking Manager: $16,800 x 29.31% benefit rate = **$4,924.43**
- Finance Coordinator: $649 x 29.31% benefit rate = **$190.32**

Travel - $1,200

- Travel for 1 staff to attend an OTIP recipient convening in Washington DC in 2024 for 4 days: Lodging ($400), Airfare ($400), Per diem ($200), Mileage allowances (car rental, public transportation, Lyft - $200) = $,1200

Supplies - $2,150

- Employee Cell Phone Plan = **$50.** For communication with partners and youth at risk of or are currently experiencing human trafficking; 1 cell phone plan x 100% x $50 phone plan = $50
- Employee Laptop = **$1,500**. To use to develop lesson plans and materials, provide training to students, educators and other school staff, and caregivers as well as individual consultation for youth identified as at risk of or experiencing human trafficking ; 1 laptop x 100% x $1,500 laptop = $1,500.
- Program Supplies and Materials = **$600**. Program supplies include essentials like consumable office supplies, printing, instructional materials, and software purchases and other program-related items needed; 100% x $50/month x 12 months = **$600**

Other - $5,390
- Local staff travel/mileage = **$780**; for 2 staff members to travel to conduct program activities, including travel to trainings and to meetings with partners at a reimbursement mileage rate of $0.655 per mile; 50 miles/month x 12 months x $0.655/mile = $780
- Office rental = **$1,948**; to ensure service operations in Oakland; $16,233.06/month x 1% x 12 months = $1,948
- Office utilities and maintenance = **$47**; to ensure service operations in Oakland; $394.01/month x 1% x 12 months = $47
- Storage Fees = **$100**; to ensure service operations in Oakland; $830/month x 1% x 12 months = $100
- Office phone = **$76**; to communicate with potential and current clients, partners, and funders; $633.09/month x 1% x 12 months = $76
- Postage, Courier, and Delivery = **$110**; to send programmatic and administrative documents; $915.01/month x 1% x 12 months = $110
- Office supplies = **$19**; general office supplies used in day-to-day work tasks; $158.27/month x 1% x 12 months = $19
- Copier rental = **$94**; to print, copy, and scan documents to students, caregivers, partners, funders, and internal staff; $782.82/month x 1% x 12 months = $94
- General insurance = **$216**; to ensure service operations in Oakland; $1,800/month x 1% x 12 months = $216
- Staff development = **$2,000**; for 2 staff to complete at least 10 hours of training in connection with human trafficking.

Indirect - $8,832
- Total direct costs $70,597 x 12.51% indirect rate (federally negotiated rate) = **$8,832;** Indirect Charges have been computed at 12.51% of direct program charges except for non-expendable property over $5,000 and subgrant expenses over $25,000 per sub-award. This consists of 11.02% to cover a portion of IRC´s headquarters administrative costs including personnel, occupancy, and utilities; 0.10% for audit cost and 1.39% USG Compliance Unit. These ICR rates are provisional per the Negotiated Indirect Cost Rate Agreement with the IRC's cognizant federal agency, the United States Agency for International Development.

BAWAR Budget Justification

Personnel - **$25,720**

- Executive Director (Leah Kimble-Price): 0.05 FTE x $113,004.53 annual salary = **$5,650**. Will supervise curriculum development and contribute subject matter expertise and clinical consultation to project supervisors
- Director of Crisis Services (Jennifer Marshall): 0.15 FTE x $79,089.31 annual salary = **$11,863**. Will serve as lead on development of curriculum for students and caregivers and revisions for staff curriculum; will supervise BAWAR staff who will be training directly.
- ABOVE - Achieving Balance to Overcome Violent Environments Program Manager (Kirsten Johnson-Bell): 0.05 FTE x $70,068.18 annual salary = **$7,007**; Will provide training of the trainer training to HTP Leads
- Community Engagement Coordinator (Fabiola Alejandre): 0.2 FTE x $66,731.60 annual salary = **$0.** Will provide in-kind support in curriculum development, offering a culturally-specific lens.

Benefits - $6,133

FICA TAX @ 6.2% + FICA MEDI @ 1.45% + SUI (2.5% on first 7k in salary) @ 2.5% + Workers' Compensation @ 0.86% + Health Services @ 14% = **25.01% benefit rate**

- Executive Director: $5,650 x 25.01% benefit rate = **$1,414**
- Director of Crisis Services: $11,863 x 25.01% benefit rate = **$2,967**
- ABOVE Program Manager: $7,007 x 25.01% benefit rate = **$1,752**

Travel - $1,200

- Travel for 1 staff to attend an OTIP recipient convening in Washington DC in 2024 for 4 days: Lodging ($400), Airfare ($400), Per diem ($200), Mileage allowances (car rental, public transportation, Lyft - $200) = $,1200

Supplies - $1,410

- Printed materials and printing costs for outreach and tabling event requests @ $200/event x 3 events = **$600**
- General office supplies @ $50/month x 0.45 total FTE = **$270**
- Software (CRM, Zoom, Microsoft 365 subscription) @ $100/month x 0.45 FTE = **$540**

Contractual - $1,200

- Project Assistant (TBD): 2 hours/month @ $50/hour for 52 weeks = **$1,200**. Part-time hourly contract position to support internal grant management, deliverable tracking, reporting, and compliance.

Other - $9,150

- Refreshments/Incentives @ $500/gathering of staff, students, or OUSD personnel for the purpose of meeting a grant deliverable x eight gatherings a year = **$4,000**
- Mileage & Parking for project staff traveling to and from school sites to plan and implement grant activities

- ○ $50/month (includes federal mileage reimbursement rate + metered and garage parking when necessary) x 3 staff = **$1,800**
- Office Rental @ $2/sq.ft X 125 sq. ft x 0.45 FTE x 12 months = **$1,350**
- Staff development = **$2,000**; for 2 staff to complete at least 10 hours of training in connection with human trafficking.

Indirect - Total direct costs x 10% de minimis indirect rate = $**4,322**

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OPPORTUNITY & PACKAGE DETAILS:

Opportunity Number:	HHS-2023-ACF-IOAS-OTIP-TV-0050
Opportunity Title:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Opportunity Package ID:	PKG00279497
CFDA Number:	93.327
CFDA Description:	Demonstration Grants for Domestic Victims of Human Trafficking
Competition ID:	HHS-2023-ACF-IOAS-OTIP-TV-0050
Competition Title:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Opening Date:	01/27/2023
Closing Date:	04/27/2023
Agency:	Administration for Children and Families-IOAS-OTIP
Contact Information:	Kimberly Casey

APPLICANT & WORKSPACE DETAILS:

Workspace ID:	WS01100566
Application Filing Name:	Oakland Unified School District
UEI:	U871PCLAXAD7
Organization:	OAKLAND UNIFIED SCHOOL DISTRICT
Form Name:	Budget Information for Non-Construction Programs (SF-424A)
Form Version:	1.0
Requirement:	Mandatory
Download Date/Time:	Apr 27, 2023 09:40:20 PM EDT
Form State:	**No Errors**

FORM ACTIONS:

BUDGET INFORMATION - Non-Construction Programs

SECTION A - BUDGET SUMMARY

| Grant Program Function or Activity (a) | Catalog of Federal Domestic Assistance Number (b) | Estimated Unobligated Funds | | New or Revised Budget | | |
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. HHS-2023-ACF-IOAS-OTIP-TV-0050	93.327	$	$	$ 500,000.00	$	$ 500,000.00
2.						
3.						
4.						
5. Totals		$	$	$ 500,000.00	$	$ 500,000.00

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total
	(1) HHS-2023-ACF-IOAS-OTIP-TV-0050	(2)	(3)	(4)	(5)
a. Personnel	$ 180,329.00	$	$	$	$ 180,329.00
b. Fringe Benefits	94,922.00				94,922.00
c. Travel	2,400.00				2,400.00
d. Equipment	0.00				0.00
e. Supplies	15,000.00				15,000.00
f. Contractual	174,474.00				174,474.00
g. Construction	0.00				0.00
h. Other	17,375.00				17,375.00
i. Total Direct Charges (sum of 6a-6h)	484,500.00				484,500.00
j. Indirect Charges	15,500.00				15,500.00
k. TOTALS (sum of 6i and 6j)	$ 500,000.00	$	$	$	$ 500,000.00
7. Program Income	$ 0.00	$	$	$	$ 0.00

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SECTION C - NON-FEDERAL RESOURCES

	(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e)TOTALS
8.	HHS-2023-ACF-IOAS-OTIP-TV-0050	$	$	$	$
9.					
10.					
11.					
12. TOTAL (sum of lines 8-11)		$	$	$	$

SECTION D - FORECASTED CASH NEEDS

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	$	$	$	$	$
14. Non-Federal	$				
15. TOTAL (sum of lines 13 and 14)	$	$	$	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

	(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)			
		(b)First	(c) Second	(d) Third	(e) Fourth
16.	HHS-2023-ACF-IOAS-OTIP-TV-0050	$ 500,000.00	$ 500,000.00	$ 500,000.00	$ 500,000.00
17.					
18.					
19.					
20. TOTAL (sum of lines 16 - 19)		$ 500,000.00	$ 500,000.00	$ 500,000.00	$ 500,000.00

SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges: 484,500	22. Indirect Charges: 15,500

23. Remarks:

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OPPORTUNITY & PACKAGE DETAILS:

Opportunity Number:	HHS-2023-ACF-IOAS-OTIP-TV-0050
Opportunity Title:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Opportunity Package ID:	PKG00279497
CFDA Number:	93.327
CFDA Description:	Demonstration Grants for Domestic Victims of Human Trafficking
Competition ID:	HHS-2023-ACF-IOAS-OTIP-TV-0050
Competition Title:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Opening Date:	01/27/2023
Closing Date:	04/27/2023
Agency:	Administration for Children and Families-IOAS-OTIP
Contact Information:	Kimberly Casey

APPLICANT & WORKSPACE DETAILS:

Workspace ID:	WS01100566
Application Filing Name:	Oakland Unified School District
UEI:	U871PCLAXAD7
Organization:	OAKLAND UNIFIED SCHOOL DISTRICT
Form Name:	Key Contacts
Form Version:	2.0
Requirement:	Optional
Download Date/Time:	Apr 27, 2023 09:40:32 PM EDT
Form State:	**No Errors**

FORM ACTIONS:

Key Contacts Form

* Applicant Organization Name:

Oakland Unified School District

Enter the individual's role on the project (e.g., project manager, fiscal contact).

* Contact 1 Project Role: Project Director

Prefix:

* First Name: Jodi

Middle Name:

* Last Name: de la Peña

Suffix:

Title: Manager, Human Trafficking Prevention

Organizational Affiliation:

Oakland Unified School District

* Street1: 1000 Broadway

Street2: Suite 440

* City: Oakland

County: California

* State: CA: California

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 94607-4099

* Telephone Number: 5102135466

Fax: Jodi de la Peña

* Email: jodi.delapena@ousd.org

| Delete Entry | | Next Person |

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Competition Title:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Opening Date:	01/27/2023
Closing Date:	04/27/2023
Agency:	Administration for Children and Families-IOAS-OTIP
Contact Information:	Kimberly Casey

APPLICANT & WORKSPACE DETAILS:

Workspace ID:	WS01100566
Application Filing Name:	Oakland Unified School District
UEI:	U871PCLAXAD7
Organization:	OAKLAND UNIFIED SCHOOL DISTRICT
Form Name:	Project/Performance Site Location(s)
Form Version:	4.0
Requirement:	Mandatory
Download Date/Time:	Apr 27, 2023 09:40:26 PM EDT
Form State:	No Errors

FORM ACTIONS:

Project/Performance Site Location(s)

Project/Performance Site Primary Location   ☐ I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: Oakland Unified School District

UEI: U871PCLAXAD7

* Street1: 1000 Broadway

Street2: Suite 440

* City: Oakland   County: Alameda

* State: CA: California

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: 946074099   * Project/ Performance Site Congressional District: CA-012

Project/Performance Site Location 1   ☐ I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name:

UEI:

* Street1:

Street2:

* City: County:

* State:

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: * Project/ Performance Site Congressional District:

Additional Location(s) [   ]   [Add Attachment]   [Delete Attachment]   [View Attachment]

WORKSPACE FORM

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Opportunity Number:	HHS-2023-ACF-IOAS-OTIP-TV-0050
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Opportunity Package ID:	PKG00279497
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CFDA Description:	Demonstration Grants for Domestic Victims of Human Trafficking
Competition ID:	HHS-2023-ACF-IOAS-OTIP-TV-0050
Competition Title:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Opening Date:	01/27/2023
Closing Date:	04/27/2023
Agency:	Administration for Children and Families-IOAS-OTIP
Contact Information:	Kimberly Casey

APPLICANT & WORKSPACE DETAILS:

Workspace ID:	WS01100566
Application Filing Name:	Oakland Unified School District
UEI:	U871PCLAXAD7
Organization:	OAKLAND UNIFIED SCHOOL DISTRICT
Form Name:	Assurances for Non-Construction Programs (SF-424B)
Form Version:	1.1
Requirement:	Mandatory
Download Date/Time:	Apr 27, 2023 09:40:23 PM EDT
Form State:	**No Errors**

FORM ACTIONS:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation

Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Completed on submission to Grants.gov	Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
Oakland Unified School District	Completed on submission to Grants.gov

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Opportunity Title:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Opportunity Package ID:	PKG00279497
CFDA Number:	93.327
CFDA Description:	Demonstration Grants for Domestic Victims of Human Trafficking
Competition ID:	HHS-2023-ACF-IOAS-OTIP-TV-0050
Competition Title:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Opening Date:	01/27/2023
Closing Date:	04/27/2023
Agency:	Administration for Children and Families-IOAS-OTIP
Contact Information:	Kimberly Casey

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Workspace ID:	WS01100566
Application Filing Name:	Oakland Unified School District
UEI:	U871PCLAXAD7
Organization:	OAKLAND UNIFIED SCHOOL DISTRICT
Form Name:	Grants.gov Lobbying Form
Form Version:	1.1
Requirement:	Mandatory
Download Date/Time:	Apr 27, 2023 09:40:13 PM EDT
Form State:	No Errors

FORM ACTIONS:

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Oakland Unified School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.   * First Name: Kyla   Middle Name:

* Last Name: Johnson-Trammell   Suffix:

* Title: Superintendent

* SIGNATURE: Completed on submission to Grants.gov   * DATE: Completed on submission to Grants.gov

This Workspace form is one of the forms you need to complete prior to submitting your Application Package. This form can be completed in its entirety offline using Adobe Reader. You can save your form by clicking the "Save" button and see any errors by clicking the "Check For Errors" button. In-progress and completed forms can be uploaded at any time to Grants.gov using the Workspace feature.

When you open a form, required fields are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message. Additional instructions and FAQs about the Application Package can be found in the Grants.gov Applicants tab.

OPPORTUNITY & PACKAGE DETAILS:

Opportunity Number:	HHS-2023-ACF-IOAS-OTIP-TV-0050
Opportunity Title:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Opportunity Package ID:	PKG00279497
CFDA Number:	93.327
CFDA Description:	Demonstration Grants for Domestic Victims of Human Trafficking
Competition ID:	HHS-2023-ACF-IOAS-OTIP-TV-0050
Competition Title:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Opening Date:	01/27/2023
Closing Date:	04/27/2023
Agency:	Administration for Children and Families-IOAS-OTIP
Contact Information:	Kimberly Casey

APPLICANT & WORKSPACE DETAILS:

Workspace ID:	WS01100566
Application Filing Name:	Oakland Unified School District
UEI:	U871PCLAXAD7
Organization:	OAKLAND UNIFIED SCHOOL DISTRICT
Form Name:	Other Attachments Form
Form Version:	1.2
Requirement:	Mandatory
Download Date/Time:	Apr 27, 2023 09:40:17 PM EDT
Form State:	No Errors

FORM ACTIONS:

Other Attachment File(s)

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* Mandatory Other Attachment Filename: OUSD_HTYPE 2023_2028_Appendix.pdf

[Add Mandatory Other Attachment]   [Delete Mandatory Other Attachment]   [View Mandatory Other Attachment]

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment]   [Delete Optional Other Attachment]   [View Optional Other Attachment]

Office on Trafficking in Persons
Administration for Children and Families
330 C Street, SW
Washington, DC 20201

April 24, 2023

To Whom It May Concern,

Bay Area Women Against Rape (BAWAR) will partner with Oakland Unified School District (OUSD) in the implementation of the Human Trafficking Youth Prevention Education (HTYPE) Project funded by Office on Trafficking in Persons. BAWAR will collaborate with OUSD project staff on curriculum development; training of trainers (TOT); consultation on the district's Human Trafficking School Safety Protocol (HTSSP); and training and technical assistance (TAT).

BAWAR brings expertise in youth engagement, caregiver and community education, primary and secondary prevention, and survivor-centered intervention across the spectrum of individuals and families impacted by gender based violence, and specifically human trafficking. BAWAR's co-founder was the first Victim Witness Advocate to ever accompany a survivor to testify in court and we were also the designated advocate organization assigned to respond alongside Oakland Police Department (OPD) when trafficking ring raids were prevalent and often resulted in identification of minor victims. BAWAR has also provided community education at the middle school, high school and college level for decades as well as administering the state-certified Sexual Assault Advocate training to community members, service providers, public educators, sibling organizations and various factions of law enforcement.

BAWAR will provide the following supports for the during the grant period:

1. **Student Prevention Education**
   a. Co-develop Comprehensive Human Trafficking Prevention (HTP) modules to meet the OTIP learning objectives to be delivered to 5th grade and middle school students
2. **Caregiver Prevention Education**
   a. Co-develop HTP education for caregivers
3. **Training of the Trainer (ToT)**
   a. Co-develop Training of the Trainer (ToT) material for student and caregiver HTP education named above to meet the OTIP learning objectives
   b. Train OUSD Trainers to train future facilitators to implement the student and

caregiver HTP education

4. **HTSSP**
   a. Provide consultation to OUSD staff and partners to respond in a timely manner to concerns when students are identified as at risk for or experiencing human trafficking (i.e., referrals for assessment and/or case management)
5. **Technical Assistance**
   a. Provide technical support, consultation and subject matter expertise for OUSD
   b. Offer OUSD HTP Leads training on Mandated Reporting and Sexual Exploitation
6. Participate in monthly meetings with OTIP and other optional meetings/trainings with OTIP and other HTYPE recipients
7. Contribute to the reporting and evaluation requirements of OTIP, while maintaining student confidentiality in compliance with applicable federal and state laws and human subjects protections

Year 1 deliverables will include consultation on the development of the curricula described above as well as the HTSSP. It will also include training OUSD Trainers to implement the curricula described above. Our budget estimate to fulfill our year 1 commitment is $49,030. Year 2-5 deliverables will center around supporting project implementation through technical assistance, case consultation, standing coordination meetings (described below), and meeting reporting requirements. Our annual budget estimate for year 2 is $75,000 when we will launch the staff, student, and caregiver trainings. The budget will decrease gradually in years 3-5 as OUSD builds internal capacity to lead the trainings.

BAWAR will meet regularly with the OUSD project team (1-2 times per month) to collaboratively implement the activities listed above, monitor the progress and deliverables, troubleshoot any challenges and continue to build a strong working partnership. BAWAR staff work during regular business hours, Monday through Friday 9am - 5pm as well as providing evening programming to survivors and families and supporting a 24 hour crisis and resource hotline and staffing a bedside advocacy first responder team.

Sincerely,

Leah Kimble-Price

Office on Trafficking in Persons
Administration for Children and Families
330 C Street, SW
Washington, DC 20201

April 26, 2023

To Whom It May Concern,

The International Rescue Committee (IRC) Oakland will partner with Oakland Unified School District (OUSD) in the implementation of Human Trafficking Youth Prevention Education (HTYPE) Project funded by the Office on Trafficking in Persons. The IRC will collaborate with OUSD project staff on curriculum development, training of trainers (ToT); human trafficking education for educators and other staff; human trafficking education for students; human trafficking education for caregivers and community partners; consultation on the district's Human Trafficking School Safety Protocol (HTSSP), and training and technical assistance (TAT).

The IRC brings expertise in supporting foreign-born and newcomer populations, including refugees, asylees, and individuals who qualify for T nonimmigrant status, and navigating legal, immigration, and resettlement systems. The IRC will help ensure that the HTYPE Project is equipped with this specialized knowledge in the development of curricular materials and school-based protocols. The IRC will provide the following supports for the during the grant period:

1. Co-develop with OUSD and partners a Human Trafficking Prevention (HTP) Lesson for middle and high school **newcomer students**, focused on labor trafficking (LT) among foreign-born youth which meets the OTIP learning objectives.
2. Co-develop with OUSD and partners a Training of the Trainer (TOT) for the student LT-focused Lesson named above to meet the OTIP learning objectives.
3. Co-develop with OUSD and partners a HTP 102 Lesson for **educators and other staff** who teach newcomer students
4. Co-develop with OUSD and partners a Training of the Trainer (TOT) HTP 102 Lesson for educators and other staff who teach newcomer students
5. Co-develop with OUSD and partners a Human Trafficking Prevention (HTP) Lesson for **caregivers**.
6. Co-develop with OUSD and partners a Training of the Trainer (TOT) for the HTP Lesson for caregivers.

International Rescue Committee
440 Grand Avenue St. #500
Oakland, CA 94610
Tel +1 510 452 8222
Fax +1 510 452 8228
www.rescue.org/oakland

7. Provide trainings for facilitators (HTP Leads, Newcomer Social Workers, and central OUSD staff) to implement the student LT-focused Lesson, the educator and other staff HTP 102 Lesson, and the Caregiver HTP Lesson, and be available to co-facilitate if invited.
8. Train OUSD Trainers to train future facilitators to deliver the lessons named above.
9. Provide assistance with adaptations of existing materials such as the Human Trafficking School Safety Protocol (HTSSP), staff training curricula, etc.
10. Provide technical support, consultation and subject matter expertise for OUSD.
11. Coordinate with OUSD staff and OUSD partners to respond in a timely manner to concerns when students are identified as at risk of or experiencing human trafficking (i.e., referrals for assessment and/or case management).
12. Participate in monthly meetings with OTIP and other optional meetings/trainings with OTIP and other HTYPE recipients.
13. Contribute to the reporting and evaluation requirements of OTIP, while maintaining student confidentiality in compliance with applicable federal and state laws and human subjects protections.

Sincerely,

Tara Rangarajan
Executive Director, IRC in Northern California

Office on Trafficking in Persons
Administration for Children and Families
330 C Street, SW
Washington, DC 20201

April 24, 2023

To Whom It May Concern,

The Oakland Police Department (OPD) will partner with Oakland Unified School District (OUSD) in its implementation of this Human Trafficking Youth Prevention Education (HTYPE) grant, designed to provide human trafficking prevention education to staff, students, caregivers, and community partners, and to address and minimize the risk of human trafficking among OUSD students.

The Oakland Police Department works to help people who are being trafficked both through 1) law enforcement approaches such as arrest and coordination with prosecution to hold traffickers accountable, and 2) teaming up with advocacy groups and community-based service providers so that victims can get help. OPD will bring these aspects of the work to combat human trafficking to OUSD's project.

OPD will support OUSD in its implementation of the HTYPE project in the following ways:

- OPD will consult with OUSD in the development of a Human Trafficking School Safety Protocol (HTSSP), specifically to address the safety, security, and well-being of staff and students and to define the proper and effective role of school staff in responding to potential and confirmed cases of human trafficking, including notifying caregivers, as appropriate.
- OPD will respond promptly when potential human trafficking situations require law enforcement intervention.
- OPD will participate by sending officers to OUSD-led trainings on trauma-informed escalation prevention and trauma-informed, culturally-responsive responses to human trafficking.

OPD is highly supportive of OUSD's efforts to prevent and interrupt the victimization of students. We applaud OUSD's dedication to creating responsive systems and educating school and district personnel, students, caregivers, and community partners in order to prevent and stop human trafficking.

Sincerely,

Sergeant Marcos Campos
Oakland PD

E v a n   E.   F o r t i n

2453 Macarthur Blvd Oakland Ca 94602

360.790.9210 evan.e.fortin@gmail.com

Education

Mills College: Master of Arts in Education   **Oakland, CA 2016 - 2017**

Houston Montessori Center: Middle/Highschool Montessori Teaching Credential   **Houston, TX 2017-2020**

Mills College: Multiple Subjects Teaching Credential   **Oakland, CA 2012 - 2013**

The Evergreen State College: **Olympia, WA 2001-2005**

Bachelor of Arts in Ethnic, Cultural Minority, Gender and Group Studies

Awards

Innovation in Social Justice Practices in Education: Mills College Masters in Education with an Emphasis in Teaching

Fellowships

Harvard's Project Zero Agency by Design Oakland   **Oakland, CA 2019-20020**

•Integrated best practices for equity based design thinking and systems analysis in 6-8th grade classrooms

•Incubated curriculum promoting consent and gender violence prevention for Bay Area middle school classrooms

Stanford's d.school k12 Lab   **Palo Alto, CA 20013-2016**

• Partnered with Stanford d.school for implementation of design thinking curriculum in nine Bay Area schools

• Acted as the catalyst between the d.school and K-12 school partners, training staff on delivery of design thinking curriculum

Professional Experience

Oakland Unified School District

Teacher on Special Assignment: Health Education   **Oakland, CA 2022-Present**

•Designed a comprehensive social, mental, and physical health education curriculum with 42 lessons delivered in all district elementary schools.

Camp Common Ground   **Oakland, CA 2020 - Present**

Director of Programs

•Create curriculum to equip youth with the social-emotional, and inter-cultural competencies needed to disrupt systems of marginalization in their school settings

•Coordinate and design the curricular and operational elements for all staff training and youth programs

Reading with Relevance   **Oakland, CA 2020 - 2022**

Curriculum Designer

• Generate content for a nationally distributed curriculum designed to facilitate critical comprehension of young adult novels with strong social justice themes aimed at increasing cross-cultural understanding and empathy

Urban Montessori Charter School   **Oakland, CA 2012-2020**
•Created and led an innovative project based Montessori middle school program co-constructed with students, fostering a culturally responsive learning community with strong student buy-in
•Oversaw and coached a group of 10 upper elementary and middle school teachers as the head of the Instructional Leadership team
•Delivered differentiated instruction for a mixed level 1-3rd grade classroom for two years, and a 4-6th grade classroom for two years

STAND: Families Free from Violence   **El Cerrito, CA 2012**
Teen Dating Violence Prevention Group Facilitator
• Facilitated seminars in weekly meetings with 14 middle school boys from title one schools developing youth generated interventions addressing bullying, family, and relationship violence in the local community
• 40 hours of training in intimate partner and gender violence prevention frameworks

Boys Moving Forward   **Oakland, CA 2011**
Program Instructor
• Co-Instructed bilingual afterschool program in math, reading and writing skills for Kindergarten and 1st grade
• Implemented a blended curriculum pairing academics with social emotional instruction catered to young boys

Sawyer Construction   **Santa Rosa, CA Summers 1999-2010**
Carpenter
• Developed strong communication and collaboration skills in a fast paced, politically diverse environment

TESC Office of Sexual Assault Prevention   **Olympia, WA 2003- 2004**
Program Coordinator
• Trained and managed a team of 7 volunteer peer counselors to provide 24 hour on call support to student survivors of sexual violence
• Facilitated educational workshops of 15-30 college age participants on issues encompassing healthy relationships, substance abuse, and gender violence prevention

Community Organizing

Oakland Rising Action   **Oakland, CA Fall 2020**
•Community outreach and mobilization around local and statewide initiatives to increase funding for public education

Bay Area Transformative Justice Collective   **Oakland, CA 2017-2018**
•Supported the creation of capacity building trainings to develop community responses to harm aligned with the core principles of transformative justice: systemic change, community accountability, personal growth

 Organizing for Racial and Gender Justice   **Oakland, CA 2016-2020**
•Mobilized a 155 membership base into strategic civic engagement in voter outreach, city council meetings, and fundraising and labor support for grassroots organizations

A Safe Place   **Olympia WA. 2003**
•Assisted with the facilitation of sexual assault, and domestic violence prevention workshops and outreach

Francisco Alvarado, LCSW

6034 El Dorado Ave, El Cerrito, CA, 94530 ● 408-813-0581 ● alvarado.francisco2@gmail.com

EDUCATION	University of California Berkeley, Berkeley, CA **Masters in Social Welfare:** Management and Planning San Jose State University, San Jose, CA **Bachelor of Science:** Justice Studies

EXPERIENCE

Oakland Unified School District (OUSD), **Behavioral Health Program Manager**
Jan 2023 - Present

- Coordinate new and existing School Based Behavioral Health Services and serve as district liaison to community and site-based mental health providers, and school site administrators.
- Implement and manage School Based Mental Health (SBMH) and school climate initiatives in collaboration with site administrators and community partners.
- Provide professional development and coaching to administrators and school climate teams
- Support the implementation of violence prevention and Restorative Justice
- Train and supervise mental health interns to provide effective services and supports within an urban, multi-ethnic, community schools setting.

OUSD, **Community School Manager, Madison Park Academy,** Oct 2018 - Dec 2022

- Manage and lead the development, in partnership with the Site Administrator, of a seamless system of support services for students and families.
- Serve as the Human Trafficking site lead.
- Conduct outreach to students and families about available resources and how to refer, and regularly assess effectiveness of outreach efforts.
- Develop, manage, and oversee the implementation of an effective referral process including facilitating the Coordination of Services Team (COST).
- Establish systems to manage and maintain quality partnerships, including, but not limited to: development of MOUs, facilitation of regular meetings, planning sessions, joint work plans and collaborative problem-solving/conflict resolution.
- Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts.
- Design programs to support student transitions, including but not limited to transition between grades, re-entry from the juvenile justice system or prolonged illness.
- Manage and lead the development of new programs, including service provider selection and program implementation and monitoring.
- Provide training and technical assistance to ensure cultural and linguistic appropriateness of services, programs and communication efforts.
- Assist with program evaluation, including data collection, analysis and reporting.
- Participate in professional development opportunities around development of Full Service Community Schools provided by the Family, Schools, and Community Partnerships

Department and other partners.
- Provide cross-training to other staff members within the department.
- Develop, manage, and sustain partnerships with city, county, universities, and nonprofits to provide supports to the school that met the identified needs
- Developed strategic systems to improve school culture around attendance, substance prevention, positive peer relationships, and gang intervention
- Assist with program evaluation, including data collection, analysis and reporting

Family Resource Center, Program Supervisor
Aug 2017 – Sept 2018

- Coordinate, oversee, and evaluate assigned program; monitor overall program budget and reports; work with administration to develop goals and objectives, work plans, protocols, and practices
- Provided trainings to clinicians to help improve cultural humility and aid diversity and retention initiatives; worked with talent division to develop strategic systems to recruit and retain bilingual clinicians

Lincoln, **Bilingual Clinician – Alameda HOPE Program**
Jan 2016 – July 2017

- Provide intensive services to students; complete outcome measurements within specified time lines; assess psychotherapeutic and case management needs of children and families.
- Provide consultation to the leadership team, teachers, and partners to maximize student achievement and reduce behavior problems. Work with administrators in the integration of school wide culture initiatives and climate improvement strategies, and the facilitation of counseling groups that address common student issues.

Community Options for Families and Youth, **Multisystemic Therapist**
Jan 2013 - Dec 2015

- Conduct MST assessment; engage youth, primary caregiver, and other key participants in active change-oriented treatment by identifying and overcoming barriers to the youth's treatment goals.
- Implement a problem conceptualization, treatment planning, intervention implementation, and outcome review and strategy revision procedure using the MST Analytic Process.
- Maintain clear and concise documentation of treatment efforts that promote peer and supervisory review and feedback, and that demonstrate compliance with the 9 MST Principles and the MST Analytic Process.
- Collaborate with all relevant systems and key participants.
- Provide direct clinical treatment using methods compatible with MST principles and practices.

SKILLS   Bilingual/Bicultural: Fluent in Spanish and English

PROFESSIONAL EXPERIENCE

Oakland Unified School District (OUSD)   Sept 2021-Present
Manager – Human Trafficking (HT) Prevention
> Oversee the provision of HT prevention education to staff, middle and high school students and training to equip OUSD staff to conduct future trainings to ensure sustainability. Primary duties include: developing the project plan; coordinating implementation between partners, administrators, and staff of the 12 secondary schools; co-developing curriculum and facilitating student and staff presentations; building strong partnerships with service providers, law enforcement, CPS, and the District Attorney's office; ensuring that students at risk of or experiencing trafficking are connected with appropriate support; and increasing awareness of labor and sex trafficking.

Burma Refugee Families & Newcomers (BRFN)   Sept 2017-Present
Executive Director   *Sept 2017-Aug 2021*
Board Chair   *Aug 2021-Present*
> Oversee the operations of Oakland's only ethnic community-based organization (ECBO) which has provided social adjustment and intensive case management services to 200-450 newly arriving refugees, asylees, parolees, and immigrants annually for the past 7 years. Primary duties include contract management (manage 8 contracts/grants, develop budgets and MOUs, submit regular invoices); fiscal oversight (bookkeeping, financial audit preparation); personnel management (recruit, hire, train and supervise case managers who come from the communities being served, carry out HR roles); program development and advocacy to ensure that newcomers and staff have access to needed supports and resources; coordination with resettlement agencies (RAs), and public and non-profit partners; development (grant writing, fundraising); documentation (funder reports, oversight of the Salesforce database); maintenance of productive funder relations; and board recruitment and development. Primary accomplishments include scaling up the agency from 2.2 FTE staff to 6.8 FTE staff and hiring staff from the communities currently served, doubling contracts, diversifying revenue streams and increasing the annual budget from $220k to $514k, recruiting board members with a conscious commitment to diversity, equity, and inclusion, and developing BRFN to be one of the key CBOs to fill in the gaps during the Afghan crisis.

New Hope Apartments LLC, Denver, CO   July 2013-Present
LLC Manager/Property Manager
> Oversee the operations of a 23-unit apartment complex housing immigrants and refugees. Provided on-site management for two years and supervised property managers. Primary duties include(d): assisting with the LLC's formation and purchase of the property; partnering with RAs to arrange housing for new arrivals; screening potential tenants; leasing, coordinating, and overseeing maintenance needs; managing tenant relations; maintaining accurate financial records, and developing an annual budget.

Catholic Charities of Santa Clara County – Refugee Foster Care (RFC), San Jose, CA   Nov 2016-Jan 2017
Interim Senior Program Director   *Nov 2015-May 2016*
> Managed the operations of the RFC program consisting of 30 staff, more than 100 unaccompanied refugee minors, and a 3-year budget of $17.1M. Primary duties included: overseeing the implementation of child welfare services for clients; supervising six managers; overseeing staff hiring, foster parent recruitment, staff and foster parent training, and placement of youth; assuring compliance with federal, state, and county child welfare regulations, and providing budgetary and fiscal oversight. Primary accomplishments included thorough preparation for a successful State audit; development of collaborative decision-making processes among managers; initiation of a task force to analyze placement disruptions and create preventative strategies; clarification of job descriptions; consistent focus on program expansion while maintaining manageable caseloads and quality services; and stabilization of a talented team through implementing trauma-informed practices, resulting in increased staff morale and decreased turnover.

Senior Program Advisor   *June 2016-Jan 2017*
> Managed three contracts providing family strengthening services to unaccompanied immigrant youth and their sponsors/families. Provided training and consultation to the new RFC Program Director.

Colorado Department of Human Services (CDHS), Denver, CO   June 2014-June 2015
Unaccompanied Refugee Minor (URM) Program Specialist
   First Program Specialist to monitor the URM programs in CO. Primary duties included: developing CDHS'
   contract with the URM providers to reflect adherence to federal regulations and state child welfare
   policies; establishing collaborative relationships among key stakeholders, including custodial counties,
   attorneys, the CO Refugee Services Program and other state partners to ensure parity of services;
   providing technical assistance and training; developing policies and procedures; reviewing monthly data
   and ORR reports; and conducting annual monitoring visits to ensure compliance with regulations and to
   promote positive outcomes for URM youth.

United States Conference of Catholic Bishops (USCCB)   Sept 2013-Nov 2013
Independent Contractor
   Conducted home studies to assess placements of Unaccompanied Immigrant Youth (UIY) and provided
   post-release services to support youth and sponsors in the transition from federal custody to sponsorship.

Catholic Charities of Santa Clara County – Refugee Foster Care (RFC), San Jose, CA   Apr 2011-July 2013
Social Work Supervisor
   First RFC Social Work Supervisor for the program's original four social workers. Supervised the provision
   of child welfare services for URM and for UIYs in long-term foster care and in the Family Reunification
   Program. Primary duties included: supervising seven MSW social workers and case managers; managing a
   new contract with USCCB as a provider of home study and post-release services for UIYs; hiring and
   training staff; initiating, implementing, and coordinating administrative reviews; developing a
   comprehensive 300+-page policy and procedures manual; developing and facilitating foster family
   training; and conducting home studies.

Casa Viva, San José, Costa Rica   Aug 2008-June 2010
Director of Model Development
   Coordinated the development of staff and resources to facilitate the expansion of an innovative,
   multinational model of family-based care, with a focus on implementation in Costa Rica. Responsibilities
   included: creating tools to support work with children, foster families, biological families, churches, and
   the government based on international best practices; coordinating the translation, editing, design, and
   publication of materials; developing and conducting training for potential foster families and staff; and,
   supervising social workers.

Bolivia Street Children Project   Dec 2005-July 2008
Clinical Supervisor
   Trained, coached, and supervised 2 psychologists who worked with youth living on the street and in a
   transitional home in La Paz, Bolivia. Provided ongoing consultation to the Program Director and intensive
   consultation to the staff during two 1-week site visits.

Children's Hospital Boston, Boston, MA   June 2004-June 2008
Clinical Social Worker
   Children's Hospital Neighborhood Partnership Program   *Dec 2005-June 2008*
   Provided individual, pair, and group therapy to K-8th grade students in two Boston Public Schools. Other
   responsibilities included: crisis intervention, assessment, case management, advocacy, consultation and
   training of teaching staff, and supervision of an MSW intern.
   Primary Care Clinic   *June 2004-Dec 2005*
   Worked as part of a multidisciplinary team to address the medical, financial, and psychosocial needs of
   ethnically and economically diverse families. Duties included: assessment, crisis intervention, short-term
   treatment, referrals, and consultation to medical providers.

East Boston Ecumenical Community Council (EBECC), East Boston, MA   Jan 2002 – July 2003
Social Work Coordinator
   Developed the first social service department for a multi-service nonprofit agency serving Central and
   South American immigrants and refugees. Responsibilities included: assessment; crisis intervention;

individual counseling; provision of concrete services; advocacy; supervision of an MSW intern and two paraprofessionals; consultation to immigration and youth staff; documentation; and, program development and evaluation.

Alameda County Children and Family Services, Oakland, CA   May 1998 - Oct 2001
Child Welfare Worker II

Neighborhood & School-Linked Services, Safe Passages   *Sept 2000 - Oct 2001*
Participated in a collaborative effort with OUSD, Department of Mental Health and Health Care Services to provide voluntary, prevention services to vulnerable students/families of four middle schools.

Long-Term Foster Care   *May 1998 - Sept 2000*
Provided case management and services for 45 dependent minors in long-term foster care. Primary duties included: regularly assessing minors' needs, developing case plans and court reports, providing caretakers with referrals to community resources, identifying and supporting permanent placements (adoption and legal guardianship), and facilitating family reunification when possible.

Volunteer Experience

[State Advisory Council](#) for the CA Department of Social Services   Jan 2023-Present
Interim Acting Chair
Serve as the newly-appointed organizational seat for the state's Refugee Programs Bureau (RPB), an 18-member coalition of agencies, service organizations, and private stakeholders who provide input and make policy and programming recommendations to assist California in forming more comprehensive, client-centered and culturally and linguistically-sensitive refugee resettlement programs.

Association for a More Just Society - U.S. (ASJ-US)   June 2022-Present
Serve on the 14-member board of directors for [ASJ-US](#) to ensure that the agency stewards its resources to advance its mission to do justice in Honduras, particularly in the areas of education, health and safety.

East Bay Refugee & Immigrant Forum   June 2018-Dec 2022
Chair of the Steering Committee
Chaired the 14-member steering committee, a coalition of RAs, County funders/partners from Social Services and Behavioral Health, legal service agencies, local school districts, and multiple non-profit service providers. Organized the East Bay coordinated response to the surge in Afghan arrivals, in partnership with both local RAs.

Niños de la Luz, Caracas, Venezuela   July 1997-Nov 1997
Assisted in the operations of a home for youth who previously lived on the street.

Action International Ministries, Bogotá, Colombia   Nov 1993-June 1995
Helped develop an outreach program for youth living on the streets, supported family reunification when possible, connected youth with resources and housing if desired, and developed a resource directory.

Education/Licensure

L.C.S.W.   Licensed as a Clinical Social Worker since 2003, License #90318

M.S.W.   Washington University, St. Louis, Missouri   May 1997
                 Emphasis: Children and youth, social and economic development

B.A.   Christian Education/ Biola University, La Mirada, California   May 1992

Language

Proficient in verbal and written Spanish

Layne Hamilton, PPS, LMFT #135539

567 Oakland Ave Apt 110 ● Oakland, CA, 94611
Phone: (925) 683-6834 ● E-Mail: laynechamilton@gmail.com

Relevant Experience

Clinical Therapist   **San Jose, CA**   **June 2022- Present**
Family Matters Counseling Center
- Provided individual, couples, and family therapy to clients via telehealth
- Thoughtfully developed, planned, and implemented therapeutic interventions and treatment plans

School Counselor & COST Coordinator   **Oakland, CA**   **August 2018- Present**
Madison Park Academy 6-12, Oakland Unified School District
- Provided individual counseling, group counseling, restorative justice interventions, academic advising, and college/career planning to students
- Lead COST (Coordination of Service Team), a multidisciplinary team of school staff, mental health clinicians, case managers, etc. in providing services to students
- Lead Mental Health Crisis Team
- Served as MPA Human Trafficking Prevention Lead, provided psychoeducational lessons to students and training for staff on human trafficking
- Lead workshops and trainings to school staff around a variety of behavioral health topics
- Lead psychoeducational student groups
- Created school wide Advisory lessons on a variety of topics related to social-emotional learning

Clinical Therapist   **Richmond, CA**   **July 2017- August 2018**
Community Health for Asian Americans (CHAA)
- Provided individual, couples, family, and play therapy to a caseload of 15-20 clients
- Collaborated with clients in developing their treatment plans, goals, and safety plans
- Completed mental health progress notes, Medi-Cal billing, and other clinical documents

Counselor   **Hayward, CA**   **September 2016- June 2017**
California State East Bay Community Counseling Clinic
- Provided individual, couples, family, and child play therapy
- Collaborated with clients in developing their treatment plans, goals, and safety plans

Counseling Intern   **Hayward, CA**   **September 2016- June 2017**
Hayward Unified School District, Mt. Eden High School & Cesar Chavez Middle School
- Provided individual social-emotional counseling, academic advisement, and college/career counseling
- Maintained counseling caseload of 15-20 students with a range of social-emotional, behavioral, and academic concerns
- Facilitated psychoeducational groups, including young women's empowerment, peer support, and conflict resolution groups

Counselor   **Danville, CA**   **June 2016- August 2016**
Quest Therapeutic Camps
- Mentored elementary and middle school-aged children with disabilities including Autism, learning disabilities, and a variety of mental health concerns
- Encouraged social skill building through hourly individual assessment and feedback

Counseling Intern   **Alameda, CA   September 2015- June 2016**

Academy of Alameda
- Provided individual & group counseling to caseload of 15-20 students with a range of social-emotional, behavioral, and academic concerns
- Presented academic, social-emotional, and college/career guidance lessons

Suicide Crisis Line Respondent   **Santa Cruz, CA   September 2013- March 2015**

Family Service Agency of the Central Coast, Suicide Prevention Services
- Provided support to callers of suicide crisis hotline
- Managed crisis situations including creating safety plans, setting up welfare checks, and involving local authorities when additional evaluation was necessary

Education

Master of Science in Counseling, Marriage and Family Therapy and School Counseling

California State University, East Bay; 3.94 G.P.A.   **June 2017**

Bachelor of Arts, Intensive Psychology with Minor in Literature   **June 2015**

University of California, Santa Cruz; 3.74 G.P.A., *Cum Laude*

Trainings & Certifications

Psychobiological Approach to Couples Therapy (PACT) Levels 1& 2)   **2022**
Gottman Couples Therapy Level 1   **2022**
MISSSEY Human Trafficking Prevention Training (Sex and Labor)   **2022**
Mindfulness in Schools Training, Niroga Institute   **2021**

MARA K. LARSEN-FLEMING

95 Linda Avenue, Apt. 307, Oakland, CA 94611 - (510) 684-6549 – mara.larsen-fleming@ousd.org

EDUCATION

MPP/MPH - Health Policy and Management, University of California at Berkeley, Spring 2009
BA Psychology, University of California at Berkeley, Spring 2000

PROFESSIONAL EXPERIENCE

Oakland Unified School District, Oakland, CA
Director, Health & Wellness, March 2015 – Present;
Coordinator, Health Access/SBHCs – July 2013 – March 2015;
Coordinator, Community School – October 2012 – June 2013;
Program Manager, School-Based Health Centers – June 2009 – September 2012
- Lead Health and Wellness Unit, which oversees programming related to health access, health education, and healthy school environment.
- Planning and oversight for implementation, evaluation, quality improvement, integration, and sustainability of health and wellness programs and services.
- Support implementation of the Full Community School Model, including supervision and coaching for Community School Managers and co-design of monthly Professional Learning Community.

The Adolescent Health Working Group, San Francisco, CA
Intern/Special Projects Coordinator – June 2008 – May 2009
- Conducted research & development for special projects, including the Adolescent Provider Toolkit, Youth Health & Wellness Data Snapshot and Transitional-Aged Youth Resource Guide

Pacific Business Group on Health, San Francisco, CA
Intern/Project Coordinator – California Quality Collaborative, May 2007 – November 2007
- Responsible for coordination of quality improvement programs, including outreach, budgeting, event planning, as well as support for program design and content development
- Conducted physician group assessments around organizational development in the areas of clinical care, improving the patient experience, health IT adoption, P4P & improvement infrastructure

La Clínica de La Raza, Oakland, CA
Clinic Supervisor/ Health Educator – TechniClinic School-Based Health Center, October 2001 – August 2006
- Responsible for overall administrative supervision & management of school-based health center and interdisciplinary team of ten
- Staffed Coordination of Services Committee made up of on campus support service providers
- Provided clinical & classroom-based health education
- Coordinated youth development programs, including Peer Health Ed. & Youth Advisory Board

Alameda County Health Care Services Agency, San Leandro, CA
Coordinated School Health Advisor, November 2002 – August 2004
- Developed resources and provided TA for Alameda County School-Based Health Centers
- Participated in planning of Coordinated School Health Implementation plan for Oakland USD

LifeLong Medical Care, Berkeley CA
Community Health Specialist, November 2000 – October 2001
- Responsible for prenatal/pediatric programming and community outreach
- Designed and operationalized data collection systems to enhance tracking and delivery of services

Sandra Simmons, LCSW, PPSC

3883 Wedgewood Street · San Leandro, CA 94578
Tel: (h) 510-390-2577 · E-mail: tbs2016@att.net

Academic Qualifications

11/1989	California Licensed Clinical Social Worker # 14524
6/1983	California Pupil-Personnel Service Credential

Education

1981 - 1983	University of California, Berkeley, School of Social Welfare; Graduate Fellowship 1982-83. Master of Social Work.
1979 – 1980	University of California, Berkeley, Boalt Hall School of Law
1976 – 1979	Stanford University; Majors in Political Science and Sociology

Work Experience

8/2011 – current — *Behavioral Health Program Manager,* Oakland Unified School District
Consult with District and school-site administrators; develop trauma-informed and cultural responsive systems, professional development and coach school multi-tiered service teams. Provide clinical assessments and therapeutic support for staff, students and families; manage utilization and clinical oversight for school-site mental health and support providers.

4/2006 – 7/2011 — *Administrator/Center Director,* STARS Community Services
Administer agency programs, including assertive community treatment and clinical case management for transitional age youth with chronic mental health conditions and 12-21 year-old youth in foster care or with histories of out-of home placement, school-based therapy services for elementary , middle and high school students and their families in Hayward, San Lorenzo and Oakland, and non-public school and intensive day treatment for Alameda County high school students with emotional difficulties. Supervise clinical and management staff; oversee operations, including budgets and contracts, clinical program implementation, quality assurance and human resources.

12/2005 – 4/2006 — *Clinical Director,* STARS Community Services
Supervise agency clinical programs and staff; assure quality of service provision, including implementation of best practices, oversight of documentation and requests for reimbursements.

10/2005- 12/2005 — *School Based Services Program Supervisor,* STARS Community Services

Supervise program services and school-based child and family therapists in Hayward, San Lorenzo and Richmond; oversee program development, including recruitment, establishing collaborative relationships with site administrators, assure accurate documentation and requests for reimbursements.

10/2004 – 10/2005 — *Assistant Director,* West Oakland Health Council, Inc.; Mental Health Department
Provide clinical supervision, utilization and quality review for psychiatric social work and case management services for mentally ill adults, children, teens and their families and sexual assault survivors; serve as senior administrator for program, including participation in Alameda County Behavioral Health Care adult and youth services planning and utilization meetings; prepare budget and contract exhibits.

10/1996- 10/2004	*Program Manager,* West Oakland Health Council, Inc.; Mental Health Department, Children and Adolescents Program Supervised and managed clinical psychiatric social workers, case managers and conflict resolution counselors providing services to children, teens and families in outpatient clinic, day treatment school and school-based settings. Provide crisis intervention and support, utilization and quality review; prepare reports and proposals for foundation and county funding sources.
7/1994 – 10/1996	*Assistant Director,* West Oakland Health Council, Health Education Department, Healthy Start Program Family Life Resource Center Provide clinical therapy, crisis intervention, case management, multi-disciplinary team consultation services for pregnant and parenting women, infants, children, teens and their families. Prepare administrative reports, manage staff and program; collaborate with other agencies.
9/1993 – 7/1994	*Child and Family Therapist,* Rainbow Psychotherapy Associates,Oakland,Ca. Provide therapy and collateral services for children and families in private practice; prepare evaluations and psychosocial assessments.
01/1991 – 7/1994	*Program Coordinator/Clinical Social Worker,* West Oakland Health Council, Inc Provide clinical supervision for school- and clinic-based psychiatric social workers; psychosocial assessments, therapy, collateral and consultation services for children, adolescents and families.
01/1990 – 12/1990	*Medical Social Worker/Clinical Case Manager,* Healthy Infant Program,Highland Hospital, Provide case management services for infants, children and parents with histories of substance abuse and exposure; work with multidisciplinary team.
6/1988 – 9/1989	*Social Work Consultant/Health Ed Specialist,* Oakland YWCA Prenatal Clinic and Outreach Provide psychosocial consultation and assessments; supervise case managers. Facilitate and coordinate community outreach services.
8/1988 – 5/1989	*Child and Family Therapist,* Gil and Associates Provide therapy and court-ordered evaluations for children and families surviving child abuse in private practice.
5/1986 – 8/1988	*Psychiatric/Medical Social Worker,* Child and Adolescents Sexual Assault Resource Center Provide crisis and short-term therapy for children and families through San Francisco General Hospital program; educate and advocate for clients in medical, justice and legal systems. Assist in clinic and emergency room.
12/1984 – 5/1986	*Project Coordinator,* Homes for Black Children, Bay Area Urban League Advocate for families seeking adoption and/or foster care; create media and community outreach. Prepare budget and report for state adoptions office.
8/1983 – 12/1984	*Child Development Specialist,* La Casa de Las Madres Create children's program for battered women's shelter; provide psychosocial and developmental assessments, parenting education, supervise staff and volunteers.

Special Skills   Clinical diagnosis, treatment planning and supervision; Ability to utilize computer programs; budget and report preparation; Ability to provide MediCal utilization and clinical quality review

Scout Leonard

she/her • Berkeley, CA • scoutcleonard@gmail.com • scoutcleonard.github.io

EDUCATION

Bren School of Environmental Science & Management - UC Santa Barbara |Santa Barbara, CA
Master's, Environmental Data Science (August 2021 - Present)
> **Relevant Coursework:** Remote Sensing; Spatial Analysis; Statistics for Environmental Data Science; Metadata Standards; Introduction to Data Storage and Management; Analytical Workflows and Reproducibility; Data Visualization and Communication; Environmental Policy Evaluation

Harvard College |Cambridge, MA
Bachelor's, Integrative Biology. Secondary in Energy and the Environment (May 2018)
> **Relevant Coursework:** Fundamentals of Biostatistics; Conservation Biology; Writing the Environment
> **Awards/Honors:** Harvard Center for Public Interest Careers Harvard Clubs Community Service Fellowship Recipient; Harvard Graduate School of Education Opportunities in Education Fellowship Recipient

MASTER'S CAPSTONE DATA SCIENCE PROJECT

Assessing Potential Environmental Justice Implications of Environmental Pressures from the Global Food System
Role: Data Analyst | **Client:** Dr. Ben Halpern, National Center for Ecological Analysis and Synthesis
Deliverables: Reproducible, spatial analysis and explanatory modeling workflow documenting our machine learning and statistical modeling assessment of the relative importance of proximity types of food production in the U.S. compared to other health determinants; maps and visualizations communicating findings.

WORK EXPERIENCE

Oakland Unified School District Department of Research, Assessment, and Data | Oakland, CA
Data Analyst II (December 2023 – Present)
- Collaboration with teams of clients to develop metrics based on program goals and support in the collection, assessment, and reporting of data
- Development of Tableau dashboard tools to enhance understanding of survey results, program impacts, and student demographics for various programs
- Backend management of Salesforce data and user access and permissions in support of OUSD's site-based Coordination of Services (COST) Teams

Stanford Data Science for Social Good Program | Remote
Fellow (June 2022 – Present)
- Assessed the quality of, manipulated, and modelled U.S. county-level public health and socioeconomic data
- Interpreted feature importance of various models to evaluate and communicate important public health measures for reducing excess death during the COVID-19 pandemic and articulated in final presentation
- Interpreted findings and articulated results in a final report and Data Science Department presentation
-

Share Our Strength: No Kid Hungry Campaign |Oakland, CA
Breakfast After the Bell Manager for Oakland Unified School District (September 2019 - July 2020)
- Program assessment and implementation across 50 OUSD schools for No Kid Hungry's Breakfast After the Bell, which strategically ensures more free-and-reduced-lunch-eligible students have access to breakfast programs
- Maintained grant compliance, developed qualitative and quantitative program measures, wrote analytic reports for funders on behalf of 25 schools which received funding for Breakfast After the Bell programming
- Creative problem solving and support around various programmatic challenges at multiple levels, relying especially on building interpersonal relationships with stakeholders at the school and district level

SKILLS AND CERTIFICATIONS

Programming Languages: R, Python, SQL, Bash, Markdown, familiar with HTML and CSS
Software: R Studio, Jupyter Notebook, Jupyter Lab, Github, Google Earth Engine, Tableau, Zoom, Canva, Geneius
Project Management: Microsoft Office Suite (Excel, Word, PowerPoint, Publisher, Outlook), Google Suite (Docs, Sheets, Slides, Drive), Slack, Zotero, Github Issues, Zenhub, Clockify

Stephanie Noriega, MSW

650.906.5422

steph.nori@gmail.com

San Leandro, CA

www.linkedin.com/in/steph-nori

PROFESSIONAL PROFILE

Director with over 4 years of successful experience in program development and management. Recognized consistently for performance excellence and contributions to success in social services and social justice. Strength in needs assessments and solution-focused implementation backed by training in the field of Social Work.

SEPCIALTIES

Project Management

Leadership & Development

Training

Strategic Planning

Communication

Equity Advocacy

Partnership

Development

Adaptability

TECHNICAL SKILLS

GSuite

Microsoft Word, Excel & PowerPoint

Counselor Max

ETO

EXPERIENCE

DIRECTOR OF LIVEABLE PROGRAM   September 2018 - Present
Able Works, East Palo Alto

- Lead the embedment of evidence-based practices and models into programming to continue to enrich curriculum to align with theory of change
- Collaborate with financial institutions, school districts, mental health and community agencies to coordinate services and provide individualized support to the participants
- Manage a staff to execute programming; provide individual, group consultations, learning and development opportunities
- Establish and manage partnerships; MOUs, facilitate quarterly meetings and outcomes reporting
- Pilot alumni internship program to increase staff capacity and workforce development of participants
- Ensure the compliance of Housing and Urban Development government contract and other local and private grants through required reporting and data analysis
- Develop and implement COIVD-19 initiative to appropriately support families of Able Works during pandemic
- Identify quantitative and qualitative metrics to create an organizational wide data tracking system to aid in reporting and assessing program outcomes more efficiently
- Piloted a condensed version of the LiveAble program in the Central Valley to assess the needs of the community, modify curriculum and coaching model accordingly, and explore potential partnerships

Stephanie Noriega, MSW

650.906.5422

steph.nori@gmail.com

San Leandro, CA

www.linkedin.com/in/steph-nori

EXTRA

CERTIFICATIONS

Motivational Interviewing

Cognitive Behavioral Therapy

LANGUAGES

Spanish

English

EDUCATION

MASTERS OF SOCIAL WORK
University of Southern California

BACHELORS OF SCIENCE IN PSYCHOLOGY
Saint Mary's College Of California

EXPERIENCE (continued)

UNACCOMPANIED IMMIGRANT YOUTH SPECIALIST   May 2017 - September 2018
Oakland Unified School District, Oakland

- Facilitated enrollment process and connected families to basic resources such as legal services and health referrals for students newly arriving to this country
- Collaborated with school administrators to build capacity within schools around newcomer programs through consultations, trainings and presentations
- Created and facilitated Newcomer Safety Task Force to address the increase in community violence amongst newcomer youth, consisting of working alongside law enforcement, juvenile justice system and community based organizations
- Supported a continuation school that opened during the 2017-2018 school year

FIELD INSTRUCTOR   September 2017- May 2018
Davis Street Community Center, San Leandro

- Provided supervision for an Arizona State University MSW 2nd year intern
- Completed weekly supervision to support clinical caseload
- Completed Learning Agreement and Mid-Year/Final Progress report
- Met virtually with Field Liaison at the beginning and end of internship to discuss expectations and growth

UNACCOMPNIED IMMIGRANT YOUTH CLINICIAN   August 2016 - May 2017
La Familia Counseling Services, Hayward

- Provided short-term preventative counseling or safety assessments for unaccompanied immigrant youth and referred to appropriate services
- Provided consultations to teachers and staff around trauma-informed practices within school-based settings
- Helped with onboard training of new clinicians by modeling an individual session and consultations during first few months of onboarding
- Participated in panels to help educate the community around the specific needs of newcomer population

TOP 5 STRENGTHS (Gallup)

Futuristic | Relator | Arranger | Strategic | Learner
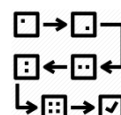
NEWCOMER WELLNESS INITIATIVE PROGRAM MANAGER   August 2020 - Present
Oakland Unified School District, Oakland
- Support the development of the Newcomer Wellness Initiative (NWI)
- Provide clinical consultation to 12 Clinical Social Workers
- Partnership development of the 15 schools the NWI is currently supporting
- Crisis response for school wide incidents
- Professional Development of school faculty to best support newcomer families
- Development and maintenance of software for mental health and case management documentation
- Grant management of private and public funding

Jennifer Marshall

5800 Walnut St. Apt. 101 Oakland CA, 94605 | 925-565-8678 | jenlynn53@gmail.com

Objective
To utilize my education, experience, and passion for advocacy to continue position at BAWAR

Education

BA IN PSYCHOLOGY | MARCH 2018| CALIFORNIA STATE EAST BAY
· Major Psychology
· Related Coursework: Psychology Conditioning and Learning, Social Psychology, Interpersonal Psychology, Stress and Coping. Abnormal Psychology, Queer Studies,

AA-T IN PSYCHOLOGY | DIABLO VALLEY COLLEGE
· Major: Psychology
· Minor: General Studies
· Related coursework: Transpersonal Psychology, General Psychology, Research Methods in Psychology, Biopsychology, Psychology in Modern Life

H.S. DIPLOMA | 6/2006 | PITTSBURG HIGH SCHOOL

Certification

· State Certified Rape Crisis Counselor   and volunteer for Bay Area Women Against Rape.
  · Graduated 8/2016
  · Completed 324 volunteer hours within 7 months
· CPR and First Aid certified
· PRO-ACT certified
· Completed vocational training such as: Motivational Interviewing, Trauma Informed Care, Cultural Competency, Vicarious Trauma, and Countertransference.

Skills & Abilities

MANAGEMENT
· Assistant Residential Supervisor at Fred Finch Youth Center for two years, a Counselor for 7months. Responsible for managing and scheduling a team of 15+ for a 24 hour Crisis Stabilization Unit for teens with Autism.

LEADERSHIP
· In every position I have sought a leadership role and lead by example. I always go above and beyond and have a commitment for excellence. I hold the belief that one must lead by example and am not afraid to take the lead in a crisis situation. As an Assistant Supervisor at Fred Finch I've taken the lead on a variety of new systems to help counselors with communication and efficiency, and have helped incorporate a new program into our current modality.

CRISIS INTERVENTION
· Maintains composure in crisis situations, also implements behavioral plans tailored to the participant while in crisis. I am confident in techniques such as crisis communication, exploring emotions, and grounding principles when in crisis.

TECHNOLOGY
· I am comfortable with Microsoft applications such as Word, Excel, and PowerPoint. I also have used these applications on a steady basis to complete notes on clients, reports, and develop checklists for our unit.

PASSION
I have a Passion to work with underserved populations. I love the challenges and lessons I've learned from my participants at Fred Finch Youth Center. I find it important to raise their voices up to get their needs met and empower their self-advocacy as it is fundamental to their growth and development.

Experience
CRISIS SERVICES MANAGER | BAY AREA WOMEN AGAINST RAPE | 9/2019- PRESENT
· Provide all services listed under SART Coordinator Position
· Supervise and train Training/Volunteer Coordinator and SART Advocate
· Responsible for operations support and supervision for 24/7 Crisis Line and Accompaniment Services
· Facilitated/Cofacilitated 66 hour volunteer training for Sexual Assault Certification
· Collaborated with Tech Support to create systems, and improve answering service app functionality
· Managed transition to civicore database for volunteers
· Consult with volunteers, staff, and management to improve crisis services

SART COORDINATOR | BAY AREA WOMEN AGAINST RAPE | 8/17/2017-9/2019
· Collaborate with Hospitals, Police Departments, and Courts across Alameda County to provide comprehensive care to survivor's of sexual violence.
· Accompany those who've experienced sexual violence to the hospital for a Forensic Medical Exam, Police Departments for interviews, and court proceedings.
· Provide follow up after an accompaniment within 72 hours to link to and provide services such asPeer Counseling, Victim's Witness, and Case support.
· Provide advocacy and compassionate support when interfacing with other agencies.
· Protect confidentiality
· Stock and maintain a closet for clothes after an exam
· Keep track of all calls, interactions, and advocacy for Federal Grant Data Reporting.
· Provide Crisis Intervention
· Work a 24 hour on-call shift 1x a week to provide back up to the volunteer hotline and accompaniment services
· Follow up with Volunteer advocates after accompaniments to provide support and gather information.
· Created systems and protocol around all SART functionality including google sheets data tracking

ASSISTANT RESIDENTIAL SUPERVISOR | FRED FINCH YOUTH CENTER | 07/2014- 8/17/2017 ON CALL 8/17-PRESENT
· Provide daily living support to participants in program through physical assistance, medical assistance, emotional assistance and the implementation of their specific behavioral plans and treatment plans.
· Use crisis communication and de-escalation techniques in crisis situations
· Respond and manage crisis interventions
· Worked with team and supervisors to create a safe environment for all participants and staff.
· Schedule staff for support of a 24 hour facility
· Ensure facility is clean and safe according to CCL regulation
· Act as Residential Supervisor when needed, done once during a 4 month period and trained incoming RS
· Complete interviews, hiring, and evaluations of new and current staff
· Train staff on shift as well as coordinate trainings for monthly fundamentals
· Coordinate intakes, and complete intakes- worked as an On-Call intake coordinator for one year through our Kaiser program.
· Act as a primary counselor to incoming participants.

YOUTH DEVELOPMENT COORDINATOR | BOYS AND GIRLS CLUB | 01/2013-09/2014
· Create and implement engaging lesson plans for Photography, Science, Poetry, Aerobics and basketball
· Assistant Coach of boys basketball team (honorific title)
· Managed a classroom of 15-25 middle school students and 5th grade students in the summer
· Act as a mentor for all students in the program.

- Provide one on one support as needed
- Facilitated a girls group with 6th grade girls and all the girls in the program once a week.
- Practiced Positive Discipline and develop strength based behavioral contracts for student's continuation in program.
- Have one-on-one's with students and parents regarding their progress in the program
- In charge of monthly and daily attendance and snack log for School District Review

BARISTA | STARBUCKS | 02/2011-06/2013
- Work within a team environment to create an uplifting, and personal customer experience.
- Maintain high standards of cleanliness during peak hours.
- Take ownership over new products and introduce them to new and current customers.
- Keep composure at all times and resolve customer issues in a timely/friendly matter.

ASSISTANT GENERAL MANAGER/SHIFT SUPERVISOR | JAMBA JUICE | 04/2006-02/2011
- Promoted from Team Member to Team Lead to Assistant Manager within a year and a half of employment. The company did away with the position in lower volume stores so was then grandfathered in as a shift manager.
- Aced as store manager when the duty calls for my own store as well as the other district stores, I had to do this twice for a six- month period in my career.
- Managed a team of 12-20 people at various times.

PEER MENTOR/NEWSROOM INTERN| YOUTH RADIO | 01/2005-02/2009
- Teach new interns how to write and edit commentaries for radio outlets such as NPR, KPFA, and KQED.
- Work in a team environment to improve existing programs.
- Create own content for national outlets.
- Build a relationship with new students and mentor them into achieving long and short term goals.

Kirsten Johnson-Bell

820 W 5th Street, Antioch, CA 94509
(707) 230-7682
Kjbell1292@gmail.com

OBJECTIVE: To obtain a position in the nonprofit sector that will expand my education, skills, and knowledge to make a positive contribution to the organization and clients. Gaining a lasting position that will allow me the opportunity to bring my passion for CSEC and the underserved youth of the bay area.

SKILLS:
- Superior Customer Service
- Conflict Resolution Techniques
- Compassionate and understanding as well as possessing cultural awareness.
- Works well under pressure
- Great organizational skills
- Strong writing, editing, and verbal communication skills
- Decision Making Skills
- Dependable
- Team Player / Leader
- Works well with transitional and high school aged youth.
- Ability to work in fast-paced environment
- CSEC Specialist
- Ability to learn fast on the job and very committed to my work

WORK EXPERIENCE:

Catholic charities of the east bay: Claire's house
Case management Oakland Ca
- coordinates services and planning for residents of Claire's House.
- ensure that all stakeholders are working together toward stability for the youth and their family.
- direct services to children and families including targeted case management and brokerage services, maintenance of case records and progress notes.
- work as a part of a multidisciplinary team, to ensure the best plan is made for the client.

California youth connection
Regional coordinator Oakland, CA October 2018-June 2019
provided support for foster youth (ages 14-24) led advocacy and leadership development activities in county-based chapters throughout California.
- promoted leadership development, strengthening chapter processes, facilitating community and advocacy efforts, and developing curriculum and training materials.
- Meet the unique needs of each chapter through regular chapter visits, general support, training and one on-one preparation work.
- Assist chapters to develop annual goals for training, fundraising, and member and supporter recruitment based on needs assessments.
- Recruit and train supporters for new and rebuilding chapters.
- Provide mediation and conflict resolution training and assistance to chapter members and supporters. • Support efforts of expanding chapter membership through the development of sub-chapters. Conduct training throughout the year to train CYC members, supporters and chapters on local and statewide policy development and necessary leadership skills for participating in policy work.
- Assist with the development of curriculum for chapter retreats and regional training.
- Develop training curricula, recruit, and train members to be trainers at annual conferences and within chapters.

MISSSEY
Drop-In Center Coordinator Oakland, CA **May 2016-November 2018**
1. Facilitated a robust, five-day- a-week drop-in program for exploited youth.
2. Provided services in the drop-in center in compliance with contracts and grant awards
3. Supported in the development of a drop-in center curriculum, in keeping with contract and grant related goals and objectives, and monthly calendars of events; facilitates workshops on a daily basis.
4. Oriented participants to the drop-in center; provided support and resources to all participants.
5. Served as a role model for participants.
6. Assisted participants in appropriate behavior and in developing inter-personal relationships; resolves conflict

between participants as needed.
7. Provided crisis intervention and de-escalation to participants as needed.

8. Managed and coordinated clients' referrals and patient linkage, on a time-limited basis, to community resources, including specialty behavioral health services, substance overuse detox referrals, special needs care, food, shelter, clothing, financial benefits and entitlements, benefits advocacy services, transportation, durable medical equipment, immigration services, and other legal services. When appropriate, this includes guiding the patient on how to access needed resources.

Youth engagement specialist
1. Assessed clients' basic needs for shelter, food, and clothing; functional status; physical and mental health; and risk factors such as substance abuse.
2. Facilitated one-on-one prevention sessions with youth identified by Assessment Center staff.
3. Provided support and service linkages to identified CSEC and those at high risk.
4. Provided follow-up sessions for identified youth who are placed in foster care and group homes.
5. Provided front end case management to youth who have been placed.
6. Attended Team Decision Making meetings to advocate for youth.

1. Coordinated and scheduled initial meetings, staff trainings and youth workshops with various group homes.
2. Provided technical assistance to child welfare workers.
3. Facilitated trainings to child welfare workers, group home staff and management.

Indirect Services
1. Represented MISSSEY to Alameda Social Services as needed.
2. On a monthly basis developed MISSSEY content for Social Services newsletter.
3. Kept up to date records of contacts and activities in compliance with contracts, grants and agency policies and procedures.

Young Community Developers San Francisco, CA February 2014-December 2014
Clerk/Community Outreach Representative

1. Ensured that clients were satisfied and able to locate services and receive sufficient support.
2. Provided needed directions and advise clients of the establishment's amenities.
3. Was responsible for updating files and keeping records organized.
4. Lead the drop-in center assisted youth with homework, resumes, and preparation for new employment opportunities
5. Instructed team meetings and youth events
6. Conducted outreach on the streets and in Single Room Occupancy hotels to provide nutritional support, hygiene, safer sex supplies, and safer drug use supplies, as well as linkage, referrals, social support and increase access to direct health care services to underserved communities to
7. Coordinated and facilitated community-based health education and outreach activities.

The Center for Young Women's Development San Francisco, CA June 2013-January 2014 *Community Organizer*
1. Developed community campaigns around issues affecting young women.
2. Attended professional development trainings on public speaking
3. Performed outreach on issues concerning juvenile justice system.
4. Provided information and referrals to agencies and community services agencies.
5. Team lead for a startup cohort owls outreach to women working and living in the streets.
6. Spoke at a youth summit in Chicago on the effects on inner city youth and schools.
7. Often lead other participants to stay engaged and participate in group activities
8. Provided workshops and health education to diverse LGBTQ communities
9. Organized client files referred to our office while following our confidentiality

EDUCATION: High School Graduate and Some College
REFERENCES: Available Upon Request

LEAH KIMBLE-PRICE, LMFT
MFC#52812 P.O. Box 22523, Oakland CA 94609

EDUCATION:

Bachelor of Arts   San Francisco State University, San Francisco, California
Major: Psychology, Spring 2004

Master of Science   San Francisco State University, San Francisco, California
Major: Psychology - Emphasis: Clinical Psychology, Spring 2006

CERTIFICATION:
Licensed Marriage and Family Therapist, December 2012 – Present
STRTP (Short Term Residential Therapeutic Program) Administrator, November 2017 – 2020

LEADERSIP EXPERIENCE:

BAWAR   **1/2022 - Present**
Executive Director
The mission of BAWAR is to empower, support, intervene on behalf of, and advocate for survivors of gender-based violence. BAWAR believes that we are our own medicine and the resolution to suffering is found in indigenous practices. We do this by holding a core set of values: affirming, believing, and centering survivors of oppressive factors at the interpersonal and structural levels. We are accountable to all members of this community, and the community itself, to transform the structures that benefit from gender-based violence and dismantle the systems of oppression throughout our communities.

Bay Area Women Against Rape (BAWAR)   **7/2020 – 12/2021**
Executive Director, Interim
Founded in 1971, BAWAR was the first rape crisis center in the country. It was founded with the two-part goal of establishing a place where survivors of sexual violence could receive the quality counseling and advocacy they need, and to provide community education around these issues.

Catholic Charities of the East Bay   **3/2017 – 6/2020**
Director of CSEC Services
Developed, designed, and lead programs to address the scourge of commercial sexual exploitation of children. These programs include an STRTP facility (Claire's House Therapeutic Living Community) and volunteer/ community training programs (Day Star Mentoring & CSEC Education. We appreciate individual strengths, encourage self-determination, and offer opportunities to develop the skills needed for successful futures.

Lincoln   **9/2015 – 3/2018**
   ♦ **Clinical Supervisor**   11/2015 – 3/2017
   Supervision and training of TBS (Therapeutic Behavioral Services) clinicians in the development and implementation of a short-term adjunct treatment plan and behavioral

intervention services in residential, school, home or community settings to help stabilize children ages 3-21 years old.

♦ **Trainer, Facilitator, & Equity Consultant**   11/2015 – 3/2018
Internal and external training on issues of clinical integrity, challenging white supremacy, and increasing cultural humility through client-centered care and anti-racist philosophy.

West Coast Children's Clinic ♦ STAT Support Counselor Supervisor   6/2006 – 8/2009
Innovated the role as lead Support Counselor while on shift at the Alameda County Assessment Center. Consult regularly with MISSSEY staff and multi-County Law Enforcement regarding safety concerns and placement issues for CSEC entering the Assessment Center. Provide regular 1-1 supervision to 6-8 Bachelors-level Support Counselors.

CLINICAL AGENCY EXPERIENCE:

United Behavioral Health   **7/2013 -8/2015**
  ♦ **Consultant, Specialty Help Centers**   7/2014 -8/2015
  Provide brief, immediate clinical coaching for employees and their families accessing the Employee Assistance Program for support.

  ♦ **Employee Assistance Program Specialist**   7/2013 – 7/2014
  Provide clinical/counseling services within an Employee Assistance Program, including telephonic assessments, risk screenings, and substance abuse and alcohol screenings.

STARS Community Services ♦ Mental Health Specialist III   **3/2010-7/2013**
Provide EPSDT services to children, youth, and their families. Utilize strong organizational skills, innovative thinking, and problem solving skills to produce highest rate of positive clinical outcomes among school-based direct service providers in a 3 year span.

Bay Area Youth Centers ♦ Youth Development Clinician   **9/2009 – 2/2010**
Develop and run the RAFA Pregnant & Parenting Teens Program as part of a multidisciplinary team serving Transitional Age Youth who are also primary custodian to their child(ren) and in foster care.

West Coast Children's Clinic ♦ STAT Clinician   **6/2006-6/2008**

Provide screening and assessment of children as they enter into or change placement within the child welfare and juvenile justice systems. Provide brief intensive therapeutic intervention to clients as well as guidance to foster parents and group home staff that facilitates children's transition to and stabilization in their placements.

COMMUNITY HEALING & FACILITATION:

One Life Institute ♦ Board Member   **7/2016 – 12/2019**
OneLife for Spirituality and Social Transformation provides the place where healers can heal and leaders can lean. We are particularly dedicated to nourishing the resilience of activists,

organizers, caregivers, educators, artists, spiritual leaders, and others working to lift up our communities.

Breaking The Silence Town Hall ♦ Community Healing Coordinator   12/2015 -2/2016
Developed, trained, and led a team of 13 on-site healers available to participants and attendees of *Breaking the Silence Town Hall Oakland*, a day long community event hosted by ImpactHUB as part of Dr. Kimberle Crenshaw's national Town Hall Series highlighting interpersonal, educational, residential, and systemic violence against Women and Girls of Color.

Dimensions Dance Theater ♦ Life Skills Coach   2015 - 2017
Quarterly 3-week Girls' Group Series on Relational Aggression "What is Your Power and How do You Use It" for Rites of Passage Youth Program

Lotus Liberation Clinical Services ♦ Clinician/Healer in Private Practice   9/2014 – 3/2017
Specialized in pro-social parenting, trauma-focused recovery for youth and adolescents impacted by human trafficking, and internal resourcing for self-harming adolescents at risk of completing suicide.

OLIVE B. KERSEY

MA, ADVANCED MIGRATION STUDIES

(831) 227- 9789
she/her/hers
olivekersey@gmail.com
linked.com/in/olivekersey

HELLO!

I have had the privilege of working in the Anti-Trafficking department at IRC Oakland for over two years. I am committed to providing trauma-informed and strength-based services to survivors of trafficking.

AREAS OF INTEREST

- Building vicarious resilience
- Labor rights and workplace safety
- Restorative justice and transformative justice in conflict resolution

SKILLS

- Expert in TCVAP and TVAP administration
- Knowledge of legal remedies available to trafficking survivors
- Skilled in trauma-informed service delivery
- Collaborative, team oriented, adept at forming partnerships
- Highly organized
- Spanish: Advanced high fluency with extensive experience working professionally in Spanish

WORK EXPERIENCE

Anti-Trafficking Manager
International Rescue Committee (IRC) August 2022-Present
- Conduct outreach and education
- Supervise caseworkers and provide technical assistance
- Provide case management to survivors of trafficking

Anti-Trafficking Coordinator
International Rescue Committee (IRC) June 2022-August 2022

Anti-Trafficking Caseworker
International Rescue Committee (IRC) June 2020-May 2022
- Provide trauma informed case management to survivors of trafficking

EDUCATION

Arizona State University School of Social Work (2021)
Certificate on Human Trafficking

Harvard Extension School (2020)
Graduate Certificate in Social Justice

University of Copenhagen
MA, Advanced Migration Studies (2018)

- Focus on the externalization and militarization of borders and the impact of these policies on projects of mobility and lived experience
- Conducted ethnographic research in Somali diaspora communities in Madrid

Lewis and Clark College
BA, Hispanic Studies and Latin American Studies (2012)

- Focus on postcolonial studies and the formation of race and identity in the Caribbean
- Studied in the Dominican Republic for one year, attending classes at three local universities

OTHER

Presenter, Freedom Network Conference (2022)
- Presented on panel entitled "Harm Reduction with Youth: Transitioning Theory to Practice"

IRC Anti-Trafficking Community of Practice (CoP) co-lead (2020-2021) and Chair (2021-Present)
- Outreach to external and internal speakers and scheduling monthly calls

Volunteer Work at México - US Border (2019)
- Volunteered at Annunciation House, a migrant shelter in El Paso, TX
- Interpreted for immigration attorneys at a Pro Se Clinic run by Al Otro Lado in Tijuana

Guest Lecturer, Aalborg University (2018)
- Presented thesis findings to master's students in the Center for the Study of Migration and Diversity at Aalborg University

Job Title: Anti-Trafficking Education Specialist
Band / Level / Grade: 8B
Department / Location: R.A.I. / Oakland, California
Schedule / Duration: Regular/Permanent
Overtime Eligible: Yes (Non-exempt)

IRC Background: The mission of the International Rescue Committee (IRC) is to help people whose lives and livelihoods are shattered by conflict and disaster to survive, recover and gain control of their future. Founded in 1933, the IRC has a presence in over 40 countries and 27 offices in the United States; the IRC leads the way from harm to home. Domestically, our offices across the U.S. ensure new arrivals have food, shelter, and clothing, and work with refugees to help them gain self-sufficiency.

IRC Oakland's Anti-Trafficking department provides services to survivors of all forms of human trafficking. This program is a key contributor in local consortiums that raise awareness of human trafficking in the greater Bay Area.

Job Overview: IRC's Anti-Trafficking Program is designed to find sustainable solutions that are appropriate for the unique situations of each client. The Anti-Trafficking Education Specialist will partner with Oakland Unified School District to co-develop curriculum for middle school and high school newcomer students. The Anti-Trafficking Education Specialist will work closely with partners

Major Responsibilities:
- Co-develop curriculum for human trafficking prevention education
- Provide training to educators, caregivers, and other community members about human trafficking prevention
- Provide support, consultation, and subject matter expertise
- Participate in monthly meetings

Partnerships and Community Engagement
- Build partnerships with coalition members and providers, including various local, state, and federal law enforcement agencies.
- Work alongside coalition to improve regional services available to survivors of trafficking via community outreach, training, and engagement.

Documentation and Reporting
- Draft reports as required by funders and/or donors.
- Comply with all policies, procedures and protocols of the agency.
- Other related duties as assigned.

Key Working Relationships:

Position Reports to: Anti-Trafficking Manager
Other Internal and/or external contacts:
>   *Internal:* Anti-Trafficking Caseworker will work closely with all members of anti-trafficking department. Caseworker will also develop working relationships with direct service providers in the following IRC departments: Economic Empowerment, New Roots, Health and Wellness, Resettlement, and Immigration.
>   *External:* Caseworker will develop working relationships with Oakland Unified School District, as well as other community-based organization and partners.

Job Requirements:

Preferred Experience:
- Undergraduate degree, preferred, with an emphasis in Social Work, Psychology, or an equivalent field of study preferred. Significant relevant work experience can replace education requirement.
- Approximately 2 years of relevant work experience in social service, case management, human service or related fields. Experience should include a minimum of 1 year providing direct service to underserved communities. Excellent understanding of case management principles.
- Self-starter with excellent problem-solving skills combined with the proven ability to multi-task, prioritize duties, and manage time effectively.
- Compassion towards and understanding of unique needs of survivors of trafficking.
- Knowledge and understanding of the Trafficking Victims Protection Act (TVPA) of October 2000, accompanying regulations, reauthorizations and related policies concerning trafficking strongly preferred.
- Excellent organizational and case-file document management skills.
- Working knowledge of legal providers, social services, public benefits, community organizations, health care systems, and related human services in the Bay Area strongly preferred.
- Proven ability to contribute both independently and as a key team member.
- Participate in all IRC program meetings, staff development activities, and fully engage as a member of the team.
- Fluency in written and spoken English required. Fluency in spoken Spanish strongly preferred.
- Reliable transportation and a valid driver's license required.

Working Environment: Hybrid work schedule, standard office environment; travel in and around the service delivery area required.
Benefits: We offer our employees phenomenal benefits such as paid parental leave, generous time off, and excellent medical, dental, and vision options!

COVID-19 Vaccination Requirement: In accordance with IRC's duty to provide and maintain a workplace that is free of known hazards and our commitment to safeguard the health of our employees, clients, and communities, **IRC requires candidates who are selected for interview to furnish proof of vaccination against COVID-19 in order to be considered for this position.**

Commitment to Diversity and Inclusivity: IRC is committed to building a diverse organization and a climate of inclusivity. We strongly encourage applications from candidates who can demonstrate that they can contribute to this goal.

Equal Opportunity Employer: We are an equal opportunity employer and value diversity at our company. We do not discriminate on the basis of race, religion, color, national origin, sex, gender, gender expression, sexual orientation, age, marital status, veteran status, or disability status. We will ensure that individuals with disabilities are provided reasonable accommodation to participate in the job application or interview process, to perform essential job functions, and to receive other benefits and privileges of employment. Please contact us to request accommodation.

IRS Department of the Treasury
Internal Revenue Service

OGDEN   UT   84201-0038

In reply refer to: 0438186857
Feb. 28, 2013   LTR 4168C   0
94-2300454   000000 00
00032063
BODC: TE

BAY AREA WOMEN AGAINST RAPE
470 27TH ST
OAKLAND   CA   94612-2413

035212

Employer Identification Number: 94-2300454
Person to Contact: Deb Bridgewater
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Feb. 18, 2013, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(03) of the Internal Revenue Code in a determination letter issued in OCTOBER 1975.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Sharon Davies
Accounts Management I

IRS Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0752861031
Sep. 13, 2022   LTR 4168C   0
13-5660870   000000 00
                    00031977
                 BODC: TE

INTERNATIONAL RESCUE COMMITTEE INC
% GETENET AYANO
122 EAST 42ND STREET
NEW YORK NY 10168-0002

008818

    Employer ID number: 13-5660870
    Form 990 required: YES

Dear Taxpayer:

We're responding to your request dated Sep. 01, 2022, about your
tax-exempt status.

We issued you a determination letter in April 1955, recognizing
you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)
(3).

We also show you're not a private foundation as defined under IRC
Section 509(a) because you're described in IRC Sections 509(a)(1) and
170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC
Section 170. You're also qualified to receive tax deductible bequests,
legacies, devises, transfers, or gifts under IRC Sections 2055, 2106,
and 2522.

In the heading of this letter, we indicated whether you must file an
annual information return. If you're required to file a return, you
must file one of the following by the 15th day of the 5th month after
the end of your annual accounting period:

    - Form 990, Return of Organization Exempt From Income Tax
    - Form 990EZ, Short Form Return of Organization Exempt From Income
      Tax
    - Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt
      Organizations Not Required to File Form 990 or Form 990-EZ
    - Form 990-PF, Return of Private Foundation or Section 4947(a)(1)
      Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual
information return or notice for 3 consecutive years, we'll revoke
your tax-exempt status on the due date of the 3rd required return or
notice.

You can get IRS forms or publications you need from our website at
www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

INTERNATIONAL RESCUE COMMITTEE INC
% GETENET AYANO
122 EAST 42ND STREET
NEW YORK   NY   10168-0002

local time, Monday through Friday (Alaska and Hawaii follow Pacific
time).

Thank you for your cooperation.

                    Sincerely yours,

                    Sheralyn C. Hanks

                    Sheralyn C. Hanks
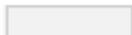   Ops. Manager, AM Ops. 3005

OFFICE OF THE GENERAL COUNSEL

July 23, 2021

Oakland Unified School District Tax Exempt
Letter

The Oakland Unified School District (the District) is located in and is approximately coterminous with the City of Oakland, California (the "City"), located on the east side of San Francisco Bay, approximately 10 miles from San Francisco. The District's boundaries also include small portions of the neighboring cities of Emeryville and Alameda. The District was unified in 1952, combining then-existing high school and elementary school districts.

During the 2020-2021 school year, the District operated 47 elementary schools, five grade K-8 schools, 11 middle schools, one alternative middle school, three grade 6-12 schools, seven high schools, six alternative/continuation schools, one independent study school, and eight adult education programs. Forty-three charter schools operated within the District. Including the students in the charters, approximately 52,000 students are served in grades Kindergarten through 12. During the 2020-2021 school year, the District employed approximately 4,800 employees, including certificated (credentialed teaching), classified (non-teaching) and management employees. The District adopted a Fiscal Year 2020-2021 general fund budget reflecting expenditures of approximately $570.5 million. Total assessed valuation of taxable property in the District in Fiscal Year 2020-2021 was approximately $40 billion.

As a public school district, the District is a government instrumentality, and, as such, is exempt from federal income tax and eligible to receive tax-deductible contributions from individuals, corporations and other governmental entities under Section 170(c)(1) of the Internal Revenue Code. Grants to public school districts, provided that they are for public or charitable purposes, are considered qualifying distributions for grant-making private foundations. The Federal Identification Number of Oakland Unified School District is 94-6000385.
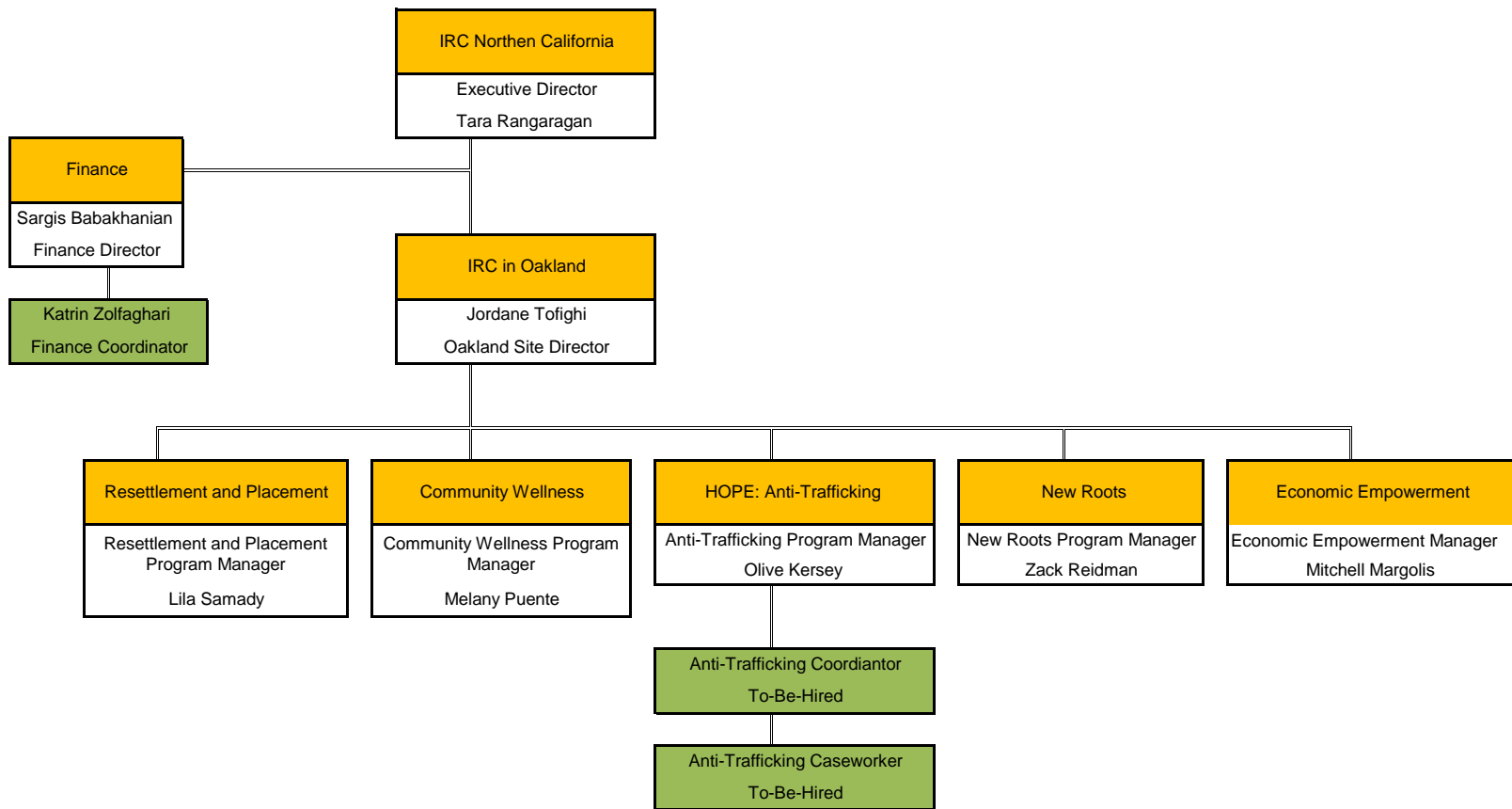
Very truly yours,

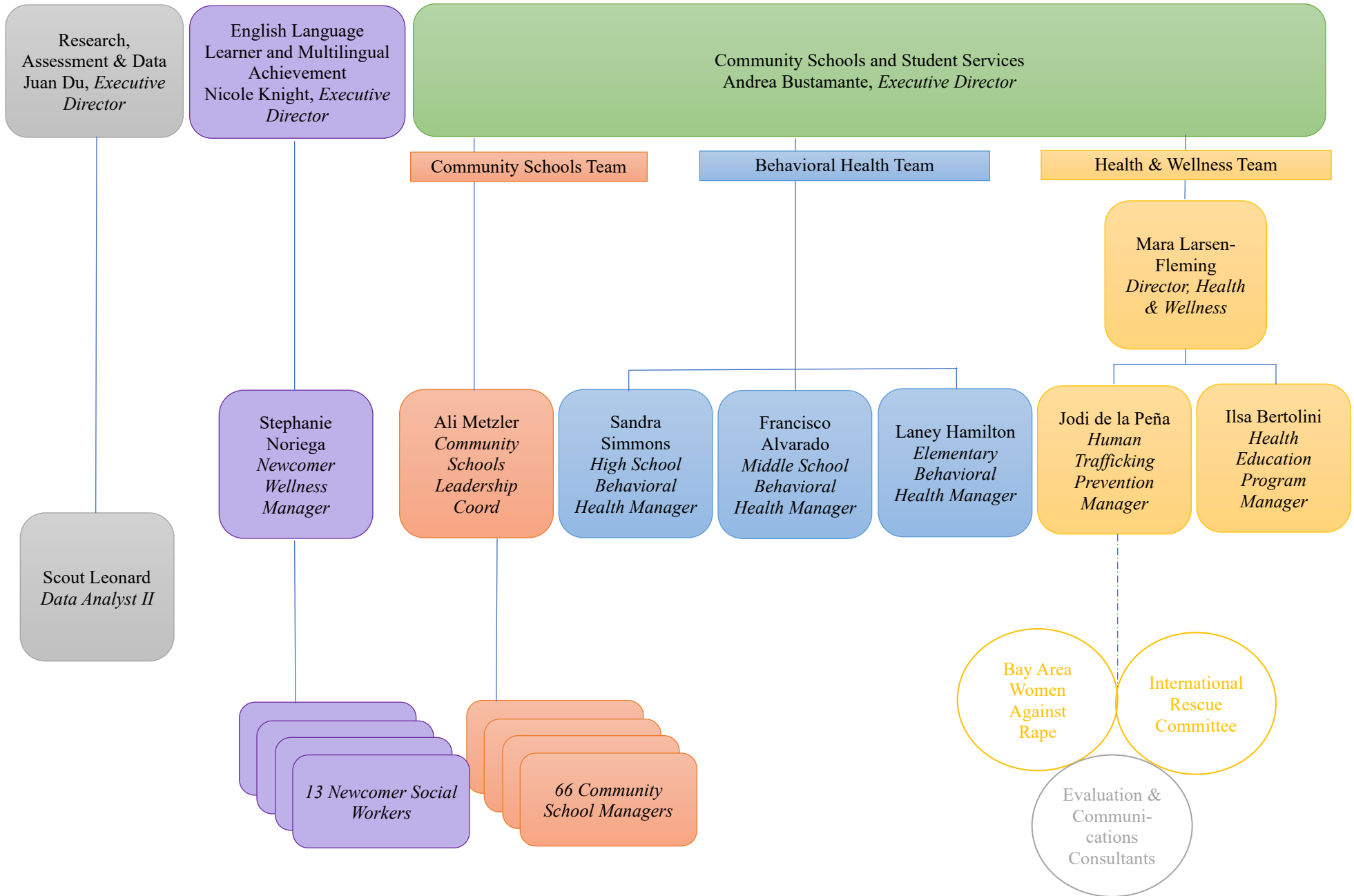Joshua R.
Daniels
General
Counsel

BAWAR Organizational Chart - April 2023

- Role: Executive Director
  4
  - Role: Community Engagement Coordinator
  - Role: Survivor Services Coordinator
  - Role: ATUNSE Project Supervisor
    1
    - Role: ATUNSE Community Navigator
  - Role: ECHO Program Manager
    1
    - Role: ECHO Program Assistant

- Role: Finance & Operations Accountant

- Role: Director of Crisis Services
  3
  - Role: VIVA! Program Manager
    2
    - Role: VIVA! Survivor Services Specialist
    - Role: VIVA! Community Navigator
  - Role: ABCS Program Manager
    2
    - Role: ABCS Crisis Intervention Specialist II
    - Role: ABCS Weekend On-Call Advocate
  - Role: ABOVE Program Manager
    2
    - Role: **ABOVE Survivor Services Specialist**
    - Role: ABOVE Community Navigator

IRC Oakland Organizational Chart FY2023

HTYPE Related Staff Indicated by Green Highlighted Boxes

IRC Northen California
Executive Director
Tara Rangaragan

Finance
Sargis Babakhanian
Finance Director

Katrin Zolfaghari
Finance Coordinator

IRC in Oakland
Jordane Tofighi
Oakland Site Director

Resettlement and Placement
Resettlement and Placement Program Manager
Lila Samady

Community Wellness
Community Wellness Program Manager
Melany Puente

HOPE: Anti-Trafficking
Anti-Trafficking Program Manager
Olive Kersey

New Roots
New Roots Program Manager
Zack Reidman

Economic Empowerment
Economic Empowerment Manager
Mitchell Margolis

Anti-Trafficking Coordiantor
To-Be-Hired

Anti-Trafficking Caseworker
To-Be-Hired

Oakland Unified School District Organizational Chart

Research, Assessment & Data
Juan Du, *Executive Director*

English Language Learner and Multilingual Achievement
Nicole Knight, *Executive Director*

Community Schools and Student Services
Andrea Bustamante, *Executive Director*

Community Schools Team

Behavioral Health Team

Health & Wellness Team

Mara Larsen-Fleming
Director, Health & Wellness

Scout Leonard
Data Analyst II

Stephanie Noriega
Newcomer Wellness Manager

Ali Metzler
Community Schools Leadership Coord

Sandra Simmons
High School Behavioral Health Manager

Francisco Alvarado
Middle School Behavioral Health Manager

Laney Hamilton
Elementary Behavioral Health Manager

Jodi de la Peña
Human Trafficking Prevention Manager

Ilsa Bertolini
Health Education Program Manager

13 Newcomer Social Workers

66 Community School Managers

Bay Area Women Against Rape

International Rescue Committee

Evaluation & Communications Consultants

Office on Trafficking in Persons
Administration for Children and Families
330 C Street, SW
Washington, DC 20201

April 21, 2023

Dear Review Committee:

As Managing Attorney of the Youth Justice Team at Bay Area Legal Aid, I am writing to express our strong support for the Oakland Unified School District's (OUSD) proposal for funding under the Department of Health & Human Services Administration for Children and Families Human Trafficking Youth Prevention Education (HTYPE) Demonstration grant.

Bay Area Legal Aid collaborates closely with OUSD to support Oakland-based students with their legal needs, including but not limited to the following types of issues: education, immigration, guardianship, foster care entry, domestic violence and family law, public benefits, disability related benefits, traffic and consumer issues, and trafficking and sexual assault.

Bay Area Legal Aid recognizes human trafficking as a significant problem that many of our community's youth and families are facing. We commit to supporting OUSD in its implementation of this project that aims to prevent human trafficking in all forms by educating students, school and district personnel, and other school community members, and by clarifying procedures for identifying and referring potential human trafficking cases so that people may access the support they need.

We agree to collaborate with OUSD and its nonprofit partners, Bay Area Women Against Rape (BAWAR) and the International Rescue Committee (IRC) in whatever ways we can to ensure that the project is successful. We will dedicate time to review a comprehensive Human Trafficking School Safety Protocol (HTSSP) in order to enhance and improve districtwide policies and practices regarding the handling of suspected and confirmed cases of human trafficking. We agree to help ensure the project's curricula and protocols are person-centered, trauma-informed, and culturally and linguistically appropriate. Further, we will bring our expertise to bear in order to support effective outreach, response, and service referral systems and communications between Bay Area Legal Aid and project partners to better support this vulnerable population.

We believe the targeted training, comprehensive education, HTSSP protocol development, multidisciplinary collaboration, and strong data collection efforts proposed in the OUSD HTYPE application are necessary to prevent the exploitation of children and youth and offer our complete support in the implementation of the proposed project.

Sincerely,

Maighna Jain

Maighna Jain
Regional Managing Attorney, Youth Justice Team
Bay Area Legal Aid
1735 Telegraph Avenue
Oakland, CA 94612
(510) 250-5258
mjain@baylegal.org

April 21, 2023

Office on Trafficking in Persons
Administration for Children and Families
330 C Street, SW
Washington, DC 20201

To Whom it May Concern:

As the Executive Director of Family Violence Law Center (FVLC), I am writing to express my strong support for Oakland Unified School District's (OUSD) proposal for funding under the Department of Health & Human Services Administration for Children and Families Human Trafficking Youth Prevention Education (HTYPE) Demonstration grant. The HTYPE grant will permit Oakland schools to provide human trafficking prevention education to hundreds of at-risk youth. These funds will also equip educators and other school staff in responding to and preventing the trafficking of youth in Oakland schools, continue partnerships with community based organizations, and ensure there are effective safety protocols and support service referrals for youth who are vulnerable to or victims of trafficking.

FVLC collaborates closely with OUSD to provide violence prevention, healthy relationship strategies, and professional development to OUSD students, staff, and families. We engage students in leadership development around healthy relationship behaviors, develop peer support models on school campuses, and provide workshops to support the development of positive school culture and climate related to gender-based violence.

FVLC recognizes that the trafficking of children and youth is a problem that plagues many cities across the country, including Oakland, and we are committed to supporting this important and strategic effort to prevent and address this insidious form of violence. Schools are an essential resource for reaching vulnerable youth and we acknowledge OUSD's unique obligation to identify potential victims early on, and create highly responsive systems to intervene and provide

immediate support to youth and families. OUSDteachers and staff have direct contact with nearly 50,000 students and are positioned to detect, respond to, and eliminate student risk of experiencing human trafficking.

FVLC appreciates the District's efforts to collaborate with key community partners like Bay Area Women Against Rape (BAWAR) and the International Rescue Committee (IRC), as well as law enforcement. A multi-disciplinary, multi-agency approach is necessary to stop the problem of human trafficking in Oakland.

FVLC supports OUSD's implementation of the project by offering consultation and technical assistance, participating in collaborative meetings and trainings, in addition to assisting with community engagement and allyship to advance this work.

The targeted training, comprehensive education, multidisciplinary collaboration, and strong data collection efforts proposed in the OUSD HTYPE application are necessary to prevent the exploitation of children. FVLC fully supports this strong and targeted prevention effort by the Oakland Unified School District.

Sincerely,

Erin Scott

Erin Scott, Esq.
Executive Director
Family Violence Law Center

JUSTICE AT LAST

April, 24th 2023

Office on Trafficking in Persons
Administration for Children and Families
330 C Street, SW
Washington, DC 20201

Dear OTIP Team,

I am writing on behalf of Justice At Last to express our strong support for the Oakland Unified School District's (OUSD) proposal for funding under the Department of Health & Human Services Administration for Children and Families Human Trafficking Youth Prevention Education (HTYPE) Demonstration grant. The HTYPE grant will enable Oakland schools to provide human trafficking prevention education to hundreds of at-risk youth, equip educators and other school staff to help prevent and respond to the trafficking of youth, and ensure there are effective safety protocols and support service referrals for youth who are vulnerable to or victimized by trafficking.

We collaborate closely with OUSD to help support Oakland's youth and transitionally aged youth and we provide free legal services and trainings to the OUSD students, families and community. Indeed, Justice At Last is the only nonprofit law firm in the San Francisco Bay Area exclusively serving the legal needs of survivors of human trafficking and we have an office in the heart of Oakland. Additionally, we provide clients with free legal services regardless of their age, sex, gender identity, abilities and equity needs, nationality or type of trafficking. We emphasize a holistic approach that empowers survivors to seek justice on their own terms.

Justice At Last recognizes human trafficking as a significant problem that many of our community's youth and families are facing. We commit to supporting OUSD in its implementation of this project that aims to prevent human trafficking in all forms by educating students, school and district personnel, and other school community members, and by clarifying procedures for identifying and referring potential human trafficking cases so that people may access the supports they need.

We agree to collaborate with OUSD and its nonprofit partners, Bay Area Women Against Rape (BAWAR) and the International Rescue Committee (IRC) in whatever ways we can to ensure that the project is successful. We will dedicate time to review a comprehensive Human Trafficking

School Safety Protocol (HTSSP) in order to enhance and improve districtwide policies and practices regarding the handling of suspected and confirmed cases of human trafficking. We agree to help ensure the project's curricula and protocols are person-centered, trauma-informed, and culturally and linguistically appropriate. Further, we will bring our expertise to bear in order to support effective outreach, response, and service referral systems and communications between Justice At Last and project partners to better support this vulnerable population.

We believe the targeted training, comprehensive education, HTSSP protocol development, multidisciplinary collaboration, and strong data collection efforts proposed in the OUSD HTYPE application are necessary to prevent the exploitation of children and youth and offer our complete support in the implementation of the proposed project.

Rose Mukhar
Justice At Last Founder and Executive Director

April 25, 2023

Office on Trafficking in Persons
Administration for Children and Families
330 C Street, SW
Washington, DC 20201

To Whom It May Concern:

I am writing on behalf of La Clinica de La Raza to express our strong support for the Oakland Unified School District's (OUSD) proposal for funding under the Department of Health & Human Services Administration for Children and Families Human Trafficking Youth Prevention Education (HTYPE) Demonstration grant.

La Clinica de La Raza recognizes human trafficking as a significant problem that many of our community's youth and families are facing. We commit to supporting OUSD in its implementation of this project that aims to prevent human trafficking in all forms by educating students, school and district personnel, and other school community members, and by clarifying procedures for identifying and referring potential human trafficking cases so that people may access the supports they need.

We agree to collaborate with OUSD and its nonprofit partners, Bay Area Women Against Rape (BAWAR) and the International Resuce Committee (IRC) in whatever ways we can to ensure that the project is successful. We will dedicate time to review a comprehensive Human Trafficking School Safety Protocol (HTSSP) in order to enhance and improve districtwide policies and practices regarding the handling of suspected and confirmed cases of human trafficking. We agree to help ensure the project's curricula and protocols are person-centered, trauma-informed, and culturally and linguistically appropriate. Further, we will bring our expertise to bear in order to support effective outreach, response, and service referral systems and communications between the La Clinica de La Raza and project partners to better support this vulnerable population.

We believe the targeted training, comprehensive education, HTSSP protocol development, multidisciplinary collaboration, and strong data collection efforts proposed in the OUSD HTYPE application are necessary to prevent the exploitation of children and youth, and offer our complete support in the implementation of the proposed project.

Sincerely,

Jane Garcia
Chief Executive Officer

UCSF Benioff Children's Hospitals

April 14, 2023

Office on Trafficking in Persons
Administration for Children and Families
330 C Street, SW
Washington, DC 20201

Dear OTIP Team,

I am writing on behalf of UCSF Benioff Children's Hospital Oakland to express our strongest possible support for the Oakland Unified School District's (OUSD) proposal for funding under the Department of Health & Human Services Administration for Children and Families Human Trafficking Youth Prevention Education (HTYPE) Demonstration grant.

Our Human Trafficking Intervention and Prevention Program collaborates closely with OUSD in our efforts to keep youth safe from exploitation.   We have had the pleasure of working closely with Jodi de la Peña who is an active and engaged member of our multi-disciplinary *Coordinated Support for Trafficked Youth* collaborative. Jodi has been a dedicated and proactive team member, always willing to help.

Unfortunately, human trafficking continues to be a significant problem in Oakland, California and there is more work to be done. Children's Hospital Oakland recognizes human trafficking as a significant and egregious problem that many of our community's youth and families are facing. We commit to supporting OUSD in its implementation of this project that aims to prevent human trafficking in all forms by educating students, school and district personnel, and other school community members, and by clarifying procedures for identifying and referring potential human trafficking cases so that people may access the supports they need.

We agree to collaborate with OUSD and its nonprofit partners, Bay Area Women Against Rape (BAWAR) and the International Rescue Committee (IRC) in whatever ways we can to ensure that the project is successful. We will dedicate time to review a comprehensive Human Trafficking School Safety Protocol (HTSSP) in order to enhance and improve districtwide policies and practices regarding the handling of suspected and confirmed cases of human trafficking. We agree to help ensure the project's curricula and protocols are person-centered, trauma-informed, and culturally and linguistically appropriate. Further, we will bring our expertise to bear to support effective outreach, response, and service referral systems and

communications between Children's, our school-based health centers serving OUSD sites, and project partners to better support this vulnerable population.

We believe the targeted training, comprehensive education, HTSSP protocol development, multidisciplinary collaboration, and strong data collection efforts proposed in the OUSD HTYPE application are **imperative** to prevent the exploitation of children and youth and offer our whole hearted support in the implementation of the proposed project.

Sincerely,

Lela Rose Bachrach, MD, MS
Health Sciences Clinical Professor
Department of Pediatrics and Adolescent Health
Human Trafficking Intervention and Prevention Program Lead
UCSF Benioff Children's Hospital Oakland
747 52nd St, Oakland, CA 94609
Tel: 510-428-3885 ext 2876 (office)
Fax: 877-992-6507
Lela.Bachrach@ucsf.edu

DREAMCATCHER
YOUTH SERVICES

Serving Homeless and Trafficked Youth

A Program of Covenant House California

Office on Trafficking in Persons
Administration for Children and Families
330 C Street, SW
Washington, DC 20201

I am writing on behalf of Covenant House California to express our strong support for the Oakland Unified School District's (OUSD) proposal for funding under the Department of Health & Human Services Administration for Children and Families Human Trafficking Youth Prevention Education (HTYPE) Demonstration grant.
Covenant House California collaborates closely with OUSD in our work with homeless and trafficked youth.
Covenant House California recognizes human trafficking as a significant problem that many of our community's youth and families are facing. We commit to supporting OUSD in its implementation of this project that aims to prevent human trafficking in all forms by educating students, school and district personnel, and other school community members, and by clarifying procedures for identifying and referring potential human trafficking cases so that people may access the supports they need.
We agree to collaborate with OUSD and its nonprofit partners, Bay Area Women Against Rape (BAWAR) and the International Resource Committee (IRC) in whatever ways we can to ensure that the project is successful. We will dedicate time to review a comprehensive Human Trafficking School Safety Protocol (HTSSP) in order to enhance and improve districtwide policies and practices regarding the handling of suspected and confirmed cases of human trafficking. We agree to help ensure the project's curricula and protocols are person-centered, trauma-informed, and culturally and linguistically appropriate. Further, we will bring our expertise to bear in order to support effective outreach, response, and service referral systems and communications between the Covenant House California and project partners to better support this vulnerable population.

We believe the targeted training, comprehensive education, HTSSP protocol development, multidisciplinary collaboration, and strong data collection efforts proposed in the OUSD HTYPE application are necessary to prevent the exploitation of children and youth and offer our complete support in the implementation of the proposed project.

Sincerely,

Amba Johnson, Director of Learning and Prevention
Covenant House, CA
200 Harrison St
Oakland, CA 94607

DreamCatcher Youth Services, 583 5ᵗʰ St, Oakland, CA 94607   800-379-1114

Office on Trafficking in Persons
Administration for Children and Families
330 C Street, SW
Washington, DC 20201

Dear Director Chon:

I am writing on behalf of the City of Oakland's Department of Violence Prevention (DVP) to express our strong support for the Oakland Unified School District (OUSD)'s proposal for funding under the Department of Health & Human Services Administration for Children and Families Human Trafficking Youth Prevention Education (HTYPE) Demonstration grant.

The DVP funds and collaborates closely with OUSD to oversee school-based violence intervention and prevention (VIP) teams that operate in seven high schools in OUSD to prevent and respond to incidents of violence. These teams are composed of three individuals who are funded by the DVP, hired and supervised by community organizations, and tasked with directly supporting and making service referrals for students impacted by violence at their school sites:

- Violence interrupter: The violence interrupter conducts safety assessments, mediates conflicts, facilitates support and educational groups for students who may be group-affiliated, and refers youth to needed services.

- Life coach: The life coach provides one-on-one case management to students who have caused violence or been victims of violence. The life coach helps students and their families reduce high-risk behaviors, improve functioning, increase motivation, and address limiting or unhealthy beliefs.

- Gender-based violence specialist: The gender-based violence specialist delivers workshops for students to address dating violence, stalking, sexual harassment, sexual assault, and commercial sexual exploitation. The gender-based violence specialist also provides service referrals and general support for impacted students.
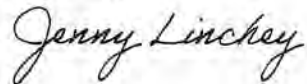
The DVP recognizes human trafficking as a significant problem that impacts many Oakland youth and families. We commit to supporting OUSD in its implementation of this project that aims to prevent human trafficking in all forms by educating students, school and district personnel, and other school community members and by clarifying procedures for identifying and referring potential human trafficking cases so that people may access the supports they need. This work supports the mission of our department and our existing work through the school VIP teams.

We agree to collaborate with OUSD and its nonprofit partners, Bay Area Women Against Rape and the International Rescue Committee to ensure that the project is successful. We will dedicate time to review a comprehensive Human Trafficking School Safety Protocol in order to enhance and improve districtwide policies and practices regarding the handling of suspected and confirmed cases of human trafficking. We

agree to help ensure the project's curricula and protocols are person-centered, trauma-informed, and culturally and linguistically appropriate. Further, we will support effective outreach, response, and service referral systems and communications between the DVP and project partners to better support this vulnerable population.

We believe the targeted training, comprehensive education, protocol development, multidisciplinary collaboration, and strong data collection efforts proposed in the OUSD HTYPE application are necessary to prevent the exploitation of children and youth, and we offer our complete support in the implementation of the proposed project.

Sincerely,

Jenny Linchey

Jenny Linchey
Acting Deputy Chief of Grants, Programs, and Evaluation
City of Oakland Department of Violence Prevention
Email: jlinchey@oaklandca.gov

Confirmation

Thank you for submitting your grant application package via Grants.gov. Your application is currently being processed by the Grants.gov system. Once your submission has been processed, Grants.gov will send email messages to advise you of the progress of your application through the system. Over the next 24 to 48 hours, you should receive two emails. The first will confirm receipt of your application by the Grants.gov system, and the second will indicate that the application has either been successfully validated by the system prior to transmission to the grantor agency or has been rejected due to errors.

Please do not hit the back button on your browser.

If your application is successfully validated and subsequently retrieved by the grantor agency from the Grants.gov system, you will receive an additional email. This email may be delivered several days or weeks from the date of submission, depending on when the grantor agency retrieves it.

You may also monitor the processing status of your submission within the Grants.gov system by clicking on the "Track My Application" link listed at the end of this form.

Note: Once the grantor agency has retrieved your application from Grants.gov, you will need to contact them directly for any subsequent status updates. Grants.gov does not participate in making any award decisions.

IMPORTANT NOTICE: If you do not receive a receipt confirmation and either a validation confirmation or a rejection email message within 48 hours, please contact us. The Grants.gov Contact Center can be reached by email at support@grants.gov, or by telephone at 1-800-518-4726. Always include your Grants.gov tracking number in all correspondence. The tracking numbers issued by Grants.gov look like GRANTXXXXXXXX.

If you have questions please contact the Grants.gov Contact Center: support@grants.gov 1-800-518-4726 24 hours a day, 7 days a week. Closed on federal holidays.

The following application tracking information was generated by the system:

Grants.gov Tracking Number:	GRANT13870981
UEI:	U871PCLAXAD7
Submitter's Name:	Ilsa Bertolini
CFDA Number:	93.327
CFDA Description:	Demonstration Grants for Domestic Victims of Human Trafficking
Funding Opportunity Number:	HHS-2023-ACF-IOAS-OTIP-TV-0050
Funding Opportunity Description:	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Agency Name:	Administration for Children and Families-IOAS-OTIP
Application Name of this Submission:	Oakland Unified School District
Date/Time of Receipt:	Apr 27, 2023 09:30:35 PM EDT

TRACK MY APPLICATION – To check the status of this application, please click the link below:

https://apply07.grants.gov/apply/spoExit.jsp?p=web/grants/applicants/track-my-application.html&tracking_num=GRANT13870981

It is suggested you Save and/or Print this response for your records.

Immediate Office of the Assistant Secretary - Office on Trafficking in Persons

Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
HHS-2023-ACF-IOAS-OTIP-TV-0050
Application Due Date: 04/27/2023

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Funding Opportunity Title:
Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Announcement Type:
Initial
Funding Opportunity Number:
HHS-2023-ACF-IOAS-OTIP-TV-0050
Primary CFDA Number:
93.327
Due Date for Applications:
04/27/2023

Executive Summary

Notice:

- **Applicants are strongly encouraged to read the entire notice of funding opportunity (NOFO) carefully and observe the application formatting requirements listed in *Section IV.2. Content and Form of Application Submission*. For more information on applying for grants, please visit "How to Apply for a Grant" on the ACF Grants & Funding Page at** https://www.acf.hhs.gov/grants/how-apply-grant.

The Office on Trafficking in Persons (OTIP) within the Administration for Children and Families (ACF) is announcing funds for the Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program. The goal of the HTYPE Demonstration Program is to fund local educational agencies (LEA) 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 as specified in the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018. The LEA must work in partnership with a non-profit or nongovernmental organization (NGO) to provide all aspects of human trafficking prevention education to students and school staff. The LEA will consult with local law enforcement in the development of the Human Trafficking School Safety Protocol (HTSSP), specifically to address the safety, security, and well-being of staff and students and to define the proper and effective role of school staff in responding to potential and confirmed cases of human trafficking, including notifying caregivers, as appropriate.

I. Program Description

Statutory Authority
Section 101(a)(2)(B) of the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018 (22 U.S.C. 7104(b)(2)).

Description
HTYPE DEMONSTRATION PROGRAM OVERVIEW

Background

Human trafficking is a crime involving the exploitation of a person to perform labor or a commercial sex act through the use of force, fraud, or coercion. Per section 22 U.S.C. 7102(11), severe forms of trafficking in persons means:

- Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age; or
- The recruitment, harboring, transportation, provision, or obtaining a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

When a minor, someone under the age of 18, is asked or made to perform a sex act in exchange for something of value (e.g., shelter, food, money), it is always considered a crime. There does not need to be a third party (e.g., trafficker) or evidence of force, fraud, or coercion.

Evidence suggests that individuals impacted by generational trauma, historic oppression, discrimination, and other societal factors and inequities are at higher risk for experiencing human trafficking.

The prevention of human trafficking requires a proactive, multidisciplinary approach involving the systems responsible for protecting people from all forms of violence and exploitation, including school systems. Educators and other school staff are uniquely positioned to identify the barriers that students from underserved communities may be experiencing and to recognize situations or changes in behavior among their students that may indicate human trafficking or increased risk for human trafficking. With proper training, educators and other staff will be better prepared to detect and reduce students' risk for experiencing human trafficking by implementing skills-based human trafficking prevention education and referring students to critical resources that connect youth to intervention and support services.

In 2021, the Biden Administration released the new National Action Plan to Combat Human Trafficking (NAP). This NOFO is responsive to several priority actions outlined in the NAP, including the following:

- Priority Action 1.1.1: Enhance community-coordinated responses to human trafficking.
- Priority Action 2.1.1: Develop or update, validate, and implement screening forms and protocols.
- Priority Action 2.1.3: Regularly train federal law enforcement and service provider agencies on identifying human trafficking.
- Priority Action 2.1.4: Increase access to public awareness materials focused on victim identification, including by displaying those materials in priority locations within 1 year.
- Priority Action 2.6.1: Increase access to mental health and other healthcare services.
- Priority Action 4.3.2: Leverage federal survivor-consultant networks and federal training and technical assistance centers to ensure survivor input is consistently incorporated into policies and programs.

Project Purpose

The HTYPE Demonstration Program's goal is to fund LEAs as prime recipients to partner with a non-profit or NGO to build the capacity of selected schools to provide skills-based human trafficking prevention education for educators, other staff, and students and to establish a HTSSP that addresses the safety, security, and well-being of staff and students. Prime recipients will also have the option to implement skills-based human trafficking prevention education for caregivers. The HTYPE Demonstration Program is informed by the public health approach, which focuses on defining and monitoring the problem, identifying risk and protective factors, developing and testing prevention strategies, and ensuring widespread dissemination.

Project Objectives

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

- Provide skills-based human trafficking prevention education to educators and other staff.
- Deliver skills-based human trafficking prevention education to students.
- Train qualified individuals employed by the LEA or partnering school district to implement and replicate project activities throughout the school district(s) or identified target area(s).
- Develop and implement the HTSSP.

The following activity is optional throughout the project period:

- Deliver skills-based human trafficking prevention education to caregivers.

Guiding Principles

The HTYPE Demonstration Program incorporates guiding principles to facilitate approaches that are responsive to related Executive Orders, recommendations from the U.S. Advisory Council on Human Trafficking, and best practices in the field. Under the HTYPE Demonstration Program, there are two separate opportunities to receive bonus points for the integration of guiding principles: the first is related to racial equity and support for underserved communities the second is related to the integration and engagement of individuals with lived experience. Information regarding these two areas are provided in the relevant sections below. See *Section V.1. Application Review Information, Criteria* for details on bonus points.

Racial Equity and Support for Underserved Communities

In 2021, the Biden Administration published [Executive Order 13985 On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government](#) to advance equity and support to communities that have been historically underserved by federally funded programs, services, and benefits. Similarly, the [2021 U.S. Advisory Council on Human Trafficking Report](#) recommends that HHS expand specialized training to communities that are underserved. Historically underserved individuals and communities include, but are not limited to, individuals who are Black, Indigenous, People of Color (BIPOC); individuals who are Two-Spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex, and/or asexual (2SLGBTQIA+); boys and men (underserved within the anti-trafficking response); people with disabilities; persons who live in rural areas; persons otherwise adversely affected by persistent

poverty or inequality; and other communities that have been similarly historically underserved.

In response to the Executive Order and the U.S. Advisory Council recommendations, prime recipients must ensure all activities align with a racial, gender, and sexual orientation equity lens and directly reflect the full diversity of individuals served by schools within the jurisdiction of the prime recipient. Recipients must include a meaningful, demonstrable, and ethical plan to address the impact of systemic racism and structural inequities within underserved communities. Strategies must include details of direct prior work in this area, documented results, and data or other strong evidence substantiating proposed activities.

OTIP also encourages prime recipients to hire or select qualified professionals who represent the communities they serve to implement proposed project activities. Upon receiving funding, prime recipients are further encouraged to develop a disparity impact statement using local data and input to identify populations at highest risk for health, social, economic, or other disparities, such as violence and fear of violence. The disparity impact statement will identify social, policy, historical, and other context associated with root causes and drivers of disparities. It will also provide the framework and plan for ongoing action and accountability, such as program improvement, incorporation of the [National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care](#), and monitoring and assessment of the impact of the project on the program's equity goals. Please see the following HHS resources for additional information on Disparity Impact Statements: [Guidance for Preparing a Disparity Impact Statement](#) (Office of Minority Health), [Quality Improvement & Interventions: Disparity Impact Statement](#) (Centers for Medicare and Medicaid Services), and [Disparity Impact Statement](#) (Substance Abuse and Mental Health Services Agency).

Furthermore, the Executive Order and the U.S. Advisory Council report recognize that Indigenous communities have been underserved by the federal government and systematically denied a full opportunity to participate in aspects of economic, social, and civic life. This exclusion has created socioeconomic disparities within marginalized communities that increase their risk to violence—including human trafficking. In support of commitments to racial equity, bonus points will be offered to applicants whose project plans include implementation in schools funded by the Bureau of Indian Education (BIE). Bonus points will be awarded to applicants funded by the BIE in accordance with *Section III.1. Eligible Applicants* and to applicants partnered with one or more BIE-funded LEAs. Please see *Section III.1. Eligible Applicants*, *Section V.I. Criteria, and Appendix A: Bureau of Indian Education (BIE) Funded Local Educational Agencies (LEA)* for more information.

Integration and Engagement of Individuals with Lived Experience

OTIP encourages prime recipients to engage individuals who have experienced human trafficking and strategically integrate their expertise when developing project implementation strategies. Individuals with the knowledge of lived experience play an important role in all aspects of the anti-trafficking response, and prime recipients should provide these individuals with paid opportunities to contribute to proposed program activities. Engagement activities should provide individuals with lived experience opportunities for continued professional growth development and should not be limited to, or heavily rely on, presentations about their trafficking

experience.

Opportunities for project contribution include, but are not limited to, the following:

- Identifying community resources and service providers.
- Developing strategies for project implementation.
- Developing strategies to identify risk and protective factors.
- Developing, reviewing, and updating curricula.
- Developing the HTSSP.
- Collaborating with law enforcement regarding safety and security considerations.

Individuals with lived experience should be compensated based on the prevailing compensation rate available to other service practitioners and providers. Prime recipients are encouraged to select education curricula that are informed by individuals with lived experience in sex and labor trafficking and reflect the guiding principles as outlined above.

Under the HTYPE Demonstration Program, bonus points will be offered to applicants whose project plans demonstrate a commitment to engage individuals with lived experience in accordance with the preceding guidelines.

Culturally and Linguistically Appropriate Services Standards

All program activities must adhere to [Culturally and Linguistically Appropriate Services (CLAS) Standards](). Individuals who are at risk for, or who have experienced, human 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. Prime recipients must ensure all program activities align with culturally and linguistically appropriate goals, policies, and management accountability and infuse these standards throughout planning and operations. Prime recipients are expected to ensure all program activities and materials, including curricula, are culturally and linguistically appropriate for the target population(s) and align with the Centers for Disease Control and Prevention's (CDC) [Health Equity Guiding Principles for Inclusive Communication](). Recipients are encouraged to develop a Language Access Plan to ensure individuals with limited English proficiency receive equitable access to program activities and materials. For more information, please visit the Centers for Medicare and Medicaid Services [Guide to Developing a Language Access Plan]().

Trauma-Informed and Person-Centered Approaches

Prime recipients must ensure all program activities incorporate trauma-informed and person-centered approaches. A trauma-informed model assumes that students and staff have experienced trauma. This model includes organizational change that promotes resilience in students and staff; engages individuals in care; prevents re-traumatization; and incorporates knowledge about trauma in policies, procedures, practices, and settings. All materials and trainings must include trauma-informed and person-centered approaches, messaging, and imagery and promote an accurate understanding of human trafficking. For more information on the development of trauma-informed services and a framework for becoming a trauma-informed organization,

system, or service sector, please visit the Substance Abuse and Mental Health Services Administration's Concept of Trauma and Guidance for a Trauma-informed Approach. For more information on trauma-informed and person-centered imagery and materials, please see the Senior Policy Operating Group Public Awareness and Outreach Committee Guide for Public Awareness Materials.

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.

Prime recipients 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 non-profits or NGOs, this will fall under a subaward (i.e., subrecipient relationship). Please see *Section I. Program Description, Post-Award Requirements, Subawards* for more information.

LEA Role

The LEA is the prime recipient and will be responsible for the overall administration, management, implementation, and monitoring of the HTYPE Demonstration Program. Prime recipients will identify, assess, adapt, and implement any school curricula, policies, and services under the HTYPE Demonstration Program. Prime recipients, in consultation with their selected non-profit or NGO partner, will lead implementation of all project activities.

Non-profit or NGO Role

Prime recipients are required to partner with a nonprofit or NGO with sufficient capacity, experience, and expertise to support the implementation of project activities; act as a subject matter expert on human trafficking, violence prevention education curricula, training for trainers, creating comprehensive school safety protocols, and collaboration with local law enforcement and community resource and service providers. The non-profit or NGO will support prime recipients in selecting and, if necessary, adapting curricula for educators, other staff, students, trainers, and caregivers (if applicable).

The non-profit or NGO partner must be located within the geographic area of the proposed project or have a national reach and experience implementing similar projects in multiple geographic locations. See *Section V.2. Application Review Information, Review and Selection, Objective Review and Result* for more information.

Local Law Enforcement Role

Prime recipients are required to consult with a local law enforcement agency to develop and implement the HTSSP to ensure the safety of school staff and students reporting or disclosing suspected or confirmed cases of human trafficking. If geographic areas served by the proposed

project are in multiple law enforcement jurisdictions, prime recipients must consult with a local law enforcement agency from each jurisdiction. See *Section V.2. Application Review Information, Review and Selection, Objective Review and Result* for more information.

HTYPE DEMONSTRATION PROGRAM REQUIREMENTS

The HTYPE Demonstration Program comprises four required and one optional project objectives that contribute to a comprehensive, whole-school response to prevent human trafficking. If a prospective applicant is an active HTYPE Demonstration Program prime recipient at the time of award, it must create and describe a strategy that ensures new funds will be used to implement project objectives in new schools and/or school districts. If the prime recipient is currently receiving any federal funding to implement human trafficking prevention programming, it must provide the name of the awarding federal agency, the name of the grant, the project period, the amount they currently receive, and how they will ensure any funds awarded through the HTYPE Demonstration Program will not be used to duplicate or augment any other related federal funding. See *Section V.2. Application Review Information, Review and Selection, Objective Review and Results* for more information.

Education and Training

HTYPE Demonstration Program prime recipients are required to provide human trafficking prevention education and training to educators and other staff, students, and trainers. Prime recipients have the option to provide skills-based human trafficking prevention education for caregivers.

Prime recipients must ensure the components of each program are tailored to the specific needs of their audience. All curricula must emphasize strengthening individual knowledge and skills and provide time for participants to practice new skills. The following subsections provide information on the requirements and learning objectives for each audience. Prime recipients must assess all curricula and other materials for alignment with requirements and submit them to the Federal Project Officer (FPO) for review and approval. Prime recipients, in coordination with their non-profit or NGO partner, will be required to update any curricula that do not fully align with the stated requirements prior to implementation.

Human Trafficking Prevention Education for Educators and Other Staff

Prime recipients, in coordination with their non-profit or NGO partner, are required to identify and implement a skills-based human trafficking prevention education curriculum for educators and other staff. Additional staff, such as school nurses, counselors, social workers, and school resource officers (including those employed by local law enforcement agencies), may also be trained as part of this project. Prime recipients will determine the specific staff that will receive prevention education.

The following learning objectives are required for all educators and other staff. All learning objectives with an asterisk (*) are required for educators and other staff with enhanced roles and

responsibilities in the HTSSP and for those providing support to students who are at risk for, or who have experienced, human trafficking (e.g., social workers, school counselors).

Educational Goal	Learning Objectives for Educators and Other Staff
Identify indicators of human trafficking victimization or potential victimization.	• Recall the federal definition of severe forms of trafficking in persons. • Describe how sex and labor trafficking occurs in the United States. • Recognize situations and indicators that may raise concerns about sex and labor trafficking with a special emphasis on children and youth in school settings. • Provide examples of strategies commonly used by traffickers to groom and recruit children and youth for sex and labor trafficking. • Recognize individual, communal, relational, environmental, and societal factors that increase risk to human trafficking, including intergenerational trauma, systemic racism, discrimination and bias, lack of access to resources and opportunities, and inequities that create community-wide vulnerabilities.
Help students avoid becoming victims of human trafficking.	• List protective factors that can decrease student risk. • Examine the role of educators and other staff in building protective factors and decreasing student risk for human trafficking. • Apply a trauma-informed and person-centered approach when addressing human trafficking in the school setting. • Practice responding to disclosures in a culturally responsive, linguistically appropriate, trauma- informed, and person-centered manner.
Understand options and procedures for seeking informational resources and services for victims, potential victims, or at-risk individuals.	• Simulate how to support students who have been identified as at risk for or as having experienced human trafficking in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner.* • Implement student screenings and coordinate referrals to information on trafficking and services available for individuals who may be at risk for or who have experienced human trafficking or another form of violence.* • Identify culturally responsive, linguistically appropriate, trauma-informed, and person-centered information, programs, and services to enhance student well-being.* • Identify how and when to communicate concerns about student safety and human trafficking to caregivers.*

Understand options and procedures for mandatory and nonmandatory reporting of human trafficking or potential trafficking.	• Cite the legal obligations of mandated reporters and who within the LEA qualifies as a mandated reporter under state law. • Review the HTSSP and practice fulfilling their respective role in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner.

One example of a free program focused on educating educators and other staff on human trafficking that incorporates many of these learning objectives is HHS' Stop, Observe, Ask, Respond (SOAR) for School-Based Professionals. Prime recipients may use SOAR for School-Based Professionals as a foundation for their training for educators and other staff but are not required to do so.

Human Trafficking Prevention Education for Students

Prime recipients, in coordination with their non-profit or NGO partner, must implement a skills-based human trafficking prevention education curriculum for students that is research-based and theory-driven. Prime recipients will determine the grade level(s) or age(s) of students who will receive prevention education. Prime recipients must select an existing student curriculum that aligns with each of the CDC's Characteristics of an Effective Health Education Curriculum and meet the learning objectives below. Please see *Appendix B: Characteristics of an Effective Health Education Curriculum* for more information.

The following learning objectives are required for elementary and secondary school students:

Educational Goal	Learning Objectives for Secondary School Students	Learning Objectives for Elementary School Students
Identify indicators of human trafficking victimization or potential victimization.	• Recall the federal definition of severe forms of trafficking in persons. • Describe how sex and labor trafficking occur in the United States. • Recognize situations and indicators that may raise concerns about sex and labor trafficking. • Provide examples of strategies commonly used by traffickers to groom and recruit children and	• Recall the definitions for various forms of abuse and neglect, including, but not limited to, physical, verbal, psychological, and sexual abuse. • Recognize situations and indicators that may raise concerns about abuse. • Provide examples of strategies commonly used by abusers to groom children.

	youth for sex and labor trafficking.	
Avoid becoming victims of human trafficking.	- Analyze personal risk factors. - List personal protective factors. - Practice health-enhancing behaviors. - Simulate interpersonal communication skills to avoid or reduce risk. - Construct and verbalize personal boundaries. - Use decision-making skills to enhance safety. - Write a safety plan. - Analyze the influence of family, peers, culture, media, technology, and other factors on an individual's risk for human trafficking.	- Analyze personal risk factors. - List personal protective factors. - Practice health-enhancing behaviors. - Simulate interpersonal communication skills to avoid or reduce risk. - Construct and verbalize personal boundaries. - Write a safety plan.
Understand options and procedures for seeking informational resources and services for victims, potential victims, or at-risk individuals.	- Identify positive peer and adult connections. - Demonstrate how to access programs and services to build protective factors. - Recall information on how to report abuse.	- Identify positive peer and adult connections. - Demonstrate how to access programs and services to build protective factors. - Recall information on how to report abuse.

Training of Trainers

Prime recipients, in consultation with their non-profit or NGO partner, must train qualified trainers to:

- Facilitate human trafficking prevention education for educators and other staff.
- Facilitate human trafficking prevention education for students.
- Train additional staff to facilitate human trafficking prevention education for educators, other staff, and students.

All trainers must be employed by the prime recipient or partnering school district(s). Health teachers, school counselors, school nurses, or other staff with similar roles or experience may be best suited to become trainers. *See Appendix C: Recommended Qualifications for Trainers* for more information. The only exception is for initial prevention education for educators and other staff and trainings on how to facilitate prevention education for educators, other staff, and students, which may be conducted by the non-profit or NGO partner prior to training employees of the prime recipient to implement the curricula. Individuals who train additional staff to facilitate curricula must be available to provide ongoing training and technical assistance to support fidelity, as requested.

The primary goals of these trainings are to support program development, sustainability, and expansion and to prepare trainers to implement each curriculum in a manner that supports achievement of the stated performance metrics.

The following learning objectives are required:

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

Human Trafficking Prevention Education for Caregivers (Optional)

Prime recipients may choose to identify and implement a skills-based human trafficking prevention education curriculum for caregivers.

If implemented, the following learning objectives are recommended for caregivers:

- Recall the federal definition of severe forms of trafficking in persons.
- Describe how sex and labor trafficking occur in the United States.
- Recognize situations and indicators that may raise concerns about sex and labor trafficking.

- Provide examples of strategies commonly used by traffickers to groom and recruit children and youth for sex and labor trafficking.
- Understand the impact of trauma.
- Analyze risk factors that may increase their child's risk to trafficking.
- Construct a plan to build child and family protective factors that may reduce their child's risk to trafficking.
- Practice engaging in difficult conversations.
- Construct and verbalize personal boundaries.
- Write a safety plan.
- Demonstrate how to access programs and services to build protective factors.
- Understand reporting obligations and protocol schools will follow when implementing the HTSSP.
- Recall information on how to report abuse to the appropriate child welfare and/or law enforcement agency.

Human Trafficking School Safety Protocol

Prime recipients, in consultation with local law enforcement agencies and with support from their non-profit or NGO partner, are required to develop and implement a HTSSP in all schools selected for the HTYPE Demonstration Program. The HTSSP may also be informed by discussions with community resource and service providers, health and mental health care professionals, and child welfare personnel. Upon completion and prior to implementation of prevention education, the HTSSP must be formally adopted by the LEA school board(s) or other equivalent entity. The HTSSP is intended to ensure the safety of students, educators, and other staff reporting human trafficking and other forms of violence; ensure educators and other staff comply with state mandatory reporting laws; and ensure students are connected with service providers and/or programs that will reduce further exposure to violence and victimization.

Funds may be used to purchase or license human trafficking screening tools and to provide in-school support to students identified through the HTSSP (e.g., referrals, monitoring referral status, and in-school support).

The assigned FPO must review and approve the HTSSP. If the HTSSP is modified, the FPO must receive written notification in advance and be given an opportunity to review and approve the revisions. The HTSSP can be integrated into pre-existing school protocols, if all required elements are included.

The HTSSP must include the following elements:
- Procedures for engaging students in a culturally and linguistically responsive, person-centered, and trauma-informed manner that prioritizes student well-being
- Procedures to promote racial/ethnic, gender, and sexual orientation equity within all components of the HTSSP
- Procedures for responding to students who are at risk for human trafficking

- 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)
- Procedures for establishing a safety plan for students who have experienced or are experiencing human trafficking
- Procedures for submitting a [Request for Assistance](#) (RFA) on behalf of foreign national minors who may have experienced trafficking
- Clear delineation of staff roles, titles, and responsibilities within the overall procedures
- Procedures for addressing direct student disclosures and reports from educators, other staff, and other students
- Procedures for implementing validated screening tools to identify students experiencing or who are at high risk for labor and sex trafficking
- Procedures for protecting and maintaining confidentiality of students and staff
- Information on the legal obligations of mandated reporters under state law
- Procedures for coordinating with the appropriate authorities (e.g., child welfare, law enforcement) when individuals who may have experienced human trafficking are identified
- Procedures for communicating with caregivers regarding concerns that their child may have experienced or be at-risk for human trafficking
- Procedures for communicating and reporting to the appropriate authorities when the trafficker, or other abuser, is a caregiver or other household member
- Procedures for referring students to in-school and community resources and service providers
- Procedures for engaging or re-engaging students who have experienced human trafficking and have experienced or are at risk for experiencing chronic truancy or falling behind

The HTSSP must include a variety of service providers capable of receiving student referrals. The types of service providers to be identified within the HTSSP include the following:

- Human trafficking service providers
- Domestic violence service providers
- Dating and sexual violence service providers
- Health and mental health care providers
- Runaway and homeless youth programs
- Substance use prevention and/or treatment programs
- 2SLGBTQIA+ programs
- Safe spaces
- Youth workforce development and [youth employment programs](#), including those funded by the Department of Labor
- Youth organizations
- Mentoring and peer support programs

Prime recipients must create documents for FPO review and approval that detail policies and procedures for the following items:

- Procedures for collecting and reporting data
- Procedures for monitoring compliance
- Procedures for identifying and vetting referral services and maintaining and updating referrals for individuals who have experienced human trafficking
- Procedures for complying with privacy and confidentiality requirements for recordkeeping, record retention, and record disposal

Recipients and subrecipients are required to protect the privacy and confidentiality of student and staff information, complying with all applicable federal and state statutes and regulations, including those established by the U.S. Department of Education (e.g., the Protection of Pupil Rights Amendment), 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.

NOTE: Consistent with the Paperwork Reduction Act (PRA) of 1995, (44 U.S.C. 3501-3521), under this NOFO, OTIP will not conduct or sponsor–and a person is not required to respond to a collection of information covered by such Act, unless it displays a currently valid Office of Management and Budget (OMB) control number. Any program requirements described above that impose information collection subject to PRA have been or will be reviewed and approved through OMB. A list of relevant OMB-approved data collections are provided below in post-award requirements.

POST-AWARD REQUIREMENTS

OTIP Response to Nationally Declared Emergency

If, during the project period, OTIP and/or recipients are required to adjust program and/or recipient requirements due to a nationally declared emergency, OTIP will exercise maximum flexibilities as needed. Requirements may be conducted virtually or timelines modified in consultation with OTIP.

Subawards

Recipients under this grant program may opt to transfer a portion of substantive programmatic work to other organizations through subaward(s). The prime recipient must maintain a substantive role in the project. ACF defines a substantive role as conducting activities and/or providing services funded under the award that are necessary and integral to the completion of the project. Subrecipient monitoring activities alone, as specified in 45 CFR § 75.352, do not constitute a substantive role. Furthermore, ACF does not fund awards where the role of the applicant is primarily to serve as a conduit for passing funds to other organizations unless that arrangement is authorized by statute.

Additionally, all subrecipient(s) must obtain a Unique Entity Identifier (UEI) number assigned by the System for Award Management (SAM), if they do not already have one. Prime recipients are required to check the SAM to verify that the subrecipient(s) is/are not debarred, suspended,

or ineligible.

Please reference the Award Term and Condition on Subawards on the ACF Administrative and National Policy Requirements website for further requirements involving subawards.

Schedule of Deliverables

To accomplish program goals in a timely manner, OTIP has established the following post-award requirements. Task and timelines will be dependent upon the capacity of the prime recipient to carry out the deliverables post-award.

- Within 5 calendar days of Notice of Award (NoA), prime recipients must return the signed cooperative agreement.

OTIP is allotting a 12-month project planning period. Prime recipients are required to implement the following milestones within the 12-month project planning period:

- Within 2 months: Review all required curricula and submit to the curricula and an analysis that clearly identifies how the curricula aligns with the requirements outlined under *Section I. Program Description, Education and Training*, delineating any anticipated changes to improve alignment to the FPO for approval.
- Within 8 months: Develop all required components of the HTSSP and submit to the FPO for approval.
- Within 10 months: Submit an updated version of all curricula that have been adapted to meet requirements to the FPO for final approval.

From date of issuance of NoA, OTIP is allotting a 13-month period for prime recipients to:

- Begin to implement skills-based human trafficking prevention education for educators and other staff.
- Begin to train qualified trainers to conduct skills-based human trafficking prevention education for educators and other staff and students.
- Begin to implement skills-based human trafficking prevention education for students.

OTIP is requiring prime recipients to implement the following activities during the following timeframes:

- Annually, coordinate with the nonprofit or NGO partner to assess and make any necessary adaptations to the education material or approach (e.g., to be responsive to school demographics, lessons learned, evaluation results, or unique school or LEA requirements).
- Within 30 months of the date of the award, begin to train LEA and/or district staff to train additional staff to facilitate human trafficking prevention education for educators, other staff, and students.

Capacity Building for Project Staff and Subrecipients

Under the HTYPE Demonstration Program, prime recipients must require specialized training on human trafficking for any personnel directly responsible for the development and

implementation of project activities, including development of the HTSSP and curricula assessment, development, and adaptations. With the approval of the FPO, grant funds may be used to support training for staff, including subrecipient staff, when training is unavailable locally or when there is a cost for training participation (e.g., staff time, contracting trainers, registration, travel, etc.). HTYPE Demonstration Program funds may be used to cover costs associated with continuing education units for prime recipient and subrecipient staff. Priority should be given to grant-funded staff who have mandated continuing education requirements. Prime recipients may use modules within the SOAR to Health and Wellness Training Program to help meet training requirements but are not required to do so.

All personnel and subrecipient staff responsible for the development and implementation of project activities must complete at least 10 hours of training each budget period in connection with human trafficking. OTIP reserves the right to verify compliance throughout the project period. Prime recipients must track training hours and topics for their staff and subrecipient staff.

Training for any prime recipient or subrecipient staff may not be counted toward the project's overall training performance indicators. Please see *Section I. Post-Award Requirements, Program Performance Indicators* for more information. HTYPE Demonstration Program prime recipients are encouraged to check the National Human Trafficking Training and Technical Assistance Center (NHTTAC) website for in-person or virtual training opportunities.

Prime recipients may receive ongoing, tailored training and technical assistance through NHTTAC with the goal of promoting capacity building through their period of performance. This technical assistance is available across a variety of formats, including coaching/mentoring, conference calls, webinars, and training. Topics will be determined in consultation with prime recipients.

Under the HTYPE Demonstration Program, capacity building for any prime recipient or subrecipient staff responsible for the development and implementation of project activities must include all the topics below, at a minimum.

- Federal definition of severe forms of trafficking in persons
- Case studies of individuals who have experienced or who are at risk for sex and labor trafficking, with a special emphasis on children and youth intersecting with school settings
- Information about human trafficking, including types of human trafficking and strategies commonly used by traffickers to groom and recruit children and youth for sex and labor trafficking
- Information on how to build protective factors for children and youth who are at risk for or who are experiencing sex and labor trafficking
- Situations and indicators that may raise concerns about sex and labor trafficking
- Relevant state laws, procedures, and response strategies related to the sex and labor trafficking of children and youth

- Benefits and services available for foreign national youth who have experienced or are experiencing human trafficking (e.g., procedures for submitting an RFA on behalf of foreign national minors who may have experienced trafficking
- Intersectionality between race and human trafficking (e.g., the role racial identity and racism plays in the risk for human trafficking; process of identification; experience of service delivery; interaction with education; social welfare, and criminal justice systems; access to resources; health disparities/inequities experienced by underserved communities; etc.)
- Intersectionality between gender identity and human trafficking (e.g., the role gender identity and expression and exclusion play in the risk for human trafficking; process of identification; interaction with education; social welfare; and criminal justice systems; access to resources; health disparities/inequities experienced by underserved communities; etc.)
- Intersectionality between sexual orientation and human trafficking (e.g., the role sexual orientation and exclusion plays in the risk for human trafficking; process of identification; experience of service delivery; interaction with education; social welfare; and criminal justice systems; access to resources; health disparities/inequities experienced by 2SLGBTQIA+ communities; etc.)
- Intersectionality between individuals with disabilities and human trafficking (e.g., the role disability status and accessibility and exclusion play in the risk for human trafficking; process of identification; experience of service delivery; interaction with education; social welfare; and criminal justice systems access to resources; etc.)
- Intersectionality between human trafficking and forced criminality (e.g., understanding that when an individual is forced to provide labor or a service that contributes to an illegal or illicit activity, they may be experiencing human trafficking)
- Special considerations for children experiencing human trafficking, which may include relevant legal and social welfare systems, such as juvenile justice and child welfare
- Training on how to deliver person-centered, trauma-informed services, education, and training
- Training on how to design and deliver skills-based prevention education and training that align with best practices in violence prevention and health education

Tools and Resources

OTIP has developed tools and resources on human trafficking in the United States, including NHTTAC-developed training resources and Look Beneath the Surface (LBS) campaign materials that may be used in outreach activities. All materials are available for download in OTIP's Resource Library. Certain LBS materials may be modified to include an agency's contact information by using commercial off-the-shelf software that includes digital image editing capability.

Public Facing Materials

Prime recipients and, if applicable, its subrecipients through the prime recipient, must submit all public-facing and materials used during project activities it and, if applicable, its subrecipients, intend to count towards its project objectives for review and approval by the FPO. Prime

recipients must also submit all public-facing materials for review and approval if program funds will be used to facilitate any portion of the activity (e.g., editing presentation slide decks, or staff time spent providing training), even if the materials were not created using HTYPE Demonstration Program funds or have been reviewed by other state or federal grantors. The FPO, at a minimum, will review for trauma-informed and person-centered content, adherence to the Stevens Amendment, and alignment with general guidelines set by the President's Interagency Task Force to Monitor and Combat Trafficking in Persons. All new materials, with the exclusion of outreach materials created specifically for discreet use and dissemination, must include the National Human Trafficking Hotline (NHTH) phone number (1-888-373-7888) and include the link to the OTIP website (www.acf.hhs.gov/otip). The FPO will have 30 days to review and approve all public-facing materials.

Program Performance Indicators

Prime recipients are expected to conduct ongoing evaluations of the human trafficking prevention education curriculum, administering pre/post-tests to every student, educator, and other staff member who participates in the training. All pre-tests for students, educators, and other staff must be administered prior to or within 1 day of the start of training. All post-tests must be administered within 1 week after the completion of all training modules.

Consistent with the PRA, 44 U.S.C. 3501-3521, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

The HTYPE Demonstration Grant Program Implementation Surveys information collection is approved under OMB control number 0970-0531, expiration date is September 30, 2025. The public reporting burden for the HTYPE Demonstration Grant Program Implementation Surveys is estimated to average between 0.0835 and 0.25 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection information.

The HTYPE Demonstration Program Grant Program Performance Indicators information collection is approved under OMB control number 0970-0490, expiration date is January 31, 2023 (extension request in process). The public reporting burden for the HTYPE Demonstration Program Grant Program Performance Indicators is estimated to average 6 hours per response, including the time for reviewing instructions, gathering, and maintaining the data needed, and reviewing the collection information.

Overall programmatic performance indicators are to be reported to the FPO on a quarterly basis. See *Appendix D: Programmatic Performance Indicators* for more information.

Federal Evaluation

OTIP may fund a formal evaluation of the HTYPE Demonstration Program. If applicable, HTYPE Demonstration Program prime recipients must agree to participate in the formal evaluation and make available program implementation records for grant-funded activities. This

includes records of activities conducted by their subrecipient(s) and program performance data. The study would engage an outside, non-recipient, evaluation team and would likely focus on the processes, implementation, progress indicators, products, outcomes, and quality improvement of funded activities. HTYPE Demonstration Program prime recipients must monitor their own performance and that of their subrecipient(s). Prime recipients must dedicate appropriate staff support to evaluation activities, including data collection, data reporting, and coordination with the evaluator.

The evaluation may include, but is not limited to, assessing the following:

- Outcomes of partner strategies.
- Protocols; training completion rates; number of participants reached through staff trainings; prevention education for educators, other staff, and students; training products; and validation of performance outputs.
- Engagement of school leadership and personnel in the program implementation.
- Percentage of the staff personnel and student body trained.
- Curricula used in the delivery of the prevention education efforts.
- Outcomes of school protocol.

OMB-Approved Information Collections

As required by the PRA of 1995, 44 U.S.C. 3501-3521, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB Control Number. The following collections, which are relevant to this NOFO, have been approved by OMB:

- [Human Trafficking Youth Prevention Education (HTYPE) Demonstration Grant Program Implementation Surveys. OMB 0970-0531](). Expiration: September 30, 2025.
- [Human Trafficking Youth Prevention Education (HTYPE) Demonstration Grant Program Performance Indicators. OMB 0970-0490](). Expiration: January 31, 2023, pending renewal.
- [NHTTAC Consultant and Evaluation Package. OMB 0970-0519](). Expiration: January 31, 2023, pending renewal.

Kick-Off and Peer Meetings

OTIP will host a grant kick-off meeting in Washington, DC within the first 6 months of the official award date. OTIP will host at least one annual meeting for OTIP prime recipients to meet with their FPO and OTIP staff, receive technical assistance, share local human trafficking trends, and discuss emerging topics, etc. The Project Director, the key staff person responsible for tracking and documenting progress toward project milestones and outcomes, and one representative from the non-profit or NGO partner must attend the kick-off meeting. The participation of at least one prime recipient staff member in all subsequent OTIP meetings and NHTTAC-sponsored events will be mandatory throughout the project period.

DEFINITIONS AND TERMS

Pursuant to the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018, the terms "elementary school," "local educational agency," "other staff," and "secondary school" have the meanings given to the terms in section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA) (20 U.S.C. 7801). In addition, certain other definitions are also taken from ESEA section 8101. All ESEA definitions are designated with an asterisk (*).

For the purposes of this NOFO, definitions and terms are defined as follows:

- The term "**administrative control and direction**" refers to and includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school.*
- "**Caregivers**" refer to adults who are caring for children living in their home, including, but not limited, to parents, kinship caregivers, foster parents, and guardians.
- "**Culturally responsive**" is the ability to learn from and relate respectfully with people of your own culture and those from other cultures to effectively, equitably, and respectfully provide services that are responsive to diverse cultural beliefs and practices.
- "**Curriculum**" refers to a planned and detailed sequence of instruction and materials designed to achieve a set of learning objectives. A curriculum incorporates planned interaction with participants with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.
- "**Educators**" are principals or other heads of a school, teachers, other professional instructional staff (e.g., involved in curriculum development, staff development, or operating library, media, and computer centers), pupil support services staff (e.g., guidance counselors, nurses, speech pathologists, etc.), other administrators (e.g., assistant principals, discipline specialists), and paraprofessionals (e.g., assistant teachers, instructional aides).
- "**Equity**" refers to the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; 2SLGBTQIA+ persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.
- "**Foreign National**" includes individuals who are not U.S. citizens, legal permanent residents, parolees, refugees, or asylees.
- "**Individuals with lived experience**" refers to people who have directly experienced sex and/or labor trafficking.
- "**Linguistically appropriate**" refers to the provision of services that are responsive to diverse preferred languages, literacy, and other communication needs.
- "**Local educational agency**" is a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that are recognized in a state as an administrative agency for its public elementary schools or secondary schools.*

- "**Other staff**" means specialized instructional support personnel, librarians, career guidance and counseling personnel, education aides, and other instructional and administrative personnel.*
- A **"person-centered approach"** is defined as placing an individual's priorities, needs, and interests at the center of the work; providing nonjudgmental assistance, with an emphasis on self-determination, and assisting individuals in making informed choices; ensuring that restoring feelings of safety and security are a priority; and safeguarding against policies and practices that may inadvertently re-traumatize the individual. A person-centered approach should also incorporate a trauma-informed, survivor-informed, and culturally appropriate approach.
- The "**public health approach**" is a four-step process used by public health practitioners to systematically understand and prevent violence: define and monitor the problem; identify risk and protective factors; develop and test prevention strategies; and ensure widespread dissemination.
- **"Research-based and theory-driven"** curricula have instructional strategies and learning experiences built on theoretical approaches (e.g., social cognitive theory, social inoculation theory) that have effectively influenced health-related behaviors among youth. The most promising curriculum goes beyond the cognitive level and addresses health determinants, social factors, attitudes, values, norms, and skills that influence specific health-related behaviors.
- "**Skills-based human trafficking prevention education curricula**" refers to educational curricula that are designed to enhance an individual's capability of preventing human trafficking and promoting safety by strengthening their knowledge and skills, increasing their perceptions of risk, and encouraging changes in health behaviors.
- "**Survivor engagemen**t" provides pathways to incorporate survivors' experiences into the inception, development, and execution of all forms of anti-trafficking responses. Engagement with survivors allows organizations to better serve clients, create programs, identify challenges and opportunities, and achieve agency missions and mandates. As primary participants in the anti-trafficking field, leaders with lived experience offer invaluable insight and expertise and can validate other survivors' experiences and reactions to traumatic events resulting from a trafficking experience.
- A "**trauma-informed approach**" includes an understanding of the physical, social, and emotional impact of trauma on individuals, as well as on the professionals who help them. A trauma-informed approach includes person-centered practices. A program, organization, or system that is trauma-informed acknowledges the widespread impacts that traumatic events have on individuals; recognizes the signs and symptoms of vicarious trauma in staff, clients, and others involved in the anti-trafficking response system; identifies paths for support and healing; and responds by fully integrating knowledge about trauma into policies, procedures, practices, and settings. Like a person-centered approach, a trauma-informed approach prioritizes the safety and security of individuals, including safeguarding against policies and practices that may inadvertently re-traumatize those individuals.
- The term "**underserved communities**"refers to populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a

full opportunity to participate in aspects of economic, social, and civic life, as exemplified by the list in the preceding definition of "equity."

For information on application requirements specific to this NOFO, please reference *Section IV.2. The Project Description* **and** *The Project Budget and Budget Justification***.**

II. Federal Award Information

Funding Instrument Type:
CA (Cooperative Agreement)

Estimated Total Funding:
$2,500,000

Expected Number of Awards:
5

Award Ceiling:
$500,000
Per Budget Period

Award Floor:
$400,000
Per Budget Period

Average Projected Award Amount:
$450,000
Per Budget Period

Anticipated Project Start Date:
09/30/2023

Length of Project Periods:
60-month project period with five 12-month budget periods

Additional Information on Project Periods and Explanation of 'Other'

Additional Information on Awards:

Awards made under this funding opportunity are subject to the availability of federal funds.

Applications requesting an award amount that exceeds the *Award Ceiling* per budget period, or per project period, as stated in this section*,* will be disqualified from competitive review and funding under this funding opportunity. This disqualification applies only to the *Award Ceiling* listed for the first 12-month budget period for projects with multiple budget periods. If the project and budget period are the same, the disqualification applies to the *Award Ceiling* listed for the project period. Please see *Section III.3. Other, Application Disqualification Factors.*

Note: For those programs that require matching or cost sharing, recipients will be held accountable for projected commitments of non-federal resources in their application budgets and budget justifications by budget period or by project period for fully funded awards, even if the projected commitment exceeds the required amount of match or cost share. **A recipient's failure**

to provide the required matching amount may result in the disallowance of federal funds. For more information on these requirements, see *Section III.2. Cost Sharing or Matching.*

Awards for the second, third, fourth, and fifth 12-month budget periods will be made after approval of non-competing continuation applications and will be subject to satisfactory performance progress by the prime recipients (i.e., submission of all Performance Progress Reports and Federal Financial Reports, meeting all HTYPE Demonstration Program deadlines, etc.) and a determination that continued funding would be in the best interest of the federal government.

Description of ACF's Anticipated Substantial Involvement Under the Cooperative Agreement Award

OTIP is using a cooperative agreement that requires substantial federal involvement on the part of OTIP with the prime recipient. Federal involvement may include the following:

- Communicating at least quarterly via phone or video meeting with the assigned FPO to discuss project implementation activities and overall program progress.
- Participating in NHTTAC-sponsored webinars to discuss human trafficking trends, discuss emerging topics, and receive technical assistance.
- Obtaining approval from FPO for all non-ACF materials used or created for the HTYPE Demonstration Program related to prevention education curricula, materials (e.g., brochures listing comprehensive services available to victims of human trafficking), protocols, trainings, or technical assistance.

III. Eligibility Information

III.1. Eligible Applicants

In accordance with the authorizing statute, eligible applicants for funding will include LEAs. LEAs may apply on their own or as the lead applicant for a consortium of LEAs. LEAs must partner with a non-profit or NGO to be eligible. The nonprofit or NGO partner must either be located within the geographic area of the proposed project or have a national scope and experience in implementing similar projects in multiple geographic locations. See *Section V.2. Application Review Information, Review and Selection, Objective Review and Results* for more information.

Applicants must submit a Letter of Commitment (LOC) that acknowledges a formal commitment from the partnered non-profit or NGO to collaborate on the development and implementation of a program to prevent human trafficking victimization. This letter must be on letterhead of the non-profit or NGO and signed by the Authorizing Official. Applicants from LEAs that do not submit the required LOC substantiating the partnership with a non-profit or NGO at the time of application will be disqualified from competitive review and from funding under the published notice of funding opportunity.

Required documentation is described in *Section IV.2. Project Description, Additional Eligibility Documentation*. Lack of the required documentation will disqualify the application from review and from award. Please see *Section III.3. Other, OTIP Disqualification Factor* for more information.

An LEA is a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

An LEA is also an elementary or secondary school funded by the BIE, which includes BIE-operated schools and tribally controlled schools operated pursuant to a Tribally Controlled Schools Act (25 U.S.C. 2501 et. seq.) grant or an Indian Self-Determination and Education Assistance Act (25 U.S.C. 5301 et. seq.) contract, but only for the limited purpose of providing eligibility for a grant assistance under federal grant programs for which BIE funded schools would otherwise not be eligble. See 20 U.S.C. 7801(30)(C).

Faith-based and community organizations that meet the subrecipient eligibility requirements under *Section III.3.* are eligible to receive subawards under the published opportunity.

Applications from individuals (including sole proprietorships) and foreign entities are not eligible and will be disqualified from competitive review and funding under this funding opportunity. See *Section III.3. Other, Application Disqualification Factors.*

III.2. Cost Sharing or Matching

Cost Sharing / Matching Requirement:
No
For all federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the recipient's cost sharing or matching when such contributions meet all criteria listed in 45 CFR § 75.306.

For awards that require matching by statute, recipients will be held accountable for projected commitments of non-federal resources in their application budgets and budget justifications by budget period, or by project period for fully funded awards, even if the projected commitment exceeds the amount required by the statutory match. **A recipient's failure to provide the statutorily required matching amount may result in the disallowance of federal funds. Recipients will be required to report these funds in the Federal Financial Reports.**

For awards that do not require matching or cost sharing by statute, where "cost sharing" refers to any situation in which the recipient voluntarily shares in the costs of a project other than as statutorily required matching, recipients will be held accountable for projected commitments of non-federal resources in their application budgets and budget justifications by budget period, or by project period for fully funded awards. These include situations in which contributions are voluntarily proposed by a recipient or subrecipient and are accepted by ACF. Non-federal cost sharing will be included in the approved project budget so that the recipient will be held accountable for proposed non-federal cost sharing funds as shown in the Notice of Award (NoA). **A recipient's failure to provide voluntary cost sharing of non-federal resources that have been accepted by ACF as part of the approved project costs and that have been shown as part of the approved project budget in the NoA, may result in the disallowance of**

federal funds. Recipients will be required to report these funds in the Federal Financial Reports.

III.3. Other

Application Disqualification Factors

Applications from individuals (including sole proprietorships) and foreign entities are not eligible and will be disqualified from competitive review and funding under this funding opportunity.

Award Ceiling Disqualification

Applications that request an award amount that exceeds the *Award Ceiling* per budget period or per project period ("per project period" refers only to fully funded awards), as stated in *Section II. Federal Award Information,* will be disqualified from competitive review and funding under this funding opportunity. This disqualification applies only to the *Award Ceiling* listed for the first 12-month budget period for projects with multiple budget periods. If the project and budget period are the same, the disqualification applies to the *Award Ceiling* listed for the project period.

Required Electronic Application Submission

ACF requires electronic submission of applications at Grants.gov. **Paper applications received from applicants that have not been approved for an exemption from required electronic submission will be disqualified from competitive review and funding under this funding opportunity.**

Applicants that do not have an internet connection or sufficient computing capacity to upload large documents to the internet may contact ACF for an exemption that will allow the applicant to submit applications in paper format. Information and the requirements for requesting an exemption from required electronic application submission are found in "ACF Policy for Requesting an Exemption from Electronic Application Submission."

Missing the Application Deadline (Late Applications)

**The deadline for electronic application submission is 11:59 pm ET on the due date listed in the *Overview* and in *Section IV.4. Submission Dates and Times.* Electronic applications submitted to Grants.gov after 11:59 pm ET on the due date, as indicated by a dated and time-stamped email from Grants.gov, will be disqualified from competitive review and funding under this funding opportunity. That is, applications submitted to Grants.gov, on or after 12:00 am ET on the day after the due date will be disqualified from competitive review and funding under this funding opportunity.

Applications submitted to Grants.gov at any time during the open application period, and prior to the due date and time, which fail the Grants.gov validation check, will not be received at, or

acknowledged by ACF.

Each time an application is submitted via Grants.gov, the submission will generate a new date and time-stamp email notification. Only those applications with on-time date and time stamps that result in a validated application, which is transmitted to ACF will be acknowledged.

The deadline for receipt of paper applications is 4:30 pm ET on the due date listed in the *Overview* and in *Section IV.4. Submission Dates and Times*. Paper applications received after 4:30 pm ET on the due date will be disqualified from competitive review and funding under this funding opportunity. **Paper applications received from applicants that have not received approval of an exemption from required electronic submission will be disqualified from competitive review and funding under this funding opportunity.**

OTIP Disqualification Factor

Applications that do not include a LOC that acknowledges a formal commitment from the partnered non-profit or NGO to collaborate on the development and implementation of a program to prevent human trafficking victimization will be disqualified from review and funding under this NOFO. This letter must be on letterhead of the non-profit or NGO and signed by the Authorizing Official. Please see *Section III.1. Eligible Applicants, Additional Information on Eligibility* and *Section IV.2. Project Description, Additional Eligibility Documentation* for more information.

Subrecipient Eligibility
Non-profits and NGOs are required to partner with the LEA in accordance with the statute. This partnership may result in a prime recipient/subrecipient relationship. Therefore, NGOs and non-profits, in addition to LEAs are eligible to be subrecipients under this award.

Notification of Application Disqualification
Applicants will be notified of a disqualification determination by email or by USPS postal mail within 30 federal business days from the closing date of this NOFO.

IV. Application and Submission Information

IV.1. Address to Request Application Package

Kimberly
Casey
U.S. Department of Health and Human Services
Administration for Children and Families
Office on Trafficking in Persons
330 C St., SW
Washington
DC
20201

(202) 795-7569
Kimberly.Casey@acf.hhs.gov
Application Packages

Electronic Application Submission:

The electronic application submission package is available in the NOFO's listing at Grants.gov.

Applications in Paper Format:
For applicants that have received an exemption to submit applications in paper format, Standard Forms (SFs), assurances, and certifications are available in the "Select Grant Opportunity Package" available in the NOFO's Grants.gov Synopsis under the Package tab at Grants.gov. See *Section IV.2. Request an Exemption from Required Electronic Application Submission* if applicants do not have an Internet connection or sufficient computing capacity to upload large documents (files) to Grants.gov.

Federal Relay Service:
Hearing-impaired and speech-impaired callers may contact the Federal Relay Service (FedRelay) for assistance at www.gsa.gov/fedrelay.

IV.2. Content and Form of Application Submission

FORMATTING APPLICATION SUBMISSIONS
Each applicant applying electronically via Grants.gov is required to upload only two electronic files, excluding SFs and Office of Management and Budget (OMB)-approved forms. No more than two files will be accepted for the review, and additional files will be removed. SFs and OMB-approved forms will not be considered additional files.

FOR ALL APPLICATIONS:

Authorized Organization Representative (AOR)
AOR is the designated representative of the applicant/recipient organization with authority to act on the organization's behalf in matters related to the award and administration of grants. In signing a grant application, this individual agrees that the organization will assume the obligations imposed by applicable Federal statutes and regulations and other terms and conditions of the award, including any assurances, if a grant is awarded.

Point of Contact
In addition to the AOR, a point of contact on matters involving the application must also be identified. The point of contact, known as the Project Director or Principal Investigator, should not be identical to the person identified as the AOR. The point of contact must be available to answer any questions pertaining to the application.

Application Checklist
Applicants may refer to *Section VIII. Other Information* for a checklist of application requirements that may be used in developing and organizing application materials.

Accepted Font Style
Applications must be in Times New Roman (TNR), 12-point font, except for footnotes, which may be TNR 10-point font. Pages that contain blurred text, or text that is too small to read comfortably, will be removed.

English Language
Applications must be submitted in the English language and must be in the terms of United States (U.S.) dollars. If applications are submitted using another currency, ACF will convert the foreign currency to U.S. currency using the date of receipt of the application to determine the rate of exchange.

Page Limitations
Applicants must observe the page limitation(s) listed under "PAGE LIMITATIONS AND CONTENT FOR ALL SUBMISSION FORMATS:." Page limitation(s) do not include SFs and OMB-approved forms.

All applications must be double-spaced. An application that exceeds the cited page limitation for double-spaced pages in the Project Description file or the Appendices file will have extra pages removed, and those pages will not be reviewed.

Application Elements Exempted from Double-Spacing Requirements
The following elements of the application submission are exempt from the double-spacing requirements and may be single-spaced: the table of contents, the one-page Project Summary, required Assurances and Certifications, required SFs, required OMB-approved forms, resumes, logic models, proof of legal status/non-profit status, third-party agreements, letters of support, footnotes, tables, the line-item budget and/or the budget justification.

Adherence to NOFO Formatting, Font, and Page Limitation Requirements
Applications that fail to adhere to ACF's NOFO formatting, font, and page limitation requirements will be adjusted by the removal of page(s) from the application. Pages will be removed before the objective review and will not be made available to reviewers.

Applications that have more than one scanned page of a document on a single page will have the page(s) removed from the review.

For applicants that submit paper applications, double-sided pages will be counted as two pages. When the maximum allowed number of pages is reached, excess pages will be removed and will not be made available to reviewers.

NOTE: Applicants failing to adhere to ACF's NOFO formatting, font, and page limitation requirements will receive a letter from ACF notifying them that their application was amended. The letter will be sent after awards have been issued and will specify the reason(s) for removal of page(s).

Corrections/Updates to Submitted Applications
When applicants make revisions to a previously submitted application, ACF will accept only the last on-time application for pre-review under the Application Disqualification Factors. The Application Disqualification Factors determine the application's acceptance for competitive review. See *Section III.3. Other, Application Disqualification Factors* and *Section IV.2. Application Submission Options*.

Copies Required
Applicants must submit one complete copy of the application package electronically. Applicants submitting electronic applications need not provide additional copies of their application package.

Applicants submitting applications in paper format must submit one original and two copies of the complete application, including all SFs and OMB-approved forms. The original copy must have original signatures.

Signatures
Applicants submitting electronic applications must follow the registration and application submission instructions provided at Grants.gov.
The original of a paper format application must include original signatures of the authorized representatives.

Accepted Application Format
With the exception of the required SFs and OMB-approved forms, all application materials must be formatted so that they are 8 ½" x 11" white paper with 1-inch margins all around.

If possible, applicants are encouraged to include page numbers for each page within the application.

ACF generally does not encourage submission of scanned documents as they tend to have reduced clarity and readability. If documents must be scanned, the font size on any scanned documents must be large enough so that it is readable. Documents must be scanned page-for-page, meaning that applicants may not scan more than one page of a document onto a single page. Pages with blurred text will be removed from the application.

PAGE LIMITATIONS AND CONTENT FOR ALL SUBMISSION FORMATS:

Except for the Standard Forms and OMB-approved forms, the application submission (Project Description and Appendices) is limited to 120 pages.

The **Project Description** must include the following:

- Table of Contents
- Project Summary
- Need for Assistance
- Approach
- Project Timeline and Milestones

- Organizational Capacity
- Program Performance Evaluation Plan
- Line-Item Budget and Budget Justification

The **Appendices** must include the following:

- LOC from non-profit or NGO partner
- LOC(s) from local law enforcement agency(ies)
- Role Descriptions and Resumes for Key LEA and Partnered Non-profit/NGO Staff
- Proof of Legal Status of applicant entity and required non-profit or NGO partner
- Organizational Capacity (i.e., organizational charts, documentation of experience in the program area, personnel policies, and any other pertinent information the applicant deems relevant)
- Additional Third-Party Agreements

ELECTRONIC APPLICATION SUBMISSION INSTRUCTIONS
Applicants are required to submit their applications electronically unless they have received an exemption that will allow submission in paper format. See *Section IV.2. Application Submission Options* for information about requesting an exemption.

Electronic applications will only be accepted via Grants.gov. **ACF will not accept applications submitted via email or via facsimile.**

Each applicant is required to upload ONLY two electronic files, excluding SFs and OMB-approved forms.

File One: Must contain the entire Project Description, and the Budget and Budget Justification (including a line-item budget and a budget narrative).

File Two: Must contain all documents required in the Appendices.

Adherence to the Two-File Requirement
No more than two files will be accepted for the review. Applications with additional files will be amended and files will be removed from the review. SFs and OMB-approved forms will not be considered additional files.

Application Upload Requirements
ACF strongly recommends that electronic applications be uploaded as Portable Document Files (PDFs). One file must contain the entire Project Description and Budget Justification; the other file must contain all documents required in the Appendices. Details on the content of each of the two files, as well as page limitations, are listed earlier in this section.

To adhere to the two-file requirement, applicants may need to convert and/or merge documents together using a PDF converter software. Many recent versions of Microsoft Office include the ability to save documents to the PDF format without need of additional software. Applicants

using the Adobe Acrobat Reader software will be able to merge these documents together. ACF recommends merging documents electronically rather than scanning multiple documents into one document manually, as scanned documents may have reduced clarity and readability.

Applicants must ensure that the version of Adobe Acrobat Reader they are using is compatible with Grants.gov. To verify Adobe software compatibility please go to Grants.gov and click on "Applicants" at the top bar menu and select "Adobe Software Compatibility", which is listed under "Applicant Resources." The Adobe verification process allows applicants to test their version of the software by opening a test Workspace PDF form. Grants.gov also includes guidance on how to download a supported version of Adobe, as well as troubleshooting instructions for use, if an applicant is unable to open the test form.

The Adobe Software Compatibility page located on Grants.gov also provides guidance for applicants on filling out a Workspace PDF form. In addition, it addresses local network and/or computer security settings and the impact this has on use of Adobe software.

Required SFs and OMB-approved Forms
SFs and OMB-approved forms are uploaded separately at Grants.gov. These forms are submitted separately from the Project Description and Appendices files. See *Section IV.2. Required Forms, Assurances, and Certifications* for the listing of required SFs, OMB-approved forms, and required assurances and certifications.

Naming Application Submission Files
Carefully observe the file naming conventions required by Grants.gov. Limit file names to 50 characters (characters and spaces). Please also see
https://www.grants.gov/web/grants/applicants/submitting-utf-8-special-characters.html.

Use only file formats supported by ACF
Applicants must submit applications using only the supported file formats listed here. While ACF supports all of the following file formats, **we strongly recommend that the two application submission files (Project Description and Appendices) are uploaded as PDFs in order to comply with the two-file upload limitation.** Documents in file formats that are not supported by ACF will be removed from the application and will not be used in the competitive review. This may make the application incomplete, and ACF will not make any awards based on an incomplete application.

ACF supports the following file formats:

- Adobe PDF – Portable Document Format (.pdf)
- Microsoft Word (.doc or .docx)
- Microsoft Excel (.xls or .xlsx)
- Microsoft PowerPoint (.ppt)
- Image Formats (.JPG, .GIF, .TIFF, or .BMP only)

Do Not Encrypt or Password-Protect the Electronic Application Files
If ACF cannot access submitted electronic files because they are encrypted or password

protected, the affected file will be removed from the application and will not be reviewed. This removal may make the application incomplete, and ACF will not make awards based on an incomplete application.

FORMATTING FOR PAPER APPLICATION SUBMISSIONS:
The following requirements are only applicable to applications submitted in paper format. Applicants must receive an exemption from ACF in order for a paper format application to be accepted for review. For more information on the exemption, see "*ACF Policy for Requesting an Exemption from Required Electronic Application Submission'*" at www.acf.hhs.gov/grants/howto#chapter-6.

Format Requirements for Paper Applications
All copies of mailed or hand-delivered paper applications must be submitted in a single package. If an applicant is submitting multiple applications under a single NOFO, or multiple applications under separate NOFOs, each application submission must be packaged separately. The package(s) must be clearly labeled with the NOFO title and Funding Opportunity Number.

Applicants using paper format should download the application forms package associated with the NOFO's Synopsis on Grants.gov under the Package tab.

Applicants are advised that the copies of the application submitted, not the original, will be reproduced by the federal government for review. **All application materials must be one-sided for duplication purposes. All pages in the application submission must be sequentially numbered.**

Addresses for Submission of Paper Applications
See *Section IV.7. Other Submission Requirements* for addresses for paper format application submissions.

Required Forms, Assurances, and Certifications

Applicants seeking an award under this funding opportunity must submit the listed SFs, assurances, and certifications with the application. All required SFs, assurances, and certifications are available in the Application Package posted for this NOFO at Grants.gov.

Forms/Assurances/Certifications	Submission Requirement	Notes/Description
SF-424 - Application for Federal Assistance	Submission is required for all applicants by the application due date.	Required for all applications.

Forms/Assurances/Certifications	Submission Requirement	Notes/Description
Unique Entity Identifier (UEI) and System for Award Management (SAM) registration.	Required of all applicants. Applicants must have a UEI and maintain an active SAM registration throughout the application and project award period. Obtain a UEI and SAM registration at: http://www.sam.gov.	See *Section IV.3. Unique Entity Identifier (UEI) and System for Award Management (SAM)* for more information.
SF-424 Key Contact Form	Submission is required for all applicants by the application due date.	Required for all applications.
Certification Regarding Lobbying (Grants.gov Lobbying Form)	Submission required of all applicants with the application package. If it is not submitted with the application package, it must be submitted prior to the award of a grant.	Submission of the certification is required for all applicants.
SF-424A - Budget Information - Non- Construction Programs and SF-424B - Assurances - Non- Construction Programs	Submission is required for all applicants when applying for a non-construction project. SFs must be used. Forms must be submitted by the application due date.	Required for all applications when applying for a non-construction project.

Forms/Assurances/Certifications	Submission Requirement	Notes/Description
	By signing and submitting the SF-424B, applicants are making the appropriate certification of their compliance with all Federal statutes relating to nondiscrimination.	
SF-Project/Performance Site Location(s) (SF-P/PSL)	Submission is required for all applicants by the application due date.	Required for all applications. In the SF-P/PSL, applicants must cite their primary location and up to 29 additional performance sites.
SF-LLL - Disclosure of Lobbying Activities	If submission of this form is applicable, it is due at the time of application. If it is not available at the time of application, it may also be submitted prior to the award of a grant.	If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the applicant shall complete and submit the SF-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

Additional Required Assurances and Certifications

Mandatory Grant Disclosure

All applicants and recipients are required to submit, in writing, to the awarding agency and to the HHS Office of the Inspector General (OIG), all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. (Mandatory Disclosures, 45 CFR § 75.113)

Disclosures must be sent in writing to:

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 to:

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, Washington, DC 20201

Fax: (202) 205-0604 (Include "Mandatory Grant Disclosures" in subject line) or

Email: grantdisclosures@oig.hhs.gov

Non-Federal Reviewers
Since ACF will be using non-federal reviewers in the review process, applicants have the option of omitting from the application copies (not the original) specific salary rates or amounts for individuals specified in the application budget as well as Social Security Numbers, if otherwise required for individuals. The copies may include summary salary information. If applications are submitted electronically, ACF will omit the same specific salary rate information from copies made for use during the review process.

The Project Description

The Project Description Overview

General Expectations and Instructions
The Project Description provides the information by which an application is evaluated and ranked in competition with other applications for financial assistance. It must address all activities for which federal funds are being requested and all application requirements as stated in this section. The Project Description must explain how the project will meet the purpose of the NOFO, as described in *Section I. Program Description*. As a reminder, reviewers will be evaluating this section in accordance with *Section V.1. Criteria*.

The Project Description must be clear, concise, and complete. ACF is particularly interested in Project Descriptions that convey strategies for achieving intended performance. Project Descriptions are evaluated on the basis of substance and measurable outcomes, not length.

Cross-referencing should be used rather than repetition. Supporting documents designated as required must be included in the Appendix of the application.

Table of Contents
List the contents of the application including corresponding page numbers. The table of contents may be single spaced.

Project Summary
Provide a summary of the application project description. It must be clear, accurate, concise, and without cross-references to other parts of the application. The summary must include a brief description of the proposed grant project including the needs to be addressed, the proposed services, and the population group(s) to be served.

Please place the following at the top of the Project Summary:

- Project Title
- Applicant Name
- Address
- Contact Phone Numbers (Voice, Fax, Cell)
- Email Address
- Website Address, if applicable

The Project Summary must be single-spaced, Times New Roman 12-point font, and limited to one page in length. Additional pages will be removed and will not be reviewed.

Geographic Location
Describe the precise physical location of the project and boundaries of the area to be served by the proposed project.

Additional Eligibility Documentation
Applicants must provide the additional, required documentation, or required credentials, to support eligibility for an award, as described in *Section III. Eligibility Information* of this funding opportunity.

As stated in *Section III.1. and Section III.3.* as an additional disqualification factor, applicants must include an LOC that acknowledges a formal commitment from the partnered nonprofit or NGO to collaborate on the development and implementation of a program to prevent human trafficking victimization. This letter must be on letterhead of the non-profit or NGO and signed by the Authorizing Official.

Applicants must include information on the geographic coverage of the LEA, the partnered nonprofit or NGO, and the consulting local law enforcement agencies. If located outside of the proposed project's geographic area, the applicant must demonstrate that the non-profit or NGO has a national scope and experience implementing similar projects in multiple geographic locations as described under *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships*.

Need for Assistance
Clearly identify the physical, economic, social, financial, institutional, and/or other problem(s) requiring a solution. The need for assistance, including the nature and scope of the problem, must be demonstrated. Supporting documentation, such as letters of support and testimonials from concerned parties, may be included in the Appendix. Any relevant data based on planning studies or needs assessments should be included or referred to in the endnotes or footnotes. Incorporate demographic data and participant/beneficiary information, as available.

Approach
Outline a plan of action that describes the scope and detail of how the proposed project will be accomplished. Applicants must account for all functions or activities identified in the application.

Cite potential obstacles and challenges to accomplishing project goals and explain strategies that will be used to address these challenges.

Project Plan

Applicants must identify and describe processes for ensuring all program requirements will be

developed and carried out with a racial, gender, and sexual orientation lens and reflect the diversity of students, staff, and caregivers served by schools within the jurisdiction of the LEA. Project plans must include a meaningful, demonstrable, and ethical plan to address the impact of systemic racism and structural inequities within underserved communities as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles, Racial Equity and Support for Underserved Communities.*

Applicants must identify and describe processes for ensuring all program requirements will be developed and carried out in a manner that is culturally and linguistically appropriate as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles, Culturally and Linguistically Appropriate Services Standards.*

Applicants must identify and describe processes for ensuring all activities will be developed and carried out in a manner that is trauma-informed and person-centered. All materials and trainings must include trauma-informed and person-centered approaches, messaging, and imagery and promote an accurate understanding of human trafficking as required in *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles, Trauma-Informed and Person-Centered Approaches.*

Applicants must clearly identify and describe the population to be served by the project, specifically the risk factors and needs of the target student population. Applicants must identify any issues and challenges in preventing future human trafficking victimization and responding to human trafficking that has already occurred and provide details on anticipated solutions related to project requirements defined in *Section I. Program Description, HTYPE Demonstration Program Requirements*.

Applicants must include a detailed plan describing the established partnership with a nonprofit or NGO, the roles and responsibilities of the non-profit or NGO, and the support and/or resources being committed. The plan must include all requirements referenced in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, Nonprofit or NGO Role*.

Applicants must detail a strategy to provide oversight and manage and maintain partnership engagement with the non-profit or NGO partner and other subrecipients, if applicable.

Applicants must include a detailed plan to consult with one or more local law enforcement agencies and LOCs from all identified local law enforcement agencies as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, Local Law Enforcement Role* and *Section I. Program Description, HTYPE Demonstration Program Requirements, Human Trafficking School Safety Protocol*.

Applicants must describe the plan to provide human trafficking prevention education for educators and other staff consistent with all learning objectives and other requirements listed in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Human Trafficking Prevention Education for Educators and Other Staff.*

Applicants must describe the plan to provide human trafficking prevention education to students consistent with all learning objectives and other requirements listed in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Human Trafficking Prevention Education for Students*. The applicant must include the names and developers of the curricula to be used and provide a detailed description of how they align with each of the CDC's Characteristics of an Effective Health Education Curriculum as required in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Human Trafficking Prevention Education for Students*.

Applicants must describe a comprehensive training plan that details how the prime recipient will build LEA and partnering school district capacity and sustainability to provide prevention education. The plan must describe how future trainers will be trained to facilitate (1) skills-based human trafficking prevention education for educators and other staff; (2) skills-based human trafficking prevention education for students; and (3) all trainings of trainers consistent with all learning objectives and other requirements listed in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Training of Trainers*.

Applicants must describe their plan to develop, implement, and monitor the HTSSP and all associated protocols to ensure the safety, security, and well-being of staff and students in a person-centered, trauma-informed, and culturally and linguistically appropriate manner. The applicant must clearly describe the established agreement with local law enforcement, the roles and responsibilities of the local law enforcement agency(ies), and the support and/or resources being committed. The plan must include all requirements referenced in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, Local Law Enforcement Agency* and *Section I. Program Description, HTYPE Demonstration Program Requirements, Human Trafficking School Safety Protocol*.

Project Timeline and Milestones
Provide quantitative monthly or quarterly projections (for the entire project period) of the accomplishments to be achieved for each function or activity, in such terms as the number of people to be served and the number of activities accomplished. Data may be organized and presented as project tasks and subtasks with their corresponding timelines during the project period. When accomplishments cannot be quantified by activity or function, list them in chronological order to show the schedule of accomplishments and their target dates.

Organizational Capacity
Provide the following information on the applicant organization and, if applicable, on any cooperating partners:

- Organizational charts.

- Resumes.

- Evidence that the applicant organization, and any partnering organizations, have relevant experience and expertise with administration, development, implementation, management, and evaluation of programs similar to that offered under this funding opportunity.

- Evidence that each participating organization, including partners, contractors and/or subrecipients, possess the organizational capability to fulfill their role(s) and function(s) effectively.

- Information on compliance with federal/state/local government standards.

- Job descriptions for each vacant key position.

If known at the time of application submission, the applicant must disclose their intent to enter subaward arrangements in their application. For each proposed subaward, the applicant must include a description of the work to be performed by the subrecipient(s).

The applicant must describe in detail the prime recipient's substantive prior experience and subject matter expertise in implementing comprehensive health and/or prevention initiatives.

The applicant must describe in detail the non-profit or NGO's substantive prior experience and subject matter expertise in violence prevention education curricula; working with LEAs, educational staff, and students within a school environment; creating comprehensive school safety protocols; and collaborating with local law enforcement and community resource and service providers as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, Nonprofit or NGO Role*.

The applicant must outline the roles, responsibilities, and time commitments of each position funded through the HTYPE Demonstration Program, including prime recipient and non-profit or NGO partner roles.

Plan for Oversight of Federal Award Funds and Activities
Recipients are required to ensure proper oversight in accordance with 45 CFR Part 75 Subpart D.

These regulations set forth the following standards for effective oversight:

- Financial and Program Management
- Property (if applicable by program legislation)
- Procurement
- Performance and Financial Monitoring and Reporting
- Subrecipient Monitoring and Management
- Record Retention and Access
- Remedies for Noncompliance

Describe the framework (e.g., governance, policies and procedures, risk management, systems) in place to ensure proper oversight of federal funds and activities in accordance with 45 CFR Part 75 Subpart D. The description must include: system(s) for record-keeping and financial management; procedures to identify and mitigate risks and issues (e.g., audit findings, continuous program performance assessment findings, program monitoring); and those key staff that will be responsible for maintaining oversight of program activities staff, and, if applicable, partner(s) and/or subrecipient(s).

Program Performance Evaluation Plan
Applicants must describe a plan for the program performance evaluation that will contribute to

continuous quality improvement. The program performance evaluation must monitor ongoing activities and the progress towards the goals and objectives of the project. Include descriptions of the inputs (e.g., organizational profile, collaborative partners, key staff, budget, and other resources), key activities, and expected outcomes of the funded activities. The plan must explain how the inputs, activities, and outcomes will be measured; how the resulting information will be used to inform improvement of funded activities; and any processes that support the overall data quality of the performance outcomes.

Applicants must describe the organizational systems and processes that will effectively track performance outcomes, including a description of how the organization will collect and manage data (e.g., assign skilled staff, data management software, data integrity, etc.) in a way that allows for accurate and timely reporting of performance outcomes. Applicants must describe any potential obstacles for implementing the program performance evaluation and how those obstacles will be addressed. Applicants must include a timeline for how information from the quality improvement evaluation will be reviewed and applied to the ongoing project.

Applicants must describe how their performance evaluation plan correlates with collecting and managing OTIP performance indicators identified in *Section I. Program Description, Post-Award Requirements, Program Performance Indicators* as well as *Appendix D: Programmatic Performance Indicators*.

Applicants must provide target numbers for years 1 and 2 of the project period for each of the following program indicators:

- Projected number of schools implementing human trafficking prevention education for educators and other staff.
- Projected number of educators and other staff trained to recognize and respond to human trafficking.
- Projected number of schools implementing human trafficking prevention education for students.
- Projected number of students who received human trafficking prevention education.
- Projected number of qualified trainers trained to facilitate human trafficking prevention education for educators and other staff.
- Projected number of qualified trainers trained to facilitate human trafficking prevention education for students.
- Projected number of schools implementing the HTSSP.

Project Sustainability Plan
Applicants must propose a plan for project sustainability after the period of federal funding ends. Recipients are expected to sustain key elements of their grant projects, e.g., strategies or services and interventions, which have been effective in improving practices and outcomes.

Describe the approach to project sustainability that will be most effective and feasible. Provide a description of key individuals and/or organizations whose support will be required. Address the types of alternative support that will be required to maintain the program. If the proposed project involves key project partners, describe how their cooperation and/or collaboration will be maintained after the end of federal funding.

Protection of Sensitive and/or Confidential Information

Provide a description of how protected personally identifiable information and other information that is considered sensitive, consistent with applicable federal, state, local and tribal laws regarding privacy and obligations of confidentiality, will be collected and safeguarded. The applicant must provide the methods and/or systems that will be used to ensure that confidential and/or sensitive information is properly handled and if applicable, address the process for subrecipient(s) and/or contractors. Also, provide a plan for the disposition of such information at the end of the project period.

Third-Party Agreements

Third-party agreements include Memoranda of Understanding (MOU) and Letters of Commitment. Letters of Commitment and MOUs must both clearly describe the roles and responsibilities for project activities and the support and/or resources that the third-party (i.e., subrecipient, contractor, or other cooperating entity) is committing. The Letters of Commitment and MOUs must be signed by the person in the third-party organization with the authority to make such commitments on behalf of their organization. General letters of support are **not** considered to be third-party agreements.

Applicants must provide Letters of Commitment or MOUs between recipients and third-parties (i.e., subrecipients, contractors, or other cooperating entities). In addition to clearly describing the roles and responsibilities for project activities and support and/or resources that the third-party is committing, these agreements must detail work schedules and estimated remuneration with an understanding that a finalized agreement will be negotiated once the successful applicant is awarded the grant.

Letters of Support

Provide statements from community, public, and/or commercial leaders that support the project proposed for funding. All submissions must be included in the application package. At minimum, each letter of support must identify the individual writing the letter, the organization they represent, the date, and reason(s) for supporting the project.

The Project Budget and Budget Justification

All applicants are required to submit a project budget and budget justification with their application. The project budget is entered on the Budget Information SF, either SF- 424A or SF-424C. Applicants are encouraged to review the form instructions in addition to the guidance in this section. The budget justification consists of a budget narrative and a line-item budget detail that includes detailed calculations for "object class categories" identified on the Budget Information Standard Form. Applicants must indicate the method they are selecting for their indirect cost rate. See Indirect Charges for further information.

Project budget calculations must include estimation methods, quantities, unit costs, and other similar quantitative detail sufficient for the calculation to be duplicated. If cost sharing or matching is a requirement, applicants must include a detailed listing of any funding sources identified in Block 18 of the SF-424 (Application for Federal Assistance). See the table in *Section IV.2. Required Forms, Assurances, and Certifications* listing the appropriate budget forms to use in this application.

Special Note: *The Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 2022 and Consolidated Appropriations Act, 2022, (Division H, Title II, Sec. 202), limits the salary amount that may be awarded and charged to ACF grants and cooperative agreements. Award funds issued under this funding opportunity may not be used to pay the salary of an individual at a rate in excess of Executive Level II. For the Executive Level II salary, please see "Executive & Senior Level Employee Pay Tables" under https://www.opm.gov/policy-data-oversight/pay-leave/salaries-wages/. The salary limitation reflects an individual's base salary exclusive of fringe benefits, indirect costs and any income that an individual may be permitted to earn outside of the duties of the applicant organization. This salary limitation also applies to subawards and subcontracts under an ACF grant or cooperative agreement.*

Provide a budget for the initial budget period only (typically the first 12 months of the project) using the SF-424A and/or SF-424C, as applicable. Provide a budget justification, which includes a budget narrative and a line-item detail, for only the first budget period of the proposed project. The budget narrative should describe how the categorical costs are derived. Discuss the necessity, reasonableness, and allocation of the proposed costs.

For applicants proposing to use subaward(s), if the total amount budgeted for subawards exceeds 50 percent of total direct costs for the budget period, the applicant must provide a justification for subawarding the portion of the project and must explain how the prime recipient plans to maintain a substantive role in the project. Applicants must explain why the participation of the subrecipient is necessary, and why the applicant cannot achieve the objectives without the subrecipient(s)' participation.

The applicant must provide a first-year budget narrative that is aligned with the objectives of the HTYPE Demonstration Program. The budget and budget justification must include a line-item detail of prime recipient and subrecipient costs.

General

Use the following guidelines for preparing the project budget and budget justification. The budget justification includes a budget narrative and a line-item detail. Applications should only include allowable costs in accordance with 45 CFR Part 75 Subpart E.

Personnel

Description: Costs of employee salaries and wages. See 45 CFR § 75.430 for more information on allowable personnel costs. Do not include the personnel costs of consultants, contractors and subrecipients under this category.

Justification: For each position, provide: the name of the individual (if known), their title; time commitment to the project in months; time commitment to the project as a percentage or full-time equivalent; annual salary; grant salary; wage rates; etc. Identify the project director or principal investigator, if known at the time of application.

Fringe Benefits

Description: Costs of employee fringe benefits are allowances and services provided by employers to their employees in addition to regular salaries and wages. For more information on Fringe Benefits please refer to 45 CFR § 75.431. Do not include the fringe benefits of consultants, contractors, and subrecipients.

Typically, fringe benefit amounts are determined by applying a calculated rate for a particular class of employee (full-time or part-time) to the salary and wages requested. Fringe rates are often specified in the approved indirect cost rate agreement. Fringe benefits may be treated as a direct cost or indirect cost in accordance with the applicant's accounting practices. Only fringe benefits as a direct cost should be entered under this category.

Justification: Provide a breakdown of the amounts and percentages that comprise fringe benefit costs such as health insurance, Federal Insurance Contributions Act taxes, retirement, taxes, etc.

Travel

Description: Costs of project-related travel (i.e., transportation, lodging, subsistence) by employees of the applicant organization who are in travel status on official business. Travel by non-employees such as consultants, contractors or subrecipients should be included under the Contractual line item. Local travel for employees in non-travel status should be listed on the Other line. Travel costs should be developed in accordance with the applicant's travel policies and 45 CFR § 75.474.

Justification: For each trip show: the total number of travelers; travel destination; duration of trip; per diem; mileage allowances, if privately owned vehicles will be used to travel out of town; and other transportation costs and subsistence allowances. If appropriate for this project, travel costs for key project staff to attend ACF-sponsored workshops/conferences/recipient orientations should be detailed in the budget justification.

Equipment

Description: "Equipment" means an article of nonexpendable, tangible personal property (including information technology systems) having a useful life of more than one year and a per unit acquisition cost that equals or exceeds the lesser of: (a) the capitalization level established by the organization for the financial statement purposes, or (b) $5,000. (Note: Acquisition cost means the net invoice unit price of an item of equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it is acquired. Ancillary charges, such as taxes, duty, protective in-transit insurance, freight, and installation, shall be included in, or excluded from, acquisition cost in accordance with the organization's regular written accounting practices.) See 45 CFR §75.439 for more information.

Justification: For each type of equipment requested provide: a description of the equipment; the cost per unit; the number of units; the total cost; and a plan for use on the project; as well as use and/or disposition of the equipment after the project ends.

Supplies

Description: Costs of all tangible personal property, other than included under the Equipment category. This includes office and other consumable supplies with a per-unit cost of less than $5,000. See 45 CFR § 75.453 for more information.

Justification: Specify general categories of supplies and their costs. Show computations and provide other information that supports the amount requested.

Contractual

Description: Cost of all contracts and subawards except for those that belong under other categories such as equipment, supplies, construction, etc. Include third-party evaluation contracts, if applicable, and contract or subawards with secondary recipient organizations (with budget detail), including delegate agencies and specific project(s) and/or businesses to be financed by the applicant. Costs related to individual consultants should be listed on the Other line. Recipients are required to use 45 CFR §§ 75.326-.340 procurement procedures, and subawards are subject to the requirements at 45 CFR §§ 75.351-.353.

Justification: Demonstrate that all procurement transactions will be conducted in a manner to provide, to the maximum extent practical, open, and free competition. Applicants must justify any anticipated procurement action that is expected to be awarded without competition and exceeds the simplified acquisition threshold stated in 48 CFR § 2.101(b). Recipients may be required to make pre-award review and procurement documents, such as requests for proposals or invitations for bids, independent cost estimates, etc., available to ACF.

Indicate whether the proposed agreement qualifies as a subaward or contract in accordance with 45 CFR § 75.351. Provide the name of the contractor/subrecipient (if known), a description of anticipated services, a justification for why they are necessary, a breakdown of estimated costs, and an explanation of the selection process. In addition, for subawards, the applicant must provide a detailed budget and budget narrative for each subaward, by entity name, along with the same justifications referred to in these budget and budget justification instructions.

Other

Description: Enter the total of all other costs. Such costs, where applicable and appropriate, may include, but are not limited to: consultant costs, local travel, insurance, food (when allowable), medical and dental costs (non-personnel), professional service costs (including audit charges), space and equipment rentals, printing and publications, computer use, training costs (such as tuition and stipends), staff development costs, and administrative costs. Please note costs must be allowable per 45 CFR Part 75 Subpart E.

Justification: Provide a breakdown of costs, computations, a narrative description, and a justification for each cost under this category.

Indirect Charges

Description: Total amount of indirect costs. This category has one of two methods that an applicant can select. An applicant may only select one.

1. The applicant currently has an indirect cost rate approved by HHS or another cognizant federal agency.

   Justification: An applicant must enclose a copy of the current approved rate agreement. If the applicant is requesting a rate that is less than what is allowed under the program, the authorized representative of the applicant organization must submit a signed acknowledgement that the applicant is accepting a lower rate than allowed. Choosing to charge a lower rate will not be considered during the objective review or award selection process.

2. Per 45 CFR § 75.414(f) Indirect (F&A) costs, "any non-Federal entity [i.e., applicant] that has never received a negotiated indirect cost rate, ... may elect to charge a *de minimis* rate of 10% of modified total direct costs (MTDC) which may be used indefinitely. As described in Section 75.403, costs must be consistently charged as either indirect or direct costs, but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all Federal awards until such time as the non-Federal entity chooses to negotiate for a rate, which the non-Federal entity may apply to do at any time."

   Justification: This method only applies to applicants that have never received an approved negotiated indirect cost rate from HHS or another cognizant federal agency. Applicants awaiting approval of their indirect cost proposal may request the 10 percent *de minimis* rate. When the applicant chooses this method, costs included in the indirect cost pool must not be charged as direct costs to the grant.

Commitment of Non-Federal Resources

Description: Amounts of non-federal resources that will be used to support the project as identified in Block 18 of the SF-424. This line should be used to indicate required and/or voluntary committed cost sharing or matching, if applicable.

For all federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the recipient's cost sharing or matching when such contributions meet all of the criteria listed in 45 CFR § 75.306.

For awards that require matching or cost sharing by statute, recipients will be held accountable for projected commitments of non-federal resources (at or above the statutory requirement) in their application budgets and budget justifications by budget period, or by project period for fully funded awards. **A recipient's failure to provide the statutorily required matching or cost sharing amount (and any voluntary committed amount in excess) may result in the disallowance of federal funds. Recipients will be required to report these funds in the Federal Financial Reports.**

For awards that do not require matching or cost sharing by statute, recipients are not expected to provide cost sharing or matching. However, recipients are allowed to voluntarily propose a commitment of non-federal resources. If an applicant decides to voluntarily contribute non-federal resources towards project costs and the costs are accepted by ACF, the non-federal resources will be included in the approved project budget. The applicant will be held accountable

for all proposed non-federal resources as shown in the Notice of Award (NoA). **A recipient's failure to meet the voluntary amount of non-federal resources that was accepted by ACF as part of the approved project costs and that was identified in the approved budget in the NoA, may result in the disallowance of federal funds. Recipients will be required to report these funds in the Federal Financial Reports.**

Justification: If an applicant is relying on cost share or match from a third-party, then a firm commitment of these resources (letter(s) or other documentation) is required to be submitted with the application. Detailed budget information must be provided for every funding source identified in Item 18. "Estimated Funding ($)" on the SF-424.

Applicants are required to fully identify and document in their applications the specific costs or contributions they propose in order to meet a matching requirement. Applicants are also required to provide documentation in their applications on the sources of funding or contribution(s). In-kind contributions must be accompanied by a justification of how the stated valuation was determined. Matching or cost sharing must be documented by budget period (or by project period for fully funded awards).

Applications that lack the required supporting documentation will not be disqualified from competitive review; however, it may impact an application's scoring under the evaluation criteria in *Section V.1. Criteria* of this funding opportunity.

Paperwork Reduction Act Disclaimer
As required by the Paperwork Reduction Act, 44 U.S.C. 3501-3521, the public reporting burden for the Project Description is estimated to average 60 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. The Project Description information collection is approved under OMB control number 0970-0139, which expires 03/31/2025. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Application Submission Options

Electronic Submission via Grants.gov

This section provides the application submission and receipt instructions for ACF program applications. Please read the following instructions carefully and completely.

Electronic Delivery

ACF is participating in the Grants.gov initiative to provide the grant community with a single site to find and apply for funding opportunities. ACF applicants are required to submit their applications online through Grants.gov.

How to Register and Apply through Grants.gov

Read the following instructions about registering to apply for ACF funds. Applicants should read the registration instructions carefully and prepare the information requested before beginning the registration process. Reviewing and assembling the required information before beginning the registration process will alleviate last-minute searches for required information.

Organizations must have an active System for Award (SAM) registration which provides a Unique Entity Identifier (UEI), and Grants.gov account to apply for grants.

Creating a Grants.gov account can be completed online in minutes, but SAM registration may take several weeks. Therefore, an organization's registration should be done in sufficient time to ensure it does not impact the entities ability to meet required application submission deadlines.

Organization applicants can find complete instructions here: https://www.grants.gov/web/grants/applicants/organization-registration.html

> **Register with SAM:** All organizations (entities) applying online through Grants.gov must register with SAM. Failure to register with SAM will prevent your organization from applying through Grants.gov. SAM registration must be renewed annually. For detailed instructions for registering with SAM, refer to: https://www.grants.gov/web/grants/applicants/organization-registration.html
>
> **Create a Grants.gov Account:** The next step in the registration process is to create an account with Grants.gov. Follow the on-screen instructions provided on the registration page.
>
> **Add a Profile to a Grants.gov Account:** A profile in Grants.gov corresponds to a single applicant organization the user represents (i.e., an applicant). If you work for or consult with multiple organizations, you can have a profile for each organization under one Grants.gov account. In such cases, you may log in to one Grants.gov account to access all your grant profiles. To add an organizational profile to your Grants.gov account, enter the UEI for the organization in the UEI field. For detailed instructions about creating a profile on Grants.gov, refer to: https://www.grants.gov/web/grants/applicants/registration/add-profile.html
>
> **EBiz POC Authorized Profile Roles:** After you register with Grants.gov and create an Organization Applicant Profile, the applicant's request for Grants.gov roles and access is sent to the EBiz POC. The EBiz POC is then expected to log in to Grants.gov and authorize the appropriate roles, which may include the AOR role, thereby giving you permission to complete and submit applications on behalf of the organization. You will be able to submit your application online any time after you have been assigned the AOR role. For detailed instructions about creating a profile on Grants.gov, refer to: https://www.grants.gov/web/grants/applicants/registration/authorize-roles.html
>
> **Track Role Status:** To track your role request, refer to: https://www.grants.gov/web/grants/applicants/registration/track-role-status.html

When applications are submitted through Grants.gov, the name of the organization's AOR that submitted the application is inserted into the signature line of the application, serving as the electronic signature. The EBiz POC must authorize individuals who are able to make legally binding commitments on behalf of the organization as a user with the AOR role; this step is often missed and is crucial for valid and timely submissions.

How to Submit an Application to ACF via Grants.gov

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different

webforms within an application. For each NOFO, you can create individual instances of a workspace.

For an overview of applying on Grants.gov using Workspaces, refer to: https://www.grants.gov/web/grants/applicants/workspace-overview.html

Create a Workspace: Creating a workspace allows you to complete an application online and route it through your organization for review before submitting.

Complete a Workspace: Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.

Adobe Reader: If you decide not to apply by filling out webforms you can download individual PDF forms in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drive(s), then accessed through Adobe Reader.

NOTE: Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at: https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html

Mandatory Fields in Forms: In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.

Complete SF-424 Fields First: These forms are designed to fill in common required fields across other forms, such as the applicant name, address, and SAM UEI. Once it is completed, the information will transfer to the other forms.

Submit a Workspace: An application may be submitted through Workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application **at least 24-48 hours prior to the close date** to provide you with time to correct any potential technical issues that may disrupt the application submission.

Track a Workspace: After successfully submitting a Workspace application, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

For additional training resources, including video tutorials, refer to: https://www.grants.gov/web/grants/applicants/applicant-training.html

Grants.gov provides applicants 24/7 support via the toll-free number 1-800-518-4726 and email at support@grants.gov. For questions related to the specific funding opportunity, contact the number listed in the application package of the grant you are applying for.

If you are experiencing difficulties with your submission, it is best to call the Grants.gov Support Center and get a ticket number. The Support Center ticket number will assist ACF with tracking and understanding background information on the issue.

Timely Receipt Requirements and Proof of Timely Submission

All applications must be received by 11:59 pm ET on the due date established for each program. Proof of timely submission is automatically recorded by Grants.gov. An electronic date/time stamp is generated within the system when the application is successfully received by Grants.gov. The applicant AOR will receive an acknowledgment of receipt and a tracking number (GRANTXXXXXXXX) from Grants.gov with the successful transmission of their application. Applicant AORs will also receive the official date/stamp and Grants.gov Tracking number in an email serving as proof of their timely submission.

When ACF successfully retrieves the application from Grants.gov, and acknowledges the download of submission, Grants.gov will provide an electronic acknowledgment of receipt of the application to the email address of the applicant with the AOR role. Again, proof of timely submission shall be the official date and time that Grants.gov receives your application.

Applications received by Grants.gov after the established due date for the program will be considered late and will not be considered for funding by ACF.

Applicants with slow internet connections should be aware that transmission can take some time before Grants.gov receives your application. Therefore, applicants should allow enough time to prepare and submit the application before the package closing date.

Grants.gov will provide either an error or a successfully received submission message in the form of an email sent to the applicant with the AOR role.

Issues with Federal Systems

For any systems issues experienced with Grants.gov or SAM.gov, please refer to ACF's "Policy for Applicants Experiencing Federal Systems Issues" document for complete guidance.

Request an Exemption from Required Electronic Application Submission

To request an exemption from required electronic submission, please refer to ACF's "Policy for Requesting an Exemption from Required Electronic Application Submission" document for complete guidance.

Paper Format Application Submission

An exemption is required for the submission of paper applications. See the preceding section on "*Request an Exemption from Required Electronic Application Submission."*

Applicants with exemptions that submit their applications in paper format, by mail or delivery, must submit one original and two copies of the complete application with all attachments. The original and each of the two copies must include all required forms, certifications, assurances, and appendices, be signed by the AOR, and be unbound. The original copy of the application must have original signature(s). See *Section IV.7. Other Submission Requirements* of this funding opportunity for address information for paper format application submissions. Applications submitted in paper format must be received by 4:30 pm ET on the due date.

Applicants may refer to *Section VIII. Other Information* for a checklist of application requirements that may be used in developing and organizing application materials. Details concerning acknowledgment of received applications are available in *Section IV.4. Submission Dates and Times* in this funding opportunity.

IV.3. Unique Entity Identifier (UEI) and System for Award Management (SAM)

All applicants must have a UEI and an active registration with SAM (https://www.sam.gov) prior to applying to a funding opportunity.

All applicants are required to maintain an active SAM registration until the application process is complete. If a grant is awarded, the SAM registration must be active throughout the life of the award. Your SAM registration must be renewed every 365 days to keep it active.

Plan ahead. Allow at least 10 business days after you submit your registration for it to become active in SAM and at least an additional 24 hours before that registration information is available in other government systems, i.e., Grants.gov.

This action should allow you time to resolve any issues that may arise. Failure to comply with these requirements may result in your inability to submit your application through Grants.gov or prevent the award of a grant. Applicants should maintain documentation (with dates) of their efforts to request a UEI, register for, or renew a registration, at SAM.

Please see the "Help" tab at https://sam.gov/content/help for more information and assistance with this process.

HHS requires all entities that plan to apply for, and ultimately receive, federal grant funds from any HHS Agency to:

- Be registered in SAM prior to submitting an application or plan;
- Maintain an active SAM registration with current information at all times during which it has an active award or an application or plan under consideration by an OPDIV;
- Provide its UEI in each application or plan it submits to the OPDIV; and
- Ensure any proposed subrecipient(s) have obtained and provided to the recipient their UEI(s) prior to making any subawards (**Note:** Subrecipients are not required to complete full SAM registration.).

ACF is prohibited from making an award until an applicant has complied with these requirements. At the time an award is ready to be made, if the intended recipient has not complied with these requirements, ACF:

- May determine that the applicant is not qualified to receive an award; and
- May use that determination as a basis for making an award to another applicant.

IV.4. Submission Dates and Times

The LOI date will generate once the Synopsis is published if Days or a Date are entered. Number of Days from Publication 90

Due Date for Applications
04/27/2023

Explanation of Due Dates

The due date for receipt of applications is listed in the *Overview* section and in this section. See *Section III.3. Other, Application Disqualification Factors*.

Electronic Applications
The deadline for submission of electronic applications via Grants.gov is 11:59 pm ET on the due date. Electronic applications submitted at 12:00 am ET on the day after the due date will be considered late and will be disqualified from competitive review and funding under this funding opportunity.

Applicants are required to submit their applications electronically via Grants.gov unless they received an exemption through the process described in *Section IV.2. Request an Exemption from Required Electronic Application Submission.*

ACF does not accommodate transmission of applications by email or facsimile.

Instructions for electronic submission via Grants.gov are available at: www.grants.gov/web/grants/applicants/apply-for-grants.html.

Applications submitted to Grants.gov at any time during the open application period prior to the due date and time that fail the Grants.gov validation check will not be received at ACF. These applications will not be acknowledged.

Mailed Paper Format Applications
The deadline for receipt of mailed, paper applications is 4:30 pm ET on the due date. Mailed paper applications received after the due date and deadline time will be considered late and will be disqualified from competitive review and funding under this funding opportunity.

Paper format application submissions will be disqualified if the applicant organization has not received an exemption through the process described in *Section IV.2. Request an Exemption from Required Electronic Application Submission*.

Hand-Delivered Paper Format Applications
Hand-delivered applications must be received on, or before, the due date listed in the *Overview* and in this section. These applications must be delivered between the hours of 8:00 am ET and 4:30 pm ET Monday through Friday (excluding federal holidays).

Applications should be delivered to the address provided in *Section IV.7. Other Submission Requirements*.

Hand-delivered paper applications received after the due date and deadline time will be considered late and will be disqualified from competitive review and funding under this funding opportunity.

Hand-delivered paper format application submissions will be disqualified if the applicant organization has not received an exemption through the process described in *Section IV.2. Request an Exemption from Required Electronic Application Submission*.

No appeals will be considered for applications classified as late under the following circumstances:

- Applications submitted electronically via Grants.gov are considered late when they are dated and time-stamped after the deadline of 11:59 pm ET on the due date.
- Paper format applications received by mail or hand-delivery after 4:30 pm ET on the due date will be classified as late and will be disqualified.
- Paper format applications received from applicant organizations that were not approved for an exemption from required electronic application submission under the process described in *Section IV.2. Request an Exemption from Required Electronic Submission* will be disqualified.

Emergency Extensions

ACF may extend an application due date when circumstances make it impossible for an applicant to submit their applications on time. Only events such as documented natural disasters (floods, hurricanes, tornados, etc.), or a verifiable widespread disruption of electrical service, or mail service, will be considered. The determination to extend or waive the due date, and/or receipt time, requirements in an emergency situation rests with the Grants Management Officer listed as the Office of Grants Management Contact in *Section VII. HHS Awarding Agency Contact(s)*.

Acknowledgement of Received Application

Acknowledgement from Grants.gov

Applicants will receive an initial email upon submission of their application to Grants.gov. This email will provide a **Grants.gov Tracking Number**. Applicants should refer to this tracking number in all communication with Grants.gov. The email will also provide a **date and time stamp**, which serves as the official record of the application's submission. Receipt of this email does not indicate that the application is accepted or that it has passed the validation check.

Applicants will also receive an email acknowledging that the received application is in the **Grants.gov validation process**, after which a third email is sent with the information that the submitted application package has passed, or failed, the series of checks and validations.

Applications that are submitted on time that fail the validation check will not be transmitted to ACF and will not be acknowledged by ACF.

Acknowledgement from ACF of an electronic application's submission:

Applicants will be sent additional email(s) from ACF acknowledging that the application has been retrieved from Grants.gov by ACF. Receipt of these emails is not an indication that the application is accepted for competition.

Acknowledgement from ACF of receipt of a paper format application:

ACF will not provide acknowledgement of receipt of hard copy application packages submitted via mail or courier services.

IV.5. Intergovernmental Review

This program is not subject to Executive Order (E.O.) 12372, "Intergovernmental Review of Federal Programs," or 45 CFR Part 100, "Intergovernmental Review of Department of Health and Human Services Programs and Activities." No action is required of applicants under this funding opportunity with regard to E.O. 12372.

IV.6. Funding Restrictions

Costs of organized fund raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions are unallowable. Fund raising costs for the purposes of meeting the Federal program objectives are allowable with prior written approval from the Federal awarding agency. (45 CFR § 75.442)

Proposal costs are the costs of preparing bids, proposals, or applications on potential Federal and non-Federal awards or projects, including the development of data necessary to support the non-Federal entity's bids or proposals. Proposal costs of the current accounting period of both successful and unsuccessful bids and proposals normally should be treated as indirect (F&A) costs and allocated currently to all activities of the non-Federal entity. No proposal costs of past accounting periods will be allocable to the current period. (45 CFR § 75.460)

Pre-award costs are not allowable.

Construction is not an allowable activity or expenditure under this award.

Purchase of real property is not an allowable activity or expenditure under this award.

IV.7. Other Submission Requirements

Submit paper applications to one of the following addresses. Also see *ACF Policy for Requesting an Exemption from Required Electronic Application Submission at www.acf.hhs.gov/grants/howto#chapter-6*.

Submission by Mail
David
Lee
Administration for Children and Families
Office of Grants Management
Health Promotion Portfolio
330 C. Street, SW
Mary E. Switzer Building, 3rd Floor
Washington
DC
20201
Hand Delivery
Same as Above

Electronic Submission
See *Section IV.2.* for application requirements and for guidance when submitting applications electronically via Grants.gov.

For all submissions, see *Section IV.4. Submission Dates and Times*.

V. Application Review Information

V.1. Criteria

Please note: With the exception of the notice of funding opportunity and relevant statutes and regulations, reviewers must not access, or review, any materials that are not part of the application documents. This includes information accessible on websites via hyperlinks that are referenced, or embedded, in the application. Though an application may include web links, or embedded hyperlinks, reviewers must not review this information as it is not considered to be part of the application documents. Nor will the information on websites be taken into consideration in scoring of evaluation criteria presented in this section. Reviewers must evaluate and score an application based on the documents that are presented in the application and must not refer to, or access, external links during the objective review.

Applications competing for financial assistance will be reviewed and evaluated using the criteria described in this section. The corresponding point values indicate the relative importance placed on each review criterion. Points will be allocated based on the extent to which the application proposal addresses each of the criteria listed. Applicants should address these criteria in their application materials, particularly in the project description and budget justification, as they are the basis upon which competing applications will be judged during the objective review. The required elements of the project description and budget justification may be found in *Section IV.2. The Project Description* of this funding opportunity.

Need for Assistance   **Maximum Points:** 5

1. The applicant thoroughly justifies the need for assistance, including identified barriers and needs. **(0–2 points)**
2. The applicant clearly identifies and describes the population to be served by the project. The applicant demonstrates a thorough understanding of the risk factors and needs of the target student population, identifies specific issues and challenges in preventing human trafficking and responding to human trafficking that has already occurred, and responds to these appropriately in terms of project requirements defined in *Section I. Program Description, HTYPE Demonstration Program Requirements*. **(0-3 points)**

Approach   **Maximum Points:** 43

1. The applicant provides detailed and through information on how all project activities will be developed and carried out with a racial, gender, and sexual orientation equity and inclusion lens and reflect the full diversity of students, staff, and caregivers. The applicant describes a meaningful, demonstrable, and ethical plan to address the impact of systemic racism and structural inequities within underserved communities as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles*. **(0-3 points)**
2. The applicant provides detailed and through information on how all project activities will be developed and carried out in a manner that is culturally and linguistically appropriate in accordance with *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles*. **(0–3 points)**

3. The applicant provides detailed and through information on how all project activities will be developed and carried out in a manner that is trauma-informed and person-centered in accordance with *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles*. **(0-3 points)**

4. The applicant provides a clear, thorough, and convincing strategy for providing human trafficking prevention education for educators and other staff. The plan relates to the stated learning objectives and other requirements and reflects an understanding of the project's goals described in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Human Trafficking Prevention Education for Educators and Other Staff*. **(0–6 points)**

5. The applicant provides a clear, thorough, and convincing strategy for providing human trafficking prevention education for students. The plan relates to the stated learning objectives and other requirements and reflects an understanding of the project's goals described in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Human Trafficking Prevention Education for Students*. **(0–6 points)**

6. The applicant clearly describes the curricula they will use to provide skills-based prevention education to students and provides a thorough description of how the curricula aligns with each of the CDC's 15 Characteristics of Effective Health Education Curricula noted in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training* and *Appendix B: Characteristics of Effective Health Education Curricula*. **(0–7 points)**

7. The applicant provides a clear, thorough, and convincing training plan to build LEA and/or partnering school district capacity and sustainability to provide prevention education. The plan describes how future trainers will be trained, how it is aligned to the stated learning objectives and other requirements, and how it reflects an understanding of the project's goals described in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Training of Trainers*. **(0–7 points)**

8. The applicant provides a clear, thorough, and convincing strategy to develop, implement, and monitor compliance with the HTSSP. The plan reflects an understanding of the project's goals described in *Section I. Program Description, HTYPE Demonstration Program Requirements, Human Trafficking School Safety Protocol*. **(0–6 points)**

9. The applicant's plan incorporates confidentiality measures, which include established policies, procedures, and protocols to ensure the non-disclosure of confidential, private, or PII in accordance with *Section I. Program Description, HTYPE Demonstration Program Requirements, Human Trafficking School Safety Protocol*. **(0–2 points)**

Timeline and Milestones   **Maximum Points:** 7

1. The applicant presents a clear and detailed timeline and uses it to describe how the program will document progress in meeting HTYPE Demonstration Program objectives, including subrecipient progress. The timeline and milestones are precise and reasonable for the project's size and scope, adhere to the schedule of deliverables, and account for all activities necessary to achieve program objectives. The timeline includes activities to be performed during the first and second year in accordance with the schedule of deliverables listed in *Section I. Program Description, Post-Award Requirements, Schedule of Deliverables*. **(0–7 points)**

Organizational Capacity   **Maximum Points:** 25

1. The applicant provides strong evidence of the prime recipient's experience and expertise in implementing comprehensive health and/or prevention initiatives of similar size, scope, and complexity. **(0-4 points)**

2. The applicant provides the professional qualifications of prime recipient staff who will be responsible for program oversight and describes sufficient policies and procedures that will be used to oversee staff and subrecipient(s). The proposed staff has the appropriate level of qualifications to manage the HTYPE Demonstration Program as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, LEA Role* and *Section I. Program Description, HTYPE Demonstration Program Requirements*. **(0–4 points)**

3. The applicant provides strong evidence of sufficient capacity, experience, and expertise of the partnered non-profit or NGO and their ability to complete the proposed project as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, Nonprofit or NGO Role* and *Section I. Program Description, HTYPE Demonstration Program Requirements*. The applicant describes alignment between the geographic areas served by the LEA and the partnered non-profit or NGO. If the non-profit or NGO partner is located outside the applicant's geographic area, the applicant clearly demonstrates that the non-profit or NGO partner has a national reach capable of serving the applicant's jurisdiction(s) as described in *Section I. Program Description, HTYPE Demonstration Program Overview*. **(0–6 points)**

4. The roles, responsibilities, and time commitments of the prime recipient and subrecipient staff positions are clearly designed, appropriate, and sufficient for the successful implementation of the proposed project as described in *Section I. Program Description, HTYPE Demonstration Program Requirements*. **(0-4 points)**

5. The applicant provides a detailed plan describing the established partnership with a non-profit or NGO and clearly describes a realistic strategy for providing oversight and managing and maintaining partnership engagement. The applicant includes third-party agreements that outline how the prime recipient will oversee the subrecipient(s). **(0–4 points)**

6. The applicant provides a detailed plan to consult with one or more local law enforcement agencies on the development and implementation of the HTSSP and clearly describes a realistic strategy for managing and maintaining engagement as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, Local Law Enforcement Role* and *Section I. Program Description, HTYPE Demonstration Program Requirements, Human Trafficking School Safety Protocol*. The applicant also provides a LOC from each law enforcement agency, on its agency letterhead and signed by the authorizing official, detailing its commitment to the project. The applicant describes alignment between the geographic areas served by the LEA and the local law enforcement agency(ies). **(0–3 points)**

Expected Outcomes and Program Performance Evaluation   **Maximum Points:** 10

1. The applicant provides realistic and appropriate projected first and second-year target numbers of 1) schools implementing prevention education for educators and other staff; 2) educators and other staff who receive prevention education; 3) schools implementing prevention education for students; 4) students who receive prevention education; 5)

trainers trained to facilitate prevention education with educators and other staff; 6) trainers trained to facilitate prevention education with students; and 7) schools implementing the HTSSP. **(0-5 points)**

2. The applicant provides a reasonable and thorough plan to collect, manage, and report data, including subrecipient(s) data, toward accomplishing each of the performance indicators as described in *Section I. Program Description, Post-Award Requirements, Program Performance Indicators* and *Appendix D: Programmatic Performance Indicators,* and how the indicators will be used for continuous program improvement during the project period. The plan includes a strategy to modify ineffective plans, activities, and expenditures. **(0–5 points)**

Budget Justification   **Maximum Points:** 10

1. The applicant provides a first-year line-item budget and budget justification for prime recipient and subrecipient costs that is clearly outlined and aligned with the project proposal. The narrative justification aligns with HTYPE Demonstration Program objectives, is detailed in nature, describes how the applicant derived categorical costs and how each itemized expense will be used, and demonstrates that costs are reasonable and justified. **(0-7 points)**

2. The applicant describes a clear plan for the oversight of federal funds and convincingly shows how they will ensure grant activities and that the nonprofit or NGO partner will adhere to applicable federal and programmatic regulations. **(0–3 points)**

Bonus Points   **Maximum Points:** 8

1. The applicant is an LEA funded by the BIE in accordance with *Section III.1. Eligible Applicants,* or the applicant provides a project plan detailing a partnership with one or more BIE-funded schools. **(5 points)**

2. The applicant provides a strong and achievable plan demonstrating how they will meaningfully and ethically engage individuals with lived experience in project activities in accordance with *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles*. The applicant provides a detailed description of previous opportunities that they or their non-profit or NGO partner have provided to individuals with lived experience to substantiate prior work in this area. **(3 points)**

V.2. Review and Selection Process

No grant award will be made under this funding opportunity on the basis of an incomplete application. No grant award will be made to an applicant that does not have a UEI and an active SAM registration. See *Section IV.3. Unique Entity Identifier (UEI) and System for Award Management (SAM)*.

Initial ACF Screening
Each application will be screened to determine whether it meets any of the disqualification factors described in *Section III.3. Other, Application Disqualification Factors*.

Disqualified applications are considered to be "non-responsive" and are excluded from the competitive review process. Applicants will be notified of a disqualification determination by email or by USPS postal mail within 30 federal business days from the closing date of this

NOFO.

Objective Review and Results

Applications competing for financial assistance will be reviewed and evaluated by objective review panels using only the criteria described in *Section V.1. Criteria* of this funding opportunity. Each panel is composed of experts with knowledge and experience in the area under review. Generally, review panels include three reviewers and one chairperson.

Results of the competitive objective review are taken into consideration by ACF in the selection of projects for funding; however, objective review scores and rankings are not binding. Scores and rankings are only one element used in the award decision-making process. If identified in *Section I. Program Description*, ACF reserves the right to consider preferences to fund organizations serving emerging, unserved, or under-served populations, including those populations located in pockets of poverty. In addition, ACF reserves the right to evaluate applications in the larger context of the overall portfolio by considering geographic distribution of federal funds (e.g., ensuring coverage of states, counties, or service areas) in its pre-award decisions.

ACF may elect not to fund applicants with management or financial problems that would indicate an inability to successfully complete the proposed project. In addition, ACF may elect to not allow a prime recipient to subaward if there is any indication that they are unable to properly monitor and manage subrecipients.

Applications may be funded in whole or in part. Successful applicants may be funded at an amount lower than that requested.

ACF may refuse funding for projects with what it regards as unreasonably high start-up costs for facilities or equipment, or for projects with unreasonably high operating costs.

ACF may elect not to fund applicants that do not sufficiently demonstrate alignment between the geographic areas served by the LEA, the partnered non-profit or NGO, and the local law enforcement agency(ies). If the non-profit or NGO partner is located outside the applicant's geographic area, ACF may elect not to fund applicants that do not clearly demonstrate the nonprofit or NGO's national reach and capacity to serve the applicant's jurisdiction.

ACF may elect not to fund applicants that propose projects that supplant other federal funding to implement human trafficking prevention programming in a specific school or school district, including funding previously awarded through the HTYPE Demonstration Program. ACF reserves the right to consider preferences to fund new or first time HTYPE Demonstration Program applicants.

Federal Awarding Agency Review of Risk Posed by Applicants

ACF is required to review and consider any information about the applicant that is in the Federal Awardee Performance and Integrity Information System (FAPIIS), www.fapiis.gov/, before making any award in excess of the simplified acquisition threshold over the period of performance. An applicant may review and comment on any information about itself that a federal awarding agency has previously entered into FAPIIS. ACF will consider any comments by the applicant, in addition to other information in FAPIIS, in making a judgment about the

applicant's integrity, business ethics, and record of performance under federal awards when completing the review of risk posed by applicants as described in [45 CFR § 75.205(a)(2) Federal Awarding Agency Review of Risk Posed by Applicants](#).

Non-Federal Reviewers Reference
Please refer to *Section IV.2. Required Forms, Assurances, and Certifications* of this funding opportunity for information on non-federal reviewers in the review process.

Approved but Unfunded Applications
Applications recommended for approval in the objective review process, but not selected for award may receive funding if additional funds become available in the current Fiscal Year. For those applications determined as "approved but unfunded," notice will be given of the determination by email.

V.3. Anticipated Announcement and Federal Award Dates

Announcement of awards and the disposition of applications will be provided to applicants at a later date. ACF staff cannot respond to requests for information regarding funding decisions prior to the official applicant notification.

VI. Federal Award Administration Information

VI.1. Federal Award Notices

Successful applicants will be notified through the issuance of a NoA that sets forth the amount of funds granted, the terms and conditions of the grant, the effective date of the grant, the budget period for which initial support will be given, the non-federal share to be provided (if applicable), and the total project period for which support is contemplated. The NoA will be signed by the Grants Officer and transmitted via email or by GrantSolutions, or the Head Start Enterprise System (HSES), whichever is
relevant.

Following the finalization of funding decisions, organizations whose applications will not be funded will be notified by letter signed by the cognizant Program Office head. Any other correspondence that announces to a Principal Investigator, or a Project Director, that an application was selected is not an authorization to begin performance.

Information on allowable pre-award costs and the time period under which they may be incurred is available in *Section IV.6. Funding Restrictions,* if applicable. Project costs that are incurred prior to the receipt of the NoA are at the recipient's risk.

Recipients may translate the Federal award and other documents into another language. In the event of inconsistency between any terms and conditions of the Federal award and any translation into another language, the English language meaning will control. Where a significant portion of the recipient's employees who are working on the Federal award are not fluent in English, the recipient must provide the Federal award in English and in the language(s) with which employees are more familiar.

VI.2. Administrative and National Policy Requirements

Awards issued under this funding opportunity are subject to 45 CFR Part 75 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards currently in effect or implemented during the period of award, other Department regulations and policies in effect at the time of award, and applicable statutory provisions. The Code of Federal Regulations (CFR) is available at www.ecfr.gov. Unless otherwise noted in this section, administrative and national policy requirements that are applicable to discretionary grants are available at: www.acf.hhs.gov/administrative-and-national-policy-requirements.

An application funded with the release of federal funds through a grant award does not constitute or imply compliance with federal regulations. Funded organizations are responsible for ensuring that their activities comply with all applicable federal regulations.

Please review all HHS regulatory provisions for Termination at 2 CFR § 200.340.

HHS Grants Policy Statement
The HHS Grants Policy Statement (HHS GPS) is the Department of Health and Human Services' single policy guide for discretionary grants and cooperative agreements. ACF grant awards are subject to the requirements of the HHS GPS, which covers basic grants processes, standard terms and conditions, and points of contact, as well as important agency-specific requirements. The general terms and conditions in the HHS GPS will apply as indicated unless there are statutory, regulatory, or award-specific requirements to the contrary that are specified in the NoA. The HHS GPS is available at https://www.acf.hhs.gov/grants/discretionary-post-award-requirements#book_content_0.

VI.3. Reporting

Performance Progress Reports:
Quarterly

Reporting Requirements
Recipients under this funding opportunity will be required to submit performance progress and financial reports periodically throughout the project period. Information on reporting requirements is available on the ACF website at www.acf.hhs.gov/discretionary-post-award-requirements#chapter-2.

For planning purposes, the frequency of required reporting for awards made under this funding opportunity are as follows:

Financial Reports:
Quarterly
As part of the Performance Progress Reports, the prime recipient is responsible for submitting data as required under *Section I. Program Description, Post-Award Requirements, Program Performance Indicators*.

VII. HHS Award Agency Contact(s)

Program Office Contact
Kimberly
Casey

U.S. Department of Health and Human Services
Office on Trafficking in Persons
Administration for Children and Families
330 C Street, SW
Washington
DC
20201
(202) 795-7569
Kimberly.Casey@acf.hhs.gov

Office of Grants Management Contact
David
Lee
U.S. Department of Health and Human Services
Office of Grants Management
Administration for Children and Families
330 C Street, SW
Washington
DC
20201
(202) 401-5461
David.Lee@acf.hhs.gov

Federal Relay Service:
Hearing-impaired and speech-impaired callers may contact the Federal Relay Service (FedRelay) at www.gsa.gov/fedrelay.

VIII. Other Information

Reference Websites

U.S. Department of Health and Human Services (HHS) www.hhs.gov/.

Administration for Children and Families (ACF) www.acf.hhs.gov/.

ACF Funding Opportunities Forecasts and NOFOs www.grants.gov/.

ACF "How To Apply For A Grant" https://www.acf.hhs.gov/grants/how-apply-grant.

ACF Property Guidance https://www.acf.hhs.gov/grants/real-property-and-tangible-personal-property

Grants.gov Accessibility Information www.grants.gov/ web/grants/accessibility-compliance.html.

Code of Federal Regulations (CFR) http://www.ecfr.gov/.

United States Code (U.S.C.) http://uscode.house.gov/.

CDC Characteristics of an Effective Health Education https://www.cdc.gov/healthyschools/sher/characteristics.

Characteristics of an Effective
Curriculum https://www.cdc.gov/healthyschools/sher/characteristics/index.htm.

CLAS Standards https://thinkculturalhealth.hhs.gov/clas.

Concept of Trauma and Guidance for a Trauma-informed
Approach https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf.

Disparity Impact Statement Resources https://www.samhsa.gov/grants/grants-management/disparity-impact-statement.

Executive Order on Advancing Racial Equity and Support for Underserved Communities
Through the Federal Government https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/.

Guidance for Preparing a Disparity Impact
Statement https://www.minorityhealth.hhs.gov/Assets/PDF/Disparity Impact Statement
Guide_7.19.2021.pdf

Guide to Developing a Language Access Plan https://www.cms.gov/About-CMS/Agency-Information/OMH/Downloads/Language-Access-Plan-508.pdf.

Health Equity Guiding Principles for Inclusive
Communication https://www.cdc.gov/healthcommunication/Health_Equity.html

National Action Plan to Combat Human Trafficking National-Action-Plan-to-Combat-Human-Trafficking.pdf (whitehouse.gov)

NHTTAC https://nhttac.acf.hhs.gov/home.

Protection of Public Rights Amendment https://studentprivacy.ed.gov/faq/what-protection-pupil-rights-amendment-ppra.

Public Health Approach to Violence
Prevention https://www.cdc.gov/violenceprevention/pdf/PH_App_Violence-a.pdf.

Quality Improvement & Interventions: Disparity Impact Statement https://www.cms.gov/About-CMS/Agency-Information/OMH/Downloads/Disparities-Impact-Statement-508-rev102018.pdf

SOAR to Health and Wellness Training Program https://nhttac.acf.hhs.gov/soar

Senior Policy Operating Group Public Awareness and Outreach Committee Guide for Public
Awareness Materials https://www.state.gov/senior-policy-operating-group-public-awareness-and-outreach-committee-guide-for-public-awareness-materials-non-binding/

U.S. Advisory Council on Human Trafficking [2021 Trafficking in Persons Report-United States Department of State](#)

Application Checklist

Applicants may use this checklist as a guide when preparing an application package.

What to Submit	Where Found	When to Submit
SF-424 - Application for Federal Assistance	Referenced in *Section IV.2.Required Forms, Assurances, and Certifications.* This form is available in the NOFO's forms package at www.Grants.gov in the Mandatory section.	Submission is due by the application due date found in the *Overview* and in *Section IV.4. Submission Dates and Times.*
Unique Entity Identifier (UEI) and System for Award Management (SAM) registration.	Referenced in *Section IV.3. Unique Entity Identifier (UEI) and System for Award Management (SAM)* in the funding opportunity. To obtain a UEI and SAM registration, go to http://www.sam.gov.	A UEI and registration at SAM.gov are required for all applicants. Active registration at SAM must be maintained throughout the application and project award period.
SF-424 Key Contact Form	Referenced in *Section IV.2. Required Forms, Assurances, and Certifications.* This form is available in the NOFO's forms package at www.Grants.gov.	Submission is due with the application by the application due date found in the *Overview* and in *Section IV.4. Submission Dates and Times.*
Certification Regarding Lobbying (Grants.gov Lobbying Form)	Referenced in *Section IV.2. Required Forms, Assurances, and Certifications.* This form is available in the NOFO's forms package at www.Grants.gov.	Submission is due with the application package or prior to the award of a grant.
SF-424A - Budget Information - Non-Construction Programs and SF-	Referenced in *Section IV.2. Required Forms, Assurances, and Certifications.* These forms are available in the NOFO's	Submission is due by the application due date found in the *Overview* and

What to Submit	Where Found	When to Submit
424B - Assurances - Non- Construction Programs	forms package at www.Grants.gov in the Mandatory section. They are required for applications that include only non-construction activities.	in *Section IV.4. Submission Dates and Times.*
SF- Project/Performance Site Location(s) (SF-P/PSL)	Referenced in *Section IV.2.Required Forms, Assurances, and Certifications.* This form is available in the NOFO's forms package at www.Grants.gov.	Submission is due by the application due date found in the *Overview* and in *Section IV.4. Submission Dates and Times.*
SF-LLL - Disclosure of Lobbying Activities	"Disclosure Form to Report Lobbying" is referenced in *Section IV.2. Required Forms, Assurances, and Certifications.* This form is available in the NOFO's forms package at www.Grants.gov.	If submission of this form is applicable, it is due at the time of application. If not available at the time of application, it may also be submitted prior to the award of a grant.
Table of Contents	Referenced in *Section IV.2. The Project Description.*	Submit with the application by the due date found in the *Overview* and in *Section IV.4. Submission Dates and Times*.
The Project Budget and Budget Justification	Referenced in *Section IV.2. The Project Budget and Budget Justification*.	Submission is required in addition to submission of SF-424A and / or SF-424C. Submission is required with the application package by the due date in the *Overview* and in *Section IV.4.*

What to Submit	Where Found	When to Submit
		Submission Dates and Times.
The Project Description	Referenced in *Section IV.2. The Project Description*.	Submission is due by the application due date found in the *Overview* and in *Section IV.4. Submission Dates and Times*.

Appendix

Appendix A: BIE-Funded LEA

OTIP has consulted with BIE and was provided the following list of LEAs to be eligible under this NOFO:

Ahfachkee Day School	Jeehdeez'a Elementary School	Red Water Elementary School
Alamo Navajo Community School	Jemez Day School	Richfield (Seiver) Residential Hall
American Horse School	Jicarilla Dormitory	Riverside Indian School
Aneth Community School	JKL Bahweting Anishnabe School	Rock Creek Grant School
Atsa' Biya' a'zh Community School	John F Kennedy Day School	Rock Point Community School
Baca/Dlo'ay Azhi Community School	Jones Academy Elementary School	Rocky Ridge Boarding School
Beatrice Rafferty School	Kaibeto Boarding School	Rough Rock Community School
Beclabito Day School	Kayenta Community School	Salt River Elementary School
Black Feet Dormitory	Keams Canyon Elementary School	San Felipe Pueblo Elementary School
Blackwater Community School	Kha'po' Community School	San Ildefonso Day School

Bogue Chitto Elementary School	Kickapoo Nation School	San Simon School
Bread Springs Day School	Kin Dah Lichi'i Olta	Sanostee Day School
Bug-O-Nay-Ge-Shig School	KinLani Bordertown Dormitory	Santa Fe Indian School
Casa Blanca Community School	Kinteel Residential Academy (Aztec Dorm)	Santa Rosa Day Boarding School
Chemawa Indian School	Lac Courte Oreilles Ojibwa School	Santa Rosa Ranch School
Cherokee Central Elementary School	Laguna Elementary School	Seba Dalkai Boarding School
Cherokee Central High School	Laguna Middle School	Second Mesa Day School
Cheyenne Eagle Butte School	Lake Valley Navajo School	Sequoyah High School
Chi Chil'tah Community School	Leupp School, Inc.	Sherman Indian High School
Chickasaw Children's Village	Little Singer Community School	Shiprock Northwest High School
Chief Leschi School	Little Wound School	Shiprock Reservation Dormitory
Chilchinbeto Community School	Loneman Day School	Shonto Preparatory School
Chitimacha Tribal School	Lower Brule Day School	Shoshone Bannock School District 512
Choctaw Central High School	Lukachukai Community School	Sicangu Owayawa Oti (Rosebud Dormitory)
Choctaw Central Mid School	Lummi High School	Sitting Bull School (Little Eagle)
Ch'ooshgai Community School	Lummi Tribal School System	St. Francis Indian School
Circle of Life Academy School	Mandaree Elementary School	St. Stephens Indian School
Circle of Nations	Many Farms Community School	Standing Pine Elementary School
Coeur d'Alene Tribal School	Many Farms High School	Standing Rock Community School

Conehatta Elementary School	Mariano Lake Community School	Takini School
Cottonwood Day School	Marty Indian School	Taos Day School
Cove Day School	Menominee Tribal School	Tate Topa Tribal School
Crazy Horse School	Mescalero Apache School	Te Tse Geh Oweenge Day School
Crow Creek Elementary	Meskwaki Settlement School	Theodore Jamerson Elementary School
Crow Creek High School	Miccosukee Indian School	Theodore Roosevelt School
Crystal Boarding School	Moencopi Day School	T'iis Nazbas Community School
Dennehotso Boarding School	Muckleshoot Tribal School	T'iis Ts'ozi Bi'Olta'
Dibe Yazhi Habitiin Olta', Inc. (Borrego Pass)	Na' Neelzhiin Ji'Olta (Torreon)	T'iisyaakin Residential Hall
Dilcon Community School	Naa Tsis'aan Community School	Tiospa Zina Tribal School
Dishchii'bikoh Community School	Navajo Preparatory School	Tiospaye Topa School
Duckwater Shoshone Elementary School	Nay-Ah-Shing School	Tohaali' Community School
Dunseith	Nazlini Community School	To'hajiilee Day School
Dzilth-Na-O-Dith-Hle Community School	Nenahnezad Community School	Tohono O'odham High School
Enemy Swim Day School	Noli School	Tonalea Day School
Eufaula Dormitory	Northern Cheyenne Tribal School	Tse'ii'ahi' Community School (Standing Rock)
First Mesa Day School	Ohkay Owingeh Community School	T'siya Day School (Zia)
Flandreau Indian Boarding School	Ojibwa Indian School	Tuba City Boarding School
Fond du Lac Ojibwe School	Ojo Encino Day School	Tucker Elementary School

Gila Crossing Community School	Oneida Nation School	Turtle Mountain Elementary School
Greasewood Springs Community School, Inc.	Paschal Sherman Indian School	Turtle Mountain High School
Greyhills Academy High School	Pearl River Elementary School	Turtle Mountain Middle School
Haak'u Community Academy (Sky City)	Pierre Indian Learning Center	Twin Buttes Day School
Hanaa'dli Community School/Dormitory, Inc.	Pine Hill Schools	Two Eagle River School
Hannahville Indian School	Pine Ridge School	Wa He Lut Indian School
Havasupai School	Pine Springs Day School	White Shield Elementary School
Hopi Day School	Pinon Community School	Wide Ruins Community School
Hopi Jr/Sr High School	Porcupine Day School	Wingate Elementary School
Hotevilla Bacavi Community School	Pueblo Pintado Community School	Wingate High School
Hunters Point Boarding School	Pyramid Lake High School	Winslow Residential Hall
Indian Island School	Quileute Tribal School	Wounded Knee District School
Indian Township School	Red Rock Day School	
Isleta Elementary School		

Appendix B: Characteristics of an Effective Health Education Curriculum

Prime recipients must select an existing student curriculum that aligns with each of the CDC's Characteristics of an Effective Health Education Curriculum and meet the learning objectives below. Please see *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Human Trafficking Prevention Education for Students* for more information.

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

- Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors
- Addresses social pressures and influences
- Builds personal competence, social competence, and self-efficacy by addressing skills
- Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors
- Uses strategies designed to personalize information and engage students
- Provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials
- Incorporates learning strategies, teaching methods, and materials that are culturally inclusive
- Provides adequate time for instruction and learning
- Provides opportunities to reinforce skills and positive health behaviors
- Provides opportunities to make positive connections with influential others
- Includes instructor information and plans for professional development and training that enhances the effectiveness of instruction and student learning

Appendix C: Recommended Qualifications for Trainers

All trainers should meet certain minimum qualifications including the following:

- Demonstrated experience working with youth in a professional capacity.
- Completed skills-based human trafficking prevention education for educators and other staff.

Trainers who facilitate human trafficking prevention education for students should meet certain additional qualifications including the following:

- Demonstrated experience facilitating a health or violence prevention curriculum with children or youth.
- Demonstrated classroom or group facilitation experience.

Trainers who facilitate human trafficking prevention education for educators and other staff should meet certain additional qualifications, including:

- Demonstrated experience conducting professional trainings.
- Experience incorporating adult learning principles into trainings.

Trainers prepare and equip new facilitators to implement prevention education for educators, other staff, and students. Trainers of new facilitators should meet certain additional qualifications, including:

- Advanced skill level in training, facilitation, and engagement with adult learners.
- Demonstrated experience facilitating training for diverse audiences, including adults and minors.

Demonstrated experience implementing the prevention education curricula they will be training others to facilitate.

Appendix D: Programmatic Performance Indicators

Overall programmatic performance indicators are to be reported to the FPO including the following:

Human Trafficking Prevention Education for Educators and Other Staff

- Number of schools implementing human trafficking prevention education for educators and other staff.
- Number of educators and other staff trained to recognize and respond to human trafficking.
- Percentage of educators and other staff who report:
    - A high-level of interest in learning more about human trafficking.
    - An increase in their belief that they have a role to play in helping students who may be at risk for or who are experiencing human trafficking.
    - A high level of confidence in being able to implement aspects of the HTSSP that are relevant and appropriate for their professional role.

- Percentage of educators and other staff who agree that the program taught them something useful to:
    - Identify students who may be at risk for or who are experiencing human trafficking.
    - Provide assistance to students identified as having experienced human trafficking or being at risk for human trafficking.
    - Understand their obligations and responsibilities for reporting potential cases of human trafficking.

Human Trafficking Prevention Education for Elementary School Students

- Number of schools implementing human trafficking prevention education for elementary school students.
- Number of school unable to complete implementation of human trafficking prevention education for elementary school students.
- Number of elementary students who received human trafficking prevention education.
- Percentage of students who:
    - Can identify at least one trusted adult they can talk to if they think someone is being hurt or doing something that is not safe.
    - Can identify at least one hotline they can call or text if someone they know is being forced to do something they do not want to do.
    - Agree or Strongly Agree that they would ask a trusted adult for help if they were afraid someone might hurt them.
    - Agree or Strongly Agree that they would call or text a hotline for help if they were afraid someone might hurt them.
    - Agree or Strongly Agree that they would ask a friend for help if they were afraid someone might hurt them.
    - Can provide at least one example of what they learned.
    - Agree that the program taught them something they can do to stay safe.

Human Trafficking Prevention Education for Secondary School Students

- Number of schools implementing human trafficking prevention education for secondary school students.
- Number of schools unable to complete implementation of human trafficking prevention education for secondary school students.
- Number of secondary school students who received human trafficking prevention education.
- Percentage of students who:
    - Correctly identified that people can be exploited for labor or commercial sex in any city or town, including where they live.
    - Correctly identified that men and boys can be exploited for labor or commercial sex.
    - Can identify at least one trusted adult they can talk to if they think someone is being trafficked for labor or sex.
    - Can identify at least one hotline they can contact if they think someone is being trafficked for labor or sex.
    - Agree or Strongly Agree that they would ask a trusted adult for help if they were being trafficked for labor or sex.
    - Agree or Strongly Agree that they would contact a hotline for help if they were being trafficked for labor or sex.
    - Agree or Strongly Agree that they would ask a friend for help if they were being trafficked for labor or sex.
    - Agree or Strongly Agree that they learned something they can do to help them be safe.
    - Can share one example of how they can use what they learned in their everyday life.

Training of Trainers

- Number of qualified trainers trained to implement human trafficking prevention education for students.
- Number of qualified trainers trained to implement human trafficking prevention education for educators and other staff.
- Number of qualified individuals capable of training new trainers to provide human trafficking prevention education to educators, other staff, and students.
- Percentage of trainers who report they are:
    - Very Confident or Moderately Confident that they have the skills needed to train educators and other staff or students on the HTYPE curriculum.
    - Very Satisfied or Moderately Satisfied with the information gained from this training.

- Percentage of trainers who Strongly Agree or Agree that:
    - The training was well-organized.
    - The presenters/trainers were well prepared.
    - The materials were useful.

HTSSP

- Number of schools implementing the HTSSP.
- Number of students identified as at risk for human trafficking.
- Number of students identified as having potentially experienced human trafficking.
- Number of potential human trafficking cases reported to child welfare.
- Number of potential human trafficking cases reported to law enforcement.
- Number of cases reported to child welfare due to concerns related to other forms of violence and exploitation.
- Number of cases reported to law enforcement due to concerns related to other forms of violence and exploitation.
- Number of students referred to community resources or service providers due to potential human trafficking concerns.
- Number of students referred to community resources or service providers due to concerns related to other forms of violence and exploitation.