Foster Youth
Supplemental Guide

What makes these students vulnerable to human trafficking?

Students in foster care have experienced trauma. They also have experienced some type of abuse within their family that lead to their removal and placement within the foster care system. Experiencing trauma and being removed have significant impacts on the child making them a highly vulnerable population of students.

Special considerations for this population of students:

Students in foster care can leave placements and run away and are unaccompanied on the streets. This is a highly vulnerable time for students when they are alone. This is a time often when perpetrators will prey on these students.

- Consider Professional Development (PD) for staff regarding the needs of unique student populations like students in foster care and being trauma informed.
- Leverage relationships within the different departments that serve the students to help ensure the student is supported in all possible ways the school has to offer.
- Develop policies that do not exclude learning for behavioral concerns. These can include being trauma Informed, Positive Behavior Intervention Systems (PBIS), and Restorative Practices.
- Refer to school based mental health services and centers as needed for additional supports and resources.

Existing policies and protocols that serve these students at your school/in your school district

Students in foster care have several entitlements to support school stability and increase academic achievement. Please see the California Foster Youth Education Law Fact Sheets in both English and Spanish to learn more about the laws and mandates that support students in foster care here http://www.cfyetf.org/publications.html

Available Services

Students in foster care have a team of adults working to support them. Consider the variety of sources of people to contribute to the support and engagement effort with these students. Develop a specific plan for ongoing support for parents, foster parents, shelters, group home staff, and social workers. Work collaboratively as much as possible. The Child and Family Team (CFT) meetings are a forum where all of these individuals come together to discuss case planning and supports for the student. Contact the assigned county social worker for more information.

Best Practice Tip: Establish contact early on with the student's assigned CWS social worker to collaborate.

School/District Contact

Each School District and Charter have a designated AB 490 Foster Care Liaison as mandated per *EC 48853.5(c)*. This is the person within your district or charter who is designated to support all efforts related to students in foster care for your school. A list of all identified AB 490 Foster Care Liaisons for Charters and Districts can be found here https://www.cde.ca.gov/ls/pf/fy/ab490contacts.asp

Resources

SDCOE, FYSCP
https://www.sdcoe.net/student-services/student-support/fyhes/Pages/foster-youth-services-home.aspx

California Department of Education, Foster Youth Services
https://www.cde.ca.gov/ls/pf/fy/

FYSCP HUB
https://fyscptap.scoe.net/resources

National Foster Youth Institute
https://nfyi.org/issues/sex-trafficking/

Child Welfare Information Gateway
https://www.childwelfare.gov/pubs/trafficking-agencies/

The National Child Traumatic Stress Network: Child Trauma Toolkit for Educators
https://rems.ed.gov/docs/NCTSN_ChildTraumaToolkitForEducators.pdf

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Homeless Youth and Human Trafficking
Supplemental Guide

What makes these students vulnerable to human trafficking?

There are many factors that contribute to youth homelessness, but one common theme is severe family dysfunction. Research has shown that 20 – 40% of youth experiencing homelessness were sexually abused before they left their homes. These youth are often exposed to further sexual victimization and human trafficking once they are on their own. While fewer than 4% of all youth exchange sex for money, 28% of youth living on the street and 10% of those living in shelters engage in "survival sex" in exchange for food, shelter, money or other basic needs. If a youth has already been the victim of sexual abuse, it increases the odds that they will engage in survival sex behaviors and makes them more vulnerable to being trafficked.

The National Network for Youth reported that one New York City provider of services to homeless youth found that approximately one in four youth had been a victim of sex trafficking or had engaged in survival sex, and that **48% of those who engaged in a commercial sex activity did so because they didn't have a safe place to stay**.

Youth experiencing homelessness are also vulnerable to labor trafficking because they are often promised the very things they do not have – food, housing, employment.

Special considerations for this population of students.

In total, 1 of 5 runaway and homeless youth are a victim of human trafficking, inclusive of sex and labor trafficking. Actions steps schools should take include:

- Ensure that homeless liaisons (which are required at every LEA by the McKinney-Vento Act) have adequate training and time to employ comprehensive identification procedures to locate all homeless youth.
- Provide professional development for staff on the definition of homelessness and unaccompanied homeless youth, signs of potential homelessness, signs of potential trafficking and the connection to homelessness, and whom to contact if they believe a student may be experiencing homelessness or trafficking.
- Cultivate a trauma informed environment that encourages students experiencing homelessness to self-identify.
- Get to know students in caregiver situations to ensure the caregiver is not actually a trafficker.
- Place extra emphasis on building relationships with unaccompanied homeless youth to encourage continued attendance at school where they are safe for a good part of the day and to ensure they know there is someone to talk to if they are in an unsafe situation.

Existing policies and protocols that serve these students at school. How they may help a student at risk or who has experienced trafficking.

The federal McKinney-Vento Act requires states and school districts to remove barriers to the identification, enrollment, stability, and success of children and youth experiencing homelessness, and includes barriers related to fees, fines or absences. In addition, Title I Part A of the Elementary and Secondary Education Act, and the Individuals with Disabilities Education Act contain specific provisions on serving students experiencing homelessness.

Creating stability by removing barriers for students experiencing homelessness helps establish a safe stable place for them to be every day where people know them and they feel supported. This increases the ability for school personnel to see the signs of potential trafficking and other dangerous situations and intervene. McKinney Vento Act provisions can be found at 42 United States Code (U.S.C.) 11431 et seq.

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Services are available:

a) **At School**
As mentioned above students have a number of rights afforded them at school under federal law. Additional services are also available to them under Title I, Part A reservation funds which can be used to provide services necessary for a homeless student to fully take advantage of educational opportunities. Allowable uses of funds include medical needs, clothing, supplies, counseling services and more. Information can be found at: https://www.cde.ca.gov/sp/hs/cy/

The McKinney-Vento Act also requires school districts and Charter schools to designate a Liaison whose duties include ensuring identification and equal access as well as connect families to services in the community. You can find your LEAs liaison on our website, www.sdcoe.net/homelesstoolkit, or at https://www.cde.ca.gov/sp/hs/index.asp

b) **Outside of school**
The Runaway & Homeless Youth Act funds local programs to provide services to youth experiencing homelessness and specific programs for youth who have been trafficked. Their programs include:
- Street Outreach Programs
- Basic Center Programs – can provide emergency shelter
- Transitional Living Programs

For information on programs in your area contact 2-1-1 or the SDCOE Youth Services Navigator. Information on SDCOE program can be found on our website programs and contacts page:
https://www.sdcoe.net/student-services/student-support/fyhes/Pages/foster-youth-programs-services.aspx

Resources:

SDCOE Homeless Toolkit
www.sdcoe.net/homelesstoolkit

California Department of Education, Homeless Education Resource Page
https://www.cde.ca.gov/sp/hs/cy/index.asp

National Center for Homeless Education
The U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth (EHCY) Program.
https://nche.ed.gov/

SchoolHouse Connection
National non-profit organization working to overcome homelessness through education.
https://schoolhouseconnection.org/

National Network For Youth
A National nonprofit dedicated to transforming systems to end youth homelessness.
https://nn4youth.org/

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LGBTQIA2S+ Youth
Supplemental Guide

While human trafficking can affect anyone, this crime largely preys on those who make up the most vulnerable, alienated communities in society. For example, youth who identify as Lesbian, Gay, Bisexual, Transgender, Queer, (or Questioning), Intersex, Asexual, Two-Spirit (LGBTQIA2S+) are a part of this extremely vulnerable and highly scrutinized community. The + sign encompasses all other sexual orientations and gender identities. These individuals experience high rates of marginalization, poverty, and hate crimes. **LGBTQIA2S+ youth are disproportionately affected by violence and stigmatization, making them more susceptible to the coercive influences of human trafficking.**

Without adequate community support, youth who identify as LGBTQIA2S+ may be at risk for sex and labor trafficking. School staff and service providers who work with LGBTQIA2S+ youth may be in a position to identify, support, and assist LGBTQIA2S+ youth who have been trafficked.

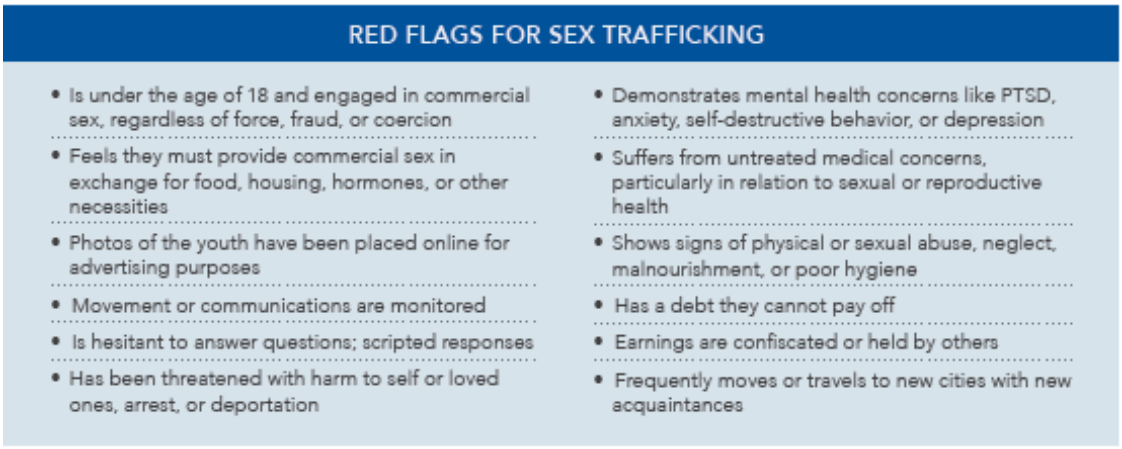
How are LGBTQIA2S+ youth more vulnerable?

Polaris reports:

- LGBTQIA2S+ youth face higher rates of discrimination, violence, and economic instability than their non-LGBTQ peers.
- LGBTQIA2S+ youth are faced with few with fewer resources, employment opportunities, or social supports, LGBTQ youth who are away from home must find ways to meet their basic needs and may therefore enter the street economy, engaging in commercial sex to meet these needs.
- Others may then seek to exploit these vulnerabilities in order to compel youth into commercial sex. Traffickers may seek to meet the youth's needs as a way to build rapport and dependency.
- LGBTQIA2S+ youth may find it difficult to ask for help because of fear of being mistreated or not believed due to their gender identity or sexual orientation.

Source: Polaris. 2016. Sex Trafficking and LGBTQ Youth.
https://polarisproject.org/wp-content/uploads/2019/09/LGBTQ-Sex-Trafficking.pdf

What are some signs to look out for?



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How can I support a student to get help?
It can be difficult for victims of trafficking to disclose their situation and reach out for help. Many victims do not identify as victims of trafficking, fear the repercussions of reporting their situation, or simply do not know that help is available. It is important to continue to build trust and rapport, while giving them the tools to stay safe. SupportHTSurvivors.org suggests:

- Remember your mandated reporting responsibilities.
- Know Your LGBTQIA2S+ Facts
    - Gender identity is how someone perceives themselves to be: male, female, a blend of both, or neither. A person's gender identity can be the same or different than the sex they were assigned at birth. Gender identity is not visible. There are many gender identities.
    - Gender expression is how a person outwardly expresses their gender. This includes what pronouns they use, how they dress, the name they use, and more.
    - Sexuality is who a person is attracted to romantically and/or sexually. There are many sexual orientations.
    - Pronouns are how a person refers to themselves. People often use she/her/hers, he/him/his, and they/them/theirs, but there are other options too.
- Name and Pronouns
    - Check with the student about which name and pronouns to use when making referrals to outside providers.
    - Make sure you know who the student is comfortable sharing their identity or pronouns with. Get the student's permission before noting this information in their file or sharing it with other providers at your office.

What are some community-based resources available?

Trevor Project – Hotline (866-488-7386)
Text and Chat (available 24/7); Insta @trevorproject

The Center: Insta @lgbtcenter

- Hillcrest Youth Center – HYC@thecentersd.org; Tues – Fri, 3 pm – 7 pm
- South Bay Youth Center – Southbayyouth@thecentersd.org; Wed – Fri, 3 pm – 7 pm

North County LGBTQ Resource Center – (760)994-1690; email relle.goan@gmail.com or Insta @projectyouthnorthcounty

Our Safe Place – San Diego Youth Services – (619)525-9903 available M-F, 9 am – 6 pm; evenings and weekends by appointment

- Drop-In Center locations throughout the county; Insta @oursafeplacenorth

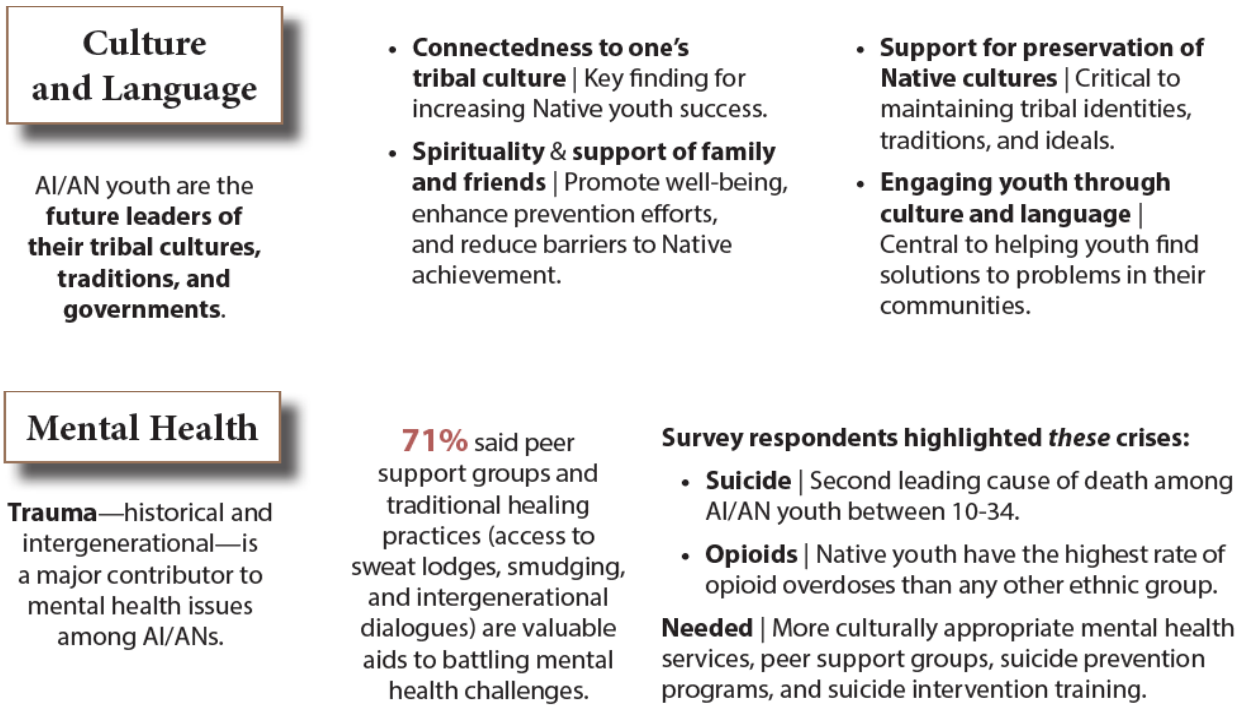
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Native Youth
Supplemental Guide

There is great diversity among tribal nations in San Diego where they may differ in culture, language and histories. There are 18 federally recognized tribes in San Diego County, alone. In addition to these 18 tribal nation reservations, thousands of American Indians are living outside of the reservations in urban communities. There are four indigenous native tribes in the county: Cahuilla, Cupeno, Luiseno and Kumeyaay (aka lipay-Tipay-Diegueno). It is critical to connect with local organizations who specialize in working with native communities to support native students.

Human trafficking violates indigenous traditional values, and it is a crime that occurs in Indian Country. A toolkit designed for native youth by the Administration of Children and Families (2018) reported previous experiences with violence put American Indians and Alaska Natives at a higher risk for exploitation.

Considerations for Working with Native Youth - [Native American Parent Technical Assistance Center]



Resources

- **StrongHearts Native Helpline 1(800)762-8483**
- **San Diego American Indian Health Center**
- **Indian Health Council – Social Services in North County**
- **Southern Indian Health Council – Social Services in East County**
- **SOAR for Native Communities Online Training**
- **Combating Trafficking Native Youth Toolkit on Human Trafficking**

Administration of Children and Families, Office on Trafficking in Persons. (2018). *Combating Trafficking Native Youth Toolkit on Human Trafficking*.
https://www.acf.hhs.gov/sites/default/files/documents/otip/native_youth_toolkit_on_human_trafficking.pdf

Smokey-Smith, N. (2018, April). What's important to Native youth? Albuquerque, NM: Native American Parent Technical Assistance Center (NAPTAC).

Safety Planning
Supplemental Guide

Safety plans cannot be solely focused on getting youth "out of the life," helping them leave a "bad job," or separating them from their traffickers. Instead, these plans should address the long-term needs of all youth who are vulnerable to traffickers and assist them in identifying how to increase their safety in the present moment, as well as teach them skills for maintaining safety in the future. The Human Trafficking in Youth-serving Programs: A Blueprint for Organizations Working with Street Youth, Homeless Youth, and Youth at Risk document recommends when serving trafficked youth, service providers should work closely with the youth survivor to develop a plan that includes their input and meets their unique needs.

Generally, safety planning refers to formal or informal risk assessments, preparations, and contingency plans designed to increase the safety of the youth at risk for human trafficking or trafficked youth. There are excellent resources for assisting youth who are vulnerable to trafficking in developing personal safety plans. When assisting vulnerable or trafficked youth, there are additional safety issues for the service provider, including protecting staff and other clients. The traffickers can pose significant threats to the safety not only of the victims, but also of the youth worker or organizations serving these youth. Below you will find some strategies to consider when developing safety plans in your programs.

Safety plans include five key components:

- Identification of support sources
- Identification, development, and practice of coping strategies
- Creation of detailed plans to respond to or plan for dangerous situations
- Identification of safer strategies for youth who are still being trafficked
- Development of mini-plans, with conversations and role-playing opportunities

Safety planning should include:

- Potential red flags of sex trafficking and labor trafficking
- Description of concerns surrounding trafficking, such as isolation and fear for safety
- Tips for youth when they are exploring "too good to be true" employment offers
- Tips for youth who are traveling out of state
- Ways to escape traffickers who use physical violence or coercion
- Places to call for help or assistance (i.e., hotlines)
- Recognizing danger signals in relationships and what to do when threats occur
- Identifying available resources for emergency shelter and basic needs

Resources to create a safety plan:
Safety Planning for Youth Victims of Sex Trafficking
Interactive Guide to Safety Planning - loveisrespect.org
A Teen's Guide to Safety Planning - Gloucestershire Domestic Abuse Support Services

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Students with Disabilities
Supplemental Guide

While all youth are vulnerable to being exploited, youth with disabilities are at least three times more likely to be abused or neglected than their peers without disabilities (Lund & Vaughn-Jensen, 2012). The National on Safe Supportive Learning Environments says students with cognitive disabilities or developmental delays are particularly vulnerable to trafficking. Research has found that students with disabilities are often unable to say "no," can't easily read the intentions of friends or "romantic partners," and do not understand the dangers involved in running away. When they realize they are in trouble, they often feel trapped, but cannot find a way out (Pak et al, 2018).

The International Organization of Adolescents indicates these aspects place youth with disabilities at higher risk for being targeted by traffickers:

- Socialized by caregivers, teachers, and parents to follow an able-bodied authority.
- Gaps in education about safety, healthy relationships, human trafficking, rights, and the value of a person's labor.
- Negative myths and stereotypes exist against people with disabilities.

For more information go to The Trafficking of Youth with Disabilities - What Youth Service Providers Need to Know.

Where are youth with disabilities targeted?

- Online — Traffickers can pretend to be anyone online, including a peer of the youth. This is one of the most frequent recruitment centers.
- Homes or schools
- Substance abuse treatment centers
- Social security & benefits offices
- Group homes
- Mental health facilities

How can I support a student and get help?

- **SDCOE Special Education Services webpage**
- **Special Education Regional Programs Contact List**
- **SDCOE Human Trafficking Resources**

Lund, E. M., & Vaughn-Jensen, J. E. (2012). Victimisation of children with disabilities. *Lancet (London, England)*, *380*(9845), 867–869. https://doi.org/10.1016/S0140-6736(12)61071-X

Pak, J. J., Reid, J., & Vandenberg, M. (2018, October 24). Human Trafficking and Individuals with Disabilities [webinar]. Health and Human Services National Human Trafficking Training and Technical Assistance Center. https://www.acf.hhs.gov/otip/training-technical-assistance/resource/nhttacwebinarindiv

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Supporting Students and Families After Human Trafficking Disclosure
Supplemental Guide

When a disclosure has been made refer to your Human Trafficking School Safety Protocol and follow the steps while keeping the considerations below in mind.

Who shared the information?

- Caregiver of student
- Coworker
- Student

What information was shared?

- Potential abuse
- CSEC/HT
- Safety concerns

Where can the trafficker/perpetrator access the youth?

- In person – Safety plan with the youth immediately. Involve youth's support system if possible.
- Phone – Safety plan with youth immediately. Ensure all location services are disabled on all apps or turn off phone completely. Work with youth to determine safety of phone usage in the immediate future.
- Online – Safety plan with youth immediately. Inquire if pictures were taken if appropriate. Deactivate social media accounts or block users if appropriate.

When should you involve other parties?

- **Suspicion** of CSEC is a mandated report.
- **Know your school's protocol for reporting!**
- Consider the youth's relationship with caregivers and larger support system before disclosing
- Consider youth's interactions with staff and provide information only as needed.
- Consider how law enforcement involvement may impact students based on cultural identities.

Why should I report CSEC/trafficking?

- It's the law. Commercial Sexual Exploitation of Children (CSEC) and trafficking is abuse in the state of California.
- Mandated reporting of this crime can increase resources, support, and connections to free service providers for both youth and their families.

How can you support the youth's…:

- Safety – Remember to assess for immediate, short-term, and long-term safety from danger
- Physical health – Is a medical assessment needed? Testing for STIs? Concerns about substance use or detox? Has the youth been able to access food?
- Mental health – Is the youth connected to a qualified mental health provider? Is a safety plan in place for triggers? Are referrals needed for services?
- Social health – Is the youth connected to peers for social support? What identities does the youth hold that can be protective factors?
- Agency – How can you provide the youth with opportunities for empowerment?
- Family – Provide family members with psychoeducation about CSEC/trafficking, grooming, and the long-term impact on youth. Remember to provide caregivers with resources for emotional, mental health, and other support as appropriate. Assist the family in establishing non-judgmental support for youth.

Handout created by K (Kathleen) Thomas, APCC, NCC on behalf of North County Lifeline (2021).

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Trauma-Informed Approaches to Working with Youth Impacted By Human Trafficking
Supplemental Guide

Using a trauma-informed approach is not about treating trauma but recognizing the impact of trauma on the lives of students, families, and staff. Consider using some of the below approaches to foster rapport and meet student needs.

Safety – This includes physical, emotional, and cultural safety for youth. Safety is defined by the individual and based on our interpersonal interactions.

- Create a safety plan with the youth and provide specific contacts for help.
- Utilize harm reduction techniques when appropriate.
- Be aware of family trauma.

Trustworthiness and Transparency – Decisions and processes are conducted with transparency with goal of building and maintaining trust.

- Treat youth as a survivor of violence, not someone who has committed a crime.
- Mandated reporting can be an opportunity to increase rapport. Explore the purpose of the reporting with youth and family when appropriate.
- Be consistent and flexible

Collaboration – Partnering with youth and family to mitigate power dynamics and increase empowerment.

- Encourage youth to report with you!
- Check in frequently with youth!

Empowerment – Identify and recognize youth and family strengths and experiences to build upon.

- Role-play calling 911 with youth if appropriate for safety planning.
- Help increase the youth's environmental awareness.
- Build on youth's strengths and interests.
- Help them discover themselves outside of trauma!

Peer Support – Essential to fostering and maximizing youth empowerment

- Connect youth to social or support groups related to their needs and wants.
- Identify "check-in buddies" with youth for risky situations.
- Refer youth to community services that offer peer support around exploitation.
- Help them discover themselves outside of trauma!

Cultural Humility and Responsiveness – Actively seeking to overcome personal biases and stereotypes. Acknowledging and encouraging traditional healing practices of youth's cultures.

- Examine your personal biases about race, class, gender, and sex orientation in relation to CSEC. When you think of CSEC, do only certain youth come to mind? How might biases prevent identification of CSEC? How might biases prevent access to community referrals or trauma-informed support?

Handout created by K (Kathleen) Thomas, APCC, NCC on behalf of North County Lifeline (2021).

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Unaccompanied Migrant Youth
Supplemental Guide

Minor refugees or immigrants who are in the United States without their parents have often experienced significant loss and turmoil before and during their journey to the United States and may face more in the months after they arrive. The National Center for Safe Supportive Learning Environments cites that even short-term separation between parents and children can increase the likelihood of conflict when families are reunified. In the meantime, teens who are placed with non-family sponsors or caregivers are at risk for abuse, homelessness, and trafficking. Ironically, migrant youth coming to the United States may be forced by the journey itself into labor trafficking because they may have to pay off the debt they or family members incurred to get to the United States.

The following information was provided by Office of Trafficking In Persons, Administration of Children and Families:

Risk Factors among Unaccompanied Migrant Youth

- History of abuse and neglect
- Victims of domestic violence
- Racial and ethnic minorities
- Individuals with disabilities
- Low socioeconomic status
- Runaway and homeless youth
- Communities exposed to intergenerational trauma
- Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) individuals
- Exposure to community violence

Common Red Flags

Physical	Behavioral	Social and Environmental
▪ Sexually transmitted infections ▪ High number of sexual partners ▪ Multiple pregnancies or abortions ▪ Dental issues ▪ Bruising and burns ▪ Signs of self-harm ▪ Weight loss or malnourishment	▪ Confusing or contradicting stories ▪ Inability to concentrate ▪ Protects person who exploited them ▪ Minimizes abuse ▪ Guilt and shame about experiences ▪ Suicidal ideations ▪ Extreme timidity	▪ Not able to speak for oneself or share information ▪ Evidence of being controlled ▪ Reports that they lived at their worksite ▪ Reports that there were multiple people in cramped living space ▪ Absent from school

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▪ Suicide attempts ▪ Physical abuse ▪ Sexual abuse	▪ Aggressive, antagonistic, or defensive ▪ Heightened stress response ▪ Posttraumatic stress disorder ▪ Withdrawn or depressed	▪ Failing grades ▪ Sudden increase in substance use ▪ Age-inappropriate romantic partner ▪ Frequently running away

Factors that Impact Screening and Identification

- Minor lacks awareness of victimization.
- Minor has complex trauma.
- Screener is busy and rushing the interview with the minor.
- Minor has been coached by the trafficker.
- Screener asks direct questions, asks for details, and does not try to understand the full situation or elicit a full narrative from the minor.
- Minor fears that trafficker will cause harm to them, their family, or their loved ones.
- Screener lacks knowledge about human trafficking.
- Language or cultural barriers between minor and screener.
- Minor fears deportation or law enforcement.
- Minor thinks exploitation is normal.
- Minor distrusts screeners and authorities.
- Minor feels shame or guilt.
- Screener does not conduct the interview in a trauma-informed manner.

Federal Reporting Requirements

- **24 Hour Reporting Requirements**
  "Not later than 24 hours after a federal, state, or local official discovers that a person who is under 18 years of age may be a victim of a severe form of trafficking in persons, the official shall notify HHS to facilitate the provision of interim assistance." *(Trafficking Victims Protection Act of 2000, as amended)*
- **Reporting Requirements for Mandated Reporters**
  Human trafficking is now included in the definition of child abuse. Therefore, mandated reporters are now required to follow their state and local child welfare reporting requirements and report trafficking accordingly. *(Justice for Victims of Trafficking Act of 2015)*

Requirements to Report and Request Assistance

- There are concerns of **possible forced labor** or **commercial sex at any point** in the minor's life.
- The minor is a **non-U.S. citizen and non-lawful permanent resident**.
- The minor is currently **under the age of 18** and is currently located in the United States.

Steps to Request Assistance

If you are working with a foreign national minor (non-US citizen/legal permanent resident and currently under 18) and have concerns that they may have experienced forced labor or commercial sex at any point in their life, take the following steps:

1. Submit an RFA through the Shepherd Case Management System
2. Visit disclaimer page
3. If you want to discuss the case with the OTIP Child Protection Specialists before submitting the RFA, you can call them during normal business hours (9:00 am to 5:00 pm ET) at 202-205-4582.
4. Submit any clarifying or new information by selecting New Information on your Requests list page in Shepherd.
5. While the case is pending, check the status on your Requests list page in Shepherd.

Instructions to Request for Assistance (pdf)
Request for Assistance Form (printable)

Case Management Services

Trafficking Victims Assistance Program (TVAP)
Trafficking-specific, comprehensive case management services and some out-of-pocket expenses for foreign national minors who have experienced human trafficking.

U.S. Committee for Refugees and Immigrants
1-800-307-4712
TraffickingVictims@uscridc.org

Contact Information

Lauren Devine, Child Trafficking Prevention and Protection Coordinator

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Phone: 202-205-5778

Child Email: ChildTrafficking@acf.hhs.gov
Case Staffings: 202-205-4582
Shepherd: shepherd.otip.acf.hhs.gov/

OTIP Website: acf.hhs.gov/otip
NHTTAC Website: nhttac.acf.hhs.gov/

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