

Human Trafficking Prevention Curriculum Matrix

*A Tool to Help North Carolina
Schools Identify the Best
Prevention Curriculum for their
District*



A product of the North Carolina Coalition Against Sexual Assault in
partnership with the Sexual Violence Prevention Advisory Council

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In 2015, Session Law 2015-279 was passed by the NC General Legislature, mandating the inclusion of sex trafficking prevention education in reproductive health education in NC schools. NC §115C-81.30 states that reproductive health education must be “objective and based upon scientific research that is peer-reviewed and accepted by professionals and credentialed experts in any of the following fields: sexual health education, adolescent psychology, behavioral counseling, medicine, human anatomy, biology, ethics, or health education.”

Specific to sex trafficking education, local districts are required to “collaborate with a diverse group of outside consultants... to address the threats of sex trafficking” and “collaborate with a diverse group of outside consultants, including law enforcement with expertise in sex trafficking, on a referral protocol for high-risk pupils and minors.” In short: 1) collaboration with prevention experts on the implementation of an “objective and based on [peer-reviewed] research” curriculum in the classroom, and 2) collaboration with relevant state and local agencies as well as expert consultants on the development of a referral protocol for cases of disclosed or suspected sex trafficking.

This mandate is challenging to implement for a variety of reasons, beginning with the fact that it is unfunded. Implementation is also made difficult by the fact that only one human trafficking prevention curriculum is currently considered “evidence-based” after sufficient peer-reviewed research (My Life My Choice), and that curriculum is gender-specific (for adolescent girls only), focuses primarily on one specific model of sex trafficking, and is designed to be co-facilitated by a clinician partnered with a survivor-leader. Logistically, district-wide implementation with fidelity in a school setting would be challenging.

Sex trafficking is a form of sexual violence. The NC Sexual Violence Prevention Advisory Council (SVPAC) is co-facilitated by the NC Division of Public Health and the NC Coalition Against Sexual Assault (NCCASA), and is an ongoing gathering of statewide professionals from a variety of public health and education fields with additional expertise in violence prevention. In its exploration of gaps in sexual violence prevention supports for youth in our state, the SVPAC K-12 Workgroup identified the need for a clear outline of available resources for sex trafficking prevention education to assist local school districts in meeting the above mandate, which would include relevant logistical and content information to help schools make informed decisions about their sex trafficking prevention strategy.

NCCASA expresses our sincere gratitude to our contacts at the Healthy Schools Division of the NC Department of Public Instruction, to the members of the SVPAC K-12 Workgroup, and to our summer 2020 Master of Public Health Fellow Madison Van Epps, without whose hard work and dedication this resource could not have been created.

Please feel free to reach out to NCCASA's prevention team with any questions.

Warmly,
Christy Croft
Prevention Education Program Manager
NC Coalition Against Sexual Assault

Overview of the Tool

The purpose of this toolkit is to assist North Carolina school districts in identifying a human trafficking prevention curriculum that best fits the needs and goals of their local school district. Following the implementation of Session Law 2015-279, which requires schools to adopt human trafficking prevention training for their staff, we recognize that there are difficulties in trying to identify which prevention curriculum of many that exist, that best suits your students, school faculty, and community.

In beginning this project, we reached out to both North Carolina school districts and organizations that have developed a human trafficking prevention curriculum. From local school districts, we were hoping to gain insight into the human trafficking prevention curricula that were already adopted throughout the state. From curriculum developers, we asked them to fill out a survey based on the development, implementation process, and content that their curriculum offers. Through this two-step process, we were able to understand the need for a comparative toolkit of human trafficking curricula as a critical resource for North Carolina schools.

In this toolkit you will find a comprehensive matrix of many key factors of human trafficking prevention work. Through comparing factors such as costs, types of training, who delivers the curriculum and varying content between each curriculum, we hope that you can identify a human trafficking curriculum that serves your needs.

This matrix is not an evaluation of human trafficking curricula and it is not an endorsement of the curricula that are included. We acknowledge that there are many human trafficking prevention curricula nationally and globally, but we were limited to the knowledge we gathered and the responses that we received. We are excited by the number of prevention curriculum organizations that opted to participate and we are thrilled to provide a matrix of 14 different human trafficking prevention curricula that can be used in North Carolina schools.

We hope this tool can be used within your North Carolina school district and we look forward to receiving your feedback in the adoption of this resource into your curriculum.

Curricula Logistics

ASPECTS OF THE DEVELOPMENT AND
IMPLEMENTATION OF THE HUMAN
TRAFFICKING CURRICULA

Curricula Logistics

Bodies Are Not Commodities

Survivor Involvement in Development: Level 3 (see key below).

Who delivers the curriculum? Curriculum developers, faculty and school support staff, social workers and psychologists

Intended Audience: K - 12 Students, High School students

Format: Five sessions, One hour each

- In-person activities and trainings
- Pre-recorded videos
- Available in English and Spanish

Costs associated with the curriculum: No cost.

Is the curriculum gender-inclusive?

- ✓ Curriculum is inclusive of LGBTQ+ youth, with use of relevant statistics and inclusive scenarios.
- ✓ The curriculum uses scenarios that represent a variety of gender identities.
- ✓ The curriculum is designed to be taught in mixed-gender settings.

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

Born to Fly

Survivor Involvement in Development: No response.

Who delivers the curriculum? Faculty and school support staff, youth

Intended Audience: Elementary students, Middle School students, High School students

Format: Six sessions, 30 minutes - one hour each

- In-person activities and trainings
- Available in Afrikaans, Chinese (Mainland simplified), English, Hindi, Indonesian, Nepali, Portuguese, Romanian, Russian, Spanish, Thai, Visayan (Philippines)

Costs associated with the curriculum: No cost.

Is the curriculum gender-inclusive?

- ✓ The curriculum is designed to be taught in mixed-gender settings.

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

Child Sexual Abuse and the Commercial Sexual Exploitation of Children

Survivor Involvement in Development: Level 2 and 3.

Who delivers the curriculum? Curriculum Developers, Faculty and school support staff, Available Online

Intended Audience: College students, Parents/caregivers, School staff and administrators

Format: One session, One hour each

- Electronic self-guided modules
- In-person activities and training
- Available in English and Spanish.

Costs associated with the curriculum:

- Cost to receive the curriculum.
- Cost to purchase the curriculum/licensing for the school.
- Cost to train those who administer the curriculum.
- Purchase of additional materials required for curriculum implementation

Is the curriculum gender-inclusive?

- ✓ The curriculum uses scenarios that represent a variety of gender identities.
- ✓ The curriculum is designed to be taught in mixed-gender settings.

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

Matrix Key

Survivor Involvement

Level 1: Curriculum was developed primarily by survivors.

Level 2: Survivors were on the team that developed the curriculum.

Level 3: The curriculum was reviewed by and incorporated feedback from survivors before being finalized.

Level 4: Survivors were not directly involved in the development.

Curricula Logistics cont.

Deceptions

Survivor Involvement in Development: Level 2 and 3.

Who delivers the curriculum? Curriculum Developers, Faculty and school support staff

Intended Audience: Middle School students

Format: Six sessions, 50 minutes each

- In-person activities and training
- Pre-recorded videos

Costs associated with the curriculum:

- Cost to receive the curriculum.
- Cost to train those who administer the curriculum.
- Purchase of additional materials required for curriculum implementation

Is the curriculum gender-inclusive?

- ✓ The HT curriculum is intended for men, women, nonbinary, and other gender identities.
- ✓ Curriculum is inclusive of LGBTQ+ youth, with use of relevant statistics and inclusive scenarios.
- ✓ The curriculum language uses they/them language as opposed to he/she language.
- ✓ The curriculum uses scenarios that represent a variety of gender identities.
- ✓ The curriculum is designed to be taught in mixed-gender settings.

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

Discovering Your Value

Survivor Involvement in Development: Level 3.

Who delivers the curriculum? Faculty and school support staff

Intended Audience: Middle School students, High School students

Format: Two sessions, 45 minutes each

- In-person activities and training
- Available in English and Spanish.

Costs associated with the curriculum:

- Cost to train those who administer the curriculum.

Is the curriculum gender-inclusive?

- ✓ The HT curriculum is intended for men, women, nonbinary, and other gender identities.
- ✓ The curriculum uses scenarios that represent a variety of gender identities.
- ✓ The curriculum is designed to be taught in mixed-gender settings.

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

Empower Youth Program

Survivor Involvement in Development: Level 1.

Who delivers the curriculum? Faculty and school support staff

Intended Audience: Middle School students, High School students, College students, Parents/Caregivers, Counselors and social workers

Format: Five modules

- In-person activities and training
- Pre-recorded videos
- Available in English. Coming soon in Spanish.

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

Costs associated with the curriculum:

- Cost to purchase the curriculum/licensing for the school.
- Facilitators required to view the "facilitator webinar."
* Scholarships available for schools online.

Is the curriculum gender-inclusive?

- ✓ The HT curriculum is intended for men, women, nonbinary, and other gender identities.
- ✓ Curriculum is inclusive of LGBTQ+ youth, with use of relevant statistics and inclusive scenarios.
- ✓ The curriculum uses scenarios that represent a variety of gender identities.
- ✓ The curriculum is designed to be taught in mixed-gender settings.

Matrix Key

Survivor Involvement

Level 1: Curriculum was developed primarily by survivors.

Level 2: Survivors were on the team that developed the curriculum.

Level 3: The curriculum was reviewed by and incorporated feedback from survivors before being finalized.

Level 4: Survivors were not directly involved in the development.

Curricula Logistics cont.

Freeway NC

Survivor Involvement in Development: Level 3.

Who delivers the curriculum? Faculty and school support staff, Trained volunteers

Intended Audience: Middle School students, High School students, Facilitators, School staff (Coming Soon).

Format: Three sessions, 45-50 minutes each

- In-person activities and training
- Pre-recorded videos
- Available in English

Costs associated with the curriculum:

- Registration is required through the website and curriculum is free.

Is the curriculum gender-inclusive?

- ✓ The HT curriculum is intended for men, women, nonbinary, and other gender identities.
- ✓ Curriculum is inclusive of LGBTQ+ youth, with use of relevant statistics and inclusive scenarios.
- ✓ The curriculum uses they/them language AND he/she language.
- ✓ The curriculum is designed to be taught in mixed-gender settings.
- ✓ The curriculum is designed to be taught in gender-specific settings.

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

My Life My Choice

Survivor Involvement in Development: Level 1.

Who delivers the curriculum? Trained certified volunteers

Intended Audience: Middle School students, High School students

Format: Ten sessions, 50 minutes - 1.25 hours each

- In-person activities and training
- Available in English and Spanish

Costs associated with the curriculum:

- Cost to train those who administer the program.
- Requirement of basic training of commercial exploitation of children for those who administer the program.

Is the curriculum gender-inclusive?

- ✓ The curriculum is designed to be taught in gender-specific settings.

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

#Not a Number

Survivor Involvement in Development: Level 3.

Who delivers the curriculum? Faculty and school support staff, NGOs, Juvenile Justice professionals

Intended Audience: High School students

Format: Five sessions, one hour each

- In-person activities and training
- Available in English and Spanish

Costs associated with the curriculum:

- Cost to purchase the curriculum/licensing for the school.
- Cost to train those who administer the curriculum.

Is the curriculum gender-inclusive?

- ✓ Curriculum is inclusive of LGBTQ+ youth, with use of relevant statistics and inclusive scenarios.
- ✓ The curriculum uses they/them language as opposed to he/she language.
- ✓ The curriculum uses scenarios that represent a variety of gender identities.
- ✓ The curriculum is designed to be taught in mixed-gender settings.
- ✓ The curriculum is designed to be taught in gender-specific settings.

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

Matrix Key

Survivor Involvement

Level 1: Curriculum was developed primarily by survivors.

Level 2: Survivors were on the team that developed the curriculum.

Level 3: The curriculum was reviewed by and incorporated feedback from survivors before being finalized.

Level 4: Survivors were not directly involved in the development.

Curricula Logistics cont.

The Prevention Project

Survivor Involvement in Development: Level 2 and 3.

Who delivers the curriculum? Faculty and school support staff

Intended Audience: Middle School students, High School students, Additional materials available for school support staff and administrators

Format: Middle school: Two sessions, 45-50 minutes each
High school: Six sessions, 40-50 minutes each

- In-person activities
- Pre-recorded videos
- Available in English

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

Costs associated with the curriculum:

- Cost to purchase the curriculum/licensing for the school.
 - * Licensing comes with a free, mandatory Train the Trainer suite of videos.

Is the curriculum gender-inclusive?

- ✓ The HT curriculum is intended for men, women, nonbinary, and other gender identities.
- ✓ Curriculum is inclusive of LGBTQ+ youth, with use of relevant statistics and inclusive scenarios.
- ✓ The curriculum uses scenarios that represent a variety of gender identities.
- ✓ The curriculum is designed to be taught in mixed-gender settings.
- ✓ The curriculum is designed to be taught in gender-specific settings.

Prevention for Prosperity

Survivor Involvement in Development: Level 2.

Who delivers the curriculum? Curriculum developers, Faculty and school support staff, Youth

Intended Audience: Elementary School students, Middle School students, High School students

Format: Elementary school: Four sessions, 60 minutes each
Middle and High school: Five sessions, 75 minutes each

- In-person activities
- Available in English

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

Costs associated with the curriculum:

- Cost to receive the curriculum.
- Cost to train those who administer the curriculum.
- Purchase of additional materials required for implementation.

Is the curriculum gender-inclusive?

- ✓ The HT curriculum is intended for men, women, nonbinary, and other gender identities.
- ✓ The curriculum is designed to be taught in mixed-gender settings.
- ✓ The curriculum is designed to be taught in gender-specific settings.

PROTECT

Survivor Involvement in Development: Level 2 and 3.

Who delivers the curriculum? Faculty and school support staff

Intended Audience: Elementary School students, Middle School students, High School students, Parents/Caregivers, School staff and administrators

Format: Elementary: Five sessions, 30 mins each
Middle school: Two sessions, 40 minutes each
High school: Two and Three sessions, 45 minutes and 40 minutes

- Electronic self-guided modules
- Pre-recorded videos
- Distance learning and in-classroom handouts
- Available in English and Spanish

Costs associated with the curriculum:

- Cost to receive the curriculum.
- Cost to purchase the curriculum/licensing for the school.

Is the curriculum gender-inclusive?

- ✓ The HT curriculum is intended for men, women, nonbinary, and other gender identities.
- ✓ The curriculum is designed to be taught in mixed-gender settings.

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

Matrix Key

Survivor Involvement

Level 1: Curriculum was developed primarily by survivors.

Level 2: Survivors were on the team that developed the curriculum.

Level 3: The curriculum was reviewed by and incorporated feedback from survivors before being finalized.

Level 4: Survivors were not directly involved in the development.

Curricula Logistics cont.

School Safeguard Anti-Trafficking Training

Survivor Involvement in Development: Level 4.

Who delivers the curriculum? Curriculum Developers

Intended Audience: School staff and administrators

Format: One session, 1.5 - two hours

- In-person activities and training
- Webinar version for larger districts and COVID-19 accommodations
- Available in English

Costs associated with the curriculum: No cost.

Is the curriculum gender-inclusive?

- ✓ The HT curriculum is intended for men, women, nonbinary, and other gender identities.
- ✓ The curriculum is designed to be taught in mixed-gender settings.

Faith-based: Yes.

Protocol for responding to student-disclosure: No.

Teach2Reach

Survivor Involvement in Development: Level 2 and 3.

Who delivers the curriculum? Faculty and school support staff, Local human trafficking/domestic violence/sexual assault Associates

Intended Audience: Middle School students, High School students, School staff and administrators, Students in Youth Development Centers/Residential programs

Format: 7th, 8th, and 9th Grade: Five sessions, 45 minutes each

Mixed ages: Seven sessions, 45 minutes each

School personnel training: One session, two hours

- In-person activities and training
- Virtual/Electronic format (Coming soon)
- Available in English

Costs and prerequisites associated with the curriculum: No cost. Required training for those who administer the curriculum.

Is the curriculum gender-inclusive?

- ✓ The HT curriculum is intended for men, women, nonbinary, and other gender identities.
- ✓ Curriculum is inclusive of LGBTQ+ youth, with use of relevant statistics and inclusive scenarios.
- ✓ The curriculum uses scenarios that represent a variety of gender identities.
- ✓ The curriculum is designed to be taught in mixed-gender settings.
- ✓ The curriculum is designed to be taught in gender-specific settings.

Faith-based: No.

Protocol for responding to student-disclosure: Yes.

Matrix Key

Survivor Involvement

Level 1: Curriculum was developed primarily by survivors.

Level 2: Survivors were on the team that developed the curriculum.

Level 3: The curriculum was reviewed by and incorporated feedback from survivors before being finalized.

Level 4: Survivors were not directly involved in the development.

North Carolina Coalition Against Sexual Assault

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Curricula Content

ASPECTS OF THE CONTENT OF THE
HUMAN TRAFFICKING CURRICULA

Table 1A. Human Trafficking Prevention Curriculum Content

Curriculum Name	Building Empowerment	Healthy Relationships	Relationship red flags	Power Dynamics/ Grooming Techniques	Consent	Labor Trafficking
Bodies are Not Commodities	✓	✓	✓	✓		✓
Born to Fly			✓	✓	✓	
Child Sexual Abuse and the Commercial Exploitation of Children	✓	✓	✓	✓	✓	✓
Deceptions	✓	✓	✓	✓	✓	
Discovering Your Value	✓	✓	✓	✓	✓	
Empower Youth Program	✓	✓	✓	✓	✓	✓
Freeway NC	✓	✓	✓	✓	✓	✓
My Life My Choice	✓	✓	✓	✓	✓	
#Not A Number	✓	✓	✓	✓	✓	✓
The Prevention Project	✓	✓	✓	✓	✓	✓
Prevention for Prosperity						
PROTECT	✓	✓	✓	✓	✓	✓
School Safeguard Anti-Trafficking Training	✓			✓		
Teach2Reach	✓	✓	✓	✓	✓	

Table 1B. Human Trafficking Prevention Curriculum Content cont.

Curriculum Name	Online Safety	Bystander Intervention	Recognizing false job advertisements or false opportunities	Responding to disclosures of suspected trafficking	The role of structural factors in trafficking vulnerabilities	Gang Affiliation	How to access hotline and local services
Bodies are Not Commodities	✓		✓	✓		✓	✓
Born to Fly			✓				
Child Sexual Abuse and the Commercial Exploitation of Children	✓	✓	✓	✓	✓		
Deceptions	✓	✓	✓	✓		✓	✓
Discovering Your Value	✓	✓	✓		✓		✓
Empower Youth Program	✓	✓	✓	✓	✓	✓	✓
Freeway NC	✓	✓	✓	✓	✓	✓	✓
My Life My Choice						✓	
#Not A Number	✓	✓	✓	✓	✓	✓	✓
The Prevention Project	✓	✓	✓	✓	✓	✓	✓
Prevention for Prosperity							
PROTECT	✓	✓	✓	✓			✓
School Safeguard Anti-Trafficking Training	✓		✓	✓			✓
Teach2Reach	✓	✓	✓	✓	✓	✓	✓

Risk and Protective Factors

ASPECTS OF HUMAN TRAFFICKING
CURRICULA THAT ADDRESS RISK AND
PROTECTIVE FACTORS

Risk and Protective Factors cont.

Table 3. Relationship Risk and Protective Factors

Relationship Risk and Protective Factors				
	Witnessed Family Violence	Family Influence	Compromised parenting or caregiver strain	Conflicts with parents
Bodies Are Not Commodities	✓	✓	✓	✓
Born to Fly		✓		✓
Child Sexual Abuse and the Commercial Sexual Exploitation of Children	✓	✓	✓	✓
Deceptions		✓	✓	✓
Discovering Your Value	✓	✓	✓	✓
Empower Youth Program	✓	✓	✓	✓
Freeway NC	✓	✓	✓	✓
My Life My Choice				
#Not A Number		✓	✓	✓
The Prevention Project		✓	✓	✓
Prevention for Prosperity	✓	✓	✓	✓
PROTECT			✓	✓
School Safeguard for Anti-Trafficking Training		✓	✓	
Teach2Reach	✓	✓	✓	✓

Risk and Protective Factors cont.

Table 4. Community Risk and Protective Factors

Community Risk and Protective Factors			
	Social Norms	Peer Influence	Exposure to criminal activity
Bodies Are Not Commodities		✓	
Born To Fly	✓		
Child Sexual Abuse and the Commercial Sexual Exploitation of Children	✓	✓	
Deceptions	✓	✓	
Discovering Your Value	✓	✓	
Empower Youth Program	✓	✓	✓
Freeway NC		✓	✓
My Life My Choice			
#Not A Number	✓	✓	✓
The Prevention Project	✓	✓	✓
Prevention for Prosperity	✓	✓	✓
PROTECT		✓	
School Safeguard for Anti-Trafficking Training			
Teach2Reach	✓	✓	✓

Risk and Protective Factors cont.

Table 5. Societal Risk and Protective Factors

Societal Risk and Protective Factors					
	Poverty	Social Norms	Glamorization of Pimping	Gender Inequality	Stigmatization of sex work
Bodies Are Not Commodities	✓	✓			✓
Born To Fly		✓			
Child Sexual Abuse and the Commercial Sexual Exploitation of Children	✓	✓	✓	✓	✓
Deceptions	✓	✓	✓	✓	✓
Discovering Your Value	✓	✓	✓	✓	✓
Empower Youth Program	✓	✓	✓	✓	✓
Freeway NC					
My Life My Choice					
#Not A Number	✓	✓	✓	✓	
The Prevention Project	✓	✓	✓		✓
Prevention for Prosperity	✓	✓	✓	✓	
PROTECT	✓		✓		
School Safeguard for Anti-Trafficking Training	✓	✓			
Teach2Reach	✓	✓	✓	✓	✓

Risk and Protective Factors cont.

Does your curriculum address risk factors for perpetration?

Bodies Are Not Commodities	Yes
Born To Fly	No
Child Sexual Abuse and the Commercial Sexual Exploitation of Children	No
Deceptions	Yes
Discovering Your Value	Yes
Empower Youth Program	Yes
Freeway NC	Yes
My Life My Choice	No
#Not A Number	No
The Prevention Project	Yes
Prevention for Prosperity	Yes
PROTECT	Yes
School Safeguard Anti-trafficking Training	No
Teach2Reach	No

Review Highlights

In creating this matrix, we have been able to recognize the sheer differences in the curricula that exist as options for North Carolina school districts. The curricula included within this matrix were first implemented beginning in the early 2000s to most recently in 2020. While we did not evaluate curricula in comparison to their year, we do know that human trafficking education and prevention strategies have evolved tremendously in the last few decades. Chosen (2012), a human trafficking prevention curriculum that consists of two videos along with supplemental materials, is a key example of ways in which without revisions and updates, curricula can perpetuate outdated representations of human trafficking. Intentional language, victim representation, and presentation of risk factors are all necessary in the core development and implementation of a curriculum in order to be representative of how human trafficking operates in present day.

In our survey, we asked curricula developers to note the extent of which human trafficking survivors were involved in the creation of their curriculum and all but two organizations noted that they at minimum utilize review and feedback from survivors. One organization, The Prevention Project, additionally noted that they consult survivors during annual review and updates of their curriculum. In reflection, we would have liked to have included a question asking each organization about their review process and the extent to which they incorporate the evolution of human trafficking prevention in their curriculum and assess effectiveness for continual program improvement.

Initially in our survey, we asked respondents to provide the evidence base for their curriculum. We did not include these responses in the matrix because of possible confusion around declaring a specific level of evidence based on a survey that is self-report. At this time, we are aware of only two curriculums that have been formally evaluated. My Life My Choice is an evidence-based program. Additionally, a publication from 2017 points to Bodies Are Not Commodities as being a promising intervention, but more research is needed to grow and confirm the evidence base. Teach2Reach is a North Carolina-specific curriculum developed by public health experts at UNC Chapel Hill that aligns with NC Department of Public Instruction Healthful Living Standards, and is informed by existing research on violence prevention education. NCCASA has been a collaborative partner in the development of Teach2Reach, and is currently assisting with training for pilot sites. In the conversation of the evolution of human trafficking prevention work, we hope human trafficking prevention curricula continue to partner with research institutions to better structure their strategies around strong evidential practices.

Lessons Learned

In reflection of this project, we are extremely proud of the final product and the resource it will provide for North Carolina school districts. We are confident in the abilities of the matrix to help school boards and administrators have open conversations about various elements of human trafficking prevention that align with the goals of their community. In understanding the importance of this matrix, we have compiled a list of “lessons learned” so that future editions of this matrix may evolve based on our reflections.

The collection of information for each curriculum relied heavily on the contact within each organization. As all answers were self-reported through a survey, there is the possibility of bias or misinformation from respondents. As well, each respondent may have interpreted questions differently. For example, in asking about the presence of risk or protective factors in a curriculum, some respondents may have only checked boxes of factors that they address specifically in their curriculum in a preventive context, while others may have checked those that they discuss broadly. With that being said, in analyzing the answers of all respondents, there are no obvious instances in which we are concerned that our survey collected false information.

Additional content aspects that we did not specifically ask about in our survey but respondents highlighted as integral in their curriculum in open-ended responses, include: [human rights](#), [past abuse](#), [pornography](#), [social media](#), [empowerment](#), and [childhood trauma](#). Two respondents indicated that their curriculum addresses pornography, although it is unclear which curricula included it with a media literacy lens and which favored an abstinence-only approach. Approximately 50% of respondents answered that they do not address risk factors for perpetration within their curriculum, but may have not known that often risk factors for perpetration are many of the same known risk factors for sexual and other forms of violence.

Finally, we have noted that while most of the curricula address sex trafficking, not all address labor trafficking. In North Carolina, labor trafficking prevention education is not mandated by statute; however, this does not mean that youth are not trafficked for labor as well as sex in North Carolina. We believe the development of a supplemental evidence-informed lesson on labor trafficking would be beneficial in extending protection and support to a wider range of students, as a supplemental lesson could be used to expand an existing sex trafficking prevention program to be more inclusive.

Although we have made note of a few lessons for improvement, we know that these lessons do not take away from the **positive value and impact that this matrix will have in North Carolina school districts.**

Curriculum Contact Information

Click on the curriculum name to be linked to their website!

Bodies Are Not Commodities

info@a21.org | 1-949-202-4681

Born to Fly

[Contact form](#)

Child Sexual Abuse and the Commercial Sexual Exploitation of Children

Stewards@D2L.org | 843-965-5444

Deceptions

service@nwfs.org | 503-546-6377

Discovering Your Value

info@presentageministries.org | 704-956-2120

Empower Youth Program

info@iEmpathize.org | 303-625-4074

Freeway NC

FreewayNC@AbolitionNC.org

My Life My Choice

mlmcfinfo@jri.org | 617-529-2603

#Not A Number

info@love146.org | 203-772-4420

The Prevention Project

info@prevention-project.org

Prevention for Prosperity

[Contact form](#) | 316-978-5061

PROTECT

AmandaT@3sgf.org | 916-365-2606

School Safeguard Anti-Trafficking Training

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