
CAMPUS HUMAN TRAFFICKING PREVENTION TOOLKIT

*By Hadas Baron, Chris
Croft, and Brittany
Thomas for the North
Carolina Coalition
Against Sexual Assault*



North Carolina Coalition Against Sexual Assault



TABLE OF CONTENTS

Introduction	3
Human Trafficking Myths and Facts	5
Overlap between SV, DV, HT	6
Unique Concerns for LGBTQ Students	8
Unique Concerns for Immigrant or Undocumented Students	9
Community College Unique Concerns	11
Choice Points	12
Industries and/or Trades in Which Human Trafficking Can Occur	14
• Remote Interactive Sexual Acts and Pornography	16
• Escort Services	17
• Bars, Strip Clubs, and Cantinas	19
• Restaurant and Food Services	20
• Outdoor Solicitation of Sexual Services	21
• Traveling Sales Crews	22
Prevention	23
• Partnering with Other Campus Organizations	29
• Partnering with Community-Based Organizations	31
Direct Services	32
Policy and Protocol	33
• Title IX	33
Conclusion	37
References	38
Appendix 1: Resources	43

Human Trafficking is labor exploitation that may include commercial sexual acts by force (primarily physical violence), fraud (consenting under one set of conditions that do not match the actual conditions) or coercion (emotional manipulation, threats of violence, threats of "outing" [as LGBTQ or a sex worker, for example], threats of reporting criminal activity or immigration status).

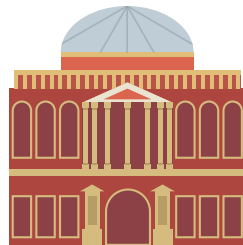
Force, fraud, or coercion do not need to be present in a situation involving anyone under the age of 18; any commercial exchange of sexual services for something of value by a minor is sex trafficking. Even in situations where the commercial sex exchange is legal and consensual, the transition from youth to young adulthood is challenging, and college-aged individuals experience unique situations that may increase their vulnerability to exploitation.



Housing insecurity is common among college-aged individuals; in addition to typical concerns about young adult housing insecurity, many college students live in housing that is made precarious through ties to grades, attendance, and ongoing financial aid. The U.S. Department of Housing and Urban Development estimates that on any given day in North Carolina, there are 485 unaccompanied young adults (aged 18-24) experiencing homelessness out of 9,280 total individuals experiencing homelessness (US Interagency Council on Homelessness, 2021).

Traffickers often use this as a coercive recruitment tactic by either offering housing stability in exchange for commercial sex acts or labor, or by threatening to make survivors homeless as a means of control (Anthony, 2018). Youth identifying as LGBTQ are twice as likely to end up homeless due to unsupportive family dynamics, forcing them to leave their homes (Youth Focus, 2021). LGBTQ youth represent approximately 20-40% of youth experiencing homelessness in the United States and are more likely to experience sexual violence than their non-LGBTQ peers (Youth Focus, 2021).

There is a multitude of other vulnerabilities unique to college-aged students (ages 18-24). This age group must navigate, some for the first time, new adulthood including independence, alcohol and drug use, and personal finances. Potential for exploitation is pervasive on college and university campuses in part due to the challenges and vulnerabilities already mentioned as well as rapidly increasing costs of tuition and related expenses (housing, books, supplies, testing, and fees), a volatile job market, and anxiety over future ability to pay off student and other debt.



These vulnerabilities are especially pronounced among LGBTQ youth, first-generation students, Black and Hispanic students, students at for-profit colleges, and undocumented individuals or individuals with visas ([RAINN, 2021](#))([Perna & Odle, 2020](#)).

Undocumented individuals who are college-aged are also vulnerable to traffickers because they are often threatened with deportation as a form of coercion and control ([Crowe, 2019](#)). Traffickers often exploit many of these same vulnerabilities to recruit their victims.

This toolkit is a resource for campus administrators, violence prevention offices, Title IX staff, and student organizers, as well as for anti-violence advocates, activists, and trainers who provide professional development to campus staff or direct services to students. It examines the prevention of human trafficking within college and university campuses, recognizing that the campus is not restricted to its physical bounds and focuses on those affiliated with the campus. The ultimate goal of this toolkit is to provide context for the challenges and vulnerabilities faced by college-aged students and to offer information and prompts for determining tailored strategies that will reduce vulnerabilities within your specific setting and demographics.

For more information on human trafficking among youth and young adults, see the [Covenant House Studies](#), the [Atlanta Youth Count](#), and the [Minnesota Student Survey](#).

Human Trafficking Myths

- Transportation and movement are required to fit the definition of human trafficking.
- All commercial sex is sex trafficking.
- All human trafficking involves sex.
- Only undocumented students are trafficked.
- People being trafficked are always physically held against their will.
- Human trafficking does not happen in my city.
- Human trafficking cannot happen to currently-enrolled college students.

Human Trafficking Facts

- Not all victims are women and not all perpetrators are men. Any gender can be trafficked and any gender can be a trafficker.
- Human trafficking does not require movement or travel and can happen in your city.
- Sex work can be chosen consensually, and people in the sex trades across the spectrum of agency (choice, circumstance, and coercion) benefit from increased labor protections. The spectrum of agency means that some people engage in commercial sex by enthusiastic consent, and some through coercion or trafficking, and that many are in the middle. Those in the middle can be said to engage in commercial sex by “circumstance” – meaning that (like many people working in precarious labor) they would likely do other work if they had better options.
- Human trafficking is underreported. Conversely, not all calls to the National Human Trafficking Hotline represent confirmed cases of trafficking - calls represent reports, and increases in calls does not always mean an increase in cases.
- Awareness and Prevention are very different models in addressing human trafficking. Awareness can be part of a broader prevention strategy, but awareness alone does not prevent trafficking or support survivors in their healing. The public health model of violence prevention provides a framework of multi-layered strategies (including awareness as one strategy) that work together to produce proven reductions in risk.
- Each type of human trafficking has its own business models, recruitment strategies, and communities of focus for recruitment (Polaris Typology of Modern Slavery). In all of these business models, precarious laborers are at higher risk.
- Each trafficker has different strategies for controlling and recruiting individuals such as manipulation. Not all human trafficking situations involve physical or sexual violence (Polaris Typology of Modern Slavery).

(Adapted from [Crowe, 2019](#).)

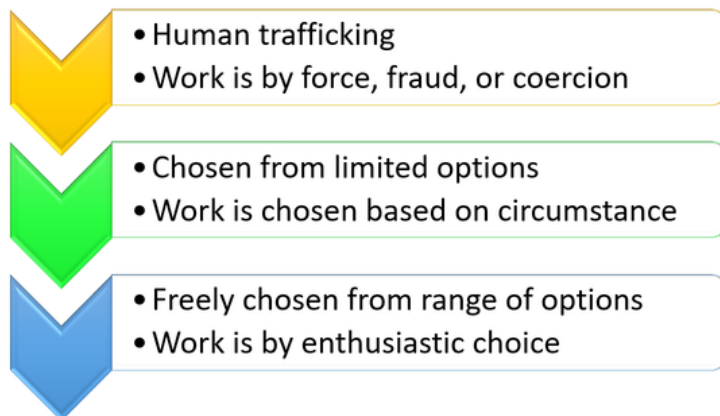
OVERLAP BETWEEN SEXUAL VIOLENCE, DOMESTIC VIOLENCE, AND HUMAN TRAFFICKING

For more information, see NCCASA’s [Human Trafficking Prevention Toolkit](#).)

Sexual violence, domestic violence, and human trafficking often overlap but are not the same. They each have their own legal definitions and even their own organizations who respond to the concerns (for example, rape crisis centers, domestic violence shelters, and anti human trafficking organizations as well as separate divisions of police response). Patterns of power and control and violation of consent are common characteristics between the three situations. It is common for the harm-doer to be someone you know such as a partner, family member, caregiver, parent, friend, or coworker.

All forms of sexual violence, including activities in sex trafficking, can occur across a range of consent ([Croft, 2020](#))([Gerassi and Pederson, 2021](#)). This is further explored in the Direct Services section.

SPECTRUM OF AGENCY



As part of our emphasis on bodily autonomy and self-determination, we acknowledge every person's right to make the best choices for themselves out of the options that are available. We honor the choices people make to take care of themselves, and are unconditionally committed to their safety and self-determination.

Human Trafficking Prevention on College Campuses

Sexual Violence and Human Trafficking

Movements to eradicate sexual violence and domestic violence were historically built out of collective survivor stories and voices when systems had failed them, which still happens too often today (Croft, 2020). The anti-human trafficking movement has its roots in the Victorian Era but was framed by people who have never experienced trafficking. It emerged from the “white slave panic” and the movement is still often politicized and framed in a way that those who have experienced trafficking might not identify with (Wahab, 2002).

DOMESTIC & SEXUAL VIOLENCE

- Started by and for survivors.
- Human rights (power/control and cultural) framework.
- Assumption in the movement that most doing this work are primary or secondary survivors.
- Black, brown, and LGBTQ+ survivors created the movements' roots but have historically been marginalized from the mainstream dialogue.

ANTI-HUMAN TRAFFICKING MOVEMENT

- Started externally; criminal justice and “civilizing” missions.
- Criminal justice (individual) framework.
- Assumption in the movement that most doing this work are not survivors.
- Sampling bias in survivor leadership/input, wherein the survivors who have opportunities to provide input are largely those for whom the existing frameworks were a good fit.

HUMAN TRAFFICKING PREVENTION TOOLKIT

of the North Carolina Coalition Against Sexual Assault



When engaging and creating prevention and awareness resources on your campus, it is important to ensure a variety of survivor perspectives are heard in a trauma-informed, non-judgemental, and compassionate way, especially for those who are disproportionately impacted.

Remember: there is no single survivor voice or perspective, and a comprehensive strategy will seek out input from a diversity of survivors.

For more in-depth information, visit [NCCASA's Human Trafficking Prevention Toolkit](#).

UNIQUE CONCERNS FOR LGBTQ STUDENTS

While trafficking can affect people from all backgrounds, traffickers frequently target individuals who do not currently have strong support systems, are facing financial strain, or are marginalized by society ([Polaris, 2016](#)). Without societal and often interpersonal support, students who identify as LGBTQ may be at increased risk for human trafficking. Research suggests that LGBTQ individuals are at higher risk of experiencing sexual violence compared to their non-LGBTQ counterparts ([Rothman et al., 2011](#)). According to Polaris hotline data, traffickers often promise financial stability, food, and shelter in order to force or coerce them into sex trafficking. Evidence shows that traffickers also threaten to “out” LGBTQ survivors to loved ones, manipulate their self-worth, and withhold hormone therapy as methods of control ([Polaris, 2016](#)). LGBTQ individuals are often subject to societal marginalization and limited access to adequate income, both of which are risk factors for sexual violence and sex trafficking ([Hogan and Roe-Sepowitz, 2020](#)).

Take Note: A high number of LGBTQ individuals fund their survival through precarious (and often criminalized) economies due to discrimination. Most major LGBTQ advocacy organizations explicitly oppose the criminalization of consensual adult sexuality due to the history of criminalization being used to justify human rights violations of LGBTQ individuals. Additionally, most major LGBTQ advocacy organizations support the full decriminalization of the sex trades due to the disproportionate and harmful impacts of laws criminalizing selling or buying sexual services on LGBTQ individuals who trade sex. Some of these organizations include the [HRC](#), [ACLU](#), [National LGBTQ Task Force](#), [Lambda Legal](#), and the [National Center for Trans Equality](#).

Partnerships with LGBTQ advocacy organizations are necessary to ensure competence in human trafficking prevention and response. Therefore, campuses are encouraged to use a non-judgmental, harm reduction approach in their work with students who are engaged in the sex trades across the spectrum of consent. Potential partnerships might include your campus’s LGBTQ center or student group, any local LGBTQ Center in your community, a [local chapter of PFLAG](#), and/or Equality NC.

UNIQUE CONCERNS FOR IMMIGRANT OR UNDOCUMENTED STUDENTS

Traffickers often recruit people into trafficking by working as visa brokers ([Dale, 2021](#)). These traffickers offer assistance in applying for long and short-term visas like student visas (F-1 Visas) or summer work travel programs (J-1 Visas) and charge high fees, leaving those who apply in deep debt ([Dale, 2021](#)). Traffickers use debt bondage to force students or summer work travel applicants into labor or sex trafficking. In 2018, the Polaris Project identified both student visas and summer work travel visas as factors in hotline cases, all of which were used to exploit individuals for labor and sex services ([Dale, 2021](#)). Out of 797 cases, 16 were identified as sex trafficking cases and seven cases involved sex and labor trafficking ([Dale, 2021](#)).

Take Note: Some immigrants, especially if undocumented status makes legal work inaccessible, may choose to engage in the sex trades consensually. Remember to consider the spectrum of agency when working with immigrant students in the sex trades. Be aware of unintentionally racist assumptions that all immigrants in the sex trades have no agency and must be trafficking victims.

F-1 visas provide an individual with legal status in the United States while studying at an academic institution ([Crowe, 2019](#)). While on the visa, students are permitted to work on campus under certain conditions and restrictions. From 2015–2017, 27% of labor trafficking survivors on Polaris’ hotline calls identified domestic work as a labor trafficking violation. The work they reported doing did not qualify as approved work under student visas and, therefore, is unregulated ([Crowe, 2019](#)).

Created to cultivate an American cultural experience, the J-1 visa program allows individuals to work temporarily in the United States in either educational programs or to foster cultural exchange ([Crowe, 2019](#)). In recent years, more evidence reveals that some businesses recruit individuals on J-1 visas specifically so that they can legally hire them and at the same time avoid certain regulations and requirements ([Crowe, 2019](#)). For more on student risk through work visas, see “[Human Trafficking and J-1 Visas for Temporary Workers](#)” and “[Traffickers exploiting student visas at global level, reports reveal.](#)”

Human Trafficking Prevention on College Campuses

Immigrant or Undocumented Students

Consider creating ongoing trainings and workshops to facilitate community and support among students using visas and among undocumented students. Also, consider providing students with digital and physical welcome packets in their native languages so that they have all the information and resources they need readily available to them. See the [United States Department of State's pamphlet](#) on the health, safety, and welfare of international individuals who come to the United States to work or study as a potential example.



Take Note: Because of the unique human trafficking concerns for students on visas and for undocumented students, support is necessary to ensure human trafficking prevention and response.

Support on an individual level could include a "Know Your Rights" curriculum webinar or workshop for international students. This would outline their rights as individuals in the United States and the resources that are available to them on campus, such as Title IX support.



UNIQUE CONCERNS FOR COMMUNITY COLLEGE STUDENTS

Community college students might have unique situations compared to students of a traditional institution of higher education. For example, a comparison study by Potter et al. revealed that there were higher rates of sexual assault for those identifying as men and nonbinary on community college campuses compared to those on four-year university campuses ([Potter et al., 2020](#)). Further, the study showed that sexual assault rates among females were 6.2% lower than on four-year university campuses ([Potter et al., 2020](#)).

Kelli Keith, a 2021 Master of Public Health Practicum Student, developed and implemented a community college needs assessment to identify current gaps in violence prevention in North Carolina's community colleges. In this needs assessment, she outlined four concerns relating to sexual assault on community college campuses:

- ▶ **Cumbersome Compliance:** Legislation tailored to traditional institutions of higher education can create compliance issues at community colleges that may not have the infrastructure or resources to adequately implement mandates.
- ▶ **Cultural Barriers:** Community college students may be older, more rural, or come from families with less income than large institutions, and may hold perceptions of sexual violence that require a different approach to prevention than might be relevant in a larger institution.
- ▶ **Lack of Resources, Education, Training, and Support Services:** Community colleges may need additional funding, training, and outreach to further the conversation surrounding sexual violence and prevention ([Keith, 2021](#)).

While information outlined in this toolkit can be useful for community college communities to prevent and detect human trafficking on campus, we recognize the unique concerns that community college students, faculty, and staff have relating to sexual assault and safety on campus.

For more information on sexual assault on community college campuses and for Kelli's recommendations, see NCCASA's "[NC Community College Sexual Assault Prevention Needs Assessment](#)."

Take Note: Partnerships between community colleges and traditional colleges/universities may expand the community impact of human trafficking prevention and response strategies. Traditional colleges/universities, in particular, are encouraged to network with anti-violence, counseling, public safety, Title IX, and library staff at neighboring community colleges to collaborate on messaging and events.

CHOICE POINTS

One of the most powerful things that a college or university can do to reduce trafficking vulnerability among its students is to identify "choice points" to build extra support around. These are opportunities when a student's status or support offered by the university – support on which they might have become dependent – changes. Campus services have an opportunity to provide support that eases transitions, thus decreasing vulnerability.

Many students become more vulnerable to exploitative and highly precarious labor when they lose financial aid, access to campus-based housing, their campus dining plan, or work study income, or when they experience other times of significant change to their resources or services. Considering that these major changes are happening to teenagers and young adults who may just be beginning to learn independent decision-making, and are often experienced as frightening, additional support is fundamental to preventing trafficking.

While it may be the norm for your institution to simply send students a notification informing them of any denials of funds/services or changes to supports, your campus can actively work to reduce vulnerability by building supports into your protocols in order to prevent trafficking during these transitional periods in a student's life.

Examples of choice points may include:

- ▶ When a student application for counseling services, health services, campus-based housing, or financial aid is rejected, remember that a student may have been counting on an approval for their basic needs to be met. Ensure that any rejection letter includes, at a minimum, a link to a page on your institution's website (which should be easy to find when students visit your site) that includes links to apply for and access basic community services.
- ▶ Similarly, whenever a student withdraws from school or is expelled, remember that many of that student's resources may have been dependent on their status as a student, including housing, financial aid, meal plans, counseling services, student health, and social supports. At a minimum, include information about how to connect with different services. Ideally, student services should offer an exit interview to ensure students have an opportunity to meet one-on-one to ask questions or have support in identifying and applying for services or funding.
- ▶ Similarly, students who lose scholarship funding or fellowship placements may either be unable to stay in school (see above) or may be more likely to land in unsafe or exploitative labor situations in order to remain in school. Ensure that any notifications of funding loss include at a minimum, a list of resources and possible supports, including job search assistance. Ideally, a one-on-one meeting should be offered.
- ▶ When a student's immigration visa is not renewed, consider providing students with information about local support for immigrants and a "know your rights" document. Be transparent with students about with whom and when the information about their visa lapse will be shared, and be honest in advance about any limits of confidentiality.

Work with your administration, financial aid and housing offices, student services, and campus health and counseling center to identify your institution's possible choice points, and to develop protocols to build support into each step.



INDUSTRIES AND/OR TRADES IN WHICH HUMAN TRAFFICKING CAN OCCUR

Human trafficking can occur in any industry or field, and each form of trafficking will thus have unique norms and communities of focus for recruitment. Because college-aged individuals often seek employment in cash-based, flexible (and thus precarious) work, they are especially vulnerable to exploitation within those kinds of positions (Carnevale and Smith, 2018) (Polaris, 2017). While 70% of college students work to support themselves through school, it is not enough to be able to afford college and personal expenses (Carnevale and Smith, 2018). In 2015, the average annual earnings of an undergraduate student working a 29-hour workweek were \$16,000 (Carnevale and Smith, 2018). Income levels this low are not enough to support living wages, tuition, and personal expenses, especially when the recommended workweek limit for students to successfully work and excel in class is 15 hours (Carnevale and Smith, 2018). For adults with lower incomes, working while enrolled in college can be a different experience. Low-income students are more likely to work full time while enrolled in college to support themselves, and thus, are more vulnerable to declining grades (Carnevale and Smith, 2018). Further, due to systemic racism and classism, students with reduced access to resources are disproportionately Black, Latinx, women, first-generation college students, and new residents of the United States for whom English may not be the primary language spoken in the home (Carnevale and Smith, 2018).

Understanding the unique challenges of low-income students, students of color, and undocumented or immigrant students is crucial when advocating for anti-human trafficking and sexual violence work.

Additionally, young adults with moderate incomes, especially college students, often experience financial vulnerability due to an increase in college tuition while the minimum wage is not increasing enough to support changes in an overall cost of living (Carnevale and Smith, 2018). Many college-aged individuals find higher-paying, flexible-schedule alternatives to support themselves. Often these higher-paying or flexible positions are doing precarious forms of labor, such as working in bars and strip clubs or outdoor sales and solicitation, that might even be criminalized, increasing their exposure to both legal and illegal exploitative labor models (Quirk, 2020).

The Polaris Project used data from 2007 to 2016 from the National Human Trafficking Hotline, one of the largest data sets on human trafficking ever compiled in the United States, to analyze 32,000 cases of human trafficking and better understand trafficker profiles, recruitment strategies, survivor profiles, and methods of control that facilitate human trafficking. They developed a classification system that identified 25 types of human trafficking in the United States. Out of these 25 types, NCCASA identified the six types most common among college-aged individuals based on current research: escorts; bars, strip clubs, and cantinas; remote interactive sexual acts and pornography; restaurant and food services; outdoor solicitation; and traveling sales crew ([Polaris, 2017](#)).

For legal adults, each of these models for trafficking is differentiated from consensual work within the same industries by the presence of force, fraud, or coercion. These models can be appealing to college-aged people, especially to help pay off or avoid college debt. The Polaris Project's research for this report was conducted between 2007-2017.



Since 2007, there has been an increased popularity in social media that individuals aged 18-24 are likely to engage in. In 2008, 60% of young adults reported using at least one social media platform ([Pew Research Center, 2021](#)). In 2020, the percentage of young adults reporting using at least one social media platform jumped to 84% ([Pew Research Center, 2021](#)). Using the Polaris Project Report as well as research on common activities among college-aged individuals, we can better understand trafficker's strategies within each of these kinds of labor.

Take Note: Like all precarious work, each of these models can exist along a spectrum of agency from choice to circumstance to coercion. Familiarizing yourself with dynamics, workplace safety, and standard labor practices in each of these industries' consensual models will help you better identify and understand the nature of force, fraud, and coercion in the trafficking models. **For all trafficking, even if it is in forms of labor you do not agree or approve of or that are criminalized, students need nonjudgmental support without moral disapproval. If you are unable to provide support nonjudgmentally, please refer the student out to someone who can to minimize causing harm.**

REMOTE INTERACTIVE SEXUAL ACTS AND PORNOGRAPHY

Remote Interactive Sexual Acts are commercial sex acts through remote contact between the buyer and the seller through live webcam shows, apps (like OnlyFans, Just for Fans, or AVN Stars), text-based chats, and phone lines. This can be a valid, legal, and safe form of labor, but can lead to sex trafficking if people are pressured to participate under force, fraud, or coercion, or if the individual is under 18 years old. Recruitment often happens when a trafficker poses as a benefactor promising modeling connections, financial stability, or false romantic connection ([Polaris, 2017](#)). In some cases, survivors report manipulation, threats of violence, doxing (posting personal info without consent), and capping (screenshotting or saving content and sharing it or threatening to) ([Eckert and Metzger-Riftkin, 2020](#)). With OnlyFans' growing popularity among college-age students, especially during the COVID-19 pandemic, certain communities are at risk of human trafficking ([Wallace, 2021](#)).

According to Polaris data (2017), 2-5% of human trafficking reports involve LGBTQ survivors. In contrast, 12% of reports involving remote interactive sexual acts include an LGBTQ survivor. The increased representation of LGBTQ people involved in this specific model of human trafficking warrants additional research.

Similarly, the Hotline Data also identified human trafficking calls in relation to pornography. The National Hotline has documented cases of family members, partners, and individual sex traffickers earning profit from distributing survivors' non-consensual appearance in pornographic material. Revenge porn is a concern among college-aged individuals. In an analysis of revenge porn among 470 college freshmen in the United States, 10% of the sample had a private photo leaked in an attempt to humiliate, harass, or punish them ([Branch et al., 2017](#)). The survivors were predominantly female and 18 years of age and the majority of private pictures that were leaked were sent by a current or former boyfriend ([Branch et al., 2017](#)). Current or former partners may use manipulation, threats of violence, force, and substance abuse to coerce individuals into pornography and sell the content to websites or individual buyers ([Polaris, 2017](#)).

When trying to understand whether a student's involvement in remote interactive sexual acts or pornography is consensual or trafficked, ask yourself:

- Is this student posting their own content, or is their content controlled by someone else?
- Does the student receive their own payments directly from the platform?

Support the student in considering:

- How does the platform or agency protect your private information?
- If working with an agency or producer, can they provide referrals from other performers, and do they have a list of worker's rights available for review?
- How do they handle negotiation of consent prior to filming as well as on set?
- Who is present on set?
- If working with a platform, do they have a policy that can help you get content that is distributed without consent removed?

ESCORT SERVICES

Escort services is a broad term to define commercial sex acts that primarily occur in a temporary indoor location, which could be an "in-call" (in a location under the control of the escort), an "out-call" (wherein the escort travels to an external location, which could be a neutral hotel room or at the buyer's home or hotel room. Recruitment often happens when a trafficker poses as a benefactor promising modeling connections, financial support, shelter, or false romantic connection ([Polaris, 2017](#)). The vast majority of survivors of escort services are US citizen girls and women, although US citizen boys and men also make up a small percentage ([Polaris, 2017](#)). Data shows that LGBTQ homeless youth and young adults are also vulnerable to human trafficking through escort services. In the Urban Institute's 2015 report "Surviving the Streets of New York," LGBTQ youth reported trading sex through online ads and social media, at hotels, and at customers' residences ([Dank et al., 2015](#)). The Polaris Project identified several common methods of control in escort services including coercion in the form of debt, threats of physical violence or police involvement, excessive monitoring, manipulation of an attachment bond, and social isolation ([Polaris, 2017](#)).

Human Trafficking Prevention on College Campuses

Industries and/or Trades



Some students may choose to engage in a form of sex trade called “sugar babying.” Sugar babying is when a wealthier, usually older person (Sugary Daddy/Mama/ Parent) provides ongoing financial support to the younger “Sugar Baby” in exchange for a relationship that may (but does not always) involve sexual activity.

Sugar babying does not always need to involve sex, but sex is often expected when sugaring, and a student who does not intend to engage in sexual activity may at some point experience pressure or coercion to do so in order to maintain the financial relationship. While sugar-baby relationships can be mutually consensual between consenting, legal adults, like all other forms of sex trade there is the risk that a sugar baby may enter under one set of conditions and then experience force, fraud, or coercion to continue under different conditions.

Additionally, while many students who engage in sugar babying do not consider themselves to be sex workers, sugar babies are often subject to many of the same stigmas and risks as other people in the sex trades. All people deserve to feel secure and comfortable in all of their relationships, and policies set forth in sugar dating apps can provide them the opportunity to protect and support users from abuse and potential trafficking ([Albright and D’Adamo, 2017](#)). Sugar babies should inquire about what safety policies are in place on the platforms they use. While many people engaging in escorting or sugar dating report positive experiences, there are instances in which trafficking can occur within or emerge out of the context of an escort service or sugar dating relationship. (See: [How Sugar Daddies Are Financing College Education](#))

When trying to understand whether a student’s involvement in escorting or sugar-babying is consensual or trafficked, ask yourself:

- Is this student coordinating their own dates, or is their schedule controlled by someone else?
- Does the student receive their own payments directly from the client, and if so, what percent does the platform and/or escort service take?

- Do they have the ability to clarify and set their own boundaries around what they do and do not consent to?

Students –whether they hope to exit the sex trades when they are financially able or intend to continue—will especially benefit from nonjudgmental support and may appreciate a referral to an independent sex worker outreach program for harm reduction and safety planning information.

BARS, STRIP CLUBS, AND CANTINAS

Human trafficking networks may run as legitimate bars, strip clubs, or cantinas selling food and alcohol. These businesses exploit those working for sex and labor behind the scenes. Human trafficking can also occur within legitimate bars, strip clubs, and cantinas when a trafficker profits off of someone they have forced, coerced, or tricked into working in the legitimate, legal business without the knowledge of the manager or owner. In these businesses, individuals are enticed by the possibility of well-paying tips, which in safe environments is often the case. However, they may be forced to serve for excessive hours with no breaks or pay, experience violence, or end up in more debt than when they began working. These can all be indicators of trafficking.

Working in restaurant and stripping businesses is common among college-aged individuals: A third of strippers are college students working to avoid or pay off college debt ([Polaris, 2017](#)). Traffickers may also threaten to tell survivors' families of their commercial sex work or share personal information with clients, using stigma and threats of outing as a form of force or coercion to continue working in unsafe environments.



When trying to understand whether a student's involvement in bars, strip clubs, or cantinas is consensual or trafficked, ask yourself:

- Is this student legally old enough to work in this venue doing the work that they are doing?
- What are the expected house fees and tipouts to other staff, and how much do they take home per shift?
- Are they allowed breaks when needed?
- Is there security staff, and if so is it clear that they are there to support the students and other performers rather than to restrict the performers?

Support the student in considering:

- How does the bar, strip club, or cantina protect your private information?
- What are the protections all independent contractors are entitled to?

RESTAURANT AND FOOD SERVICES

Labor trafficking is common within restaurant and foodservice industries, in which many college-aged individuals work. Polaris data shows that many undocumented individuals and those on J-1 Visas are often trafficked through this industry ([Polaris, 2017](#)). J-1 Visas, also known as Summer Work Travel (SWT), are common among international college students who want to experience American culture while working with US companies ([Dale, 2021](#)). Often, employers control employee housing where individuals may be overly charged for living conditions, food, and transportation which can increase debt and delay individuals from being able to leave. This can lead to excessive hours with little to no breaks.

Those who are undocumented college-aged individuals are threatened with deportation if they attempt to leave. Similarly, those on J-1 Visas can be subjected to immigration and "blacklisting" threats ([Dale, 2021](#)). This is critical because many visa programs tie legal status in the United States to employment with the specific employer who sponsored the worker's visa. This can create conditions ripe for exploitation.

When trying to understand whether a student's involvement in restaurants or food services is consensual or trafficked, ask yourself:

- Is this student's movement when at work restricted or limited?
- Are they allowed breaks when needed and opportunities to eat and drink?
- Do the hours they're working align with labor laws?
- Are they categorized properly as an employee?

Share "know your rights" information with students and support them in considering whether their current work conditions align with their labor rights.

OUTDOOR SOLICITATION OF SEXUAL SERVICES

Human trafficking can occur when traffickers force survivors to engage in "outdoor solicitation," in which the person finds buyers in an outdoor, public setting. In many instances, this occurs in cities with major interstates or highways ([Polaris, 2017](#)). Traffickers more frequently use physical violence in outdoor solicitation than in other forms of human trafficking ([Polaris, 2017](#)). According to Polaris hotline data, the majority of survivors consist of US citizen women and girls, women of color, and LGBTQ youth ([Polaris, 2017](#)). While human trafficking can affect people from all backgrounds, the data shows that those with histories of trauma and abuse, chronic mental health issues, and financial hardship like homelessness are disproportionately affected ([Polaris, 2017](#)). For example, runaway and homeless youth and young adults are disproportionately represented in the data ([Polaris, 2017](#)).

When trying to understand whether a student's involvement in outdoor solicitation of sexual services is consensual or trafficked, ask yourself:

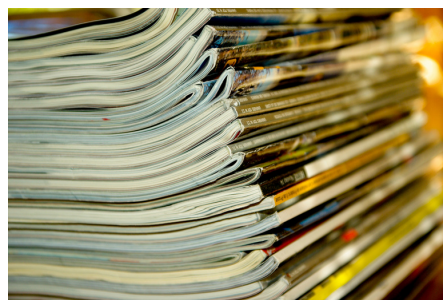
- Is this student working for themselves or being forced to work for someone else?
- Does the student keep the money they receive from the client, or does someone else?
- Would they feel safe leaving?
- Do they have the ability to clarify and set their own boundaries around what they do and do not consent to?
- Do they have access to sex worker harm reduction community and safety-planning information?

This kind of information is especially important to those doing street or motel-based sex work, and is more often shared in a nonjudgmental and informative way by sex work harm reduction organizations than mainstream anti-trafficking organizations. Students—whether they hope to exit the sex trades when they are financially able or intend to continue—deserve nonjudgmental support.

TRAVELING SALES CREWS

Traveling sales crews move between cities and states often door to door selling fraudulent products such as magazine subscriptions that buyers may never receive ([Polaris, 2017](#)). Young salespersons are rarely fully compensated for their often overtime work and are unable to leave due to fraud or coercion. Recruitment can occur through social media, posters at schools and universities, and person-to-person contact ([Polaris, 2017](#)). Traffickers in traveling sales crews specifically target US citizen young adults from marginalized communities, especially among low-income communities, promising a care-free life with opportunities to travel ([Polaris, 2017](#))([Ohio State, 2018](#)).

Survivors commonly note that working conditions and sales commissions are highly misrepresented in recruiting and advertisements ([Polaris, 2017](#)). They are typically paid five to 20 dollars, while traffickers claim they are covering “debts” for lodging and transportation ([Polaris, 2017](#)). Further, when survivors leave or attempt to leave the crew, they are often abandoned in remote and unfamiliar areas with no financial means of traveling back home ([Polaris, 2017](#)). In the National Hotline data, some survivors reported physical and sexual assault when they expressed wanting to leave ([Polaris, 2017](#)). Universities and colleges should monitor posters and common social media traps to detect potential human trafficking and prevent harm among students.



When trying to understand whether a student's involvement in traveling sales crews is consensual or trafficked, ask yourself:

- Is this student's movement monitored when at work?
- Are they allowed breaks when needed and opportunities to eat and drink, and are they expected to meet unrealistic quotas?
- Does someone else keep their money?
- Does the money that they take home add up to a meaningful wage?

Share "know your rights" information with students and support them in considering whether their current work conditions align with their labor rights.



PREVENTION

Preventing human trafficking on college and university campuses requires familiarity with the spectrum of agency in sex trafficking, labor norms in precarious work environments, and a working knowledge of the public health approach to preventing the forms of violence that intersect to form human trafficking. There are several models to adopt and adapt on your campus to ensure the successful prevention of human trafficking.

Developing multi-disciplinary anti-human trafficking task forces (MDT) and partnerships offers a collaborative approach to preventing and detecting human trafficking that if adopted, could lead to less trafficking and increased speed and effectiveness of response (Albright et. al, 2020). MDTs uphold the intent of the Trafficking Victims Protection Act (TVPA) by ensuring that survivors are able to reach comprehensive resources and support and that traffickers are investigated and prosecuted (Albright et. al, 2020). A MDT's priorities could be expanded to include an increased and specific focus on prevention, and can be categorized into four areas of services:

- 1 Internal foundations, operation, and collaboration (describes the protocols and processes of creating a functional collaborative task force)
- 2 Case operations, prevention strategies, and logic model development (discusses human trafficking prevention strategies and response, emphasizing the importance of victim-centered response, direct services, and confidentiality)
- 3 Data, reporting, and assessment (focuses on data collection and analysis of the task force to enhance informed task force efforts)
- 4 Public and community engagement, awareness, and training (describes the activities that relate to community engagement through awareness and outreach)

Together these four services act as a cross-discipline approach to addressing human trafficking prevention, awareness, or response. Prevention, awareness, and response strategies are very different approaches in the anti-human trafficking field.

Prevention refers to preventing harm before it happens. **Awareness** makes the public aware of the problem but is not enough to shift behaviors or attitudes. **Response** focuses on those who have already experienced harm and connects them to resources (Croft, 2020). When using this roadmap, be cognizant of which approach you are focusing on in order to successfully create intentional and clear programming.

Together these four services act as a cross-discipline approach to addressing human trafficking prevention, awareness, or response. Prevention, awareness, and response strategies are very different approaches in the anti-human trafficking field. Prevention refers to preventing harm before it happens. Awareness makes the public aware of the problem but is not enough to shift behaviors or attitudes. Response focuses on those who have already experienced harm and connects them to resources ([Croft, 2020](#)). When using this roadmap, be cognizant of which approach you are focusing on in order to successfully create intentional and clear programming.

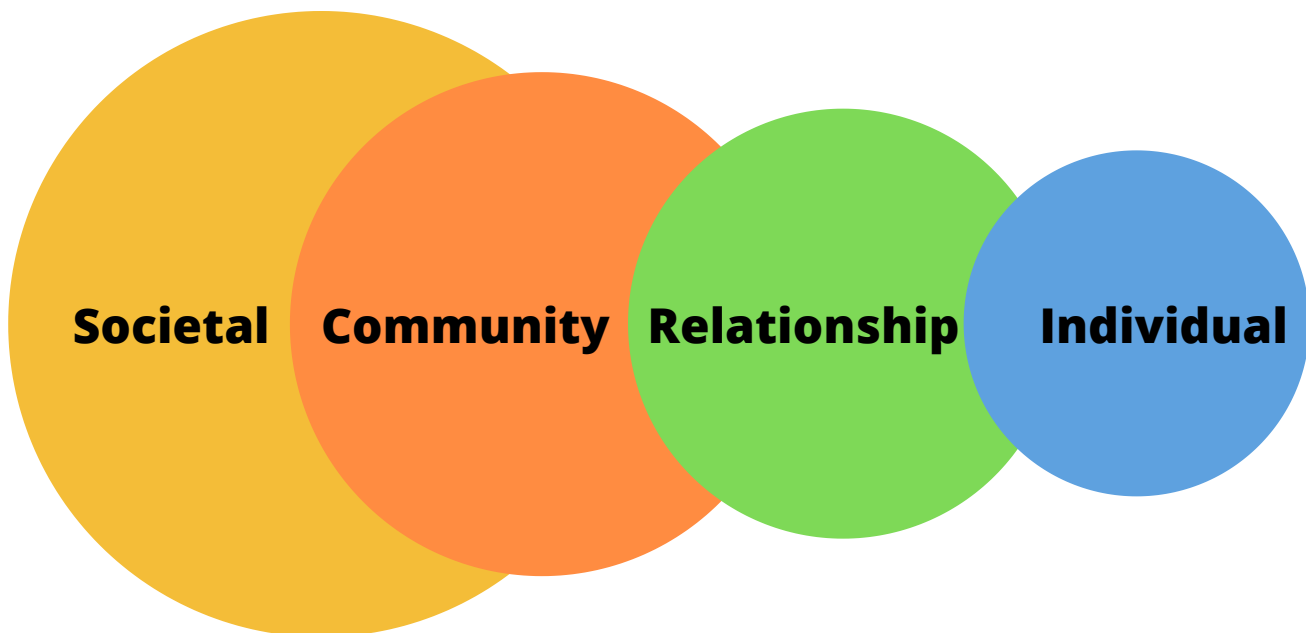
For ideas on developing an effective prevention-focused task force, see NCCASA's [Task Force Worksheet](#).

Partnering with existing partner violence or sexual assault prevention efforts on campus can also be an effective human trafficking prevention strategy, as sex trafficking is a form of sexual (and often intimate partner) violence and labor trafficking sometimes includes sexual violence. Sexual and partner violence professionals on campus will often already be equipped with training and resources to implement trauma-informed prevention and response using a public health and/or advocacy lens. Ensuring training and resources address societal, community, relationship, and individual risk factors is crucial.

Risk factors increase the likelihood of violence occurring. Risk factors can occur on the individual, relationship, community, and societal levels of the social ecological model. The social ecological model is a public health model that demonstrates the connection between individual, relationship, community, and societal factors ([Dills et al., 2016](#)). However, when discussing risk factors, cultural and social levels are the reason for marginalization and discrimination of certain groups. For example, identifying as LGBTQ is not the issue, but rather homophobia is.

The cultural and societal levels of the ecological model are considered outer layers. Focusing on the outer layers can assist in addressing upstream prevention strategies. In public health and social justice frameworks of prevention and awareness, upstream approaches are key. The upstream approach focuses on root causes of human trafficking. “Where are the systems gaps that leave people vulnerable? What causes the disparities that marginalize some people from access to safety and resources?” Another risk factor on the individual level is youth without safe housing, however, the root issue—which should be addressed on the societal level—is poverty and lack of wealth distribution.

THE SOCIAL ECOLOGICAL MODEL



The CDC provides a comprehensive campus-based prevention initiative that includes strategies on each level of the social ecological model: individual, relationship, community, and societal (Dills et al., 2016). The figure below is adapted from the CDC’s Comprehensive Campus-Based Prevention Strategy to include strategies closer related to human trafficking that could also be used to engage potential partners.

EXAMPLE OF A COMPREHENSIVE CAMPUS-BASED PREVENTION STRATEGY

Individual

- Learning attitudes and behaviors that support healthy relationship-building, respect, and non-violent problem-solving skills
- Learning one's personal and labor rights as autonomous individuals
- Teaching students job search skills that include vocational coaching as well as training and recognizing red flags in job postings and processes

Relationship

- Building healthy relationships, interpersonal safety, and career skills through evidence-informed, multi-session, comprehensive training for incoming students to help recognize and prevent human trafficking

Community

- Engaging campus leadership to promote culture of respect and safety
- Conducting hot spot mapping to identify and monitor unsafe areas or areas where human trafficking often occurs or can occur on campus
- Addressing gaps in social safety nets for students who are housing insecure, have reduced means, or who otherwise have higher numbers of human trafficking risk factors

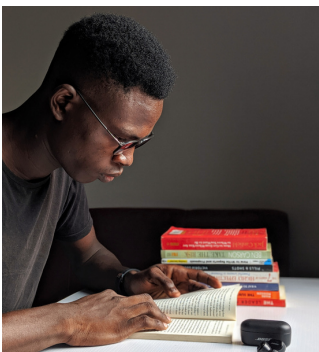
Societal

- Promoting norms and policies that prevent interpersonal violence and address inequities that increase vulnerability to trafficking
- Strengthening and supporting Title IX prosecution and reporting on campus

Consistent messages across campus life, policies, and programs reinforce strategies and increase effectiveness.

Further, effective interventions addressing sexual misconduct on college campuses show that an individualized approach is the most useful ([MASOC, 2020](#)). Evidence shows that people do not react or experience trauma in the same way and implementing prevention strategies that are one-size-fits-all is not helpful ([MASOC, 2020](#)). In order to effectively address sexual misconduct and human trafficking alike on campus, we must understand that each situation is unique and we must respond based on individual needs. Support and services for students who have been harmed is critical in anti-human trafficking work on campus, and these services must be trauma-informed and centered around survivors. See our resource section for potential support and services for your community.

New research also suggests that we must address those who engage in harmful behavior ([MASOC, 2020](#)). Acting as though nothing happened is harmful because it allows room for the harm-doer to engage in this type of behavior again without consequences. Depending on the situation, we might attempt to rehabilitate those who engage in harm so that they can change their behavior. Some professionals believe that all traffickers are garden-variety criminals rather than fitting the profile of sexual or partner abusers. However, the number of trafficking situations in which commercial sex is a component of the partner abuse—rather than the primary expression of it—indicates that partner and family violence prevention and interventions targeting harm-doers may be effective in certain situations. Tarana Burke, the founder of the #MeToo movement, stated “We can’t move to a culture that eliminates sexual violence if we’re not dealing with how harm-doers become harm-doers and how they undo that” ([MASOC, 2020](#)). Prevention of trafficking behaviors, especially as part of a larger pattern of partner violence, child sexual abuse, or other family harm, is an area in which additional research is needed.



Collaboration is also key in preventing human trafficking on college and university campuses. Working with campus and community-based organizations will ensure coordination of human trafficking and sexual assault prevention efforts on and off campus, which can create additional support for students and survivors. Community-wide collaboration can also increase coordination of community services and resources, which is a protective factor against many forms of violence.

Organizations and community members who will benefit from working together include rape-crisis centers, domestic violence programs, housing and homelessness agencies, counseling staff, campus and community healthcare clinics (particularly community health clinics that work with immigrant and/or lower-income populations), IT staff, Greek life groups, residence hall and student life staff, women's center staff, local law enforcement, and social workers who are dedicated to ethically serving LGBTQ students and students of color.

Students who participate in these kinds of collaborations may choose to partner with existing violence prevention student groups, create new student-led organizations on campus, or partner with existing community-led groups in the area. Students can focus on specific groups marginalized by society or by sex, labor, or gender-based trafficking based on their organizational and community collaborators. The following lists include ideas for awareness and outreach efforts in partnership with campus and community organizations.

PARTNERING WITH OTHER CAMPUS ORGANIZATIONS

- Posting posters in different languages to raise awareness of human trafficking hotlines.
 - Consider having a trusted source with a public health approach to human trafficking prevention review before posting.
 - See The Irina Project at UNC-CH for information on media representation issues for imagery and language used in awareness campaigns.
- Campus organizations:
 - Any organizations for/organized by international students
 - Campus health and safety organizations
 - Campus legal services
 - Interfaith organizations
 - National student exchange programs



- Creating a listserv for students and faculty interested in human trafficking prevention.
- Choosing a focus (groups marginalized by society based upon sex, labor, or gender-based violence, etc.) will benefit students because it will reach a targeted audience and may help prevent the spread of misinformation.
- Providing faculty and staff with human trafficking prevention and detection training.
- Creating events with the campus counseling center and campus health center on wellbeing, mindfulness, and building healthy relationships.



- Creating a trivia night or scavenger hunt with the Campus Violence Center or Health Center to spread awareness of healthy relationship building, sexual violence, and human trafficking.
- Partnering with the financial aid office in creating a holistic program that strengthens protective factors and reduces risk factors for students who are experiencing housing or financial insecurity. The program can include counseling services, one-on-one guidance on repaying loans, and networking events to bolster paid internships and job opportunities.

PARTNERING WITH COMMUNITY-BASED ORGANIZATIONS

- Campuses can bolster their resources by partnering with community-based organizations. For example, a local rape crisis center might agree to serve faculty, staff, and students at night when campus resources are closed. This way faculty, staff, and students know where to go if they need rape crisis center resources after campus hours.
- Youth service organizations can partner with campuses to create programs on campus (ex: UNC Chapel Hill might partner with the Hargraves Center, a local community center providing connection and community for youth).
- College towns have a diversity of residents representing multiple ethnicities, nationalities, and religions. These residents and the community groups that support them could all be potential partners and could connect international students with community support.
- Partner with a community-based organization to offer substance use or trauma recovery services for students.
- Partner with a local domestic violence center, rape crisis center, and/or women's center during National Human Trafficking Prevention Month (January) to create awareness events on campus such as educational workshops, activism and healing through art, and/or film screenings (US Department of State, 2021).

See The Blue Campaign's College and University Toolkit and the National Human Trafficking Resource Center Student Toolkit for more ideas.

Take Note: You do not have to partner with a human trafficking organization or initiative to be engaging in human trafficking prevention. Some of the most effective prevention for human trafficking is work being done to reduce risk factors and create protective factors by initiatives focused on homelessness, LGBTQ youth, anti-racism organizing, immigrant advocacy, and labor organizing.

DIRECT SERVICES

Partnering with your community expands capacity to link resources and supports to reach survivors. This ensures that your students have increased access to housing, shelter, counseling, legal support, financial support, and communal support. A key consideration is vetting partners to ensure you share similar values about your approach to supporting survivors of violence ([Hall et al., 2021](#)). It is crucial that training partners address the full spectrum of consent in trainings for campus and community partners ([Stoklosa and Ash, 2021](#)). The conflation of sex work and sex trafficking can be dangerous as it leads to less competent care and resource distribution and can lead to a victim-blaming approach. Partners should clearly understand the difference between commercial sex experiences and sex trafficking, which includes the spectrum of agency as it relates to choice, circumstance, and coercion. Circumstance refers to those who would not choose to engage in commercial sex if different options were viable and accessible. For example, a survivor who engages in commercial sex might stay in their relationship with an abuser/trafficker in order to maintain a degree of economic stability.

Understanding the full spectrum of consent can lead to more compassionate advocacy for survivors. This includes destigmatizing commercial sex and asserting each individual's bodily autonomy and agency. Vetting partners to ensure their understanding of non-judgemental anti-human trafficking work and the difference between sex work and sex trafficking can lead to better services and support for survivors ([Gerassi and Pederson, 2021](#)). Your partner organizations will most likely have different resources than yours, and together you can improve system response and personal outcomes for survivors of human trafficking.

For more ideas on vetting anti-sexual assault partners, see the Resource Sharing Project's [Assessing Potential Partnerships Qualities and Questions Handout](#) and [Points to Ponder When Considering New Partnerships](#).

POLICY AND PROTOCOL

Each college or university should have policies and protocols in place for prevention and response to violence on campus, and these policies and protocols can be expanded to include relevance to human trafficking prevention as well. When clarifying anti-violence policies to address human trafficking, remember the role of economic exploitation as you develop your strategies. Economic security is essential to the prevention of trafficking as well as working with survivors to avoid revictimization. See [FreeFrom](#) for more information on the relationship between economic justice and abuse. In this section, we will explore Title IX basics related to human trafficking, law enforcement response, and best practices.

Title IX

A school has the responsibility to respond to sexual harassment and sexual violence promptly and carefully. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Under Title IX, discrimination on the basis of sex can include sexual violence such as rape, sexual battery, sexual assault, and sexual coercion. These criteria can be components of human trafficking, particularly sex trafficking. Responding to the overlap of discrimination on the basis of sex and human trafficking can be addressed through the college or university's Title IX ([NCCASA, 2021](#)). It is worth noting that many trafficking survivors on campus may be undocumented immigrants or students on visas. These individuals have the right to report a human trafficking crime to their college or university without being questioned based on their immigration status. Questioning a student on their immigration status during the Title IX process is a violation of Title IX ([End Rape on Campus, 2021](#)). Students should also not be required to pay for Title IX legal services. NCCASA provides free Title IX assistance. Sex trafficking may be covered in Title IX work if an act occurred on campus or 'within campus control' (personal conversation with Skye David, NCCASA Staff Attorney). This should not deter students from seeking Title IX assistance or from contacting NCCASA to explore their options if that feels right for them.

Some survivors of human trafficking express gratitude for law enforcement assistance when exiting their trafficking situation. Similarly, some survivors find their involvement in a criminal justice prosecution to be empowering. However, this is not the case for all survivors. Sexual violence by law enforcement made up 11% of all incidents of violence reported by young adults in the sex trades in Chicago ([Ritchie, 2021](#)). Sexual harassment by police is prevalent around the nation, especially among young women of color and LGBTQ individuals. In New York City, two in five young women report sexual harassment by police and a disproportionate percent of survivors are women of color: 38% of reports included Black women, 39% included Latinx individuals, and 13% included American Pacific Islander individuals ([Ritchie, 2021](#)). Further, more than 25% of participants in the 2015 US Transgender Survey who were or were thought to be involved in the sex trades were sexually assaulted by police ([Ritchie, 2021](#)). In a 2017-2018 study, 72% of sex trafficking survivors believed law enforcement often treated them as criminals rather than individuals seeking support ([Love et al., 2018](#)). Due to the high rates of police sexual harassment and distrust of the criminal justice system, many survivors choose not to report to law enforcement (see picture below). Only 20% of female-identifying students aged 18-24 report to law enforcement ([RAINN, 2021](#)).

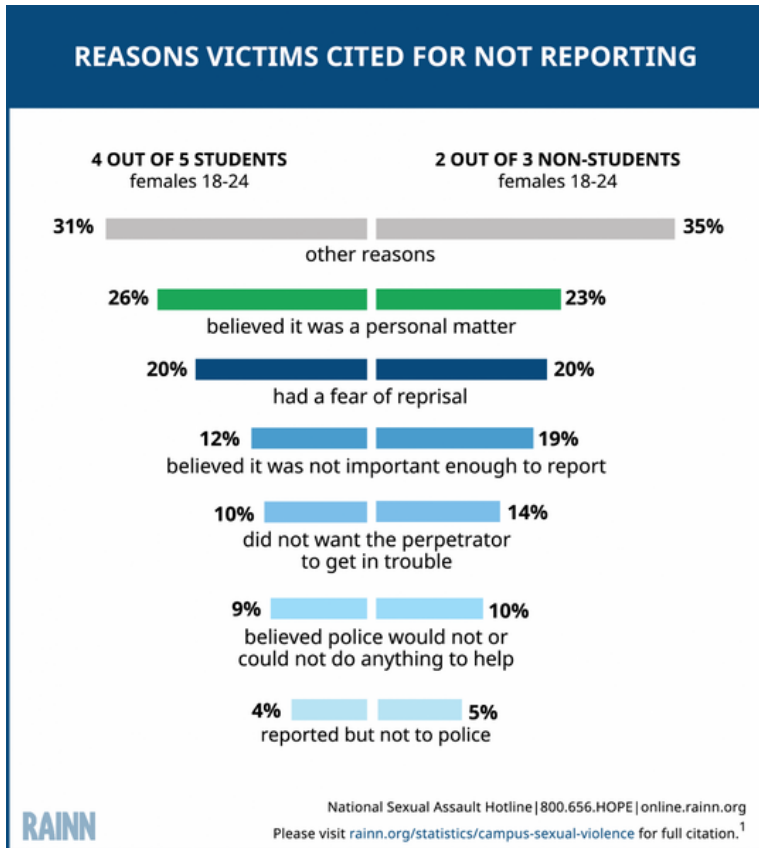
Additionally, immigrant students, particularly those with undocumented family members, may prefer to avoid engaging systems that might lead to deportation or harm.

In 2020, only 22% of violence-related trafficking visas for immigrant victims (T-visas) were approved ([USCIS, 2020](#)). While some survivors who are immigrants are successful in gaining their T-visas, applying for T-visas presents risks for coming forward. Survivors must agree to assist law enforcement in each step of the prosecution process which can be triggering or endanger the survivor or their loved ones. In addition, there must be enough evidence that the crime was human trafficking.

Often, there is not enough evidence according to law enforcement to identify that human trafficking took place which poses many challenges for survivors. This can lead to visa denial and survivors risk deportation. The 2020 T-visa process issued 52 more denials for every 100 approvals than at the 2008 rate, a 226% increase in the rate of denials per approval ([USCIS, 2020](#)). This could result in hesitancy among undocumented survivors to report to law enforcement. Further, in a 2017-2018 study that researched human trafficking survivor's experience with the criminal justice system, only 24% of human trafficking survivors defined justice as incarceration, and most survivors focused on resources and outcomes for themselves to heal as their definition of true justice ([Love et al., 2018](#)). Each survivor has their own unique human trafficking experience and preference for moving forward. As anti-human trafficking advocates, we must support each individual's decision.



For these reasons, colleges should consider providing resources, support, and assistance that are not tied to criminal justice involvement so that those students who wish to minimize involvement with law enforcement or the criminal justice system have alternative avenues for support and assistance. Providing options for survivor choice is an essential part of trauma-informed care. Colleges and universities can partner with their campus or community violence center, rape crisis center, health care center, and/or women's center to encourage support and resources for human trafficking survivors on campus. Having one or several of these organizations as your point of contact can provide survivors with a choice regarding their level of involvement with law enforcement.



Given that sex workers are also not likely to report to law enforcement (WHO, 2013), it is likely that there is an amplified effect among college students in the sex trades.

Because this study allowed victims to cite more than one reason for not reporting to law enforcement, this statistic may not total 100%.

Further, when seeking out direct services for human trafficking survivors, using a harm reduction approach can lead to increased trust from and empowerment of the survivor by honoring their agency. Harm reduction is a public health strategy that was initially developed to reduce negative consequences associated with drug use in the field of substance use disorders (Croft, 2020). In NCCASA’s Human Trafficking Prevention Toolkit, principles of harm reduction are outlined for application to human trafficking within the sex trades. The harm reduction framework is often used when discussing sex trafficking to improve safety conditions and access to supports. Sometimes the immediate removal of the trafficking situation is not always feasible or desired. This framework allows room for survivors to access the type of resources that they need and are ready to receive at the moment. Supporting survivor agency prioritizes bodily autonomy, self-determination, and non-coercive and non-forceful support. Instead of an all-or-nothing approach, harm reduction meets the survivor where they are willing to accept tools to reduce harmful effects (Croft, 2020).

CONCLUSION

Human trafficking prevention strategies are necessary on college and university campuses because of the unique challenges that individuals aged 18-24 experience, especially LGBTQ young adults, individuals experiencing housing insecurity, and undocumented students or students on visas. Implementing trauma-informed prevention and response using a public health and advocacy lens on college and university campuses benefits on and off campus communities. Keeping this toolkit's prevention tools and direct service recommendations in mind, we can work to prevent and respond to human trafficking and support survivors on college and university campuses.

Reach out to NCCASA's Anti-Human Trafficking Specialist or our Prevention Education Program Manager for more information or support in implementing your campus-based human trafficking prevention strategy. NCCASA has a campus membership that allows your campus's anti-violence staff full access to ongoing training and technical assistance.



REFERENCES

- Albright, E., & D'Adamo, K. (2017, January). Second Thoughts. *AMA Journal of Ethics*, 19(1), 122-126.
- Albright, E., International Association of Chiefs of Police (IACP), Bureau of Justice Assistance (BJA), Office for Victims of Crime Training and Technical Assistance Center (OVC TTAC), & Office for Victims of Crime (OVC). (2020). Multidisciplinary Collaborative Model for Anti-Human Trafficking Task Forces: Development and Operations Roadmap.
<https://www.theiacp.org/sites/default/files/HumanTrafficking/Roadmap%20for%20Multidisciplinary%20Collaborative%20Model%20Anti-Human%20Trafficking%20Task%20Forces.pdf>
- Anthony, B. (2018, July). On-Ramps, Intersections, and Exit Routes: A Roadmap for Systems and Industries to Prevent and Disrupt Human Trafficking. Polaris.
<https://polarisproject.org/wp-content/uploads/2018/08/A-Roadmap-for-Systems-and-Industries-to-Prevent-and-Disrupt-Human-Trafficking-Housing-and-Homelessness-Systems.pdf>
- The Blue Campaign. (2018). College and University Toolkit.
https://www.dhs.gov/sites/default/files/publications/17_1113_OPE_Blue-Campaign_student-adv-toolkit.pdf
- Branch, K., Hilinski-Rosick, C. M., Johnson, E., & Solano, G. (2017). Revenge Porn Victimization of College Students in the United States: An Exploratory Analysis. *International Journal of Cyber Criminology* -, 11(1), 128-142. . DOI: 10.5281/zenodo.495777
- Carnevale, A. P., & Smith, N. (2018). Balancing Work and Learning Implications for Low-Income Students. Center on Education and the Workforce.
<https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/Low-Income-Working-Learners-FR.pdf>
- Covenant House Studies. (2021). Labor and Sex Trafficking Among Homeless Youth.
<https://www.covenanthouse.org/homeless-issues/human-trafficking-study>
- Croft, C. (2020). Human Trafficking Prevention Toolkit. NCCASA.
<https://nccasa.org/human-trafficking-prevention-toolkit/>

- Crowe, S. (2019). Human Trafficking on Temporary Work Visas. Polaris.
<https://polarisproject.org/wp-content/uploads/2019/01/Human-Trafficking-on-Temporary-Work-Visas.pdf>
- Dale, Y. (2021). Visa Fraud in the Commercial Sex Market in the United States: An Overview. *Dignity: A Journal on Sexual Exploitation and Violence*, 6(1), 23.
- Dank, M., Yahner, J., Madden, K., Banuelos, I., Yu, L., Ritchie, A., Mora, M., & Conner, B. (2015). *Surviving the Streets of New York Experiences of LGBTQ Youth, YMSM, and YWSW Engaged in Survival Sex*. Urban Institute.
<https://www.urban.org/sites/default/files/publication/42186/2000119-Surviving-the-Streets-of-New-York.pdf>
- Dills J, Fowler D., & Payne G. (2016). *Sexual Violence on Campus: Strategies for Prevention*. CDC National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.
<https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf>
- Eckert, S., & Metzger-Riftkin, J. (2020, March 03). Doxxing. *The International Encyclopedia of Gender, Media, and Communication*.
<https://doi.org/10.1002/9781119429128.iegmc009>
- End Rape on Campus. (2021). *Survivor Resources: Undocumented Survivors*.
<https://endrapeoncampus.org/survivor-resources/>
- The Full Frame Initiative. (2019). *From Safety Planning to Wellbeing Planning: A Toolkit for Change*.
https://fullframeinitiative.org/wp-content/uploads/2021/03/WellbeingPlanningToolkit_FinalDraft-2.pdf
- Futures Without Violence. (2021). *PROJECT CATALYST: STATE-WIDE TRANSFORMATION ON HEALTH, IPV, AND HUMAN TRAFFICKING*.
<https://www.futureswithoutviolence.org/health/project-catalyst/>
- Gerassi, L., & Pederson, A. (2021, March 29). 'Have you ever traded sex for money or drugs?' Health care providers' perspectives on sex trafficking risk assessments in clinics. DOI: 10.1177/1355819621997478
- Hall, N. U., Bein, K., Wright, T., & Fribley, C. (2021). *Assessing Partnerships: Qualities and Questions*. Resource Sharing Project.
https://resourcesharingproject.org/sites/default/files/Assessing_Partnerships_Qualities_and_Questions_Handout.pdf

- HEAL Trafficking. (2020). PEARR Tool.
<https://healtrafficking.org/resources/pearr-tool/>
- Hogan, K. A., & Roe-Sepowitz, D. (2020, November 11). LGBTQ+ Homeless Young Adults and Sex Trafficking Vulnerability. *Journal of Human Trafficking*.
- Human Trafficking Commission. (2021). NC Judicial Branch.
<https://www.nccourts.gov/commissions/human-trafficking-commission>
- The Irina Project. (2021). <http://www.theirinaproject.org/>
- Keith, K. (2021). NC Community College Sexual Assault Prevention Needs Assessment. NCCASA. <https://drive.google.com/file/d/1-QB0GMxoN72msLAPR10C3D6K8YHQ1eOx/view>
- Kitchener, C. (2014, September 19). How Sugar Daddies Are Financing College Education. *The Atlantic*.
- <https://www.theatlantic.com/education/archive/2014/09/how-sugar-daddies-are-financing-college-education/379533/>
- Love, H., Hussemann, J., Yu, L., McCoy, E., & Owens, C. (2018, March). Justice in Their Own Words Perceptions and Experiences of (In)Justice among Human Trafficking Survivors. *Urban Institute*.
https://www.urban.org/sites/default/files/publication/97351/justice_in_their_own_words_0.pdf
- U.S. Department of Education, National Center for Education Statistics. (2021). *Digest of Education Statistics, 2019 (NCES 2021-009)*, Chapter 3.
<https://nces.ed.gov/fastfacts/display.asp?id=76>
- National Human Trafficking Hotline. (2021). https://humantraffickinghotline.org/?gclid=Cj0KCCQjw6NmHBhD2ARIsAI3hrM0NjcWive3h1ZDbNcqIKS339E-Y-5_MZx60HEfpK8CtC5r3DTkRo7oaAv2vEALw_wcB
- NCCASA. (n.d.). TASK FORCE STAGES OF DEVELOPMENT. NCCASA.
<https://nccasa.org/wp-content/uploads/2021/03/Task-Force-Worksheet.pdf>
- NCCASA. (2021). TITLE IX INFORMATION. NCCASA. <https://nccasa.org/our-work/initiatives-projects/title-ix-information/>
- NC Coalition Against Domestic Violence. (2021). <https://nccadv.org/>
- NC Coalition Against Human Trafficking. (2021). <https://www.nccaht.org/>
- A New Perspective on College Sexual Misconduct: Effective Interventions for Students Causing Harm. (2020). MASOC.
http://masoc.net/images/FINAL_MASOC_Policy_Paper_4.2.20.pdf

- Ohio State University. (2018, April 19). Labor Exploitation on Door-to-Door Sales Crews. <https://u.osu.edu/osuhtblog/2018/04/19/labor-exploitation-on-door-to-door-sales-crews/>
- Perna, L. W., and Odle, T. K. (2020). Recognizing the Reality of Working College Students: Minimizing the harm and maximizing the benefits of work. American Association of University Professors. <https://www.aaup.org/article/recognizing-reality-working-college-students#.YctExy1h1pQ>
- Pew Research Center. (2021, April 7). Social Media Fact Sheet. <https://www.pewresearch.org/internet/fact-sheet/social-media/>
- Polaris. (2016). Sex Trafficking and LGBTQ Youth. Polaris. <https://polarisproject.org/wp-content/uploads/2019/09/LGBTQ-Sex-Trafficking.pdf>
- Polaris. (2017). The Typology of Modern Slavery: Defining Sex and Labor Trafficking in the United States. Polaris. <https://polarisproject.org/wp-content/uploads/2019/09/Polaris-Typology-of-Modern-Slavery-1.pdf>
- Potter, S. J., Moschella, E., Smith, D., & Draper, N. (2020). Exploring the Usage of a Violence Prevention and Response App Among Community College Students. *Health Education and Behavior*, 47(15), 445-535. 10.1177/1090198120910995
- Quirk, J. (2020, December 15). Are you better or worse off? Understanding exploitation through comparison. OpenDemocracy. <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/are-you-better-or-worse-understanding-exploitation-through-comparison/>
- RAINN. (2021). Campus Sexual Violence: Statistics. RAINN. <https://www.rainn.org/statistics/campus-sexual-violence>
- Ritchie, A. (2021). *The Missing Story of #MeToo: Sexual Violence by Law Enforcement Agents*. https://drive.google.com/file/d/1Dtg_vwoTAUgVmpXeaItNsfMkNOiQp4iB/view
- Rothman, E. F., Exner, D., & Baughman, A. L. (2011, January 19). *The Prevalence of Sexual Assault Against People Who Identify as Gay, Lesbian, or Bisexual in the United States: A Systematic Review*. Trauma Violence Abuse. DOI: 10.1177/1524838010390707
- United States Department of State. (2008). *Know Your Rights*. <https://travel.state.gov/content/dam/visas/LegalRightsandProtections/Wilberforce/Wilberforce-ENG-100116.pdf>

- United States Interagency Council on Homelessness. (2021). North Carolina Homelessness Statistics. United States Interagency Council on Homelessness. <https://www.usich.gov/homelessness-statistics/nc/>
- University of Minnesota School of Nursing. (2019). Trading Sex and Sexual Exploitation among High School Students. <https://www.nursing.umn.edu/research/research-projects/trading-sex-and-sexual-exploitation-among-high-school-students>
- US Citizen and Immigration Services. (n.d.). Number of Form I-914, Application for T Nonimmigrant Status. https://www.uscis.gov/sites/default/files/document/reports/I914t_visastatistics_fy2021_qtr2.pdf
- US Department of State. (2021, January 20). National Slavery and Human Trafficking Prevention Month. <https://www.state.gov/national-slavery-and-human-trafficking-prevention-month/>
- Wahab, S. (2002). "For Their Own Good?": Sex work, social control and social workers, a historical perspective. *Journal of Sociology and Social Welfare*, 29(4). <https://scholarworks.wmich.edu/jssw/vol29/iss4/4>
- Wallace, S. (2021, February 09). More students are turning to OnlyFans in the pandemic. *Western Gazette: Annual Sex Issue*. https://westerngazette.ca/features/special_editions/sex_issue/more-students-are-turning-to-onlyfans-in-the-pandemic/article_301b795a-5cc4-11eb-8483-6fa467036a6d.html
- WHO. (2013). Addressing Violence against Sex Workers. https://www.who.int/hiv/pub/sti/sex_worker_implementation/swit_chpt2.pdf
- Wright, E., & LaBoy, A. (2018). The Prevalence of Sex and Labor Trafficking Among Homeless Youth in Metro Atlanta. *Atlanta Youth Count 2018 Community Report*. <https://atlantayouthcount.weebly.com/>
- Youth Focus. (2021). North Carolina's Homeless Youth. *Youth Focus*. <https://www.youthfocus.org/north-carolinas-homeless-youth/>

APPENDIX 1: RESOURCES

PEARR Tool

- The PEARR tool is an evidence-based framework for the assessment of human trafficking and other forms of interpersonal violence. It is trauma-informed, patient-centered, and highlights the importance of creating an emotionally and physically safe environment for disclosure. Also available in Spanish.

Five Domains Wellbeing Planning Toolkit

- The Five Domains Wellbeing Planning Toolkit dives into the intersection of safety and wellbeing. The toolkit assists in improving existing safety plans to support survivors in creating long-term wellbeing. The toolkit explores wellbeing key concepts, the concept of tradeoffs, and a detailed process to analyze current safety planning approaches.

Development and Operations Roadmap

- This roadmap provides guidance to assess and plan multidisciplinary task force development in a comprehensive and collaborative way to ensure sustainability.

Blue Campaign College and University Toolkit

- The Blue Campaign is a national public awareness campaign that works closely with the US Department of Homeland Security to combat human trafficking. This toolkit offers recommendations and resources to engage your campus community to raise awareness of human trafficking. This toolkit includes posters to display in your campus environment.

NC Coalition Against Sexual Assault

- 811 Spring Forest Road, Suite 100, Raleigh, NC 27609
- (919) 871-1015
- www.nccasa.org

NC Coalition Against Human Trafficking

NC Coalition Against Domestic Violence

NC Human Trafficking Commission

National Human Trafficking Hotline

- Call 1-888-373-7888
- Text 233733 (Text "HELP" or "INFO")