

Not A #Number: Child Trafficking and Exploitation Prevention Program

Pre-Post Course Evaluation Findings

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Not a #Number is an interactive prevention curriculum developed by LOVE146 to provide adolescent youth with information on protecting themselves from human trafficking and sexual exploitation. The goal of the program is to help youth make safe choices when they encounter potentially exploitative situations and use healthy support systems that may decrease vulnerabilities. The curriculum has five course modules that focus on: 1) an introduction to human trafficking and exploitation; 2) myths and misconceptions; 3) the power of language; 4) vulnerabilities and healthy and unhealthy relationships; and 5) reducing risky behavior and getting help.

To inform implementation of the *Not a #Number* curriculum, LOVE146 incorporated evaluation procedures to provide information on **how well youth were learning key course elements and how youth thought about responding to risky situations differently as a result of the program**. Their goal was to use the data to improve curriculum delivery and content. A survey was developed to gather information from youth participants on: 1) their knowledge related to trafficking and sexual exploitation and 2) their experiences and intentions around seeking help in risky situations. Surveys were then administered to students immediately before and after program delivery to evaluate changes. These evaluation procedures have now been fully incorporated into the implementation of the program.

Summary of Evaluation Findings

LOVE146 is to be commended on including evaluation procedures as part of their curriculum

delivery. This is not common for prevention education programs, or for prevention and service delivery fields in general. The process provides evidence of the commitment that LOVE146 has to being a learning organization and continually evaluating and improving on the services that they offer youth and victims of trafficking.

The survey results overall indicate that students are successfully learning the information that is being provided to them through the *Not a #Number* prevention curriculum. Some of the key learning successes are evidence that youth have a better understanding of who victims of sex trafficking are, how coercion and grooming occur, and that victimization doesn't mean that there was necessarily force, as a result of program exposure. **Overall they also demonstrate a better understanding of warning signs that a relationship may be abusive and a greater likelihood to seek help if they are being hurt or in a risky situation.** For example, students reported a greater likelihood of using hotlines if they were in a situation where they needed help.

There was less demonstrable impact of the program on questions asking about helping peers in risky situations as a bystander, which was related to the fact that students reported high rates of this likelihood at pre-test. It might be helpful to consider how much of the program is directed at increasing youth bystander behavior, and either increase the program attention to this or perhaps refine evaluation questions to better capture bystander behavior that is more nuanced.

METHODS AND SAMPLE

The course evaluation pre-post survey included 4 sections asking youth participants about the following:

1. Common myths about sex trafficking. Responses are a 5-point scale ranging from "strongly disagree" to "strongly agree." (7 questions)
2. Intentions to talk with friends about language or behavior that supported exploitation, and whether they had ever done that. (4 questions)
3. Whether they would seek help from different sources if someone was physically hurting them, and whether they had ever done that. (5 questions)
4. Whether they would seek help from different sources if they were in a risk or dangerous situations, and whether they had ever done that. (5 questions)

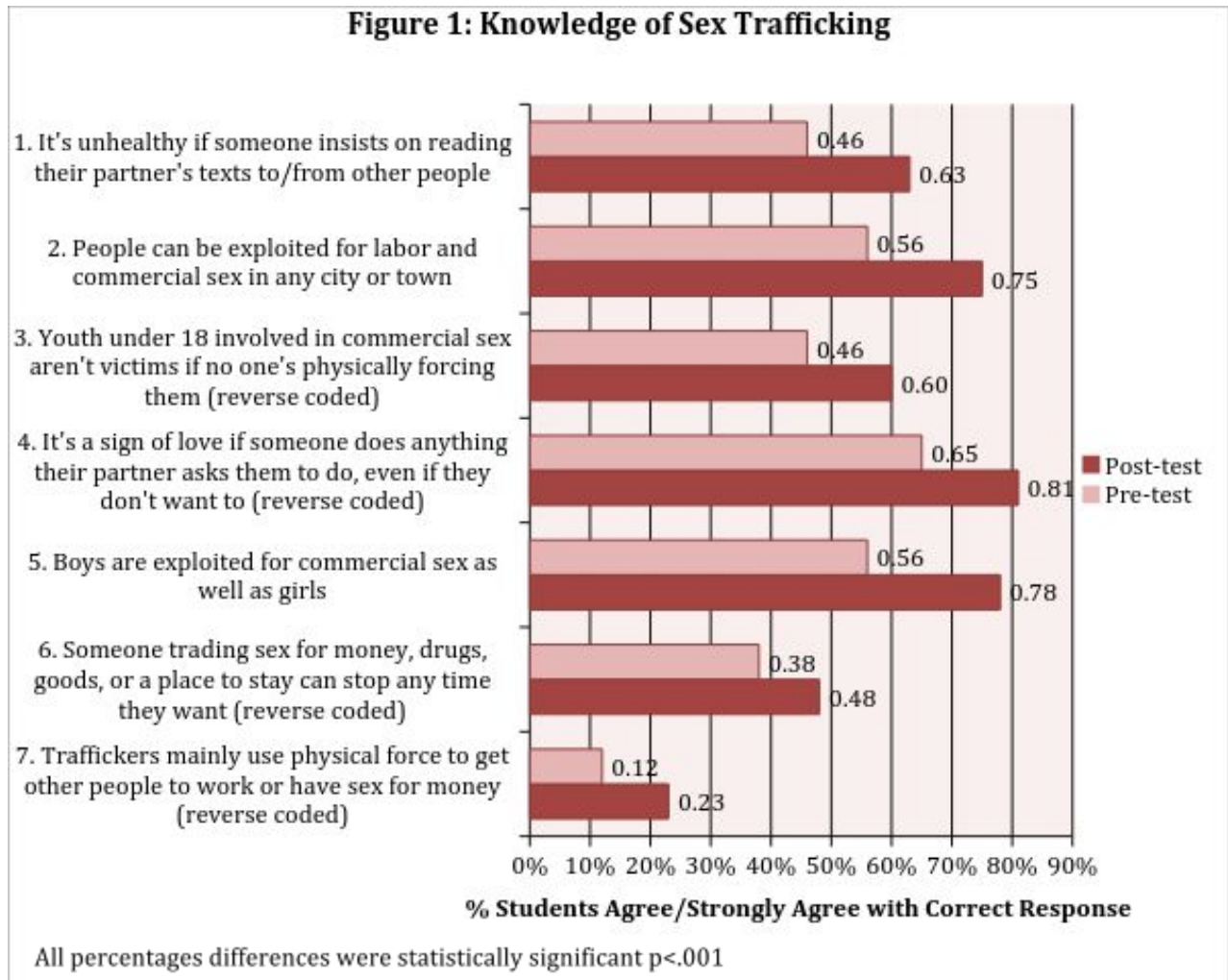
The data for this report came from **23 *Not a #Number* classes** held 2015-2016. Pre-test surveys were administered to **786 students**. The pre-test sample included 55% ($n = 422$) females and 45% ($n = 342$) males. The large majority of the youth (95.7%, $n = 752$) were participating in general prevention audience courses (e.g., schools), while 4.3% ($n = 34$) participated in classes targeting high-risk groups (e.g., juvenile justice or child protective service involved youth). Post-test surveys were administered to **735 students**. The post-test survey consisted of 60.0% ($n = 416$) females and 40.0% ($n = 277$) males. Most (90.3%, $n = 664$) were general prevention audiences and 9.7% ($n = 71$) were from high-risk groups.

Results presented below provide details on percentage differences between groups pre-post, and summary mean differences. Statistical comparisons were made using either Pearson's chi-squared test (percentage differences) or analysis of variance (ANOVA) (mean differences).

SURVEY RESULTS

SECTION 1: STUDENTS' KNOWLEDGE ABOUT SEX TRAFFICKING

In the first section of the survey, youth were asked seven questions about how much they agreed or disagreed with a statement about an item of knowledge related to sex trafficking. Items were scored on a Likert scale from 0 "Strongly Disagree" to 4 "Strongly Agree." Four items (#3, 4, 6, and 7) were worded so that disagreement was the correct response and were reverse coded in the final analyses. **Figure 1** below provides information on pre-post changes in the percentage of youth who agreed or strongly agreed with the correct response.

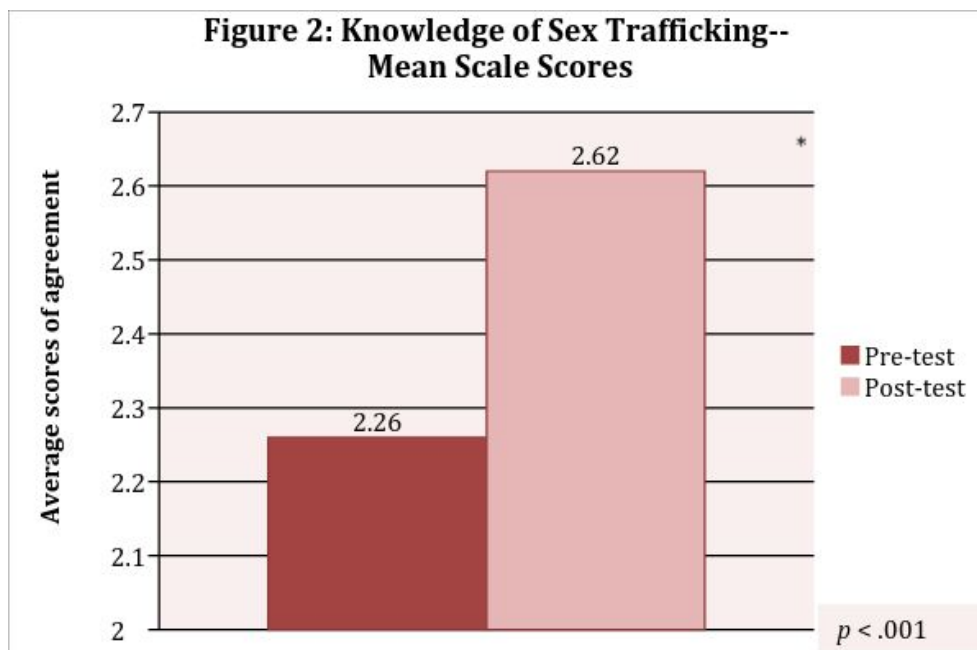


Students' successfully improved their understanding of common misconceptions about sex trafficking across all seven knowledge items. The percentage of youth responding that they agreed or strongly agreed with the correct response significantly improved for each item. Percentage changes increased from 11-22% pre-post program delivery across the questions. The most significant improvements were questions indicating that boys as well as girls can be exploited for commercial sex (#5), that it is unhealthy if a partner insists on reading their partner's texts (#1), and that people can be exploited for labor and commercial sex in any city or town (#2).

Knowledge gains were lower for the items indicating that those involved in sex trafficking can stop anytime they want to (#6) and that traffickers mainly use physical force when trying to get people to work or have sex for money (#7). It is possible that students did not understand question #6 and thought that the question was asking students whether getting away from the victimization is possible. However, most students thought that physical force was the main way that traffickers bring victims into trafficking, and this response suggests that it may be beneficial for instructors to emphasize non-physical coercion more.

Figure 2 below provides the mean score for students across all 7 knowledge items (range 0-4). Overall mean knowledge scores increased from 2.26 to 2.62, indicating, on average, a movement from “undecided” to “agreement” with the correct score. **Results indicate that there were significant increases in knowledge related sex trafficking after the program was administered.**

We conducted analyses that compared male and female students’ scores. Overall, females had higher scores of knowledge than males with an average score at post-test of 2.7 compared to male students’ average score of 2.5. However there were no differences in pre- and post-test score changes in knowledge between females and males.



SECTION II: YOUTH INTENTIONS TO INTERVENE AS A BYSTANDER

In the second section of the survey, youth were asked four questions about how likely they would be to engage in a series of bystander intervention behaviors. Items were scored on a Likert scale from 0 “Definitely not” to 4 “Definitely.”

Figure 3 below represents the percentage of students who responded that they were “Definitely” likely to intervene in a prosocial way to an incident that supported social norms around exploitation, or suggested a friend was at risk or acting in concerning ways.

Results found that there was a significant increase in the likelihood to engage in bystander behaviors only for item #1 (telling friends if they thought a movie, song or social media post made it seem like sexual abuse or violence was okay) and item #4 (telling a friend to stop if they were pushing someone to do something they seemed uncomfortable with).

Additionally, for item #1, even though there was an increase in % who reported that they would definitely say something to a friend, less than a quarter of youth reported that they would do this even at post-test. For items 2-4, on the other hand, most youth said that they would definitely or probably do this even at pre-test, suggesting that there may be a ceiling effect.

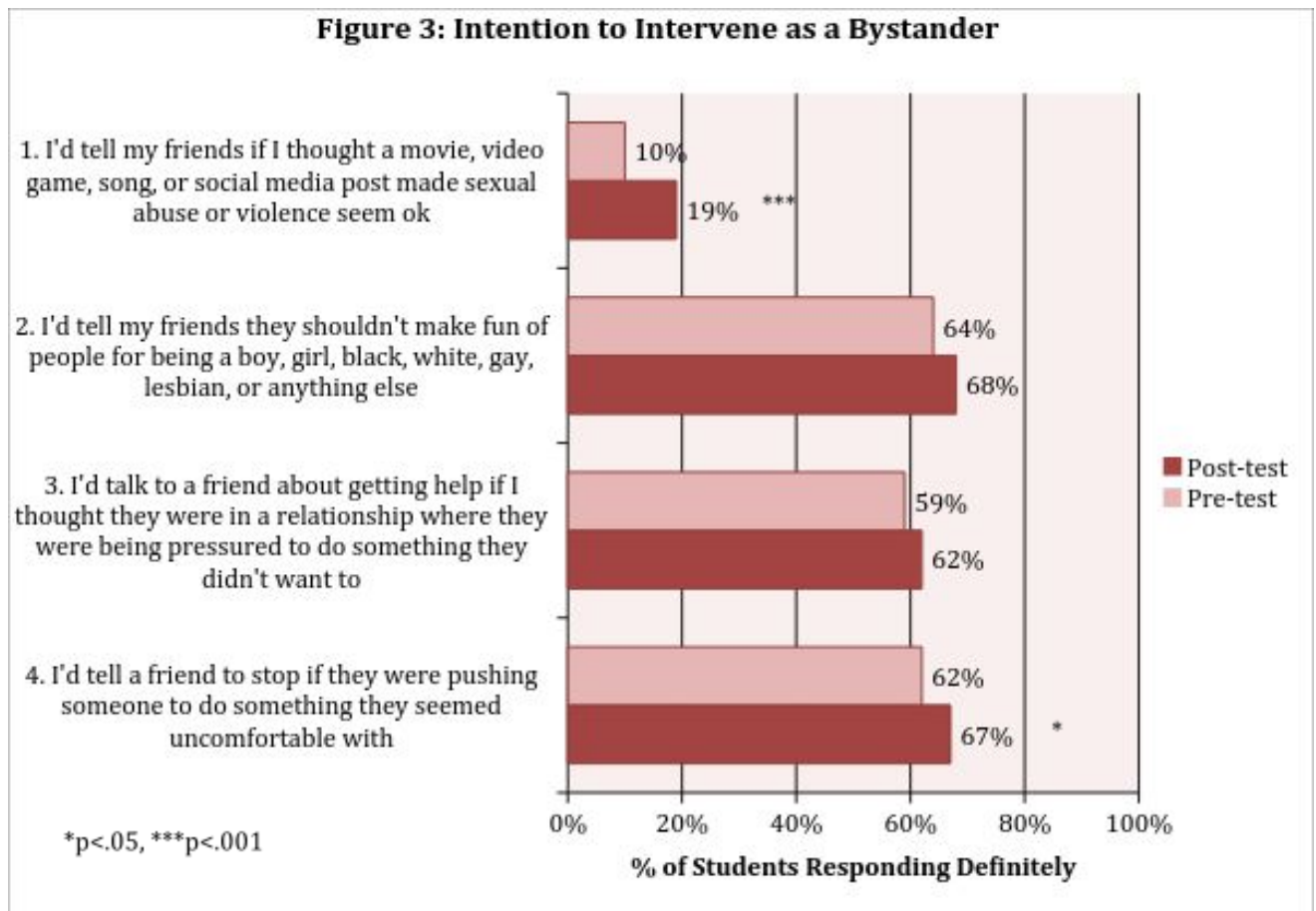
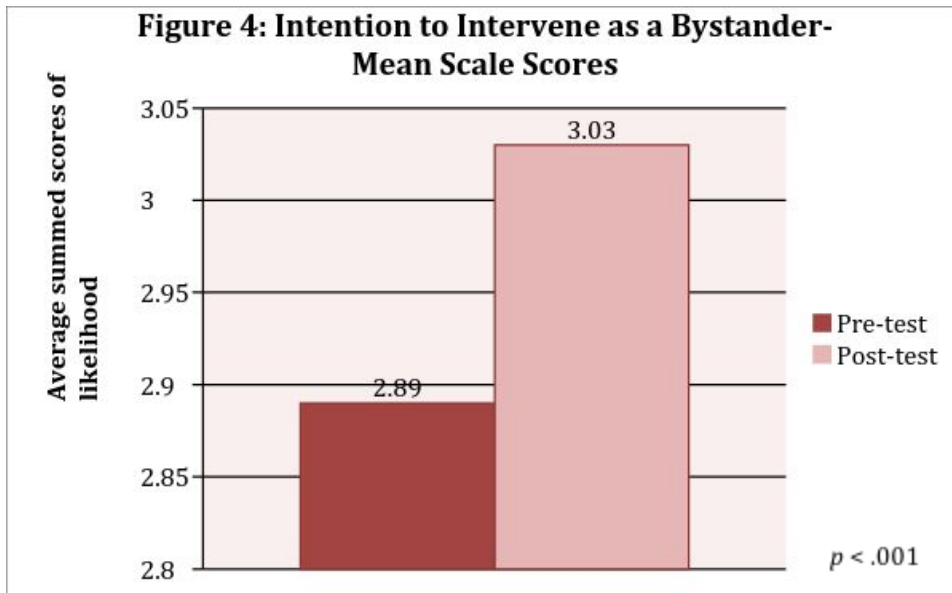


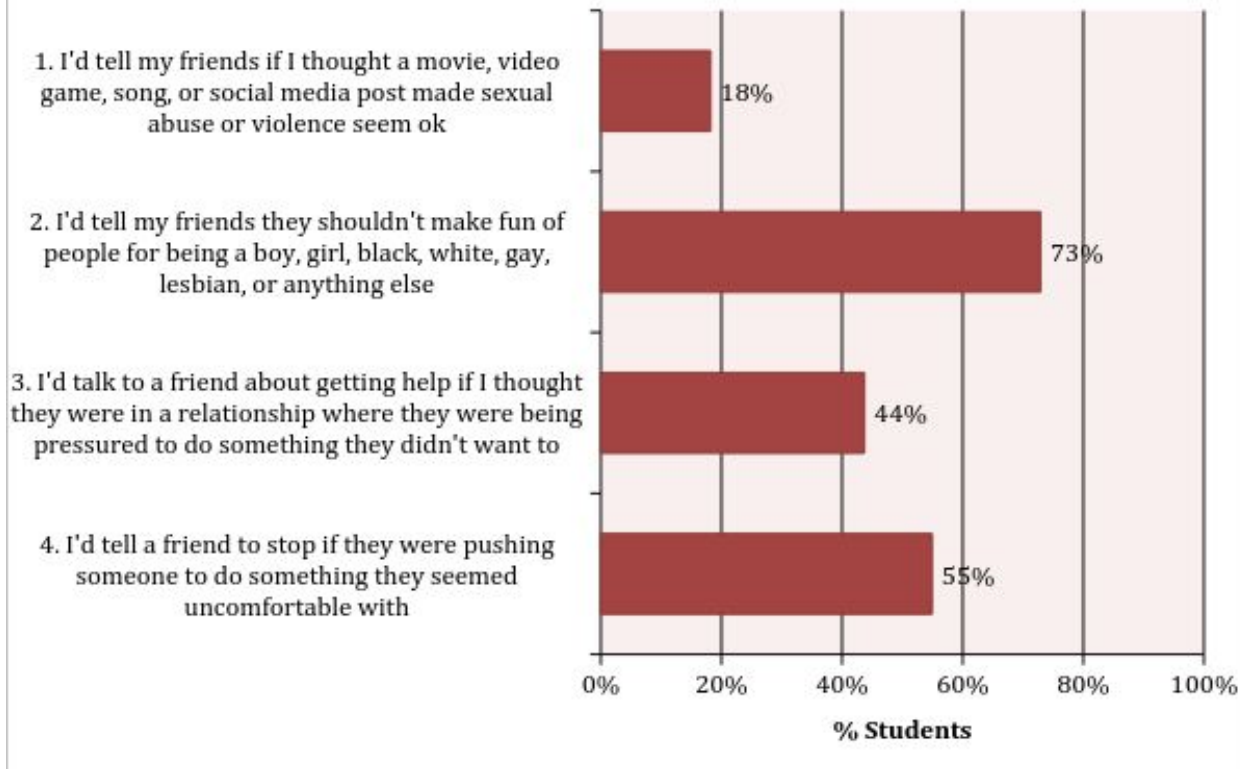
Figure 4 below provides the mean score for students for all of the bystander questions (range 0-4). Overall mean knowledge scores increased from 2.89 to 3.03, a significant difference. **Results indicate that there were significant increases in intention to intervene as a bystander after the program was administered.**



As with the pattern found for the knowledge questions, females had higher average scores on a likelihood to intervene than males, with a mean post-test score of 3.2 compared to male students' 2.8. There were no differences in pre- and post-test score changes in intention to intervene between females and males.

Finally, for the question on bystander intervention, students were not only asked whether they thought they would do any of these things as a bystander, but also whether they **had ever done them**. It is hard to identify whether "no" response represents a lack of opportunity or a lack of action. Nonetheless, it is likely that most adolescents have been exposed to the following situations at some point, and the responses provide a picture of what students are most often doing as bystanders. **Figure 5** shows the responses by students at pre-test. (Pre- to post-test differences were not analyzed given the short time-frame of the post-course survey delivery.)

Figure 5: Percent of Students Answering "Yes" at Pre-Test to the Question "Have you Ever Done This?"

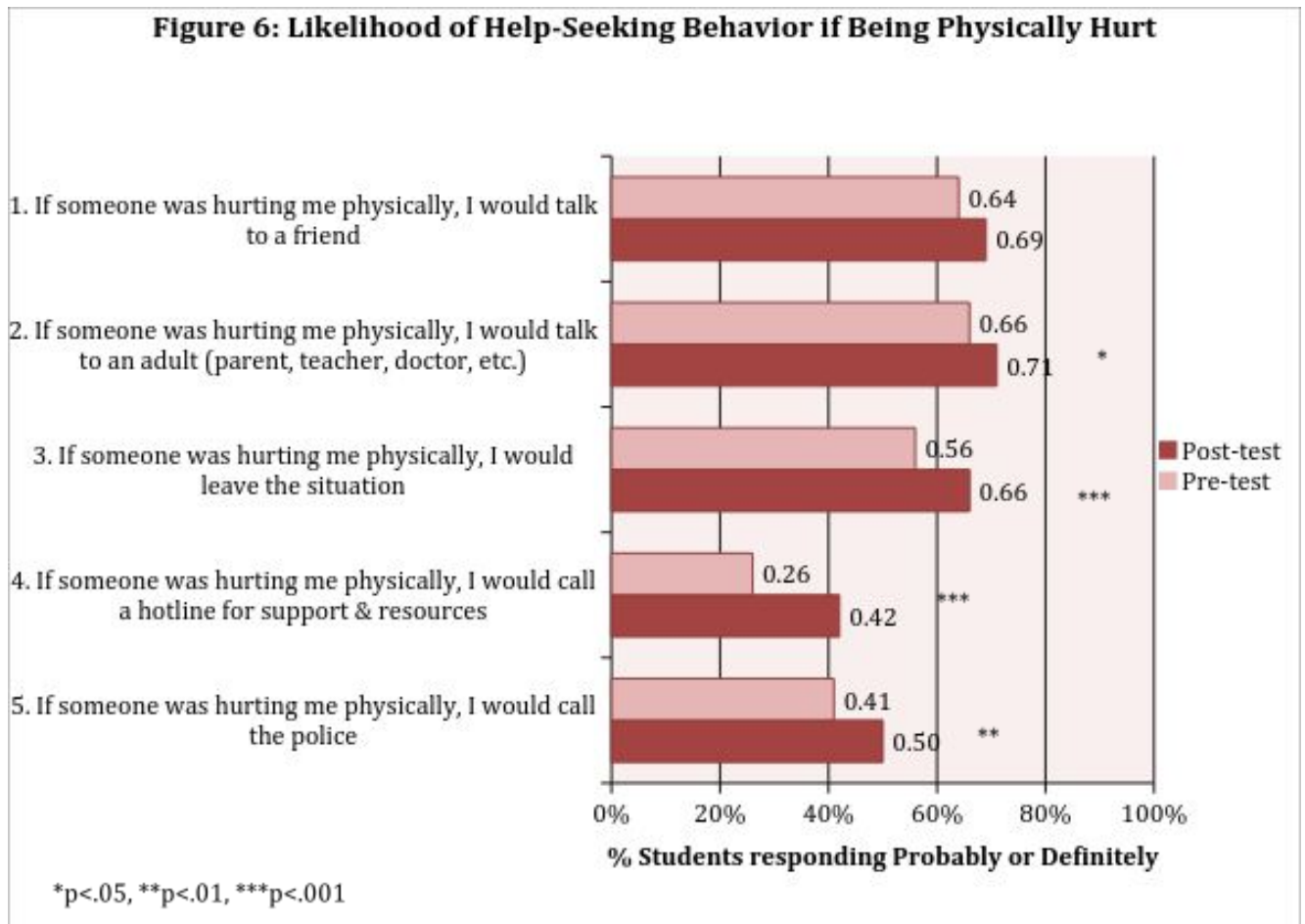


Results suggest that students had been active in standing up to friends if they teased anyone because of gender, skin color, or sexual orientation, but less active in talking to friends about messages in media and social media supporting exploitation. About half had described talking to friends when they were being pressured in relationships or pressuring others to do things they didn't want to do.

SECTION III. YOUTH INTENTIONS TO SEEK HELP IN RISKY SITUATIONS

In the third section of the survey, youth were asked five questions about how likely they would be to ask for help if they were in physical harm. Items were scored on a Likert scale from 0 “*Definitely not*” to 4 “*Definitely*”.

Figure 6 below represents the percentage of students who responded that they would “*Probably*” or “*Definitely*” seek help from various sources if **someone was hurting them**.

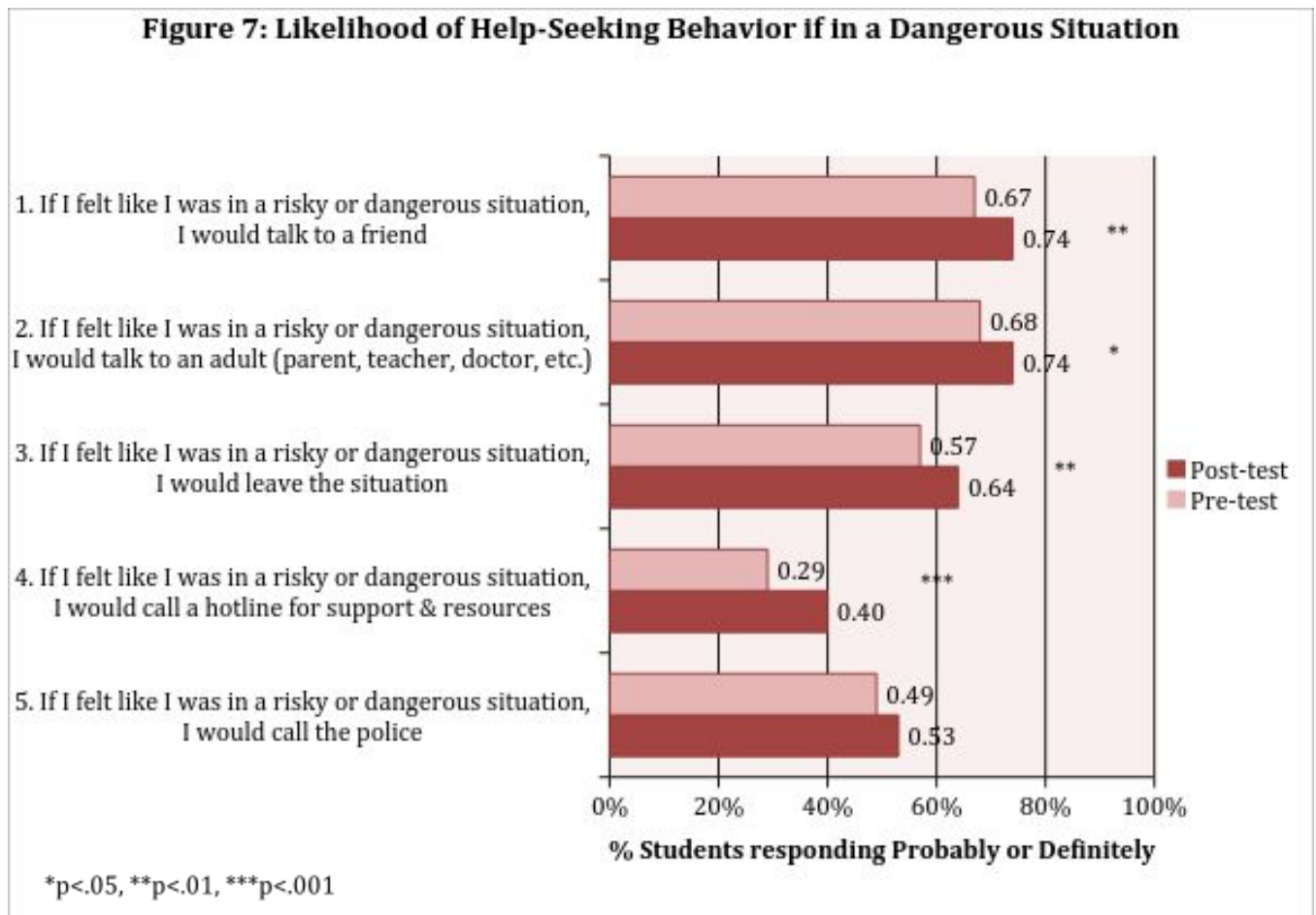


Results showed that there was a significant increase in likelihood to engage in most of the help-seeking behaviors from pre-test to post-test. At pre-test, students were most likely to talk with a friend, an adult or leave the situation, with a significant increase in youth who said that they would talk with an adult or leave the situation at post-test. While students were less likely to call a hotline or call the police when being hurt, students were significantly more likely to say that they would use these options after completing the course. Using the hotline and support resources showed the largest increase from pre- to post-test, suggesting that the availability of hotlines was something students learned from the *Not a #Number* course.

Although increasing significantly from pre-test to post-test, the data suggest that the police are not necessarily a comfortable source of help for youth, even when they are being physically hurt. It is

also somewhat concerning that even at post-test, a full 30% of students were reporting that they would not necessarily talk to a friend or adult if being physically hurt. It could be worthwhile conducting short focus groups to understand the students' thinking when responding to these questions.

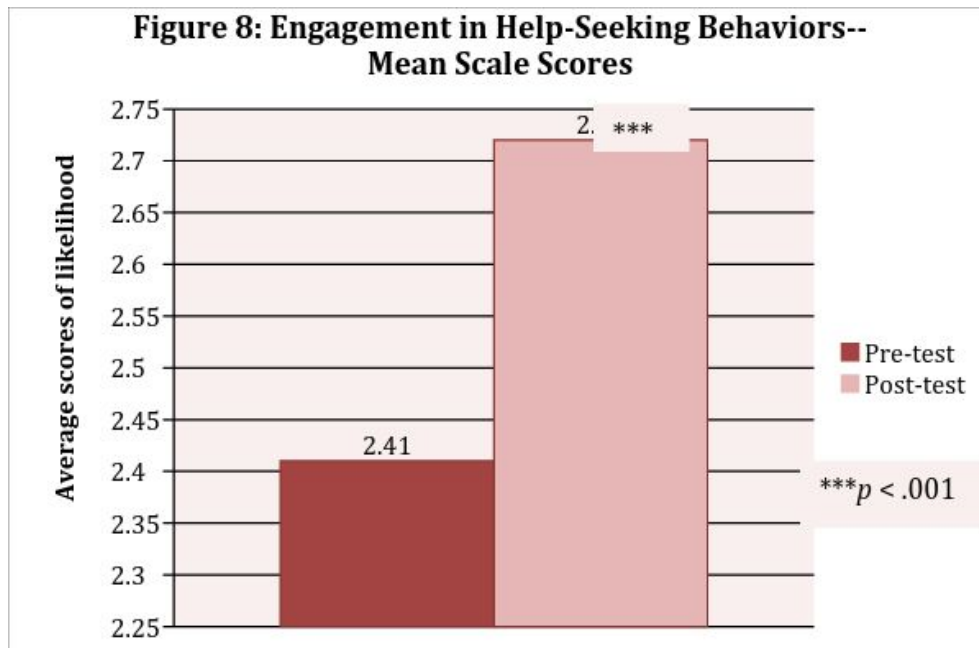
Youth were also asked five questions about how likely they would be to asking for help if they were in risky situations. **Figure 7** below represents the percentage of students who responded that they would “Probably” or “Definitely” seek help from various sources if **they were in a risky or dangerous situation**.



Responses to these questions were very similar to responses about seeking help if being physically harmed. However, while the likelihood of talking to a friend, an adult, leaving the situation or calling a hotline all increased significantly from pre- to post-test, there was no significant increase in youth who said that they would call the police when in a risky or dangerous situation.

Scores on all of the items from Figure 6 and 7 were averaged to create a mean score of likelihood to engage in help-seeking behaviors. (see **Figure 8**). There was a significant increase in students' likelihood to engage in help-seeking behaviors from pre-test to post-test. Specifically, likelihood of seeking help from any source increased from an average of 2.41 to 2.72 (approximating a move roughly from “*maybe*” to “*probably*”). Overall, females had higher average scores on likelihood to

seek help than males (2.86 versus 2.52 at post-test respectively), but there was no difference in pre- and post-test score change between females and males.



Finally, Figures 9 and 10 below provide information on the percentage of students who indicate that they have ever sought help from the different sources if someone had been physically hurting them, or if they were in a risky or dangerous situation. Although a “no” response could indicate that they had not been in the situation, it is striking that a full third of the sample reported reaching out to a friend or an adult for help in a situation where they were being hurt physically or were at-risk. Students reported less frequent use of hotlines and police as a source of help.

Figure 9: Percent of Students Who had Ever Sought Help if Someone was Physically Hurting Them

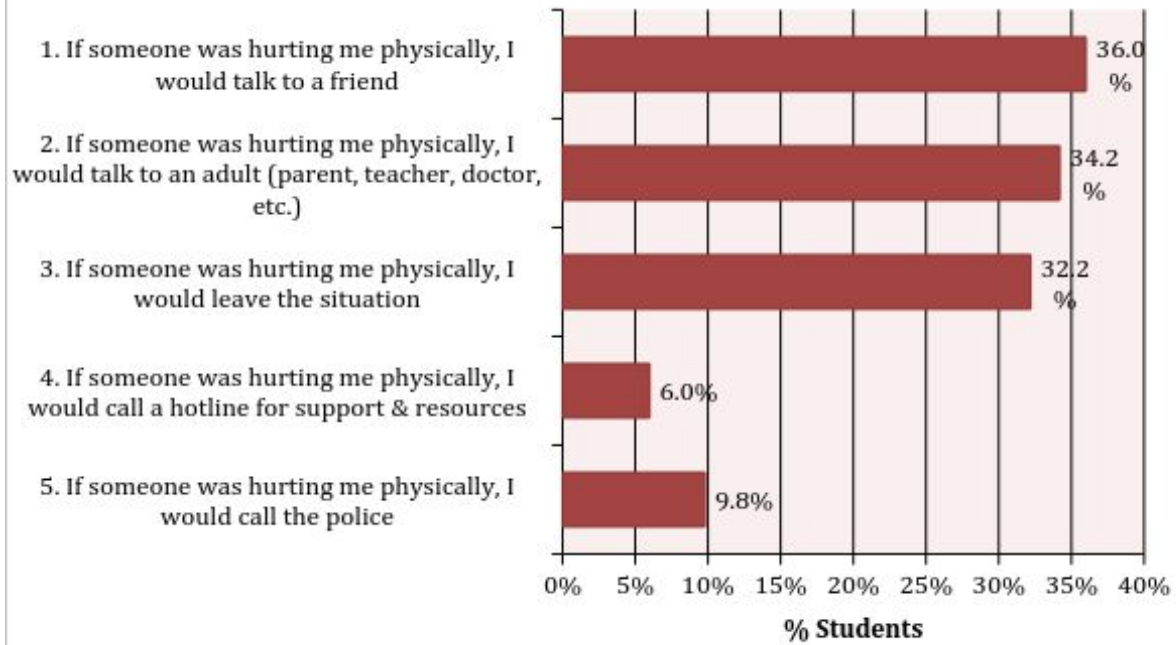


Figure 10: Percent of Students Who had Ever Sought Help if in a Risky or Dangerous Situation

